



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 3**

District ID **31-03-00-01-0000**

Superintendent **ROSER SALAVERT**

Telephone **(212) 678-5857**

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

This District's Report Card

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

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

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

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

3 View School Accountability Status.

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

4 Review an Overview of District Performance.

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

For more information:

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

District Profile

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

Enrollment

	2007-08	2008-09	2009-10
Pre-K	453	438	445
Kindergarten	1345	1293	1536
Grade 1	1447	1382	1423
Grade 2	1404	1380	1432
Grade 3	1335	1320	1428
Grade 4	1316	1319	1457
Grade 5	1280	1238	1394
Grade 6	1252	1201	1326
Ungraded Elementary	724	740	80
Grade 7	1266	1214	1311
Grade 8	1408	1256	1372
Grade 9	2775	2641	2691
Grade 10	2761	2701	2726
Grade 11	2187	2114	2114
Grade 12	2020	2054	2089
Ungraded Secondary	719	797	32
Total K-12	23239	22650	22411

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	23	24	23
Grade 8			
English	27	26	26
Mathematics	26	26	27
Science	28	27	27
Social Studies	28	27	29
Grade 10			
English	28	27	28
Mathematics	25	24	26
Science	28	27	27
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.

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	11078	48%	10608	47%	10828	48%
Reduced-Price Lunch	1811	8%	1707	8%	1582	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2341	10%	2310	10%	2059	9%
Racial/Ethnic Origin						
American Indian or Alaska Native	92	0%	93	0%	85	0%
Black or African American	7787	34%	7319	32%	6884	31%
Hispanic or Latino	8778	38%	8413	37%	8158	36%
Asian or Native Hawaiian/Other Pacific Islander	1502	6%	1534	7%	1582	7%
White	5080	22%	5291	23%	5702	25%
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	1600	7%	1750	8%	1568	7%

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
Total Number of Teachers	1692	1686	1582
Percent with No Valid Teaching Certificate	2%	3%	2%
Percent Teaching Out of Certification	12%	10%	9%
Percent with Fewer Than Three Years of Experience	19%	16%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	36%	38%	40%
Total Number of Core Classes	4126	4247	3949
Percent Not Taught by Highly Qualified Teachers in This District	13%	10%	8%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	4886	5187	4834
Percent Taught by Teachers Without Appropriate Certification	14%	11%	9%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		24%	25%
Turnover Rate of All Teachers		17%	20%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

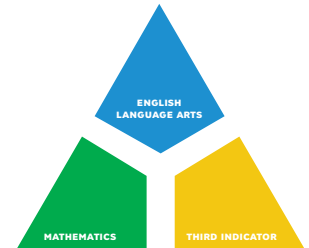
Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

12th Graders

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

2006 Cohort

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

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuous Enrollment

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation Rate

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

Graduation-Rate Total Cohort

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

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

Limited English Proficient

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

Non-Accountability Groups

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

Useful Terms for Understanding Accountability (continued)

Participation

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

Performance Index (PI)

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

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

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

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

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

Progress Targets

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

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

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

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

Safe Harbor Targets

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

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

Safe Harbor Qualification (*)

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

State Standard

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

Students with Disabilities

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

Test Performance

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

Total

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2010–11)

▲ Improvement (Year 9)

ELA ▲ Improvement (Year 9) Science ▲ Good Standing

Math ▲ Improvement (Year 8) Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2008–09	2009–10	2010–11
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✗	✗	✗
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	—	✗	✗	—
Hispanic or Latino	✓	✓	—	✗	✗	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	✓	✓	—
White	✓	✓	—	✓	✗	—
Multiracial	✓	✓	—	—	—	—
Other Groups						
Students with Disabilities	✗	✗	—	✗	✗	—
Limited English Proficient	✗	✓	—	✗	✗	—
Economically Disadvantaged	✓	✓	—	✗	✗	—
Student groups making AYP in each subject	✗ 7 of 9	✗ 8 of 9	✓ 1 of 1	✗ 2 of 8	✗ 1 of 8	✗ 0 of 1

AYP Status


- ✓ Made AYP
- ✓^{SH} 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 9)

Accountability Measures 7 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 10) 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 9) in 2011-12. [210]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (8155:7671)			98%		170	154	
Ethnicity							
American Indian or Alaska Native (24:21)	—	—	—	—	—	—	—
Black or African American (2677:2517)			99%		154	153	
Hispanic or Latino (2797:2601)			98%		161	153	
Asian or Native Hawaiian/Other Pacific Islander (488:464)			98%		191	150	
White (2125:2031)			97%		194	153	
Multiracial (44:37)			100%		181	139	
Other Groups							
Students with Disabilities (2879:1267)			93%		137	152	142 108
Limited English Proficient (747:890)			98%		143	151	151 109
Economically Disadvantaged (5636:5283)			99%		161	153	
Final AYP Determination	 7 of 9						
Non-Accountability Groups							
Female (4041:3850)			99%		173	153	
Male (4114:3821)			98%		166	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  Improvement (Year 8)
for This Subject
(2010–11)

Accountability Measures 8 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 9) 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 8) in 2011-12. [210]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (8161:7719)			99%		184	134	
Ethnicity							
American Indian or Alaska Native (24:21)	—	—	—	—	—	—	—
Black or African American (2680:2519)			99%		173	133	
Hispanic or Latino (2799:2623)			99%		181	133	
Asian or Native Hawaiian/Other Pacific Islander (488:471)			99%		198	130	
White (2126:2046)			98%		196	133	
Multiracial (44:39)			100%		192	119	
Other Groups							
Students with Disabilities (2881:1283)			94%		155	132	
Limited English Proficient (748:925)			99%		172	131	
Economically Disadvantaged (5641:5314)			99%		179	134	
Final AYP Determination	 8 of 9						
Non-Accountability Groups							
Female (4040:3873)			99%		184	133	
Male (4121:3846)			98%		183	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
Accountability Groups								
All Students (2769:2561)		Qualified		96%		165	100	
Ethnicity								
American Indian or Alaska Native (6:5)	—	—	—	—	—	—	—	—
Black or African American (905:818)		Qualified		94%		145	100	
Hispanic or Latino (995:913)		Qualified		97%		158	100	
Asian or Native Hawaiian/Other Pacific Islander (177:171)		Qualified		98%		189	100	
White (672:643)		Qualified		97%		192	100	
Multiracial (14:11)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (494:444)		Qualified		88%		141	100	
Limited English Proficient (269:311)		Qualified		97%		140	100	
Economically Disadvantaged (1918:1744)		Qualified		96%		155	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (1347:1260)				97%		164	100	
Male (1422:1301)				95%		166	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 9)

Accountability Measures 2 of 8 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 10) 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 9) in 2011-12. [210]

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (2406:2212)			99%		173	175	170 [‡] 176
Ethnicity							
American Indian or Alaska Native (11:8)	—	—	—	—	—	—	—
Black or African American (684:643)			99%		169	173	163 [‡] 172
Hispanic or Latino (1008:884)			99%		158	173	159 [‡] 162
Asian or Native Hawaiian/Other Pacific Islander (202:192)			100%		197	169	
White (488:475)			100%		196	172	
Multiracial (13:10)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (200:244)			98%		117	170	104 [‡] 125
Limited English Proficient (270:228)			97%		119	170	124 [‡] 127
Economically Disadvantaged (1508:1350)			99%		161	174	160 [‡] 165
Final AYP Determination	 2 of 8						
Non-Accountability Groups							
Female (1443:1338)			100%		182	174	
Male (963:874)			99%		159	173	
Migrant (0:0)							


