



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 4**

District ID **31-04-00-01-0000**

Superintendent **LUZ CORTAZZO**

Telephone **(212) 831-4981**

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	438	385	416
Kindergarten	1002	928	1055
Grade 1	1071	1056	1101
Grade 2	1053	1054	1141
Grade 3	1010	994	1127
Grade 4	1057	980	1129
Grade 5	984	979	1083
Grade 6	1031	947	1127
Ungraded Elementary	938	1056	93
Grade 7	1066	1048	1171
Grade 8	1164	1068	1221
Grade 9	951	1002	1134
Grade 10	942	862	1118
Grade 11	719	692	818
Grade 12	551	671	728
Ungraded Secondary	667	623	39
Total K-12	14206	13960	14085

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	22	24	24
Grade 8			
English	27	27	24
Mathematics	26	25	23
Science	26	24	25
Social Studies	26	25	24
Grade 10			
English	26	25	26
Mathematics	25	24	23
Science	26	27	24
Social Studies	27	25	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	10504	74%	11210	80%	11675	83%
Reduced-Price Lunch	841	6%	976	7%	619	4%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1860	13%	1867	13%	1789	13%
Racial/Ethnic Origin						
American Indian or Alaska Native	86	1%	81	1%	78	1%
Black or African American	4491	32%	4213	30%	4181	30%
Hispanic or Latino	8752	62%	8659	62%	8786	62%
Asian or Native Hawaiian/Other Pacific Islander	565	4%	676	5%	690	5%
White	312	2%	331	2%	350	2%
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	981	7%	881	6%	996	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	1183	1187	1178
Percent with No Valid Teaching Certificate	2%	3%	2%
Percent Teaching Out of Certification	12%	11%	10%
Percent with Fewer Than Three Years of Experience	22%	22%	15%
Percentage with Master's Degree Plus 30 Hours or Doctorate	28%	30%	34%
Total Number of Core Classes	2325	2259	2436
Percent Not Taught by Highly Qualified Teachers in This District	12%	12%	9%
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	2799	2807	2971
Percent Taught by Teachers Without Appropriate Certification	13%	14%	11%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		31%	27%
Turnover Rate of All Teachers		22%	19%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

12th Graders

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

2006 Cohort

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

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuous Enrollment

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation Rate

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

Graduation-Rate Total Cohort

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

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

Limited English Proficient

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

Non-Accountability Groups

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

Useful Terms for Understanding Accountability (continued)

Participation

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

Performance Index (PI)

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

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

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

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

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

Progress Targets

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

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

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

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

Safe Harbor Targets

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

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

Safe Harbor Qualification (*)

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

State Standard

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

Students with Disabilities

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

Test Performance

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

Total

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2010–11)

 **Good Standing**

ELA  Good Standing

Science  Good Standing

Math  Good Standing

Graduation Rate  Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2008–09

2009–10







































2010–11

YES

YES

YES













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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American			—			—
Hispanic or Latino			—			—
Asian or Native Hawaiian/Other Pacific Islander			—			—
White			—	—	—	—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities			—			—
Limited English Proficient			—			—
Economically Disadvantaged			—			—
Student groups making AYP in each subject	 6 of 8	 8 of 8	 1 of 1	 4 of 7	 5 of 7	 1 of 1

AYP Status


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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts


























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

Accountability Measures 6 of 8 Student groups making AYP in English language arts
 Did not make AYP




Prospective Status

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

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation		Test Performance		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (7008:6559)			99%		156	154	
Ethnicity							
American Indian or Alaska Native (29:26)	—	—	—	—	—	—	—
Black or African American (2250:2110)			99%		154	153	
Hispanic or Latino (4331:4065)			99%		155	153	
Asian or Native Hawaiian/Other Pacific Islander (216:200)			99%		179	147	
White (149:132)			97%		180	146	
Multiracial (33:26)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (1801:1720)			98%		126	152	133 90
Limited English Proficient (945:1147)			98%		144	152	151 113
Economically Disadvantaged (6695:6286)			99%		156	154	
Final AYP Determination	 6 of 8						
Non-Accountability Groups							
Female (3450:3268)			99%		161	153	
Male (3558:3291)			99%		151	153	
Migrant (0:0)							


Symbols

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

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


























Elementary/Middle-Level Mathematics

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

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

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

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation		Test Performance		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (7017:6575)			99%		173	134	
Ethnicity							
American Indian or Alaska Native (29:26)	—	—	—	—	—	—	—
Black or African American (2257:2098)			99%		168	133	
Hispanic or Latino (4331:4087)			99%		175	133	
Asian or Native Hawaiian/Other Pacific Islander (217:202)			100%		188	127	
White (150:135)			100%		187	126	
Multiracial (33:27)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (1800:1717)			98%		142	132	
Limited English Proficient (946:1172)			99%		172	132	
Economically Disadvantaged (6705:6295)			99%		174	134	
Final AYP Determination	 8 of 8						
Non-Accountability Groups							
Female (3451:3271)			99%		176	133	
Male (3566:3304)			99%		171	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 (2416:2163)		Qualified		94%		159	100	
Ethnicity								
American Indian or Alaska Native (10:7)	—	—	—	—	—	—	—	—
Black or African American (738:651)		Qualified		94%		154	100	
Hispanic or Latino (1533:1385)		Qualified		95%		160	100	
Asian or Native Hawaiian/Other Pacific Islander (68:64)		Qualified		99%		180	100	
White (54:45)		Qualified		89%		164	100	
Multiracial (13:11)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (615:545)		Qualified		90%		133	100	
Limited English Proficient (325:377)		Qualified		95%		151	100	
Economically Disadvantaged (2296:2064)		Qualified		95%		159	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (1194:1083)				94%		158	100	
Male (1222:1080)				94%		159	100	
Migrant (0:0)								


Symbols

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

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

Secondary-Level English Language Arts






















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

Accountability Measures 4 of 7 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

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

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (831:827)			99%		173	173	
Ethnicity							
American Indian or Alaska Native (9:7)	—	—	—	—	—	—	—
Black or African American (232:230)			98%		165	170	165 [‡] 169
Hispanic or Latino (488:488)			99%		172	172	
Asian or Native Hawaiian/Other Pacific Islander (79:79)			100%		191	166	
White (23:23)	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (88:141)			95%		89	168	106 [‡] 100
Limited English Proficient (32:60)		—	—		127	165	151 [‡] 134
Economically Disadvantaged (662:670)			100%		177	173	
Final AYP Determination	 4 of 7						
Non-Accountability Groups							
Female (463:450)			99%		179	172	
Male (368:377)			99%		165	171	
Migrant (0:0)							


Symbols

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

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






















Secondary-Level Mathematics

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

Accountability Measures 5 of 7 Student groups making AYP in mathematics
 Did not make AYP

