



# The New York State District Report Card

**Accountability  
and Overview Report  
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT # 2**

District ID **31-02-00-01-0000**

Superintendent **DARIA RIGNEY**

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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](mailto: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	819	796	679
Kindergarten	2477	2489	2811
Grade 1	2312	2410	2708
Grade 2	2366	2228	2553
Grade 3	2194	2263	2345
Grade 4	2168	2149	2486
Grade 5	2093	2104	2332
Grade 6	2037	1958	2282
Ungraded Elementary	1219	1381	120
Grade 7	2098	2039	2212
Grade 8	2137	2172	2338
Grade 9	11809	11237	11650
Grade 10	10698	9760	10687
Grade 11	7220	8064	8399
Grade 12	6240	6550	7176
Ungraded Secondary	2799	2936	59
<b>Total K-12</b>	<b>59867</b>	<b>59740</b>	<b>60158</b>

### Average Class Size

	2007-08	2008-09	2009-10
<b>Common Branch</b>	23	25	24
<b>Grade 8</b>			
English	29	28	28
Mathematics	27	28	27
Science	30	29	28
Social Studies	30	30	28
<b>Grade 10</b>			
English	27	27	27
Mathematics	27	27	26
Science	27	26	29
Social Studies	29	28	28

### 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.

District NEW YORK CITY GEOGRAPHIC DISTRICT # 2

District ID 31-02-00-01-0000

## Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	29055	49%	32195	54%	32080	53%
Reduced-Price Lunch	4959	8%	5074	8%	4967	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	6928	12%	7085	12%	7001	12%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	284	0%	347	1%	324	1%
Black or African American	12686	21%	12631	21%	12158	20%
Hispanic or Latino	22782	38%	22299	37%	22136	37%
Asian or Native Hawaiian/Other Pacific Islander	12843	21%	12939	22%	13372	22%
White	11272	19%	11524	19%	12168	20%
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	3043	5%	3149	5%	3178	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>	4105	4145	4013
Percent with No Valid Teaching Certificate	2%	2%	2%
Percent Teaching Out of Certification	10%	8%	7%
Percent with Fewer Than Three Years of Experience	19%	17%	11%
Percentage with Master's Degree Plus 30 Hours or Doctorate	39%	41%	44%
<b>Total Number of Core Classes</b>	11390	11307	10864
Percent Not Taught by Highly Qualified Teachers in This District	11%	8%	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>	13331	13360	12820
Percent Taught by Teachers Without Appropriate Certification	11%	9%	8%

## Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		20%	18%
Turnover Rate of All Teachers		17%	15%

## 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)

#### Improvement (Year 2)

ELA	Improvement (Year 2)	Science	Good Standing
Math	Improvement (Year 2)	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>	✓	✓	✓	✓ <sup>SH</sup>	✓ <sup>SH</sup>	✓
<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	✓	✓		✓ <sup>SH</sup>	✓ <sup>SH</sup>	
<b>Student groups making AYP in each subject</b>	✗ 8 of 10	✗ 8 of 10	✓ 1 of 1	✗ 5 of 9	✗ 5 of 9	✓ 1 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> 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)**  Improvement (Year 2)

**Accountability Measures** 8 of 10 Student groups making AYP in English language arts  
 Did not make AYP

**Prospective Status** To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be In Need of Improvement (Year 3) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will remain In Need of Improvement (Year 2) in 2011-12. [207]

### 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> (14342:13044)			96%		181	154	
<b>Ethnicity</b>							
American Indian or Alaska Native (76:30)			82%		190	138	
Black or African American (3215:1418)			95%		163	152	
Hispanic or Latino (2802:2568)			96%		168	153	
Asian or Native Hawaiian/Other Pacific Islander (4855:4364)			99%		184	153	
White (4921:4541)			95%		191	153	
Multiracial (142:123)			96%		193	146	
<b>Other Groups</b>							
Students with Disabilities (5322:2445)			87%		155	153	
Limited English Proficient (1563:1701)			99%		159	152	
Economically Disadvantaged (8018:7340)			99%		175	154	
<b>Final AYP Determination</b>	 8 of 10						
<b>Non-Accountability Groups</b>							
Female (6939:6413)			97%		185	154	
Male (7403:6631)			95%		178	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 for This Subject (2010–11)**  Improvement (Year 2)

**Accountability Measures** 8 of 10 Student groups making AYP in mathematics  
 Did not make AYP

### Prospective Status

To be removed from improvement status in mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be In Need of Improvement (Year 3) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will remain In Need of Improvement (Year 2) in 2011-12. [207]

### 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> (14358:13476)			98%		191	134	
<b>Ethnicity</b>							
American Indian or Alaska Native (76:38)			93%		184	119	
Black or African American (1582:1457)			96%		175	132	
Hispanic or Latino (2804:2616)			98%		181	133	
Asian or Native Hawaiian/Other Pacific Islander (4864:4527)			100%		198	133	
White (4921:4711)			98%		194	133	
Multiracial (145:127)			99%		196	126	
<b>Other Groups</b>							
Students with Disabilities (5309:2683)			91%		168	133	
Limited English Proficient (1567:1895)			99%		191	132	
Economically Disadvantaged (8034:7511)			100%		190	134	
<b>Final AYP Determination</b>	 8 of 10						
<b>Non-Accountability Groups</b>							
Female (6949:6594)			99%		192	134	
Male (7409:6882)			98%		189	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
<b>Accountability Groups</b>								
<b>All Students</b> (4975:4570)		Qualified		96%		184	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (15:13)	—		—	—	—	—	—	—
Black or African American (608:535)		Qualified		92%		161	100	
Hispanic or Latino (996:896)		Qualified		94%		168	100	
Asian or Native Hawaiian/Other Pacific Islander (1710:1581)		Qualified		99%		193	100	
White (1599:1508)		Qualified		97%		193	100	
Multiracial (47:37)		Qualified		98%		200	100	
<b>Other Groups</b>								
Students with Disabilities (993:909)		Qualified		88%		160	100	
Limited English Proficient (529:615)		Qualified		99%		182	100	
Economically Disadvantaged (2821:2594)		Qualified		98%		181	100	
<b>Final AYP Determination</b>		1 of 1						
<b>Non-Accountability Groups</b>								
Female (2366:2215)				98%		185	100	
Male (2609:2355)				95%		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 for This Subject (2010–11)**  Improvement (Year 2)

**Accountability Measures** 5 of 9 Student groups making AYP in English language arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be In Need of Improvement (Year 3) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will remain In Need of Improvement (Year 2) in 2011-12. [207]

### 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> (8768:8398)			99%		172	176	171    175
<b>Ethnicity</b>							
American Indian or Alaska Native (33:28)	—	—	—	—	—	—	—
Black or African American (2381:2246)			99%		165	175	161 <sup>‡</sup> 169
Hispanic or Latino (3881:3749)			99%		166	175	164 <sup>‡</sup> 169
Asian or Native Hawaiian/Other Pacific Islander (1451:1393)			99%		190	174	
White (984:948)			99%		188	173	
Multiracial (38:34)		—	—		194	160	
<b>Other Groups</b>							
Students with Disabilities (702:938)			98%		118	173	110 <sup>‡</sup> 126
Limited English Proficient (809:1035)			98%		139	174	138 <sup>‡</sup> 145
Economically Disadvantaged (6336:6191)			99%		172	176	170    175
<b>Final AYP Determination</b>	 5 of 9						
<b>Non-Accountability Groups</b>							
Female (4965:4695)			99%		180	175	
Male (3803:3703)			99%		163	175	
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 for This Subject (2010–11)**  Improvement (Year 2)

**Accountability Measures** 5 of 9 Student groups making AYP in mathematics  
 Did not make AYP

### Prospective Status

To be removed from improvement status in mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be In Need of Improvement (Year 3) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will remain In Need of Improvement (Year 2) in 2011-12. [207]

### 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> (8768:8398)			96%		167	172	165 170
<b>Ethnicity</b>							
American Indian or Alaska Native (33:28)	—	—	—	—	—	—	—
Black or African American (2381:2246)			95%		158	171	153‡ 162
Hispanic or Latino (3881:3749)			95%		160	171	157‡ 164
Asian or Native Hawaiian/Other Pacific Islander (1451:1393)			99%		194	170	
White (984:948)			95%		178	169	
Multiracial (38:34)		—	—		176	156	
<b>Other Groups</b>							
Students with Disabilities (702:938)			95%		119	169	105‡ 127
Limited English Proficient (809:1035)			97%		149	170	152‡ 154
Economically Disadvantaged (6336:6191)			96%		168	172	166 171
<b>Final AYP Determination</b>	 5 of 9						
<b>Non-Accountability Groups</b>							
Female (4965:4695)			96%		171	171	
Male (3803:3703)			96%		163	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.