Symbols

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

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

Secondary-Level Mathematics


























Accountability Status for This Subject (2010–11)  Improvement (Year 8)

Accountability Measures 1 of 8 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 9) 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 8) in 2011-12. [210]

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


Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (4804:2212)			92%		160	171	161 [‡] 164
Ethnicity							
American Indian or Alaska Native (11:8)	—	—	—	—	—	—	—
Black or African American (684:643)			96%		162	169	159 [‡] 166
Hispanic or Latino (1008:884)			95%		157	169	158 [‡] 161
Asian or Native Hawaiian/Other Pacific Islander (403:192)			95%		183	165	
White (962:475)			78%		155	168	159 160
Multiracial (13:10)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (346:244)			92%		105	166	107 [‡] 115
Limited English Proficient (270:228)			100%		150	166	145 [‡] 155
Economically Disadvantaged (1508:1350)			97%		161	170	160 [‡] 165
Final AYP Determination	 1 of 8						
Non-Accountability Groups							
Female (1443:1338)			92%		165	170	
Male (963:874)			91%		152	169	
Migrant (0:0)							


Symbols

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

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











Graduation Rate

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



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

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

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives		
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target	
					2009–10	2010–11
Accountability Groups						
All Students (2608)			67%	80%	68%	70%
Ethnicity						
American Indian or Alaska Native (8)		—	—	—		
Black or African American (807)			61%	80%	62%	65%
Hispanic or Latino (1127)			55%	80%	58%	60%
Asian or Native Hawaiian/Other Pacific Islander (195)			95%	80%		
White (470)			94%	80%		
Multiracial (1)		—	—	—		
Other Groups						
Students with Disabilities (304)			24%	80%	38%	35%
Limited English Proficient (327)			49%	80%	50%	55%
Economically Disadvantaged (1630)			58%	80%	62%	62%
Final AYP Determination	 0 of 1					
Non-Accountability Groups						
Female (1521)			74%	80%		
Male (1087)			58%	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 **72%** 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 # 3**

District ID **31-03-00-01-0000**

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

40 schools identified 87% of total

BEACON HIGH SCHOOL
COMMUNITY ACTION SCHOOL MS 258
EDWARD A REYNOLDS WEST SIDE HIGH SCHOOL
FIORELLO H LAGUARDIA HIGH SCHOOL OF MUSIC
FREDERICK DOUGLAS ACADEMY II
HIGH SCHOOL FOR ARTS, IMAGINATION AND INQUIRY
HIGH SCHOOL FOR LAW, ADVOCACY AND COMMUNITY JUSTICE
HIGH SCHOOL OF ARTS AND TECHNOLOGY
INNOVATION DIPLOMA PLUS
MANHATTAN THEATRE LAB HIGH SCHOOL
MANHATTAN/HUNTER SCIENCE HIGH SCHOOL
MOTT HALL II
MS 243 CENTER SCHOOL
MS 245 THE COMPUTER SCHOOL
MS 246 CROSSROADS SCHOOL
MS 247 DUAL LANGUAGE MIDDLE SCHOOL
MS 250 WEST SIDE COLLABORATIVE
MS 256 ACADEMIC AND ATHLETIC EXCELLENCE
PS 149 SOJOURNER TRUTH
PS 163 ALFRED E SMITH
PS 165 ROBERT E SIMON
PS 166 THE RICHARD ROGERS SCHOOL OF THE ARTS & SCIENCE
PS 180 HUGO NEWMAN
PS 185 JOHN M LANGSTON
PS 191 AMSTERDAM
PS 199 JESSE ISADOR STRAUS
PS 208 ALAINE L LOCKE
PS 242 GWENDOLYN POWELL BROWN COMPUTER SCHOOL
PS 333 MANHATTAN SCHOOL FOR CHILDREN
PS 75 EMILY DICKINSON
PS 76 A PHILLIP RANDOLPH
PS 84 LILIAN WEBER
PS 87 WILLIAM SHERMAN
PS 9 SARAH ANDERSON
SPECIAL MUSIC SCHOOL
THE ANDERSON SCHOOL
THE GLOBAL LEARNING COLLABORATIVE
URBAN ASSEMBLY FOR GREEN CAREERS
WADLEIGH SECONDARY SCHOOL FOR PERFORMING ARTS
WEST PREP ACADEMY

Improvement (year 1) Comprehensive

1 school identified 2% of total

URBAN ASSEMBLY SCHOOL FOR MEDIA STUDIES

Corrective Action (year 1) Focused

1 school identified 2% of total

PS 145 THE BLOOMINGDALE SCHOOL

Corrective Action (year 2) Focused

1 school identified 2% of total

.....(continued).

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

District ID **31-03-00-01-0000**

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

Corrective Action (year 2) Focused (continued)

PS 241 FAMILY ACADEMY

Restructuring (advanced) Focused

1 school identified 2% of total

JHS 54 BOOKER T WASHINGTON

Restructuring (advanced) Comprehensive

2 schools identified 4% of total

JHS 44 WILLIAM J O'SHEA

LOUIS D BRANDEIS HIGH SCHOOL















4 Overview of District Performance


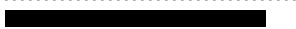
District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

District ID **31-03-00-01-0000**

Summary of 2009–10 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	54%			1377
Grade 4	54%			1392
Grade 5	56%			1326
Grade 6	49%			1245
Grade 7	55%			1224
Grade 8	48%			1277
Mathematics				
Grade 3	56%			1401
Grade 4	63%			1404
Grade 5	64%			1346
Grade 6	60%			1259
Grade 7	63%			1238
Grade 8	54%			1290
Science				
Grade 4	82%			1380
Grade 8	50%			929

	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
Secondary Level				
English	76%			2535
Mathematics	69%			2535

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

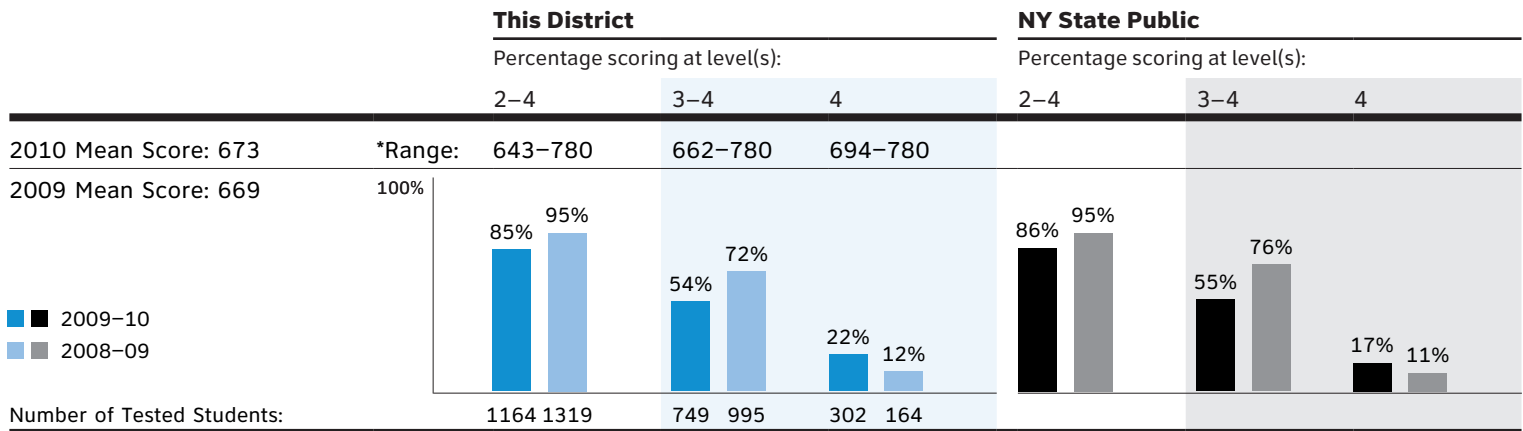
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