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

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


Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (831:827)			100%		175	169	
Ethnicity							
American Indian or Alaska Native (9:7)	—	—	—	—	—	—	—
Black or African American (232:230)			99%		168	166	
Hispanic or Latino (488:488)			100%		175	168	
Asian or Native Hawaiian/Other Pacific Islander (79:79)			100%		192	162	
White (23:23)	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (88:141)			98%		102	164	115 [‡] 112
Limited English Proficient (32:60)		—	—		143	161	161 [‡] 149
Economically Disadvantaged (662:670)			100%		179	169	
Final AYP Determination	 5 of 7						
Non-Accountability Groups							
Female (463:450)			100%		181	168	
Male (368:377)			99%		168	167	
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 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
Accountability Groups						
All Students (957)			70%	80%	70%	72%
Ethnicity						
American Indian or Alaska Native (4)		—	—	—		
Black or African American (307)			61%	80%	68%	65%
Hispanic or Latino (533)			71%	80%	68%	73%
Asian or Native Hawaiian/Other Pacific Islander (88)			91%	80%		
White (23)		—	—	—		
Multiracial (2)		—	—	—		
Other Groups						
Students with Disabilities (183)			29%	80%	36%	39%
Limited English Proficient (71)			55%	80%	60%	60%
Economically Disadvantaged (704)			73%	80%	72%	74%
Final AYP Determination		1 of 1				
Non-Accountability Groups						
Female (504)			77%	80%		
Male (453)			62%	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 **76%** 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 # 4**

District ID **31-04-00-01-0000**

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

33 schools identified 87% of total

CENTRAL PARK EAST HIGH SCHOOL
CENTRAL PARK EAST I
CENTRAL PARK EAST II
COALITION SCHOOL FOR SOCIAL CHANGE
ESPERANZA PREPARATORY ACADEMY
GLOBAL NEIGHBORHOOD SECONDARY SCHOOL
GLOBAL TECHNOLOGY PREPARATORY
HERITAGE SCHOOL (THE)
ISAAC NEWTON MS FOR SCIENCE AND MATH
JAMES WELDON JOHNSON SCHOOL
JHS 13 JACKIE ROBINSON
MANHATTAN CENTER FOR SCIENCE & MATHEMATICS
MOSAIC PREPARATORY ACADEMY
PARK EAST HIGH SCHOOL
PS 102 JACQUES CARTIER
PS 108 ASSEMBLYMAN ANGELO DEL TORO EDUCATIONAL CTR
PS 112 JOSE CELSO BARBOSA
PS 146 ANN M SHORT
PS 155 WILLIAM PACA
PS 171 PATRICK HENRY
PS 206 JOSE CELSO BARBOSA
PS 38 ROBERTO CLEMENTE
PS 50 VITO MARCANTONIO
PS 7 SAMUEL STERN
PS 72
PS 83 LUIS MUNOZ RIVERA
PS 96 JOSEPH LANZETTA
RENAISSANCE SCHOOL OF THE ARTS
RIVER EAST ELEMENTARY
TAG YOUNG SCHOLARS
THE BILINGUAL BICULTURAL SCHOOL
URBAN PEACE ACADEMY
YOUNG WOMEN'S LEADERSHIP SCHOOL

Improvement (year 1) Basic

1 school identified 3% of total

MS 224 MANHATTAN EAST

Corrective Action (year 1) Comprehensive

2 schools identified 5% of total

ACADEMY OF ENVIRONMENTAL SCIENCE SECONDARY SCHOOL
PS 101 ANDREW DRAPER

Restructuring (advanced) Comprehensive

2 schools identified 5% of total

MS 45/STARS PREP ACADEMY
TITO PUERTO EDUCATION COMPLEX

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

District ID **31-04-00-01-0000**

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	45%			1097
Grade 4	44%			1122
Grade 5	42%			1083
Grade 6	31%			1097
Grade 7	30%			1127
Grade 8	27%			1169
Mathematics				
Grade 3	49%			1109
Grade 4	56%			1133
Grade 5	55%			1107
Grade 6	42%			1110
Grade 7	44%			1130
Grade 8	33%			1180
Science				
Grade 4	82%			1099
Grade 8	48%			1119

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	75%			908
Mathematics	75%			908

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

	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: 661	*Range: 643-780	662-780	694-780			
2009 Mean Score: 662						
Number of Tested Students:	884	1058	490	754	111	70

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	1097	81%	45%	10%	1125	94%	67%	6%
Female	548	85%	48%	11%	543	97%	73%	8%
Male	549	77%	41%	9%	582	92%	62%	5%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	343	80%	40%	10%	319	92%	70%	6%
Hispanic or Latino	687	80%	45%	9%	738	95%	65%	6%
Asian or Native Hawaiian/Other Pacific Islander	25	92%	72%	36%	36	94%	86%	11%
White	30	83%	60%	17%	26	100%	62%	8%
Multiracial	9	-	-	-	4	-	-	-
Small Group Totals	12	92%	75%	25%	6	100%	67%	17%
General-Education Students	851	90%	52%	12%	868	98%	76%	8%
Students with Disabilities	246	49%	18%	3%	257	80%	36%	1%
English Proficient	916	83%	47%	11%	913	94%	70%	7%
Limited English Proficient	181	67%	30%	6%	212	92%	53%	3%
Economically Disadvantaged	1076	81%	45%	10%	1071	94%	68%	6%
Not Disadvantaged	21	71%	38%	5%	54	85%	56%	6%
Migrant								
Not Migrant	1097	81%	45%	10%	1125	94%	67%	6%