## Graduation Rate

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

**Accountability Measures** 1 of 1 Student groups making AYP in graduation rate  
 Made AYP

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

### 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> (9193)			66%	80%	66%	69%
<b>Ethnicity</b>						
American Indian or Alaska Native (44)			70%	80%	74%	72%
Black or African American (2402)			58%	80%	59%	62%
Hispanic or Latino (4234)			58%	80%	59%	62%
Asian or Native Hawaiian/Other Pacific Islander (1490)			87%	80%		
White (1004)			84%	80%		
Multiracial (19)		—	—	—		
<b>Other Groups</b>						
Students with Disabilities (1070)			34%	80%	39%	43%
Limited English Proficient (1261)			52%	80%	56%	58%
Economically Disadvantaged (6338)			67%	80%	65%	70%
<b>Final AYP Determination</b>	 1 of 1					
<b>Non-Accountability Groups</b>						
Female (4908)			71%	80%		
Male (4285)			59%	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 **71%** 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 # 2**

District ID **31-02-00-01-0000**

## 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

---

89 schools identified 86% of total

AMERICAN SIGN LANGUAGE & ENGLISH SCHOOL  
AMERICAN SIGN LANGUAGE AND ENGLISH LOWER SCHOOL  
ART AND DESIGN HIGH SCHOOL  
BALLET TECH/NYC PS FOR DANCE  
BARUCH COLLEGE CAMPUS HIGH SCHOOL  
BATTERY PARK CITY SCHOOL  
EAST SIDE MIDDLE SCHOOL  
ELEANOR ROOSEVELT HIGH SCHOOL  
ELLA BAKER SCHOOL  
EMMA LAZARUS HIGH SCHOOL  
ESSEX STREET ACADEMY  
FACING HISTORY SCHOOL (THE)  
FOOD AND FINANCE HIGH SCHOOL  
GRAMERCY ARTS HIGH SCHOOL  
GREENWICH VILLAGE MIDDLE SCHOOL  
HIGH SCHOOL FOR DUAL LANGUAGE AND ASIAN STUDIES  
HIGH SCHOOL FOR ENVIRONMENTAL STUDIES  
HIGH SCHOOL FOR HEALTH PROFESSIONS & HUMAN SERVICES  
HIGH SCHOOL FOR LANGUAGE AND DIPLOMACY  
HIGH SCHOOL OF ECONOMICS & FINANCE  
HIGH SCHOOL OF HOSPITALITY MANAGEMENT  
HUMANITIES PREPARATORY ACADEMY  
INSTITUTE FOR COLLABORATIVE EDUCATION  
IS 289  
JACQUELINE KENNEDY-ONASSIS HIGH SCHOOL  
JAMES BALDWIN SCHOOL  
JHS 104 SIMON BARUCH  
JHS 167 ROBERT F WAGNER  
LANDMARK HIGH SCHOOL  
LEADERSHIP & PUBLIC SERVICE HIGH SCHOOL  
LEGACY SCHOOL FOR INTEGRATED STUDIES  
LIFE SCIENCES SECONDARY SCHOOL  
LOWER MANHATTAN ARTS ACADEMY  
MANHATTAN BUSINESS ACADEMY  
MANHATTAN COMPREHENSIVE NIGHT AND DAY HIGH SCHOOL  
MANHATTAN INTERNATIONAL HIGH SCHOOL  
MANHATTAN VILLAGE ACADEMY  
MILLENNIUM HIGH SCHOOL  
MS 255 SALK SCHOOL OF SCIENCE  
MS 260 CLINTON SCHOOL WRITERS & ARTISTS  
NEW DESIGN HIGH SCHOOL  
NYC LAB HIGH SCHOOL FOR COLLABORATIVE STUDIES  
NYC LAB MS FOR COLLABORATIVE STUDIES  
NYC MUSEUM SCHOOL  
NYCI SCHOOL  
PACE HIGH SCHOOL  
PROFESSIONAL PERFORMING ARTS HIGH SCHOOL

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(continued)

# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

District ID **31-02-00-01-0000**

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

### In Good Standing (continued)

---

PS 1 ALFRED E SMITH  
PS 11 WILLIAM T HARRIS  
PS 111 ADOLPH S OCHS  
PS 116 MARY LINDLEY MURRAY  
PS 124 YUNG WING  
PS 126 JACOB AUGUST RIIS  
PS 130 HERNANDO DESOTO  
PS 150  
PS 158 BAYLARD TAYLOR  
PS 183 ROBERT L STEVENSON  
PS 198 ISADOR E IDA STRAUS  
PS 2 MEYER LONDON  
PS 212 MIDTOWN WEST  
PS 234 INDEPENDENCE SCHOOL  
PS 290 MANHATTAN NEW SCHOOL  
PS 3 CHARRETTE SCHOOL  
PS 33 CHELSEA PREP  
PS 40 AUGUSTUS SAINT-GAUDENS  
PS 41 GREENWICH VILLAGE  
PS 42 BENJAMIN ALTMAN  
PS 51 ELIAS HOWE  
PS 59 BEEKMAN HILL INTERNATIONAL  
PS 6 LILLIE D BLAKE  
PS 77 LOWER LAB  
PS 89  
PS/IS 217 ROOSEVELT ISLAND  
QUEST TO LEARN  
REPERTORY COMPANY HIGH SCHOOL FOR THEATRE ARTS  
RICHARD R GREEN HIGH SCHOOL OF TEACHING  
SATELLITE ACADEMY HIGH SCHOOL  
SCHOOL OF THE FUTURE HIGH SCHOOL  
SPRUCE STREET SCHOOL  
STUYVESANT HIGH SCHOOL  
TALENT UNLIMITED HIGH SCHOOL  
THE BUSINESS OF SPORTS SCHOOL  
THE HIGH SCHOOL OF FASHION INDUSTRIES  
URBAN ACADEMY LABORATORY HIGH SCHOOL  
URBAN ASSEMBLY ACADEMY OF GOVERNMENT AND LAW  
URBAN ASSEMBLY SCHOOL OF BUSINESS FOR YOUNG WOMEN  
URBAN ASSEMBLY SCHOOL OF DESIGN AND CONSTRUCTION  
VANGUARD HIGH SCHOOL  
YORKVILLE COMMUNITY SCHOOL

---

### Improvement (year 1) Comprehensive

---

4 schools identified 4% of total  
HIGH SCHOOL 560 CITY-AS-SCHOOL  
INDEPENDENCE HIGH SCHOOL  
MANHATTAN BRIDGES HIGH SCHOOL  
UNITY CENTER FOR URBAN TECHNOLOGIES

---

### Improvement (year 2) Basic

---

1 school identified 1% of total

.....(continued).

# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

District ID **31-02-00-01-0000**

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

---

### **Improvement (year 2) Basic (continued)**

HARVEY MILK HIGH SCHOOL

---

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

2 schools identified 2% of total

LIBERTY HIGH SCHOOL ACADEMY FOR NEWCOMERS  
SCHOOL FOR THE PHYSICAL CITY HIGH SCHOOL

---

### **Restructuring (advanced) Comprehensive**

7 schools identified 7% of total

BAYARD RUSTIN EDUCATIONAL COMPLEX  
CHELSEA CAREER AND TECHNICAL EDUCATION HIGH SCHOOL  
HIGH SCHOOL OF GRAPHIC COMMUNICATION ARTS  
IS 131  
MURRY BERGTRAUM HIGH SCHOOL FOR BUSINESS CAREERS  
NORMAN THOMAS HIGH SCHOOL  
WASHINGTON IRVING HIGH SCHOOL

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# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

District ID **31-02-00-01-0000**

## 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.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	70%			2242
Grade 4	70%			2385
Grade 5	73%			2241
Grade 6	63%			2142
Grade 7	65%			2039
Grade 8	58%			2169

Mathematics			
Grade 3	80%		2336
Grade 4	82%		2512
Grade 5	83%		2332
Grade 6	74%		2271
Grade 7	75%		2181
Grade 8	70%		2291

Science			
Grade 4	92%		2493
Grade 8	79%		2204

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	75%			9671
Mathematics	71%			9671