NYC Public Schools

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1377	85%	54%	22%	1391	95%	72%	12%
Female	655	86%	59%	23%	680	96%	75%	12%
Male	722	83%	50%	21%	711	94%	68%	12%
American Indian or Alaska Native	6	100%	67%	33%	2	-	-	-
Black or African American	444	78%	39%	9%	459	93%	61%	3%
Hispanic or Latino	443	79%	40%	9%	470	93%	62%	3%
Asian or Native Hawaiian/Other Pacific Islander	67	96%	79%	48%	77	100%	95%	26%
White	409	95%	83%	45%	377	98%	92%	30%
Multiracial	8	88%	38%	25%	6	-	-	-
Small Group Totals					8	100%	88%	13%
General-Education Students	1186	89%	59%	24%	1157	98%	79%	14%
Students with Disabilities	191	58%	24%	7%	234	78%	36%	3%
English Proficient	1219	87%	59%	25%	1224	96%	75%	13%
Limited English Proficient	158	65%	17%	1%	167	89%	44%	1%
Economically Disadvantaged	892	79%	41%	12%	779	93%	58%	3%
Not Disadvantaged	485	95%	78%	40%	612	98%	89%	23%
Migrant								
Not Migrant	1377	85%	54%	22%	1391	95%	72%	12%

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.

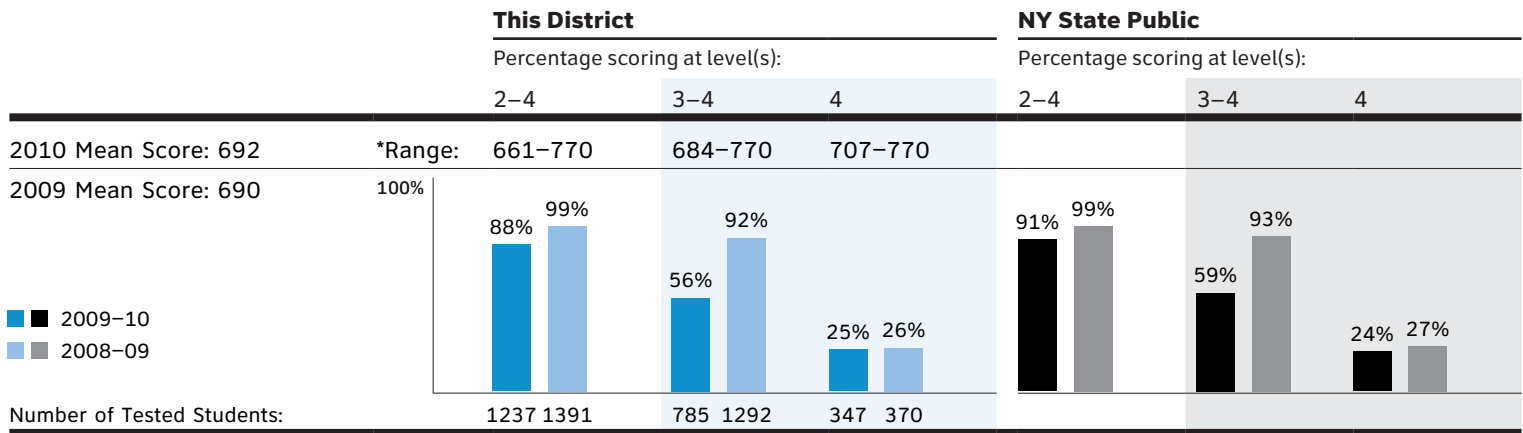
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	19	19	19	16	17	16	16	15
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	13	N/A	N/A	N/A	17	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	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 3 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1401	88%	56%	25%	1408	99%	92%	26%
Female	665	89%	56%	23%	686	99%	92%	26%
Male	736	88%	56%	27%	722	98%	91%	27%
American Indian or Alaska Native	6	100%	67%	17%	2	-	-	-
Black or African American	446	83%	39%	11%	464	98%	88%	14%
Hispanic or Latino	453	86%	44%	14%	476	99%	90%	18%
Asian or Native Hawaiian/Other Pacific Islander	72	94%	85%	50%	79	100%	100%	49%
White	416	96%	82%	47%	380	99%	97%	47%
Multiracial	8	88%	63%	38%	7	-	-	-
Small Group Totals					9	100%	100%	44%
General-Education Students	1208	91%	60%	27%	1174	100%	95%	30%
Students with Disabilities	193	71%	31%	9%	234	94%	74%	8%
English Proficient	1224	90%	60%	27%	1223	99%	93%	29%
Limited English Proficient	177	76%	32%	8%	185	97%	81%	8%
Economically Disadvantaged	910	84%	45%	17%	790	99%	88%	15%
Not Disadvantaged	491	96%	77%	39%	618	99%	97%	41%
Migrant								
Not Migrant	1401	88%	56%	25%	1408	99%	92%	26%

NOTES

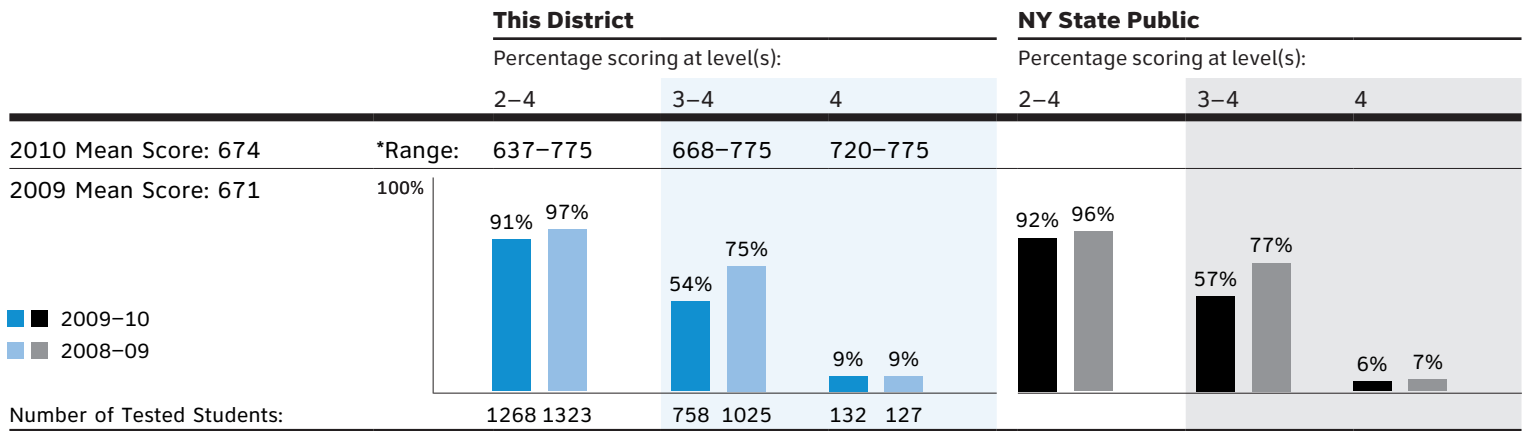
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* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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 3 Equivalent	19	19	16	11	18	18	14	10