NOTES

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

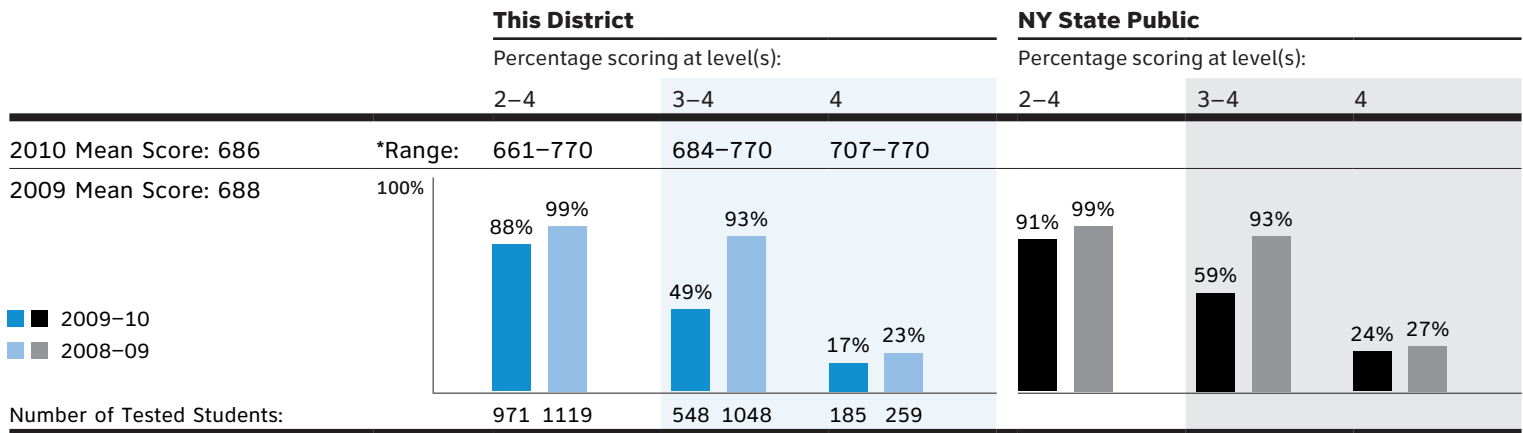
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	29	28	27	24	27	26	21	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	8	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 3	8	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	1109	88%	49%	17%	1130	99%	93%	23%
Female	551	89%	51%	17%	549	99%	94%	23%
Male	558	86%	48%	16%	581	99%	92%	23%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	345	86%	46%	14%	319	98%	90%	19%
Hispanic or Latino	695	88%	49%	16%	747	99%	93%	24%
Asian or Native Hawaiian/Other Pacific Islander	25	96%	84%	68%	35	100%	97%	37%
White	31	90%	55%	13%	23	100%	96%	30%
Multiracial	10	-	-	-	4	-	-	-
Small Group Totals	13	92%	69%	38%	6	100%	100%	17%
General-Education Students	861	93%	56%	20%	882	100%	97%	26%
Students with Disabilities	248	67%	27%	6%	248	96%	79%	11%
English Proficient	918	88%	52%	19%	903	99%	93%	23%
Limited English Proficient	191	86%	39%	8%	227	100%	93%	22%
Economically Disadvantaged	1087	88%	50%	17%	1083	99%	93%	23%
Not Disadvantaged	22	73%	41%	14%	47	96%	85%	23%
Migrant								
Not Migrant	1109	88%	49%	17%	1130	99%	93%	23%

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	29	29	28	23	27	27	25	13

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 665	*Range: 637-775	668-775	720-775			
2009 Mean Score: 658						
Number of Tested Students:	1004	1056	490	732	44	42

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	1122	89%	44%	4%	1141	93%	64%	4%
Female	547	92%	50%	5%	558	96%	69%	4%
Male	575	87%	38%	3%	583	90%	60%	3%
American Indian or Alaska Native	3	-	-	-	6	83%	83%	0%
Black or African American	328	88%	41%	2%	389	90%	61%	5%
Hispanic or Latino	718	90%	43%	4%	691	94%	64%	3%
Asian or Native Hawaiian/Other Pacific Islander	44	98%	66%	11%	34	97%	91%	3%
White	21	90%	38%	14%	21	86%	67%	14%
Multiracial	8	-	-	-				
Small Group Totals	11	100%	82%	18%				
General-Education Students	852	96%	53%	5%	848	99%	77%	5%
Students with Disabilities	270	70%	14%	1%	293	74%	27%	0%
English Proficient	936	90%	46%	5%	965	93%	68%	4%
Limited English Proficient	186	84%	30%	0%	176	90%	45%	0%
Economically Disadvantaged	1100	90%	44%	4%	1094	93%	65%	4%
Not Disadvantaged	22	82%	27%	5%	47	85%	49%	4%
Migrant								
Not Migrant	1122	89%	44%	4%	1141	93%	64%	4%

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*.

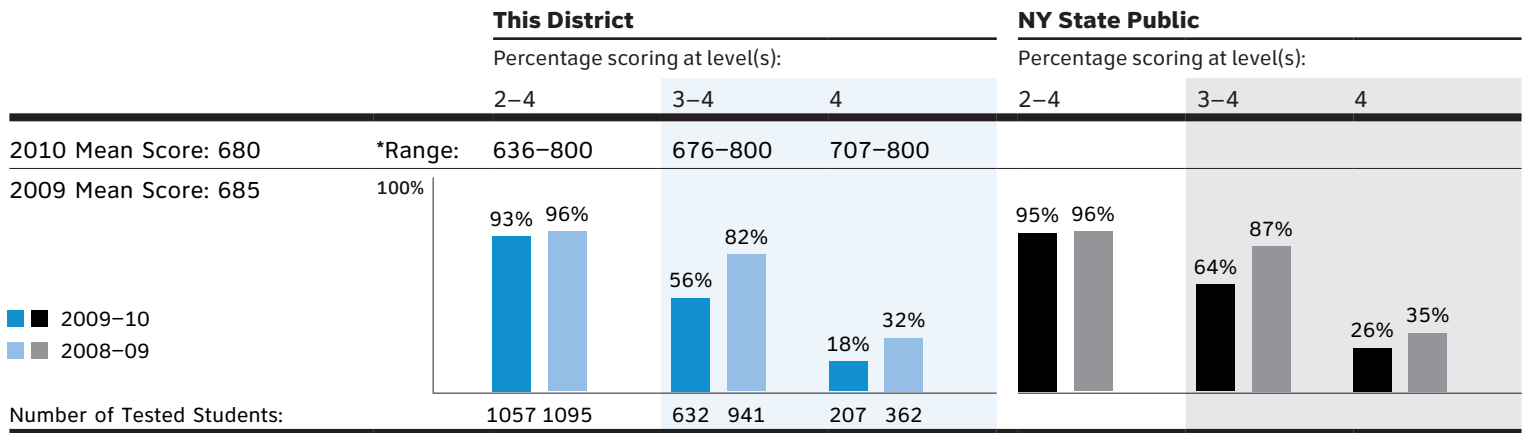
Other

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	32	30	29	28	26	25	18	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	8	N/A	N/A	N/A	13	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	8	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	1133	93%	56%	18%	1146	96%	82%	32%
Female	551	94%	56%	18%	558	97%	85%	35%
Male	582	92%	55%	18%	588	94%	80%	28%
American Indian or Alaska Native	3	-	-	-	6	100%	83%	17%
Black or African American	327	92%	50%	16%	384	94%	79%	26%
Hispanic or Latino	728	93%	56%	17%	699	96%	83%	32%
Asian or Native Hawaiian/Other Pacific Islander	45	100%	76%	42%	36	97%	94%	61%
White	22	100%	64%	32%	21	90%	86%	52%
Multiracial	8	-	-	-				
Small Group Totals	11	100%	73%	18%				
General-Education Students	866	98%	65%	22%	852	99%	90%	40%
Students with Disabilities	267	79%	27%	6%	294	86%	58%	8%
English Proficient	937	94%	58%	20%	956	96%	83%	34%
Limited English Proficient	196	90%	46%	9%	190	94%	77%	21%
Economically Disadvantaged	1111	94%	56%	18%	1101	96%	83%	32%
Not Disadvantaged	22	82%	32%	9%	45	89%	67%	16%
Migrant								
Not Migrant	1133	93%	56%	18%	1146	96%	82%	32%