### 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).

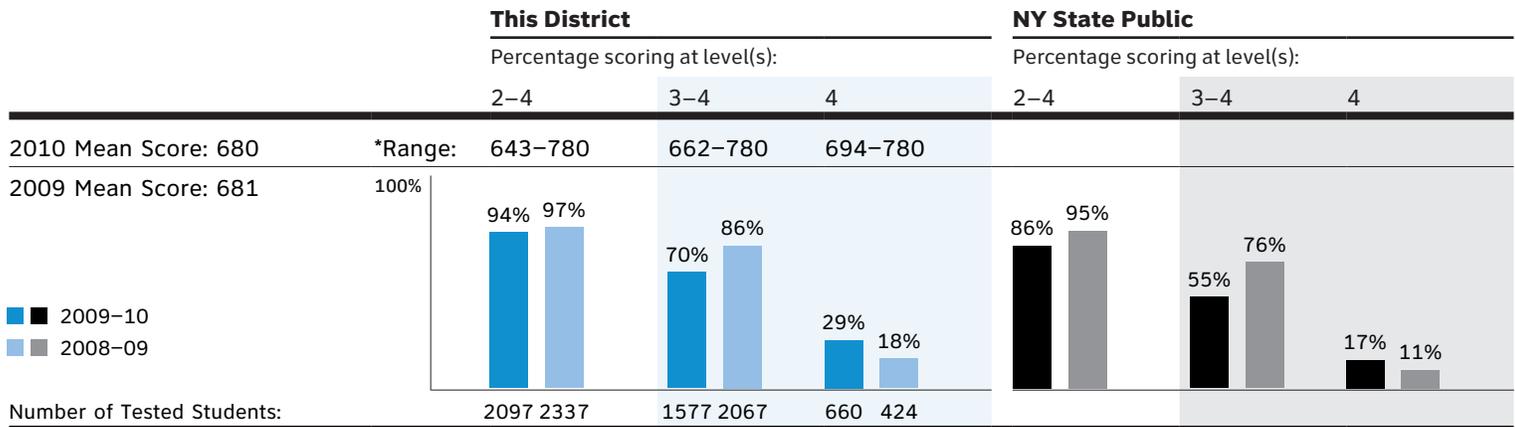
In this section, this district's performance is compared with that of public schools statewide.

### 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>2242</b>	<b>94%</b>	<b>70%</b>	<b>29%</b>	<b>2400</b>	<b>97%</b>	<b>86%</b>	<b>18%</b>
Female	1106	95%	72%	33%	1143	98%	89%	21%
Male	1136	92%	69%	26%	1257	97%	83%	15%
American Indian or Alaska Native	9	100%	67%	22%	7	86%	71%	29%
Black or African American	205	84%	44%	12%	213	97%	76%	7%
Hispanic or Latino	363	89%	59%	17%	445	94%	71%	7%
Asian or Native Hawaiian/Other Pacific Islander	741	94%	68%	25%	837	98%	90%	18%
White	894	97%	83%	42%	868	99%	93%	26%
Multiracial	30	90%	83%	33%	30	100%	90%	23%
<b>Small Group Totals</b>								
General-Education Students	1820	97%	77%	33%	1970	99%	92%	20%
Students with Disabilities	422	77%	44%	15%	430	89%	57%	5%
English Proficient	1975	95%	74%	33%	2083	98%	89%	19%
Limited English Proficient	267	83%	40%	5%	317	93%	68%	6%
Economically Disadvantaged	1128	90%	58%	18%	1262	96%	81%	11%
Not Disadvantaged	1114	97%	83%	41%	1138	99%	92%	25%
Migrant								
Not Migrant	2242	94%	70%	29%	2400	97%	86%	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.

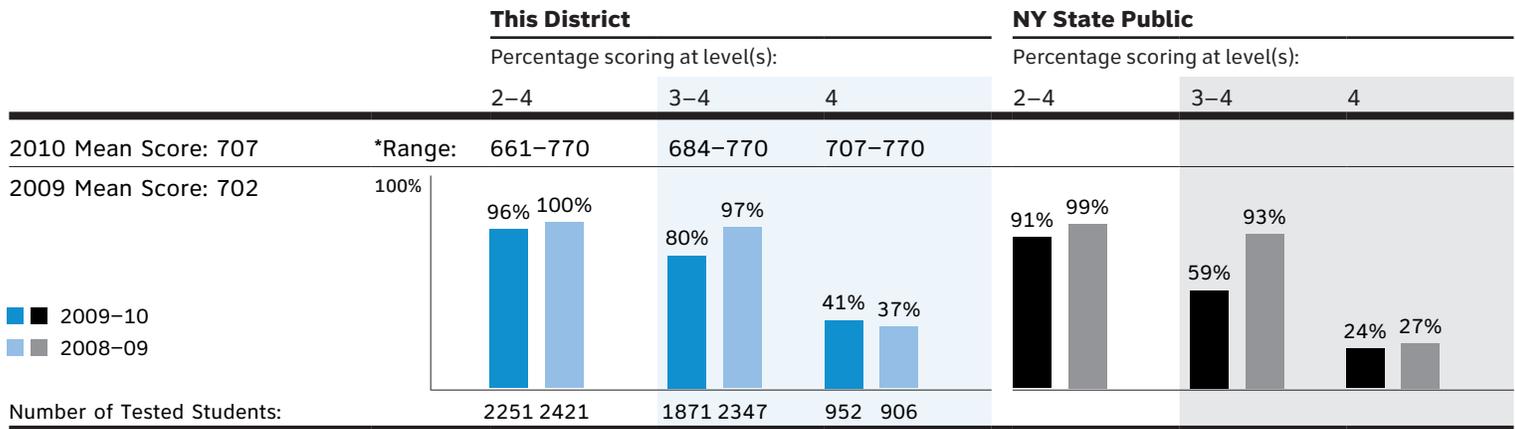
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## 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 3 Equivalent	28	24	19	16	24	21	17	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	66	N/A	N/A	N/A	31	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	65	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>2336</b>	<b>96%</b>	<b>80%</b>	<b>41%</b>	<b>2432</b>	<b>100%</b>	<b>97%</b>	<b>37%</b>
Female	1155	97%	79%	41%	1164	100%	97%	40%
Male	1181	96%	81%	41%	1268	99%	96%	35%
American Indian or Alaska Native	14	86%	36%	14%	7	100%	100%	14%
Black or African American	207	88%	58%	22%	212	99%	94%	19%
Hispanic or Latino	370	92%	67%	27%	446	99%	91%	17%
Asian or Native Hawaiian/Other Pacific Islander	802	98%	88%	49%	859	100%	99%	49%
White	913	98%	85%	44%	876	100%	97%	41%
Multiracial	30	97%	60%	27%	32	100%	100%	31%
<b>Small Group Totals</b>								
General-Education Students	1894	99%	86%	45%	2008	100%	99%	42%
Students with Disabilities	442	85%	53%	21%	424	98%	85%	13%
English Proficient	1997	96%	81%	43%	2084	100%	97%	39%
Limited English Proficient	339	96%	74%	30%	348	99%	95%	27%
Economically Disadvantaged	1190	96%	77%	37%	1285	99%	96%	35%
Not Disadvantaged	1146	97%	84%	44%	1147	100%	97%	40%
Migrant								
Not Migrant	2336	96%	80%	41%	2432	100%	97%	37%