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
All Students	1392	91%	54%	9%	1370	97%	75%	9%
Female	688	93%	56%	10%	684	98%	77%	12%
Male	704	90%	53%	9%	686	95%	73%	7%
American Indian or Alaska Native	3	-	-	-	5	100%	40%	0%
Black or African American	436	85%	37%	3%	459	95%	64%	3%
Hispanic or Latino	484	89%	37%	3%	464	96%	66%	4%
Asian or Native Hawaiian/Other Pacific Islander	81	100%	91%	27%	82	98%	93%	17%
White	379	98%	87%	22%	354	99%	95%	23%
Multiracial	9	-	-	-	6	100%	100%	0%
Small Group Totals	12	100%	75%	8%				
General-Education Students	1167	96%	60%	11%	1159	99%	81%	11%
Students with Disabilities	225	68%	24%	0%	211	83%	40%	0%
English Proficient	1248	92%	58%	10%	1235	97%	77%	10%
Limited English Proficient	144	81%	20%	1%	135	93%	51%	0%
Economically Disadvantaged	887	87%	39%	5%	769	95%	63%	2%
Not Disadvantaged	505	98%	82%	17%	601	99%	90%	19%
Migrant								
Not Migrant	1392	91%	54%	9%	1370	97%	75%	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.

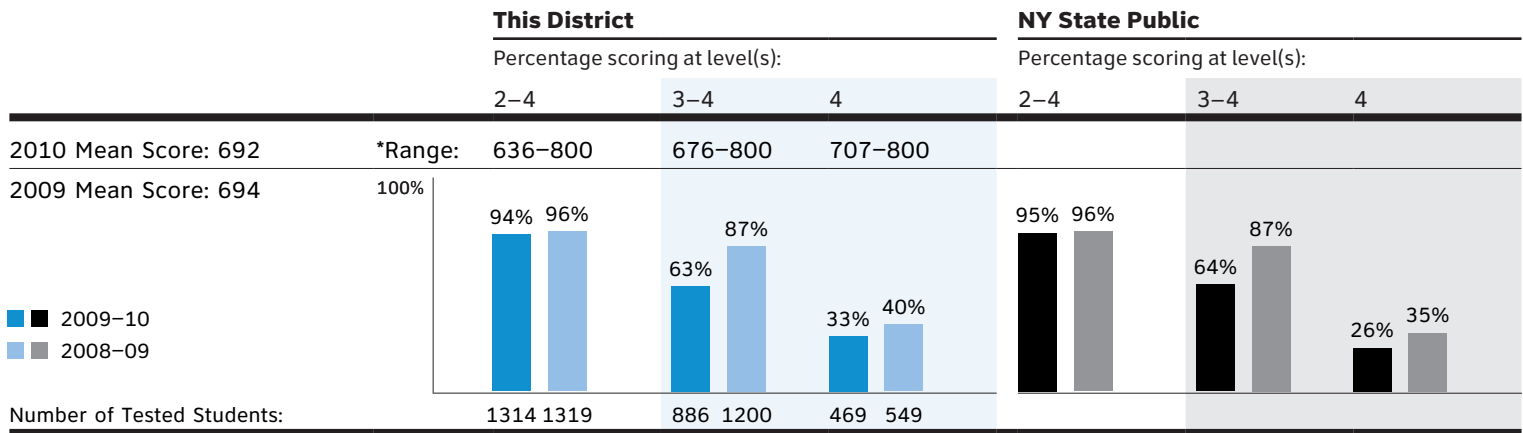
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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 4 Equivalent	20	18	16	13	19	17	14	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	5	N/A	N/A	N/A	14	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1404	94%	63%	33%	1376	96%	87%	40%
Female	692	93%	62%	31%	689	97%	89%	40%
Male	712	94%	64%	36%	687	95%	86%	40%
American Indian or Alaska Native	3	-	-	-	5	100%	60%	40%
Black or African American	438	91%	45%	15%	463	92%	78%	19%
Hispanic or Latino	492	91%	51%	18%	465	97%	87%	27%
Asian or Native Hawaiian/Other Pacific Islander	81	100%	99%	74%	83	100%	98%	71%
White	380	98%	92%	66%	354	99%	98%	76%
Multiracial	10	-	-	-	6	100%	100%	67%
Small Group Totals	13	100%	85%	46%				
General-Education Students	1176	97%	68%	38%	1167	98%	91%	44%
Students with Disabilities	228	77%	36%	10%	209	82%	64%	18%
English Proficient	1253	94%	66%	36%	1228	96%	88%	43%
Limited English Proficient	151	86%	38%	8%	148	95%	80%	12%
Economically Disadvantaged	897	91%	49%	20%	777	94%	82%	22%
Not Disadvantaged	507	97%	87%	58%	599	98%	94%	63%
Migrant								
Not Migrant	1404	94%	63%	33%	1376	96%	87%	40%

NOTES

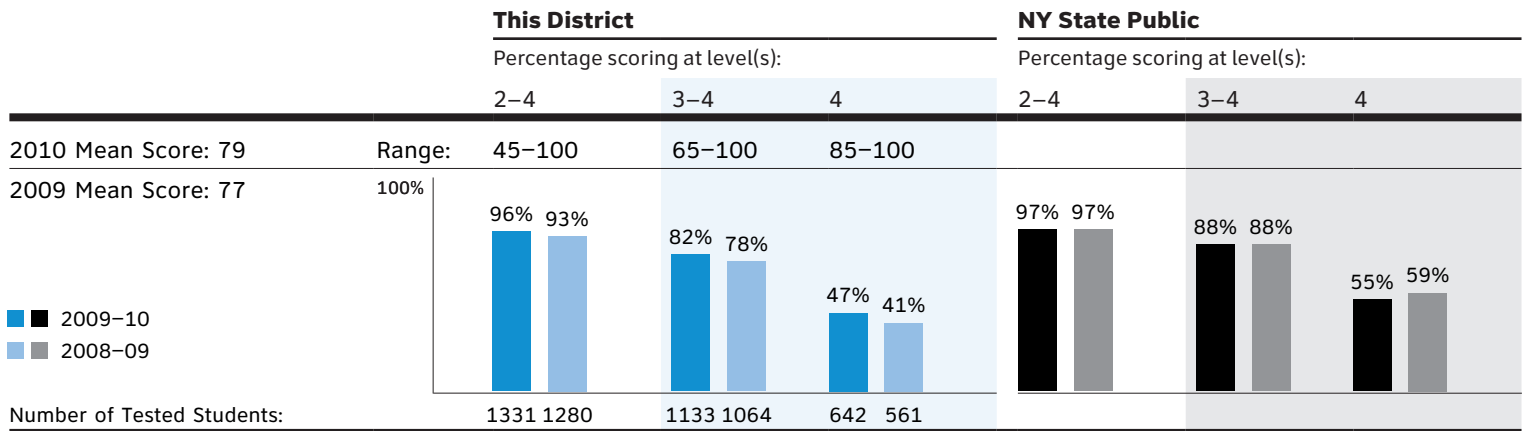
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Other Assessments