NOTES

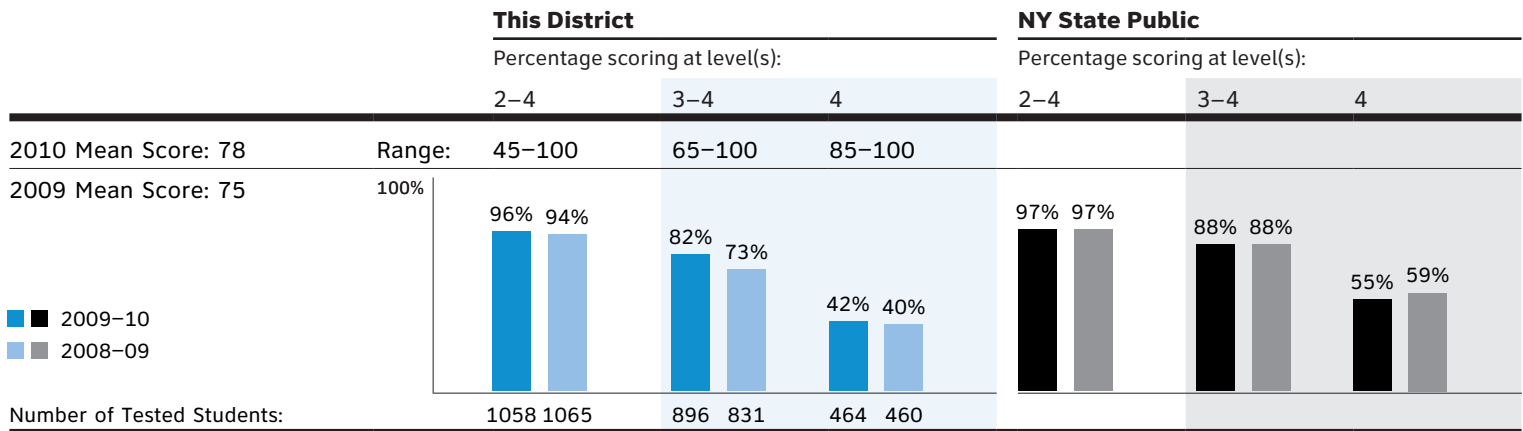
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* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	32	32	28	26	26	26	19	13

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	1099	96%	82%	42%	1136	94%	73%	40%
Female	534	96%	80%	42%	553	95%	76%	43%
Male	565	97%	83%	42%	583	92%	70%	38%
American Indian or Alaska Native	3	-	-	-	5	100%	100%	40%
Black or African American	316	96%	78%	39%	379	92%	68%	40%
Hispanic or Latino	709	96%	82%	41%	696	94%	74%	39%
Asian or Native Hawaiian/Other Pacific Islander	45	98%	89%	67%	36	100%	94%	75%
White	19	95%	74%	58%	20	85%	80%	60%
Multiracial	7	-	-	-				
Small Group Totals	10	100%	100%	60%				
General-Education Students	849	98%	86%	49%	850	97%	81%	49%
Students with Disabilities	250	92%	65%	20%	286	85%	51%	14%
English Proficient	905	97%	83%	44%	946	94%	75%	44%
Limited English Proficient	194	94%	73%	32%	190	95%	65%	21%
Economically Disadvantaged	1079	96%	81%	42%	1094	94%	74%	41%
Not Disadvantaged	20	100%	90%	45%	42	86%	52%	21%
Migrant								
Not Migrant	1099	96%	82%	42%	1136	94%	73%	40%

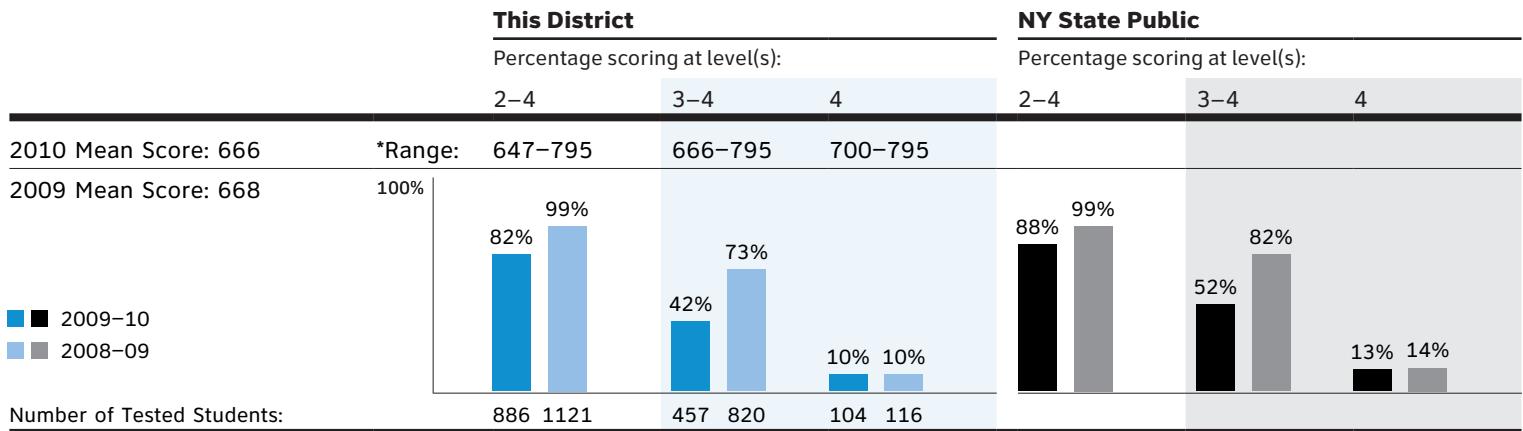
NOTES

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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	32	31	30	26	26	25	23	21

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1083	82%	42%	10%	1129	99%	73%	10%
Female	535	85%	48%	12%	536	99%	77%	11%
Male	548	78%	36%	7%	593	99%	69%	10%
American Indian or Alaska Native	5	-	-	-	5	-	-	-
Black or African American	366	80%	37%	9%	364	99%	72%	9%
Hispanic or Latino	659	82%	43%	9%	707	100%	72%	11%
Asian or Native Hawaiian/Other Pacific Islander	35	97%	69%	29%	39	100%	85%	15%
White	16	94%	63%	25%	11	91%	64%	18%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	7	86%	14%	0%	8	100%	100%	25%
General-Education Students	803	91%	53%	13%	853	100%	83%	13%
Students with Disabilities	280	54%	10%	0%	276	97%	42%	1%
English Proficient	925	84%	46%	11%	1004	99%	76%	11%
Limited English Proficient	158	66%	18%	1%	125	98%	49%	3%
Economically Disadvantaged	1051	82%	43%	10%	1079	99%	73%	10%
Not Disadvantaged	32	66%	31%	13%	50	96%	58%	14%
Migrant								
Not Migrant	1083	82%	42%	10%	1129	99%	73%	10%