### NOTES

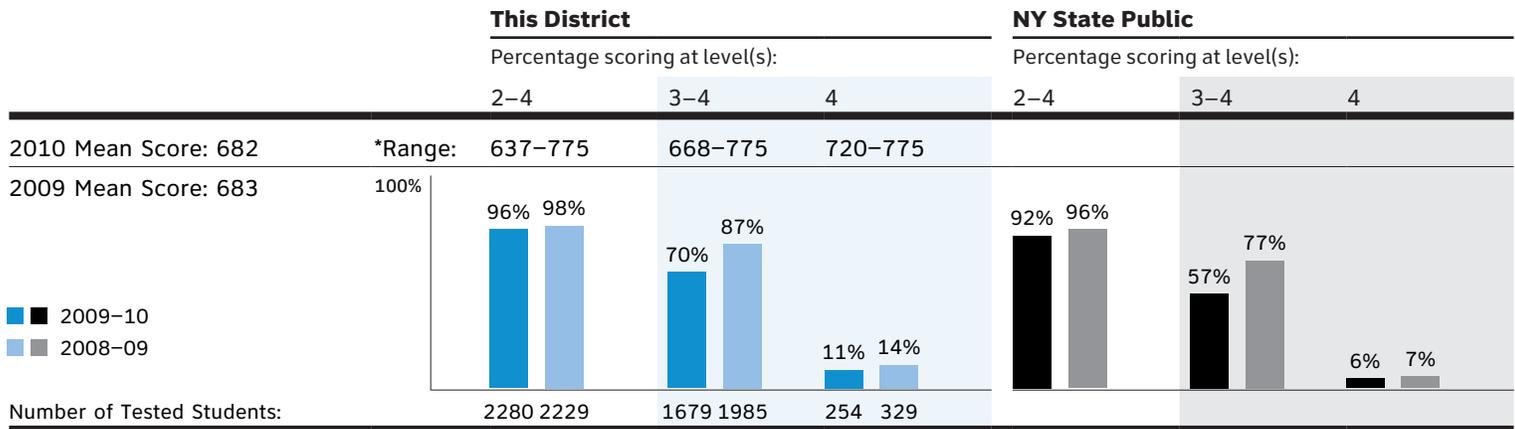
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* 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	28	28	17	12	24	23	19	12

## This District's Results in Grade 4 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>2385</b>	<b>96%</b>	<b>70%</b>	<b>11%</b>	<b>2286</b>	<b>98%</b>	<b>87%</b>	<b>14%</b>
Female	1155	97%	74%	14%	1126	99%	90%	19%
Male	1230	94%	67%	8%	1160	96%	83%	10%
American Indian or Alaska Native	7	86%	86%	0%	3	-	-	-
Black or African American	244	90%	44%	3%	218	94%	79%	6%
Hispanic or Latino	440	91%	44%	3%	436	95%	72%	4%
Asian or Native Hawaiian/Other Pacific Islander	809	98%	79%	15%	761	98%	89%	13%
White	850	98%	83%	13%	842	99%	94%	23%
Multiracial	35	100%	83%	3%	26	-	-	-
Small Group Totals					29	100%	97%	10%
General-Education Students	1950	99%	79%	13%	1891	99%	93%	17%
Students with Disabilities	435	82%	31%	2%	395	88%	58%	1%
English Proficient	2148	96%	74%	12%	2065	98%	90%	16%
Limited English Proficient	237	89%	41%	0%	221	90%	55%	1%
Economically Disadvantaged	1288	94%	62%	8%	1217	97%	81%	8%
Not Disadvantaged	1097	97%	80%	14%	1069	99%	93%	22%
Migrant								
Not Migrant	2385	96%	70%	11%	2286	98%	87%	14%

#### NOTES

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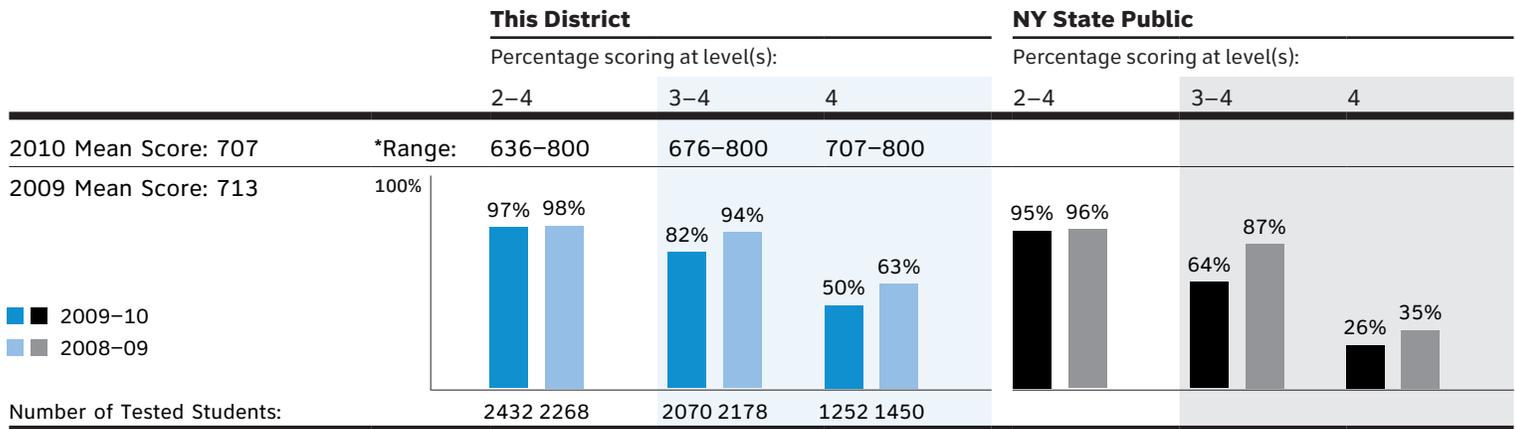
### Other

#### 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	33	29	23	15	29	24	22	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	71	N/A	N/A	N/A	30	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	73	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>2512</b>	<b>97%</b>	<b>82%</b>	<b>50%</b>	<b>2310</b>	<b>98%</b>	<b>94%</b>	<b>63%</b>
Female	1213	98%	83%	50%	1137	98%	95%	63%
Male	1299	96%	82%	50%	1173	98%	94%	62%
American Indian or Alaska Native	8	100%	75%	13%	3	-	-	-
Black or African American	256	88%	53%	18%	216	97%	84%	27%
Hispanic or Latino	457	94%	63%	20%	439	95%	86%	35%
Asian or Native Hawaiian/Other Pacific Islander	870	99%	94%	65%	782	100%	99%	78%
White	886	98%	89%	59%	844	98%	96%	72%
Multiracial	35	100%	94%	57%	26	-	-	-
Small Group Totals					29	100%	97%	62%
General-Education Students	2031	99%	90%	58%	1921	100%	98%	70%
Students with Disabilities	481	87%	50%	15%	389	91%	77%	27%
English Proficient	2199	97%	83%	52%	2060	98%	95%	65%
Limited English Proficient	313	96%	76%	33%	250	97%	90%	45%
Economically Disadvantaged	1357	97%	80%	44%	1234	98%	93%	56%
Not Disadvantaged	1155	97%	86%	56%	1076	98%	96%	71%
Migrant								
Not Migrant	2512	97%	82%	50%	2310	98%	94%	63%

### NOTES

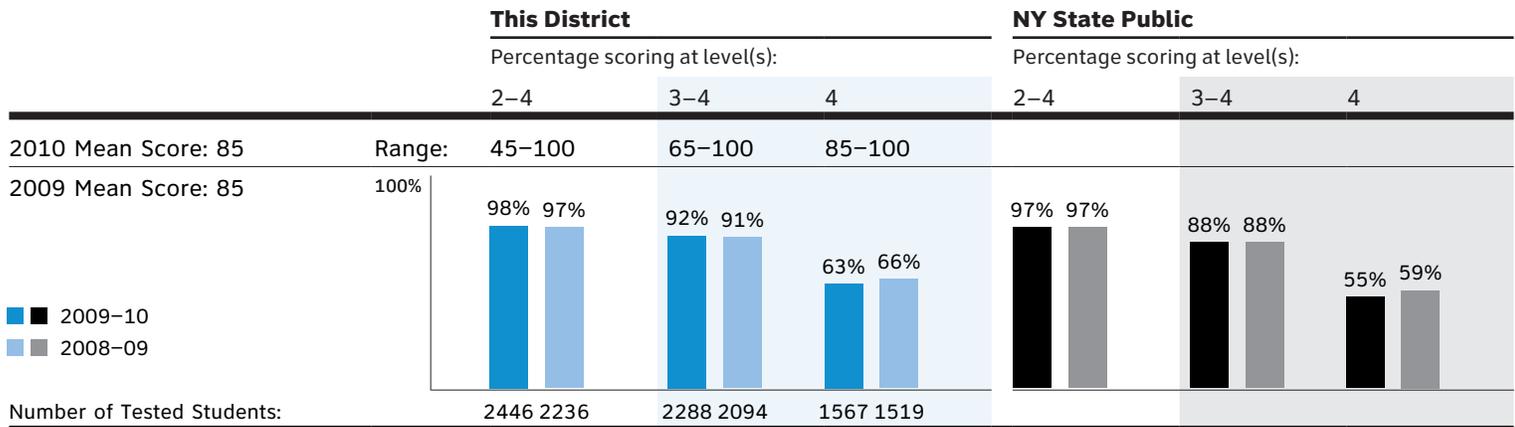
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## Other Assessments