	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	20	19	17	12	19	17	16	12

This District's Results in Grade 4 Science



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1380	96%	82%	47%	1369	93%	78%	41%
Female	678	97%	82%	45%	691	94%	76%	40%
Male	702	96%	82%	48%	678	93%	79%	42%
American Indian or Alaska Native	3	-	-	-	5	100%	60%	20%
Black or African American	424	95%	73%	26%	462	89%	65%	21%
Hispanic or Latino	488	95%	75%	28%	466	92%	73%	27%
Asian or Native Hawaiian/Other Pacific Islander	81	100%	99%	86%	83	98%	94%	71%
White	374	99%	98%	84%	347	99%	97%	79%
Multiracial	10	-	-	-	6	100%	100%	67%
Small Group Totals	13	100%	100%	69%				
General-Education Students	1163	98%	85%	50%	1169	95%	81%	45%
Students with Disabilities	217	90%	65%	25%	200	85%	59%	17%
English Proficient	1231	97%	85%	50%	1221	95%	81%	45%
Limited English Proficient	149	89%	61%	14%	148	84%	51%	9%
Economically Disadvantaged	877	95%	75%	30%	777	90%	67%	22%
Not Disadvantaged	503	100%	95%	75%	592	98%	92%	66%
Migrant								
Not Migrant	1380	96%	82%	47%	1369	93%	78%	41%

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	20	20	20	16	19	17	17	14

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: 678	*Range: 647-795	666-795	700-795			
2009 Mean Score: 678						
Number of Tested Students:	1174	1299	740	1054	253	221

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1326	89%	56%	19%	1307	99%	81%	17%
Female	675	90%	59%	21%	672	99%	82%	18%
Male	651	87%	53%	17%	635	99%	80%	16%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	424	80%	38%	6%	431	99%	72%	4%
Hispanic or Latino	451	87%	42%	8%	443	99%	74%	10%
Asian or Native Hawaiian/Other Pacific Islander	80	99%	83%	48%	70	100%	96%	40%
White	360	99%	89%	43%	357	100%	95%	36%
Multiracial	7	-	-	-	2	-	-	-
Small Group Totals	11	91%	64%	18%	6	100%	100%	17%
General-Education Students	1131	93%	61%	21%	1100	100%	86%	20%
Students with Disabilities	195	62%	26%	5%	207	97%	54%	3%
English Proficient	1219	90%	59%	21%	1199	100%	84%	18%
Limited English Proficient	107	70%	18%	1%	108	97%	46%	2%
Economically Disadvantaged	847	84%	42%	11%	718	99%	72%	7%
Not Disadvantaged	479	96%	80%	34%	589	100%	91%	30%
Migrant								
Not Migrant	1326	89%	56%	19%	1307	99%	81%	17%

NOTES

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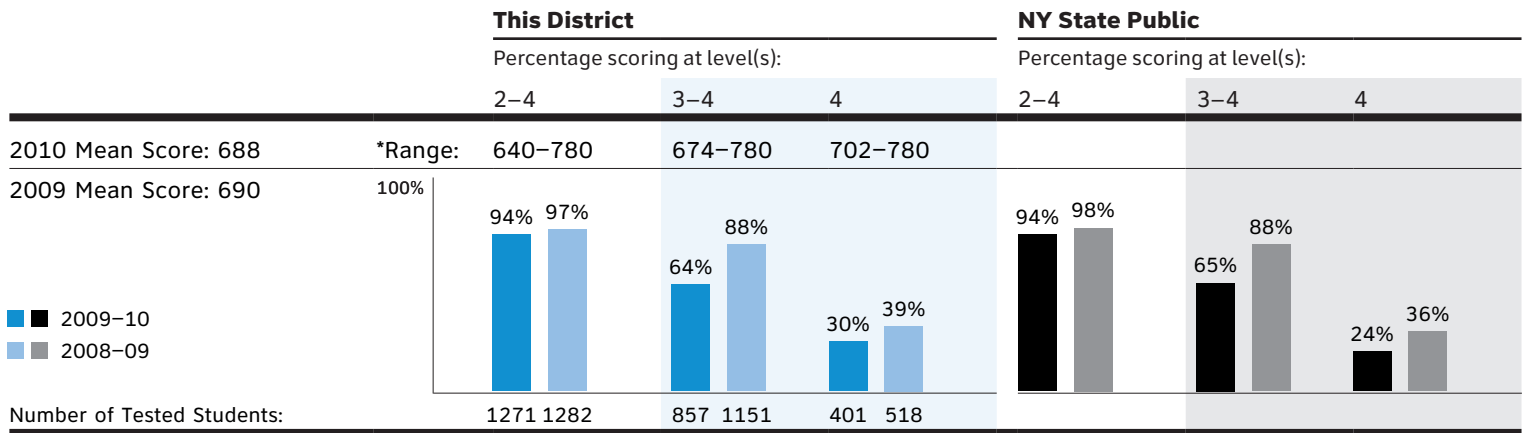
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Other Assessments

	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 5 Equivalent	15	14	14	11	25	25	22	18
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	10	N/A	N/A	N/A	11	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	10	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1346	94%	64%	30%	1315	97%	88%	39%
Female	684	96%	64%	31%	682	97%	89%	38%
Male	662	93%	64%	28%	633	98%	86%	41%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	428	90%	44%	13%	431	97%	82%	22%
Hispanic or Latino	461	94%	55%	16%	452	97%	84%	27%
Asian or Native Hawaiian/Other Pacific Islander	83	99%	90%	63%	71	100%	99%	79%
White	363	99%	92%	60%	355	99%	96%	68%
Multiracial	7	-	-	-	2	-	-	-
Small Group Totals	11	100%	73%	9%	6	100%	100%	50%
General-Education Students	1145	97%	69%	34%	1112	99%	92%	44%
Students with Disabilities	201	79%	32%	7%	203	90%	63%	14%
English Proficient	1227	95%	66%	32%	1197	98%	89%	42%
Limited English Proficient	119	86%	40%	8%	118	92%	75%	12%
Economically Disadvantaged	860	92%	53%	20%	725	96%	83%	25%
Not Disadvantaged	486	98%	83%	47%	590	99%	93%	57%
Migrant								
Not Migrant	1346	94%	64%	30%	1315	97%	88%	39%

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	15	15	13	10	25	25	23	20

This District's Results in Grade 6 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: 665	*Range: 644-785	662-785	694-785			
2009 Mean Score: 670						
Number of Tested Students:	1081	1266	616	1022	105	152