NOTES

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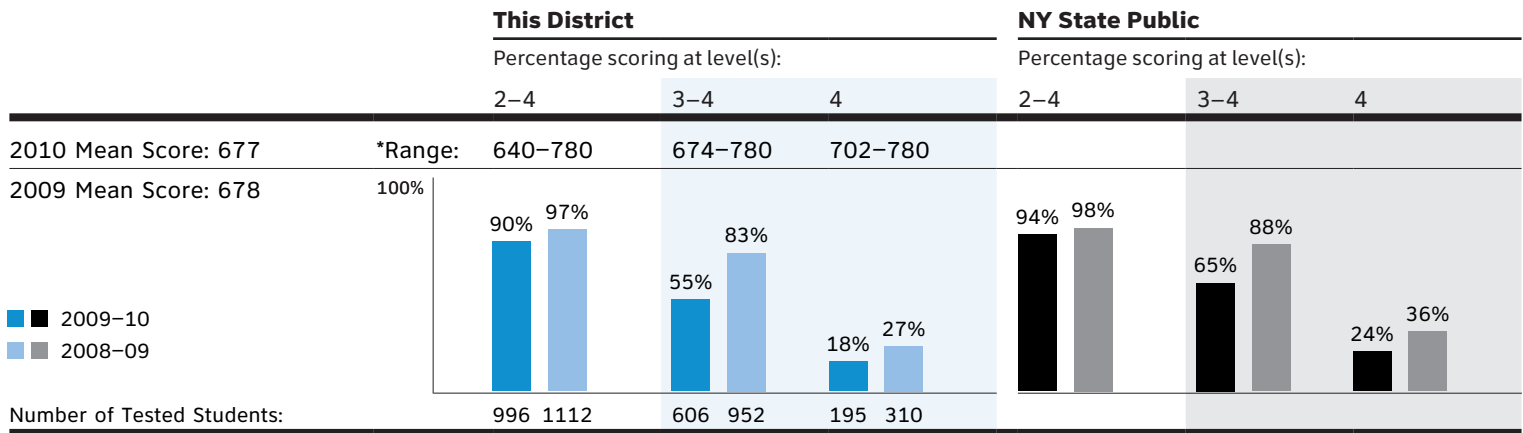
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	29	29	28	18	29	28	27	18
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	14	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 5	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 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	1107	90%	55%	18%	1146	97%	83%	27%
Female	545	92%	55%	19%	544	98%	85%	29%
Male	562	88%	54%	16%	602	97%	81%	25%
American Indian or Alaska Native	5	-	-	-	5	-	-	-
Black or African American	369	88%	47%	13%	368	96%	78%	22%
Hispanic or Latino	673	91%	57%	18%	718	97%	85%	28%
Asian or Native Hawaiian/Other Pacific Islander	39	92%	85%	54%	41	98%	93%	54%
White	19	89%	68%	16%	11	91%	91%	55%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	7	100%	43%	0%	8	100%	100%	25%
General-Education Students	822	96%	64%	22%	874	99%	90%	33%
Students with Disabilities	285	73%	27%	5%	272	89%	60%	7%
English Proficient	932	91%	57%	19%	1010	97%	83%	29%
Limited English Proficient	175	87%	45%	10%	136	96%	82%	13%
Economically Disadvantaged	1071	91%	55%	18%	1095	98%	84%	27%
Not Disadvantaged	36	69%	36%	14%	51	84%	65%	25%
Migrant								
Not Migrant	1107	90%	55%	18%	1146	97%	83%	27%

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	29	27	24	20	29	28	26	21

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: 654	*Range: 644-785	662-785	694-785			
2009 Mean Score: 658						
Number of Tested Students:	887	1128	336	751	8	33

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	1097	81%	31%	1%	1128	100%	67%	3%
Female	536	86%	38%	1%	548	100%	68%	4%
Male	561	76%	23%	1%	580	100%	65%	2%
American Indian or Alaska Native	4	-	-	-	6	-	-	-
Black or African American	349	78%	27%	0%	406	100%	61%	2%
Hispanic or Latino	676	81%	29%	1%	652	100%	69%	3%
Asian or Native Hawaiian/Other Pacific Islander	47	91%	55%	4%	34	100%	82%	15%
White	18	100%	89%	6%	26	100%	81%	8%
Multiracial	3	-	-	-	4	-	-	-
Small Group Totals	7	86%	29%	0%	10	100%	70%	0%
General-Education Students	847	89%	37%	1%	842	100%	77%	4%
Students with Disabilities	250	53%	9%	0%	286	100%	36%	0%
English Proficient	988	83%	33%	1%	1005	100%	71%	3%
Limited English Proficient	109	60%	7%	0%	123	100%	34%	0%
Economically Disadvantaged	1048	80%	29%	1%	1029	100%	67%	3%
Not Disadvantaged	49	90%	61%	0%	99	100%	60%	2%
Migrant								
Not Migrant	1097	81%	31%	1%	1128	100%	67%	3%