	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	34	34	23	14	29	29	22	10

## 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>2493</b>	<b>98%</b>	<b>92%</b>	<b>63%</b>	<b>2299</b>	<b>97%</b>	<b>91%</b>	<b>66%</b>
Female	1205	99%	93%	63%	1127	98%	92%	67%
Male	1288	98%	91%	62%	1172	96%	90%	65%
American Indian or Alaska Native	7	100%	100%	43%	3	-	-	-
Black or African American	249	94%	80%	33%	216	92%	79%	38%
Hispanic or Latino	453	97%	82%	38%	431	94%	81%	41%
Asian or Native Hawaiian/Other Pacific Islander	864	99%	96%	71%	779	99%	96%	73%
White	883	99%	96%	76%	844	99%	95%	79%
Multiracial	37	100%	100%	68%	26	-	-	-
Small Group Totals					29	100%	97%	72%
General-Education Students	2015	99%	95%	70%	1918	98%	94%	72%
Students with Disabilities	478	94%	76%	34%	381	91%	74%	35%
English Proficient	2184	98%	93%	67%	2052	98%	93%	70%
Limited English Proficient	309	95%	83%	35%	247	92%	78%	36%
Economically Disadvantaged	1342	98%	89%	55%	1220	97%	88%	56%
Not Disadvantaged	1151	99%	94%	72%	1079	98%	94%	77%
Migrant								
Not Migrant	2493	98%	92%	63%	2299	97%	91%	66%

### 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	34	33	28	23	29	27	27	22

## This District's Results in Grade 5 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: 688	*Range: 647-795	666-795	700-795			
2009 Mean Score: 689						
Number of Tested Students:	2101	2206	1628	1999	621	556

### 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>2241</b>	<b>94%</b>	<b>73%</b>	<b>28%</b>	<b>2210</b>	<b>100%</b>	<b>90%</b>	<b>25%</b>
Female	1088	96%	78%	34%	1110	100%	92%	25%
Male	1153	92%	67%	22%	1100	100%	89%	25%
American Indian or Alaska Native	1	-	-	-	5	100%	100%	20%
Black or African American	209	87%	50%	12%	236	100%	79%	7%
Hispanic or Latino	441	86%	51%	12%	421	100%	83%	11%
Asian or Native Hawaiian/Other Pacific Islander	755	96%	77%	32%	761	100%	93%	30%
White	800	97%	85%	36%	772	100%	96%	34%
Multiracial	35	-	-	-	15	100%	80%	13%
Small Group Totals	36	100%	92%	28%				
General-Education Students	1852	97%	80%	32%	1820	100%	94%	29%
Students with Disabilities	389	77%	36%	6%	390	99%	72%	7%
English Proficient	2061	95%	76%	30%	2034	100%	93%	27%
Limited English Proficient	180	76%	31%	5%	176	99%	59%	0%
Economically Disadvantaged	1210	91%	63%	21%	1230	100%	86%	17%
Not Disadvantaged	1031	97%	84%	35%	980	100%	97%	36%
Migrant								
Not Migrant	2241	94%	73%	28%	2210	100%	90%	25%

#### NOTES

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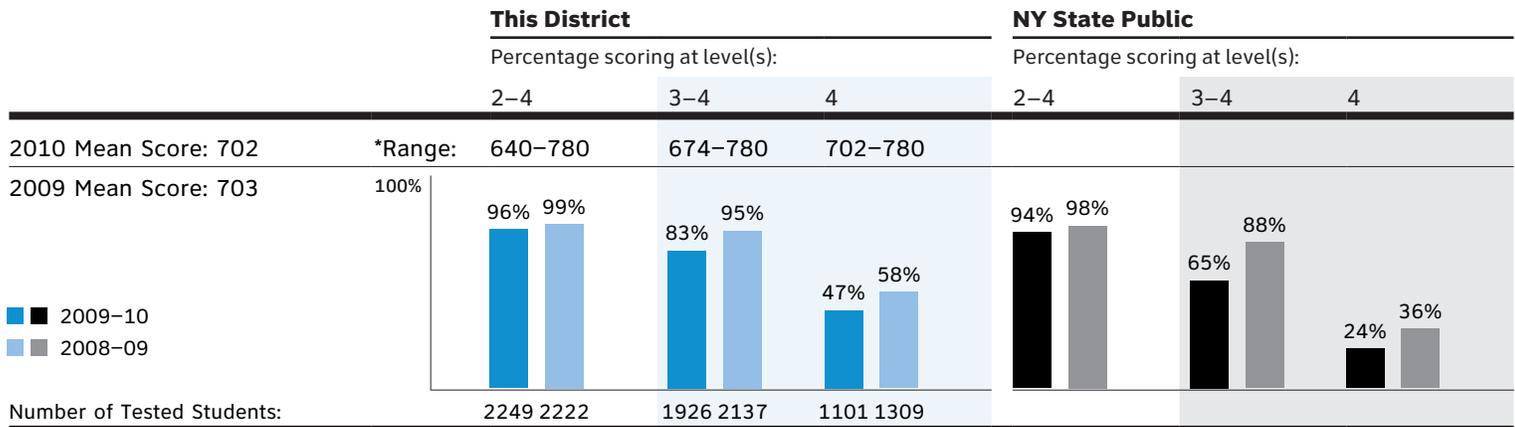
### Other

#### 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	26	25	22	14	25	22	18	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	54	N/A	N/A	N/A	29	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	58	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>2332</b>	<b>96%</b>	<b>83%</b>	<b>47%</b>	<b>2242</b>	<b>99%</b>	<b>95%</b>	<b>58%</b>
Female	1121	97%	83%	50%	1120	99%	96%	59%
Male	1211	96%	82%	44%	1122	99%	95%	58%
American Indian or Alaska Native	2	-	-	-	5	100%	100%	80%
Black or African American	213	89%	56%	20%	236	98%	85%	27%
Hispanic or Latino	446	93%	63%	22%	428	97%	90%	32%
Asian or Native Hawaiian/Other Pacific Islander	805	99%	93%	57%	785	100%	99%	77%
White	831	97%	90%	59%	772	99%	97%	63%
Multiracial	35	-	-	-	16	100%	94%	38%
Small Group Totals	37	97%	89%	46%				
General-Education Students	1915	99%	89%	54%	1850	100%	98%	66%
Students with Disabilities	417	84%	52%	17%	392	95%	81%	25%
English Proficient	2094	97%	84%	50%	2031	99%	96%	61%
Limited English Proficient	238	95%	66%	22%	211	98%	91%	38%
Economically Disadvantaged	1262	96%	78%	41%	1260	99%	94%	53%
Not Disadvantaged	1070	97%	88%	55%	982	99%	98%	65%
Migrant								
Not Migrant	2332	96%	83%	47%	2242	99%	95%	58%

### NOTES

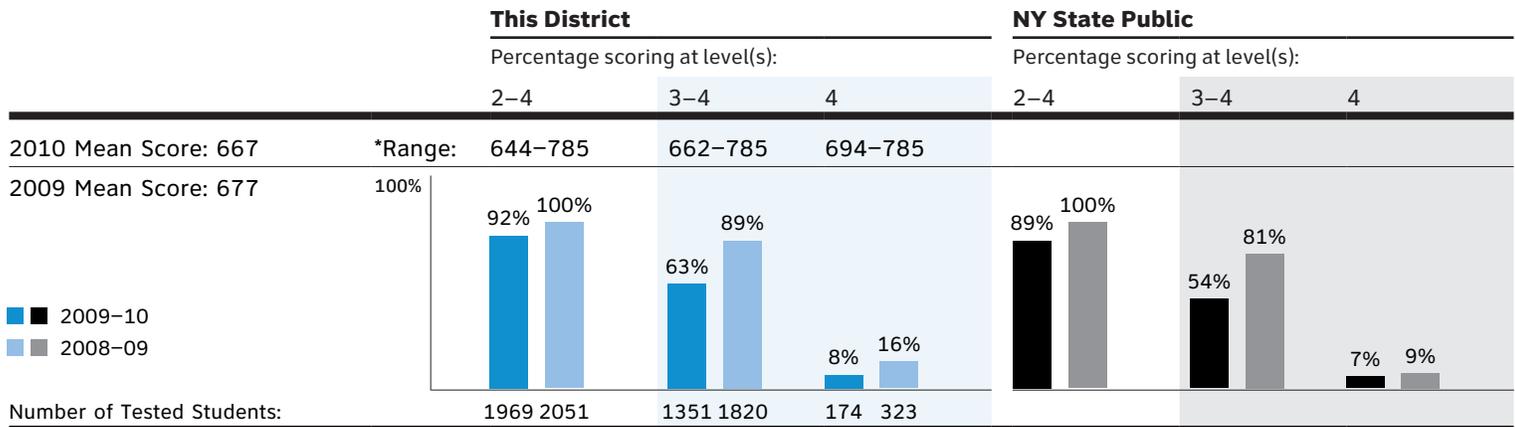
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## Other Assessments