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1245	87%	49%	8%	1269	100%	81%	12%
Female	650	89%	51%	9%	658	100%	83%	14%
Male	595	84%	48%	8%	611	100%	78%	10%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	408	80%	28%	2%	460	100%	75%	3%
Hispanic or Latino	428	82%	35%	1%	415	100%	73%	4%
Asian or Native Hawaiian/Other Pacific Islander	71	94%	87%	28%	79	100%	97%	39%
White	327	99%	87%	21%	308	100%	94%	30%
Multiracial	7	-	-	-	4	-	-	-
Small Group Totals	11	100%	73%	18%	7	100%	100%	0%
General-Education Students	1080	91%	55%	10%	1065	100%	88%	14%
Students with Disabilities	165	60%	15%	0%	204	99%	41%	0%
English Proficient	1159	89%	53%	9%	1176	100%	84%	13%
Limited English Proficient	86	57%	7%	0%	93	98%	37%	1%
Economically Disadvantaged	941	84%	40%	5%	679	100%	71%	3%
Not Disadvantaged	304	95%	78%	20%	590	100%	91%	23%
Migrant								
Not Migrant	1245	87%	49%	8%	1269	100%	81%	12%

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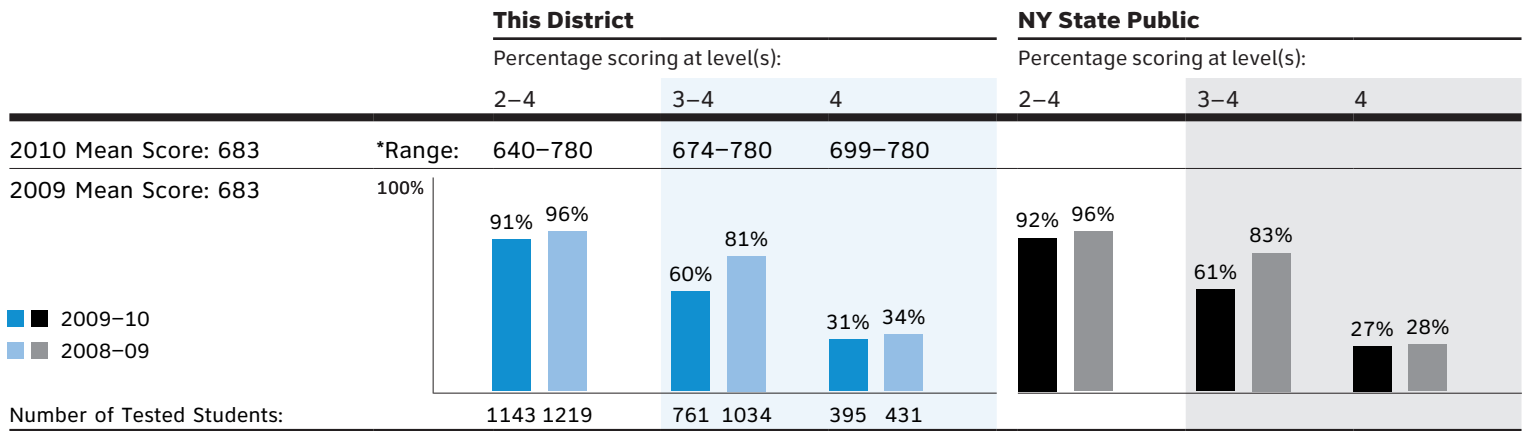
Other

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	24	22	18	17	16	16	15	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	3	N/A	N/A	N/A	10	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1259	91%	60%	31%	1276	96%	81%	34%
Female	656	91%	61%	30%	663	96%	83%	34%
Male	603	90%	60%	32%	613	95%	79%	33%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	409	85%	40%	13%	460	94%	71%	15%
Hispanic or Latino	436	89%	52%	18%	420	95%	79%	20%
Asian or Native Hawaiian/Other Pacific Islander	70	97%	91%	67%	81	99%	98%	79%
White	332	99%	90%	64%	308	98%	94%	69%
Multiracial	8	-	-	-	4	-	-	-
Small Group Totals	12	100%	75%	42%	7	100%	86%	29%
General-Education Students	1088	94%	65%	35%	1074	99%	87%	39%
Students with Disabilities	171	70%	30%	7%	202	78%	48%	4%
English Proficient	1170	92%	63%	34%	1174	97%	83%	36%
Limited English Proficient	89	80%	30%	3%	102	82%	53%	7%
Economically Disadvantaged	951	89%	53%	23%	682	94%	74%	18%
Not Disadvantaged	308	95%	83%	57%	594	98%	89%	52%
Migrant								
Not Migrant	1259	91%	60%	31%	1276	96%	81%	34%

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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	24	24	19	17	16	16	14	10

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: 675	*Range: 642-790	664-790	698-790			
2009 Mean Score: 668						
Number of Tested Students:	1128	1304	677	1005	222	107

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1224	92%	55%	18%	1305	100%	77%	8%
Female	635	94%	58%	20%	642	100%	79%	10%
Male	589	90%	52%	16%	663	100%	75%	7%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	444	88%	39%	5%	443	100%	65%	2%
Hispanic or Latino	406	90%	40%	6%	470	100%	73%	2%
Asian or Native Hawaiian/Other Pacific Islander	78	100%	88%	45%	90	100%	97%	21%
White	286	100%	93%	48%	295	100%	96%	24%
Multiracial	7	-	-	-	4	-	-	-
Small Group Totals	10	100%	70%	20%	7	100%	86%	0%
General-Education Students	1045	96%	61%	21%	1076	100%	84%	10%
Students with Disabilities	179	69%	20%	1%	229	100%	45%	0%
English Proficient	1150	94%	58%	19%	1214	100%	80%	9%
Limited English Proficient	74	66%	9%	0%	91	100%	33%	0%
Economically Disadvantaged	926	90%	47%	12%	724	100%	66%	2%
Not Disadvantaged	298	98%	80%	38%	581	100%	91%	16%
Migrant								
Not Migrant	1224	92%	55%	18%	1305	100%	77%	8%

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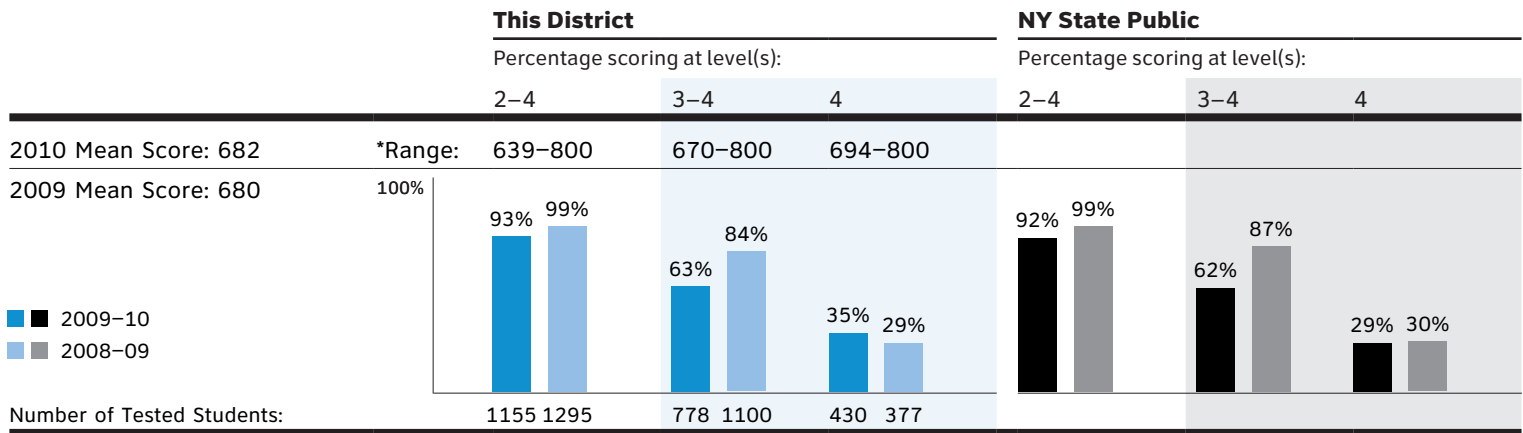
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Other Assessments