NOTES

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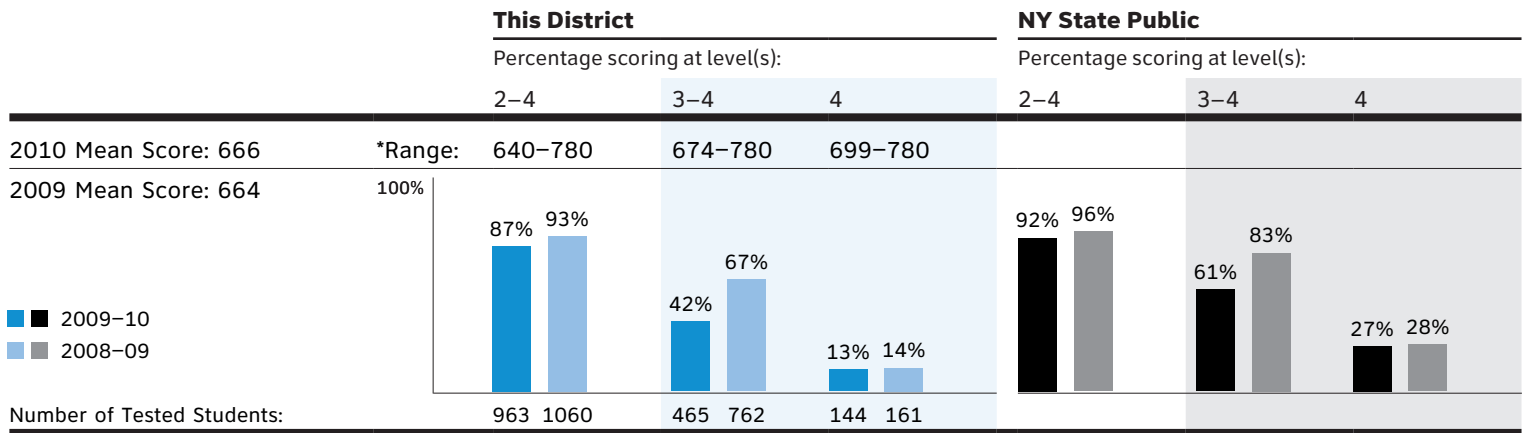
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	31	30	25	20	21	19	15	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	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 6	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 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	1110	87%	42%	13%	1143	93%	67%	14%
Female	545	89%	46%	16%	555	94%	67%	13%
Male	565	85%	38%	10%	588	92%	66%	15%
American Indian or Alaska Native	4	-	-	-	7	86%	86%	14%
Black or African American	352	84%	38%	9%	408	92%	62%	12%
Hispanic or Latino	684	87%	41%	13%	660	93%	68%	12%
Asian or Native Hawaiian/Other Pacific Islander	48	92%	69%	35%	35	94%	83%	51%
White	18	100%	89%	50%	26	88%	81%	42%
Multiracial	4	-	-	-	7	71%	57%	0%
Small Group Totals	8	75%	25%	13%				
General-Education Students	860	93%	50%	16%	853	98%	77%	19%
Students with Disabilities	250	65%	14%	3%	290	79%	37%	1%
English Proficient	995	88%	45%	14%	1008	94%	70%	16%
Limited English Proficient	115	75%	19%	3%	135	83%	42%	1%
Economically Disadvantaged	1060	87%	40%	12%	1044	93%	67%	14%
Not Disadvantaged	50	88%	72%	26%	99	85%	61%	19%
Migrant								
Not Migrant	1110	87%	42%	13%	1143	93%	67%	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 6 Equivalent	30	30	25	21	20	18	16	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: 657	*Range: 642-790	664-790	698-790			
2009 Mean Score: 656						
Number of Tested Students:	924	1192	340	805	43	17

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	1127	82%	30%	4%	1199	99%	67%	1%
Female	560	85%	34%	5%	609	100%	73%	2%
Male	567	79%	26%	3%	590	99%	61%	1%
American Indian or Alaska Native	7	-	-	-	6	-	-	-
Black or African American	400	82%	28%	4%	390	99%	65%	1%
Hispanic or Latino	660	81%	28%	3%	745	99%	67%	2%
Asian or Native Hawaiian/Other Pacific Islander	36	89%	61%	22%	24	100%	75%	8%
White	21	95%	67%	14%	30	100%	80%	0%
Multiracial	3	-	-	-	4	-	-	-
Small Group Totals	10	90%	40%	0%	10	100%	90%	0%
General-Education Students	856	90%	38%	5%	911	100%	77%	2%
Students with Disabilities	271	57%	5%	0%	288	98%	35%	0%
English Proficient	1015	85%	33%	4%	1093	100%	70%	2%
Limited English Proficient	112	53%	4%	1%	106	96%	33%	0%
Economically Disadvantaged	1065	82%	29%	4%	1090	99%	66%	1%
Not Disadvantaged	62	85%	47%	8%	109	99%	74%	2%
Migrant								
Not Migrant	1127	82%	30%	4%	1199	99%	67%	1%

NOTES

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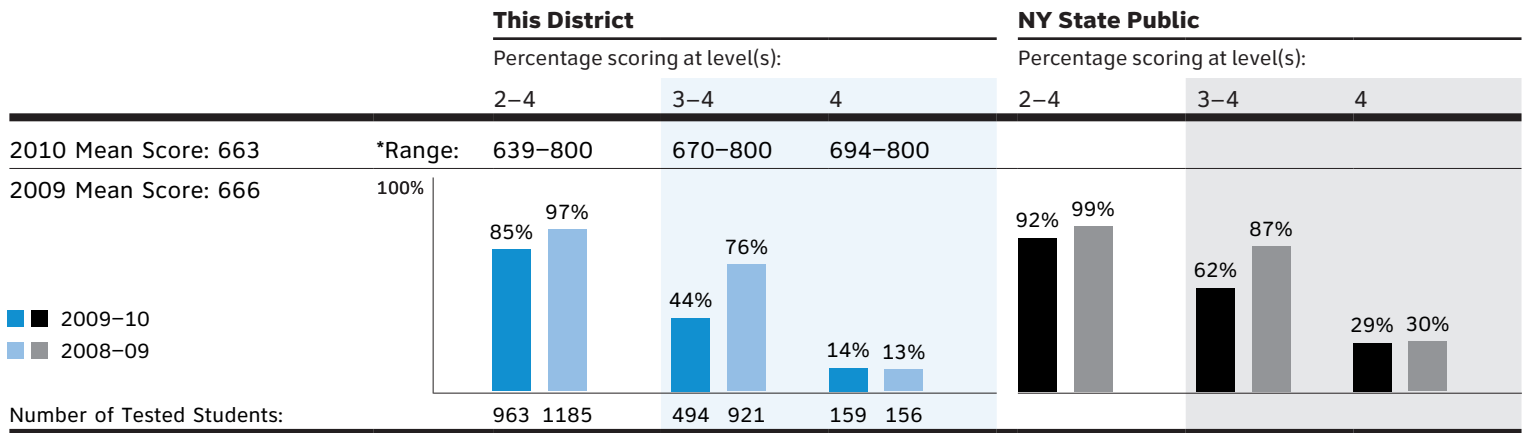
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	23	22	20	18	22	22	19	19
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	2	N/A	N/A	N/A	12	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	2	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	1130	85%	44%	14%	1216	97%	76%	13%
Female	562	85%	44%	14%	621	98%	77%	14%
Male	568	86%	43%	14%	595	97%	74%	11%
American Indian or Alaska Native	7	-	-	-	6	100%	50%	0%
Black or African American	398	85%	41%	12%	393	97%	73%	13%
Hispanic or Latino	663	85%	43%	13%	757	97%	76%	11%
Asian or Native Hawaiian/Other Pacific Islander	36	92%	78%	56%	23	100%	91%	48%
White	22	100%	64%	32%	32	100%	88%	34%
Multiracial	4	-	-	-	5	100%	100%	0%
Small Group Totals	11	91%	27%	9%				
General-Education Students	858	93%	53%	18%	930	100%	85%	16%
Students with Disabilities	272	62%	13%	2%	286	91%	47%	1%
English Proficient	1013	87%	47%	16%	1100	98%	78%	14%
Limited English Proficient	117	69%	15%	1%	116	93%	58%	3%
Economically Disadvantaged	1068	85%	43%	13%	1108	98%	76%	12%
Not Disadvantaged	62	87%	55%	26%	108	96%	74%	23%
Migrant								
Not Migrant	1130	85%	44%	14%	1216	97%	76%	13%