	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	26	25	20	11	25	23	18	9

## 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>2142</b>	<b>92%</b>	<b>63%</b>	<b>8%</b>	<b>2052</b>	<b>100%</b>	<b>89%</b>	<b>16%</b>
Female	1080	93%	67%	10%	1030	100%	91%	21%
Male	1062	90%	59%	6%	1022	100%	87%	10%
American Indian or Alaska Native	5	100%	60%	0%	5	-	-	-
Black or African American	232	84%	39%	5%	263	100%	79%	5%
Hispanic or Latino	445	86%	44%	3%	441	100%	79%	4%
Asian or Native Hawaiian/Other Pacific Islander	696	92%	65%	8%	654	100%	92%	18%
White	741	98%	80%	12%	685	100%	96%	26%
Multiracial	23	91%	74%	13%	4	-	-	-
Small Group Totals					9	100%	89%	11%
General-Education Students	1802	96%	70%	9%	1746	100%	93%	18%
Students with Disabilities	340	73%	27%	1%	306	100%	63%	2%
English Proficient	1990	95%	67%	9%	1938	100%	91%	17%
Limited English Proficient	152	55%	9%	0%	114	100%	49%	0%
Economically Disadvantaged	1275	88%	52%	4%	1206	100%	85%	12%
Not Disadvantaged	867	97%	80%	14%	846	100%	93%	21%
Migrant								
Not Migrant	2142	92%	63%	8%	2052	100%	89%	16%

#### NOTES

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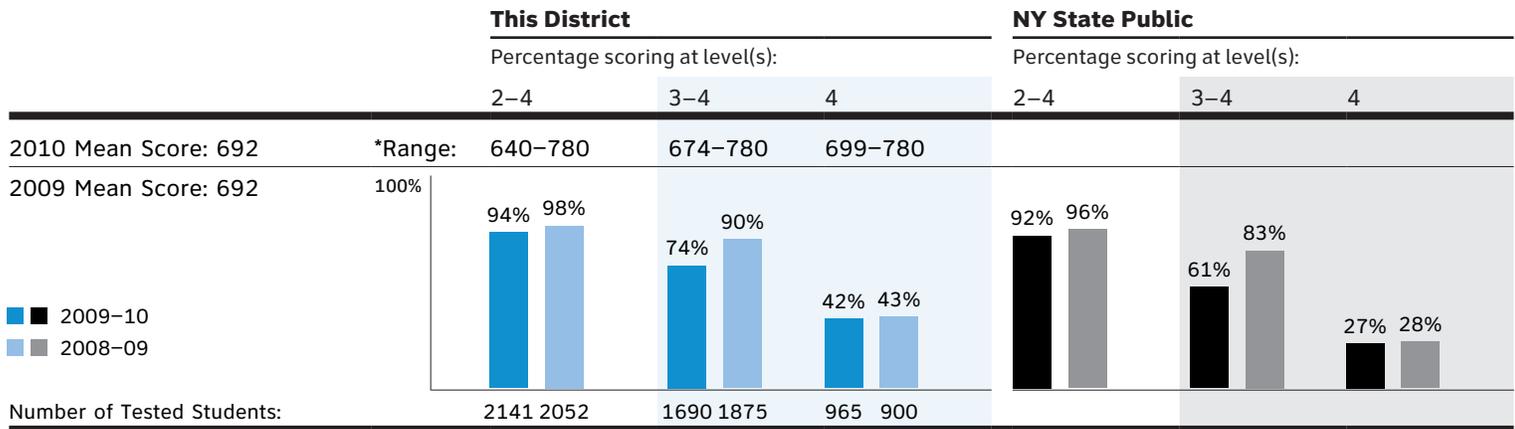
### Other

#### 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	27	21	15	7	14	13	11	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	75	N/A	N/A	N/A	32	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	75	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>2271</b>	<b>94%</b>	<b>74%</b>	<b>42%</b>	<b>2092</b>	<b>98%</b>	<b>90%</b>	<b>43%</b>
Female	1137	95%	77%	43%	1045	99%	91%	42%
Male	1134	94%	72%	42%	1047	97%	88%	44%
American Indian or Alaska Native	5	100%	40%	20%	5	-	-	-
Black or African American	237	88%	48%	15%	262	95%	78%	18%
Hispanic or Latino	461	87%	50%	19%	445	96%	80%	18%
Asian or Native Hawaiian/Other Pacific Islander	763	99%	88%	58%	688	100%	97%	58%
White	780	97%	84%	50%	688	99%	94%	53%
Multiracial	25	92%	68%	28%	4	-	-	-
Small Group Totals					9	89%	67%	44%
General-Education Students	1878	98%	83%	49%	1787	100%	95%	49%
Students with Disabilities	393	78%	36%	14%	305	88%	58%	10%
English Proficient	2042	95%	77%	45%	1939	98%	91%	45%
Limited English Proficient	229	86%	52%	24%	153	95%	76%	22%
Economically Disadvantaged	1353	94%	69%	36%	1239	98%	88%	39%
Not Disadvantaged	918	95%	82%	52%	853	98%	92%	49%
Migrant								
Not Migrant	2271	94%	74%	42%	2092	98%	90%	43%

### 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	26	25	22	9	15	14	11	9

## This District's Results in Grade 7 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: 642-790	664-790	698-790			
2009 Mean Score: 673						
Number of Tested Students:	1915	2109	1332	1841	410	219

### 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>2039</b>	<b>94%</b>	<b>65%</b>	<b>20%</b>	<b>2116</b>	<b>100%</b>	<b>87%</b>	<b>10%</b>
Female	1037	95%	71%	24%	1035	100%	89%	11%
Male	1002	93%	59%	16%	1081	100%	85%	10%
American Indian or Alaska Native	2	-	-	-	6	100%	100%	17%
Black or African American	254	90%	46%	9%	286	100%	77%	3%
Hispanic or Latino	433	91%	46%	4%	466	100%	78%	4%
Asian or Native Hawaiian/Other Pacific Islander	681	93%	67%	21%	722	99%	88%	10%
White	661	98%	84%	34%	631	100%	97%	19%
Multiracial	8	-	-	-	5	100%	80%	0%
Small Group Totals	10	100%	70%	20%				
General-Education Students	1762	96%	71%	23%	1783	100%	92%	12%
Students with Disabilities	277	80%	27%	4%	333	99%	62%	3%
English Proficient	1919	96%	69%	21%	1995	100%	91%	11%
Limited English Proficient	120	57%	7%	0%	121	94%	28%	0%
Economically Disadvantaged	1263	92%	54%	13%	1234	100%	83%	7%
Not Disadvantaged	776	98%	84%	32%	882	100%	93%	15%
Migrant								
Not Migrant	2039	94%	65%	20%	2116	100%	87%	10%