	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	17	17	14	13	19	19	17	15
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	9	N/A	N/A	N/A	8	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	10	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1238	93%	63%	35%	1313	99%	84%	29%
Female	639	95%	64%	35%	651	98%	86%	27%
Male	599	92%	62%	35%	662	99%	82%	30%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	444	89%	48%	17%	441	99%	77%	11%
Hispanic or Latino	415	93%	55%	20%	477	98%	81%	14%
Asian or Native Hawaiian/Other Pacific Islander	82	96%	90%	76%	93	100%	97%	67%
White	287	99%	90%	71%	294	99%	95%	66%
Multiracial	7	-	-	-	5	-	-	-
Small Group Totals	10	100%	70%	50%	8	100%	100%	25%
General-Education Students	1055	96%	69%	40%	1081	100%	90%	34%
Students with Disabilities	183	76%	26%	7%	232	94%	53%	6%
English Proficient	1155	95%	65%	37%	1211	99%	86%	31%
Limited English Proficient	83	73%	33%	5%	102	91%	60%	4%
Economically Disadvantaged	938	92%	58%	26%	730	98%	79%	13%
Not Disadvantaged	300	98%	78%	63%	583	99%	90%	48%
Migrant								
Not Migrant	1238	93%	63%	35%	1313	99%	84%	29%

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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	17	15	15	9	20	19	19	14

This District's Results in Grade 8 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: 658	*Range: 627-790			658-790		
2009 Mean Score: 664						
	90%	99%		91%	98%	
	48%	69%		51%	69%	
	8%		8%	8%		5%
Number of Tested Students:	1149	1313	610	915	102	106

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1277	90%	48%	8%	1326	99%	69%	8%
Female	629	92%	52%	11%	665	100%	73%	10%
Male	648	88%	44%	5%	661	98%	65%	6%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	438	86%	29%	2%	472	99%	58%	2%
Hispanic or Latino	465	88%	37%	2%	482	99%	60%	1%
Asian or Native Hawaiian/Other Pacific Islander	93	96%	80%	22%	62	100%	92%	24%
White	275	98%	84%	23%	303	100%	95%	25%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	6	83%	50%	0%	7	100%	86%	0%
General-Education Students	1078	94%	55%	9%	1126	100%	76%	9%
Students with Disabilities	199	68%	11%	1%	200	95%	32%	1%
English Proficient	1183	93%	51%	9%	1245	99%	72%	9%
Limited English Proficient	94	52%	5%	0%	81	94%	17%	0%
Economically Disadvantaged	968	88%	39%	5%	706	99%	55%	1%
Not Disadvantaged	309	96%	74%	17%	620	99%	85%	16%
Migrant								
Not Migrant	1277	90%	48%	8%	1326	99%	69%	8%

NOTES

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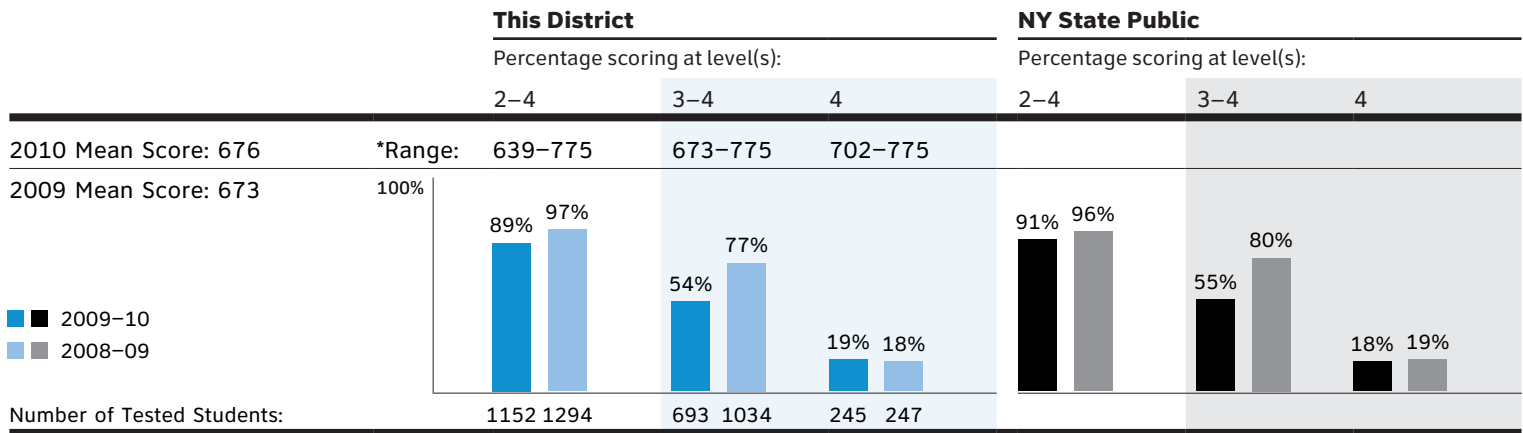
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Other Assessments

	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	20	20	19	18	29	29	25	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	15	N/A	N/A	N/A	10	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	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 8 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1290	89%	54%	19%	1337	97%	77%	18%
Female	639	92%	56%	21%	671	97%	77%	20%
Male	651	87%	52%	17%	666	96%	77%	17%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	437	82%	35%	8%	477	95%	69%	6%
Hispanic or Latino	475	88%	46%	12%	489	97%	73%	9%
Asian or Native Hawaiian/Other Pacific Islander	95	98%	85%	51%	61	100%	97%	54%
White	276	99%	86%	38%	303	99%	92%	46%
Multiracial	4	-	-	-	3	-	-	-
Small Group Totals	7	100%	43%	14%	7	100%	86%	29%
General-Education Students	1092	93%	59%	22%	1135	99%	84%	21%
Students with Disabilities	198	66%	24%	3%	202	86%	42%	3%
English Proficient	1182	91%	56%	21%	1247	97%	79%	20%
Limited English Proficient	108	70%	26%	2%	90	93%	50%	2%
Economically Disadvantaged	979	88%	48%	15%	711	96%	69%	8%
Not Disadvantaged	311	94%	73%	32%	626	98%	87%	31%
Migrant								
Not Migrant	1290	89%	54%	19%	1337	97%	77%	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	20	20	20	14	29	28	22	16