NOTES

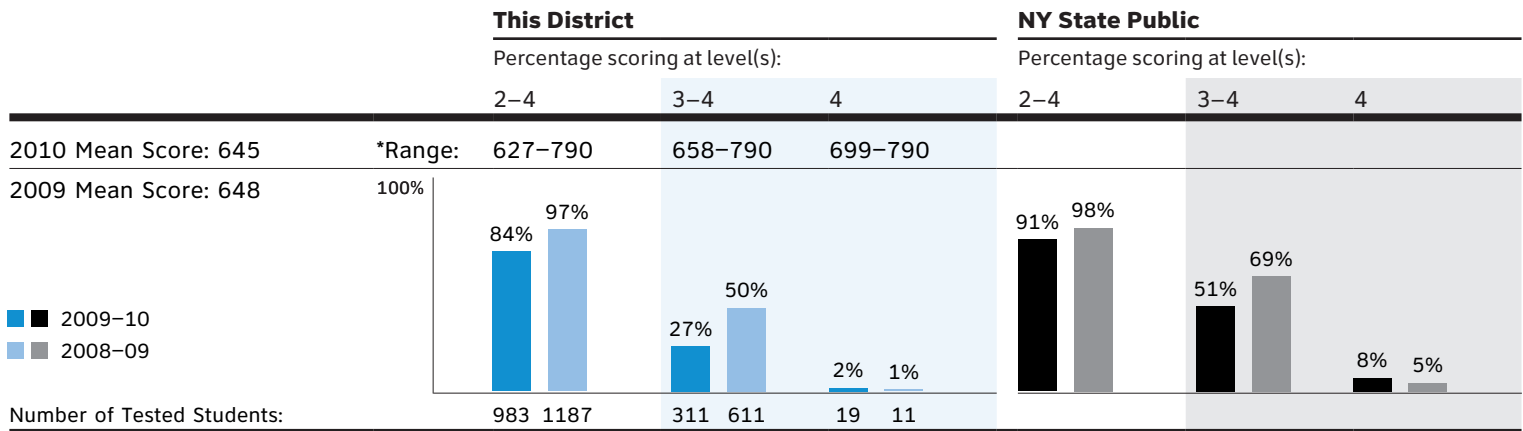
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Other Assessments

	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	23	21	20	16	22	22	21	17

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1169	84%	27%	2%	1218	97%	50%	1%
Female	603	88%	32%	2%	642	98%	57%	1%
Male	566	80%	21%	1%	576	97%	43%	1%
American Indian or Alaska Native	6	-	-	-	11	91%	27%	0%
Black or African American	380	81%	26%	2%	432	98%	51%	1%
Hispanic or Latino	730	85%	25%	1%	723	97%	48%	1%
Asian or Native Hawaiian/Other Pacific Islander	22	82%	64%	9%	30	97%	73%	3%
White	27	89%	59%	7%	17	100%	94%	6%
Multiracial	4	-	-	-	5	100%	60%	0%
Small Group Totals	10	90%	30%	0%				
General-Education Students	901	92%	33%	2%	942	99%	59%	1%
Students with Disabilities	268	57%	5%	0%	276	92%	20%	0%
English Proficient	1063	87%	29%	2%	1089	98%	55%	1%
Limited English Proficient	106	52%	3%	0%	129	93%	9%	0%
Economically Disadvantaged	1097	84%	25%	1%	1100	98%	50%	1%
Not Disadvantaged	72	86%	49%	7%	118	97%	53%	3%
Migrant								
Not Migrant	1169	84%	27%	2%	1218	97%	50%	1%

NOTES

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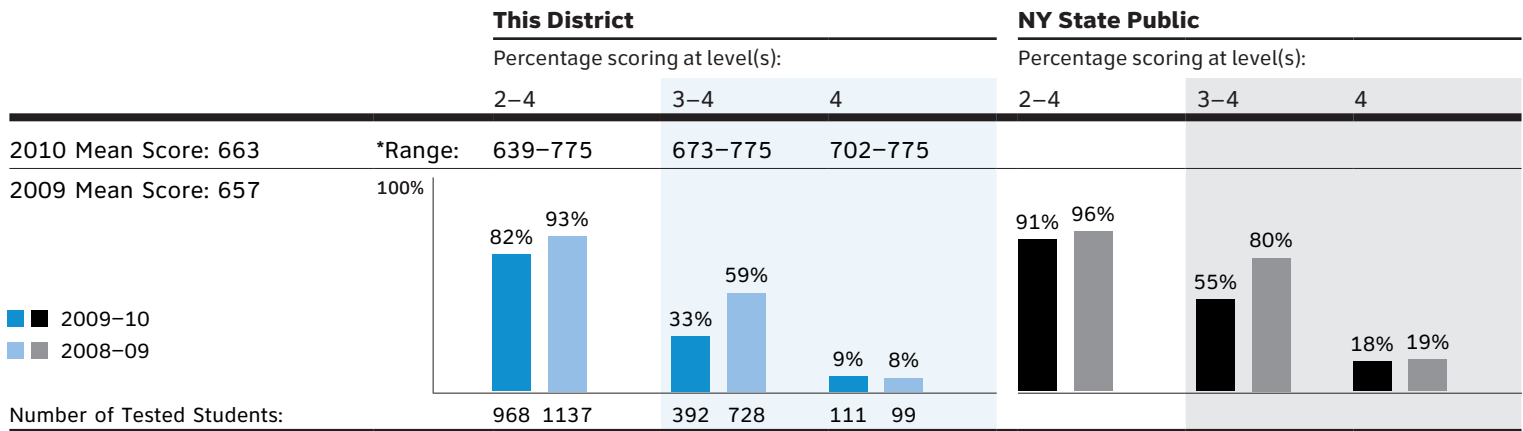
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Other Assessments

	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	27	27	26	22	27	26	24	18
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	11	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 8	11	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	1180	82%	33%	9%	1227	93%	59%	8%
Female	605	84%	36%	11%	642	95%	63%	9%
Male	575	80%	30%	7%	585	91%	55%	8%
American Indian or Alaska Native	6	67%	0%	0%	10	70%	40%	0%
Black or African American	377	79%	32%	10%	430	92%	56%	7%
Hispanic or Latino	740	83%	32%	7%	732	93%	60%	7%
Asian or Native Hawaiian/Other Pacific Islander	23	91%	61%	52%	30	97%	80%	27%
White	29	97%	59%	21%	19	100%	79%	37%
Multiracial	5	80%	40%	0%	6	83%	67%	0%
Small Group Totals								
General-Education Students	915	90%	40%	12%	957	97%	68%	10%
Students with Disabilities	265	55%	11%	1%	270	77%	29%	3%
English Proficient	1062	83%	35%	10%	1080	94%	62%	9%
Limited English Proficient	118	71%	16%	1%	147	86%	39%	1%
Economically Disadvantaged	1108	82%	32%	9%	1109	93%	59%	7%
Not Disadvantaged	72	85%	49%	22%	118	93%	64%	18%
Migrant								
Not Migrant	1180	82%	33%	9%	1227	93%	59%	8%