#### NOTES

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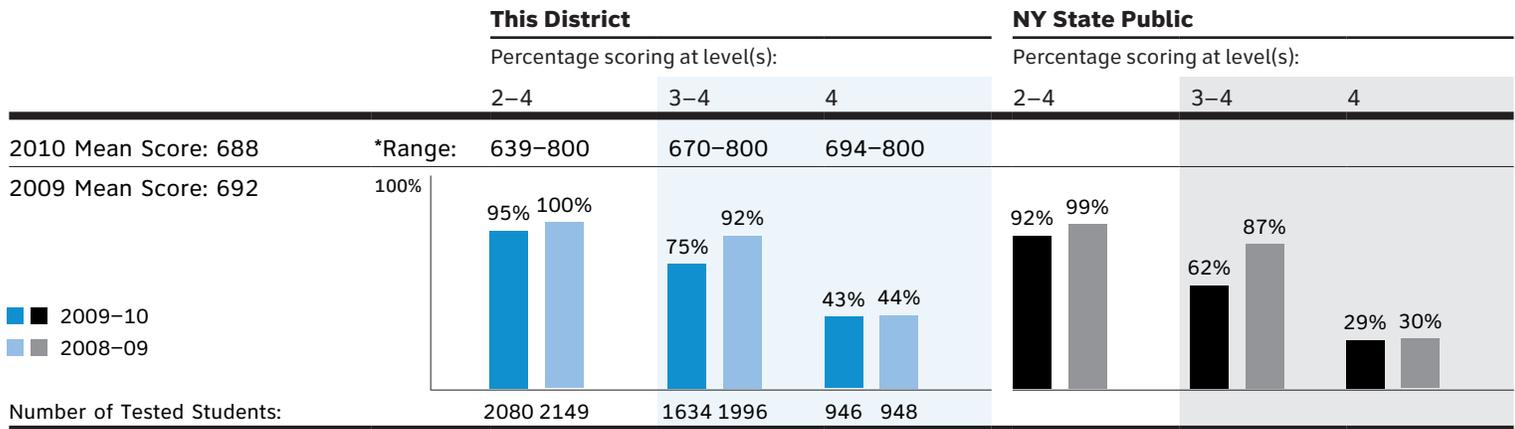
### Other

#### 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	20	19	18	13	17	16	14	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	91	N/A	N/A	N/A	38	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	92	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>2181</b>	<b>95%</b>	<b>75%</b>	<b>43%</b>	<b>2158</b>	<b>100%</b>	<b>92%</b>	<b>44%</b>
Female	1089	96%	77%	46%	1054	99%	94%	45%
Male	1092	95%	73%	41%	1104	100%	91%	43%
American Indian or Alaska Native	3	-	-	-	6	100%	100%	33%
Black or African American	266	92%	52%	17%	286	99%	79%	17%
Hispanic or Latino	454	91%	52%	19%	465	100%	85%	15%
Asian or Native Hawaiian/Other Pacific Islander	759	98%	88%	57%	758	100%	99%	63%
White	690	97%	85%	55%	638	100%	96%	55%
Multiracial	9	-	-	-	5	100%	100%	40%
Small Group Totals	12	92%	83%	33%				
General-Education Students	1851	99%	82%	49%	1830	100%	96%	49%
Students with Disabilities	330	78%	38%	11%	328	98%	72%	13%
English Proficient	1971	96%	76%	46%	1993	100%	93%	45%
Limited English Proficient	210	91%	61%	20%	165	99%	88%	33%
Economically Disadvantaged	1350	95%	71%	36%	1273	99%	91%	42%
Not Disadvantaged	831	96%	82%	55%	885	100%	94%	47%
Migrant								
Not Migrant	2181	95%	75%	43%	2158	100%	92%	44%

### NOTES

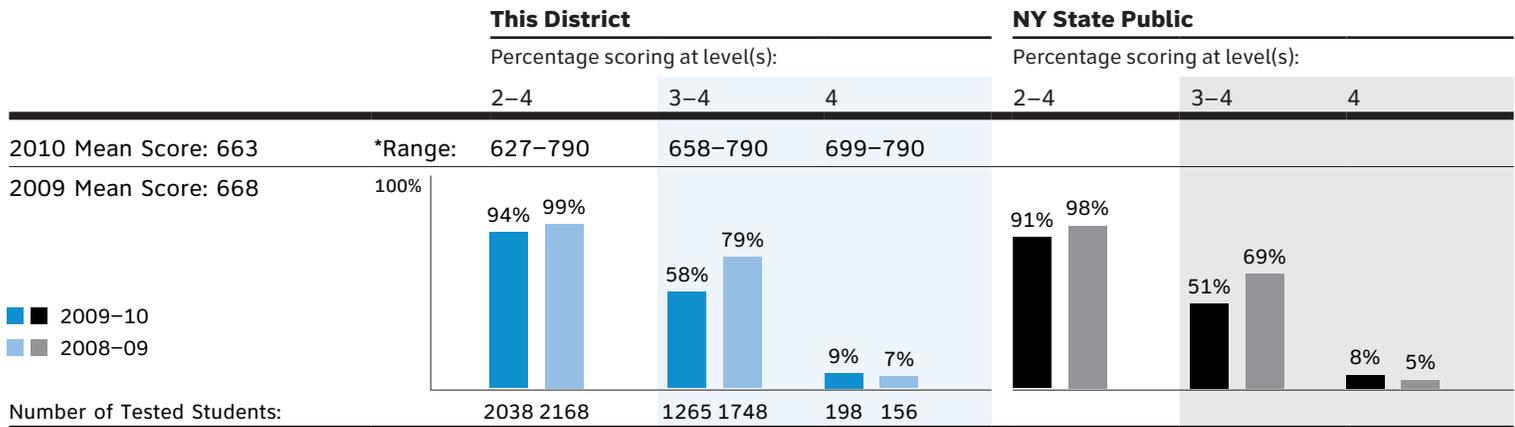
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\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## 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 7 Equivalent	20	20	19	11	17	16	14	7

## 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>2169</b>	<b>94%</b>	<b>58%</b>	<b>9%</b>	<b>2201</b>	<b>99%</b>	<b>79%</b>	<b>7%</b>
Female	1055	96%	65%	12%	1147	99%	82%	9%
Male	1114	92%	52%	6%	1054	98%	77%	5%
American Indian or Alaska Native	6	-	-	-	6	100%	50%	0%
Black or African American	299	91%	36%	2%	324	99%	69%	2%
Hispanic or Latino	481	91%	39%	4%	515	99%	67%	3%
Asian or Native Hawaiian/Other Pacific Islander	749	93%	64%	10%	697	97%	83%	6%
White	630	99%	77%	15%	653	100%	91%	14%
Multiracial	4	-	-	-	6	100%	83%	0%
Small Group Totals	10	100%	80%	10%				
General-Education Students	1860	97%	65%	10%	1917	99%	84%	8%
Students with Disabilities	309	78%	20%	1%	284	95%	46%	1%
English Proficient	2035	97%	62%	10%	2097	100%	82%	7%
Limited English Proficient	134	52%	4%	0%	104	78%	23%	0%
Economically Disadvantaged	1351	92%	49%	6%	1261	98%	75%	6%
Not Disadvantaged	818	98%	74%	14%	940	99%	85%	8%
Migrant								
Not Migrant	2169	94%	58%	9%	2201	99%	79%	7%

#### NOTES

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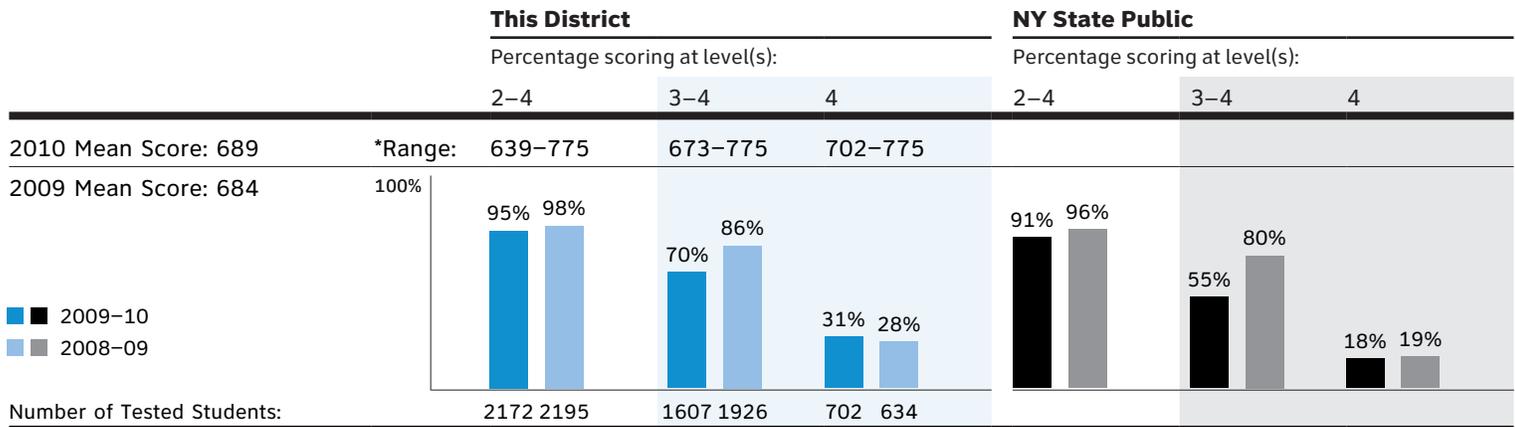
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### Other Assessments