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

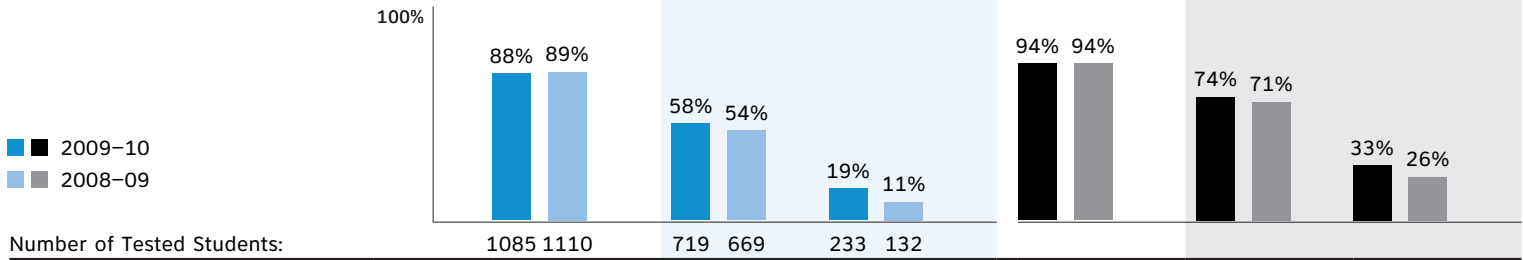
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Number of Tested Students:

1085 1110

719 669

233 132

Results by Student Group

2009-10 School Year

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

2008-09 School Year

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

	2009-10 School Year			2008-09 School Year				
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	929	86%	50%	12%	966	88%	47%	5%
Female	461	86%	47%	11%	471	90%	44%	5%
Male	468	86%	53%	12%	495	87%	49%	6%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	373	80%	36%	6%	415	86%	39%	3%
Hispanic or Latino	415	87%	51%	7%	430	89%	45%	3%
Asian or Native Hawaiian/Other Pacific Islander	36	-	-	-	21	100%	90%	33%
White	102	99%	86%	41%	95	97%	80%	23%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	39	95%	74%	31%	5	100%	80%	0%
General-Education Students	763	89%	55%	14%	788	93%	53%	6%
Students with Disabilities	166	72%	24%	2%	178	70%	20%	1%
English Proficient	826	88%	53%	13%	875	91%	50%	6%
Limited English Proficient	103	66%	23%	1%	91	67%	22%	1%
Economically Disadvantaged	745	84%	46%	8%	622	86%	39%	2%
Not Disadvantaged	184	91%	66%	25%	344	92%	62%	10%
Migrant								
Not Migrant	929	86%	50%	12%	966	88%	47%	5%

NOTES

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Other Assessments

2009-10 School Year

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

2008-09 School Year

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

New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	20	19	19	19	28	28	24	18
Regents Science	310	288	256	125	280	256	215	81

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

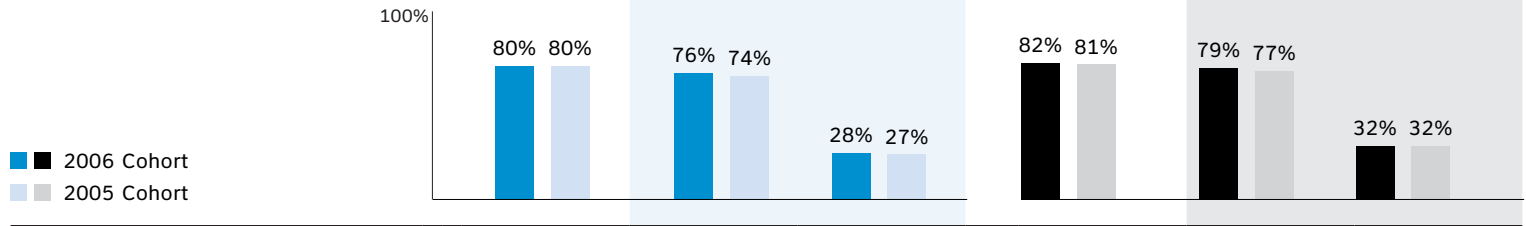
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2005 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	2535	80%	76%	28%	2574	80%	74%	27%
Female	1480	86%	84%	36%	1496	85%	80%	34%
Male	1055	71%	66%	17%	1078	72%	65%	17%
American Indian or Alaska Native	12	75%	58%	0%	8	-	-	-
Black or African American	746	77%	73%	17%	797	74%	68%	16%
Hispanic or Latino	1083	71%	66%	14%	1105	73%	65%	13%
Asian or Native Hawaiian/Other Pacific Islander	195	98%	98%	52%	195	97%	95%	53%
White	487	96%	95%	68%	468	97%	96%	66%
Multiracial	12	92%	92%	50%	1	-	-	-
Small Group Totals					9	67%	67%	11%
General-Education Students	2215	86%	83%	32%	2283	86%	80%	30%
Students with Disabilities	320	40%	32%	3%	291	32%	22%	3%
English Proficient	2260	84%	81%	31%	2291	83%	78%	30%
Limited English Proficient	275	46%	39%	1%	283	52%	42%	1%
Economically Disadvantaged	1575	76%	71%	15%	1615	75%	68%	15%
Not Disadvantaged	960	87%	85%	50%	959	87%	85%	46%
Migrant								
Not Migrant	2535	80%	76%	28%	2574	80%	74%	27%

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

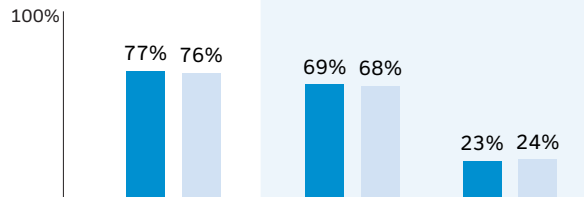
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2006 Cohort
■ 2005 Cohort

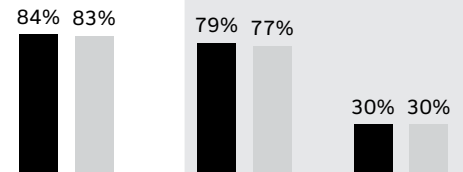
NY State Public

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	2006 Cohort	2006 Cohort	2006 Cohort	2005 Cohort**	2005 Cohort**	2005 Cohort**	2005 Cohort**
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	2535	77%	69%	23%	2574	76%	68%	24%
Female	1480	80%	74%	29%	1496	79%	71%	29%
Male	1055	71%	63%	13%	1078	72%	63%	17%
American Indian or Alaska Native	12	75%	50%	17%	8	-	-	-
Black or African American	746	78%	68%	11%	797	74%	64%	12%
Hispanic or Latino	1083	74%	65%	10%	1105	74%	63%	11%
Asian or Native Hawaiian/Other Pacific Islander	195	92%	90%	71%	195	94%	94%	71%
White	487	76%	75%	50%	468	75%	75%	54%
Multiracial	12	25%	25%	8%	1	-	-	-
Small Group Totals					9	78%	78%	22%
General-Education Students	2215	82%	75%	26%	2283	81%	74%	27%
Students with Disabilities	320	39%	27%	2%	291	34%	21%	2%
English Proficient	2260	78%	72%	25%	2291	77%	70%	27%
Limited English Proficient	275	65%	51%	1%	283	69%	49%	4%
Economically Disadvantaged	1575	79%	68%	13%	1615	77%	66%	14%
Not Disadvantaged	960	73%	71%	39%	959	74%	70%	42%
Migrant								
Not Migrant	2535	77%	69%	23%	2574	76%	68%	24%

NOTES

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