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	27	27	26	14	27	24	24	19

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

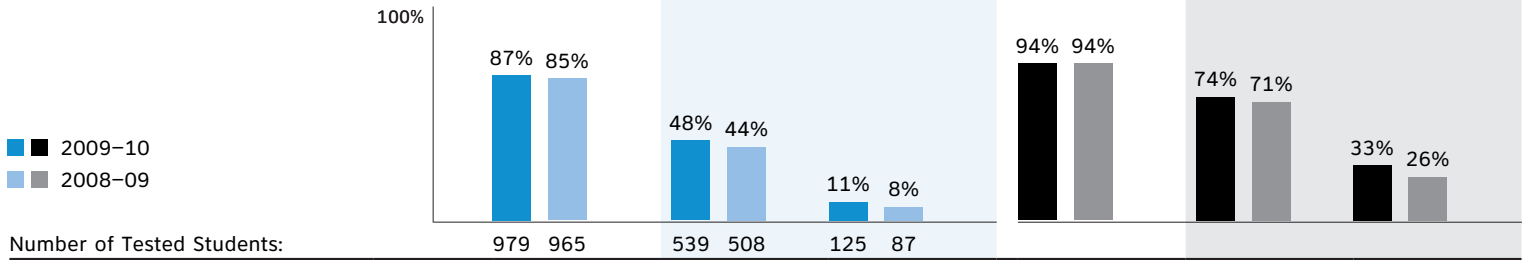
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2009-10 School Year

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

2008-09 School Year

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

	2009-10 School Year				2008-09 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	1119	87%	48%	11%	1089	84%	42%	7%
Female	575	89%	49%	12%	564	87%	43%	7%
Male	544	86%	47%	10%	525	80%	40%	7%
American Indian or Alaska Native	4	–	–	–	9	44%	22%	11%
Black or African American	354	87%	44%	10%	379	83%	41%	8%
Hispanic or Latino	708	88%	49%	10%	669	85%	42%	6%
Asian or Native Hawaiian/Other Pacific Islander	22	91%	73%	41%	23	83%	65%	22%
White	27	85%	70%	30%	5	–	–	–
Multiracial	4	–	–	–	4	–	–	–
Small Group Totals	8	88%	50%	13%	9	89%	67%	22%
General-Education Students	877	92%	56%	14%	838	91%	49%	9%
Students with Disabilities	242	70%	19%	1%	251	61%	18%	0%
English Proficient	1013	89%	51%	12%	953	86%	46%	8%
Limited English Proficient	106	70%	22%	1%	136	72%	15%	0%
Economically Disadvantaged	1049	87%	47%	11%	1018	85%	43%	7%
Not Disadvantaged	70	93%	61%	19%	71	69%	30%	6%
Migrant								
Not Migrant	1119	87%	48%	11%	1089	84%	42%	7%

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	27	25	24	19	27	24	20	19
Regents Science	0				53	52	52	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

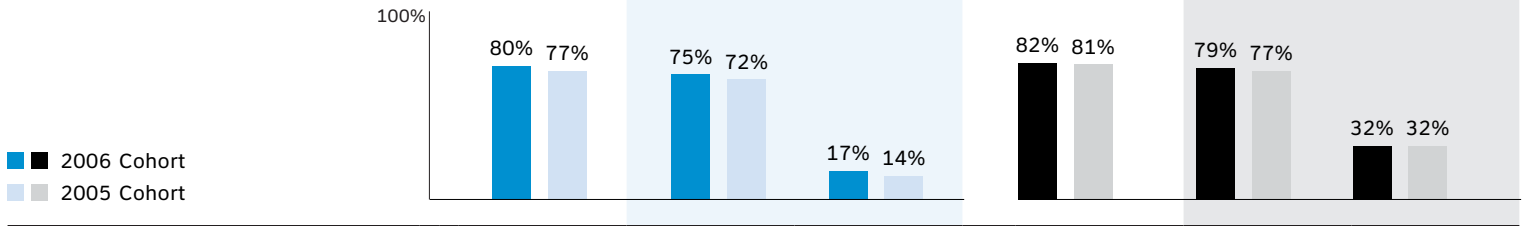
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

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	908	80%	75%	17%	954	77%	72%	14%
Female	484	85%	81%	22%	500	84%	79%	18%
Male	424	73%	69%	12%	454	70%	65%	9%
American Indian or Alaska Native	9	89%	78%	22%	4	-	-	-
Black or African American	265	71%	67%	16%	305	70%	64%	11%
Hispanic or Latino	525	82%	77%	16%	532	79%	73%	12%
Asian or Native Hawaiian/Other Pacific Islander	82	91%	91%	28%	88	97%	94%	30%
White	27	78%	78%	19%	23	83%	74%	22%
Multiracial					2	-	-	-
Small Group Totals					6	67%	67%	0%
General-Education Students	728	92%	90%	21%	772	90%	85%	17%
Students with Disabilities	180	29%	18%	1%	182	25%	16%	1%
English Proficient	857	81%	78%	18%	902	79%	74%	14%
Limited English Proficient	51	51%	39%	2%	52	54%	44%	2%
Economically Disadvantaged	718	84%	79%	17%	702	81%	75%	15%
Not Disadvantaged	190	64%	61%	19%	252	68%	63%	10%
Migrant								
Not Migrant	908	80%	75%	17%	954	77%	72%	14%

NOTES

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

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

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

This District

Percentage scoring at level(s):

2-4

3-4

4

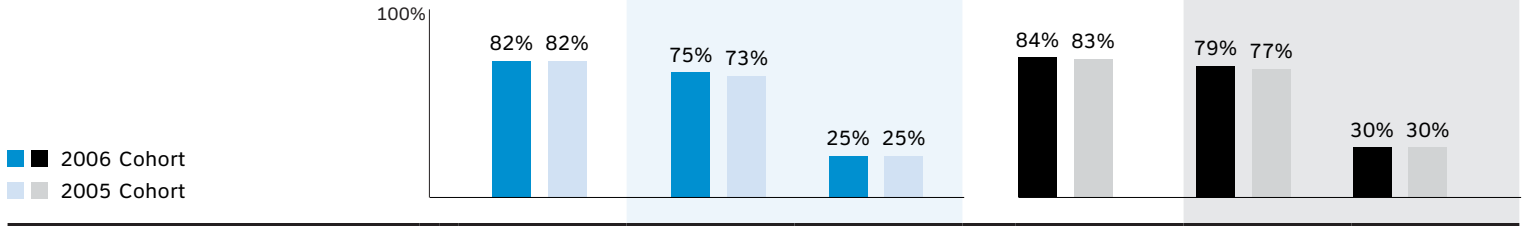
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2005 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
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Not Migrant	908	82%	75%	25%	954	82%	73%	25%

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