	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	31	29	24	17	39	36	32	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	79	N/A	N/A	N/A	45	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	79	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>2291</b>	<b>95%</b>	<b>70%</b>	<b>31%</b>	<b>2238</b>	<b>98%</b>	<b>86%</b>	<b>28%</b>
Female	1102	96%	73%	33%	1166	99%	86%	30%
Male	1189	94%	68%	29%	1072	98%	87%	26%
American Indian or Alaska Native	7	100%	100%	14%	6	100%	83%	17%
Black or African American	304	87%	40%	9%	317	97%	69%	8%
Hispanic or Latino	487	90%	44%	9%	519	96%	74%	8%
Asian or Native Hawaiian/Other Pacific Islander	825	100%	89%	49%	731	100%	96%	46%
White	659	97%	80%	34%	659	99%	92%	35%
Multiracial	9	89%	56%	22%	6	100%	83%	0%
<b>Small Group Totals</b>								
General-Education Students	1941	98%	77%	35%	1957	99%	90%	31%
Students with Disabilities	350	77%	32%	6%	281	89%	59%	6%
English Proficient	2078	95%	70%	32%	2084	98%	86%	29%
Limited English Proficient	213	96%	69%	22%	154	95%	81%	25%
Economically Disadvantaged	1425	95%	67%	30%	1294	98%	86%	32%
Not Disadvantaged	866	95%	75%	32%	944	98%	86%	23%
Migrant								
Not Migrant	2291	95%	70%	31%	2238	98%	86%	28%

### 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	30	25	22	11	39	34	28	14

## 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:

2163 2120

1783 1702

720 556

## 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>2204</b>	<b>97%</b>	<b>79%</b>	<b>32%</b>	<b>2153</b>	<b>96%</b>	<b>77%</b>	<b>25%</b>
Female	1066	97%	79%	31%	1114	97%	76%	21%
Male	1138	96%	80%	33%	1039	96%	79%	28%
American Indian or Alaska Native	7	100%	86%	29%	7	71%	43%	14%
Black or African American	286	92%	55%	10%	304	93%	57%	11%
Hispanic or Latino	464	92%	61%	16%	498	93%	61%	10%
Asian or Native Hawaiian/Other Pacific Islander	814	99%	89%	39%	711	99%	87%	29%
White	624	99%	92%	46%	627	98%	89%	38%
Multiracial	9	100%	89%	11%	6	100%	50%	0%
<b>Small Group Totals</b>								
General-Education Students	1881	99%	85%	37%	1883	98%	82%	27%
Students with Disabilities	323	85%	47%	6%	270	82%	44%	8%
English Proficient	1995	97%	81%	34%	2003	97%	79%	26%
Limited English Proficient	209	96%	69%	13%	150	88%	55%	7%
Economically Disadvantaged	1385	97%	76%	27%	1259	96%	73%	22%
Not Disadvantaged	819	97%	85%	41%	894	97%	82%	29%
Migrant								
Not Migrant	2204	97%	79%	32%	2153	96%	77%	25%

### 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		
	Total Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	31	26	21	16
Regents Science	32	31	31	10

## 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

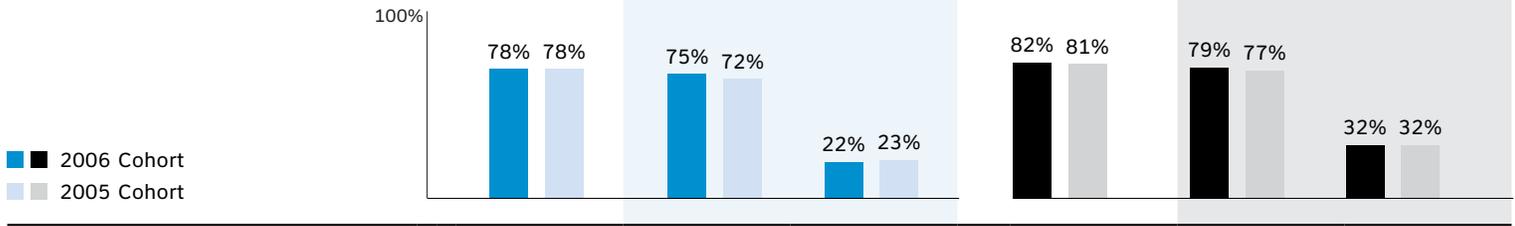
### NY State Public

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
<b>All Students</b>	<b>9671</b>	<b>78%</b>	<b>75%</b>	<b>22%</b>	<b>9100</b>	<b>78%</b>	<b>72%</b>	<b>23%</b>
Female	5272	84%	81%	24%	4874	83%	78%	25%
Male	4399	72%	68%	21%	4226	72%	65%	20%
American Indian or Alaska Native	35	66%	63%	11%	44	80%	73%	20%
Black or African American	2656	74%	69%	14%	2367	73%	65%	14%
Hispanic or Latino	4418	74%	70%	12%	4185	72%	66%	13%
Asian or Native Hawaiian/Other Pacific Islander	1477	91%	90%	50%	1482	92%	90%	47%
White	1047	89%	88%	48%	1003	91%	88%	50%
Multiracial	38	95%	95%	24%	19	84%	79%	26%
<b>Small Group Totals</b>								
General-Education Students	8463	83%	81%	25%	8083	83%	78%	25%
Students with Disabilities	1208	42%	35%	4%	1017	37%	29%	3%
English Proficient	8578	81%	78%	25%	8054	81%	76%	25%
Limited English Proficient	1093	54%	48%	2%	1046	53%	46%	2%
Economically Disadvantaged	6890	81%	77%	19%	6293	79%	73%	19%
Not Disadvantaged	2781	72%	70%	30%	2807	75%	71%	30%
Migrant								
Not Migrant	9671	78%	75%	22%	9100	78%	72%	23%

### 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

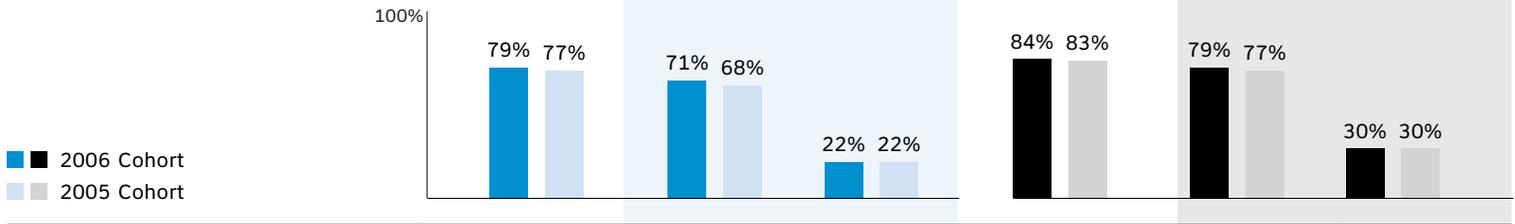
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

	2006 Cohort				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
<b>All Students</b>	<b>9671</b>	<b>79%</b>	<b>71%</b>	<b>22%</b>	<b>9100</b>	<b>77%</b>	<b>68%</b>	<b>22%</b>
Female	5272	83%	74%	21%	4874	80%	71%	22%
Male	4399	75%	67%	22%	4226	74%	65%	22%
American Indian or Alaska Native	35	69%	60%	6%	44	75%	68%	16%
Black or African American	2656	75%	63%	9%	2367	72%	59%	8%
Hispanic or Latino	4418	76%	65%	9%	4185	72%	60%	9%
Asian or Native Hawaiian/Other Pacific Islander	1477	95%	94%	66%	1482	94%	92%	65%
White	1047	85%	82%	45%	1003	87%	83%	46%
Multiracial	38	82%	82%	18%	19	79%	63%	11%
<b>Small Group Totals</b>								
General-Education Students	8463	84%	77%	24%	8083	82%	73%	24%
Students with Disabilities	1208	45%	31%	2%	1017	36%	23%	2%
English Proficient	8578	81%	73%	23%	8054	79%	70%	23%
Limited English Proficient	1093	67%	55%	13%	1046	67%	52%	14%
Economically Disadvantaged	6890	82%	73%	20%	6293	79%	70%	20%
Not Disadvantaged	2781	73%	66%	26%	2807	73%	64%	25%
Migrant								
Not Migrant	9671	79%	71%	22%	9100	77%	68%	22%

### NOTES

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