



# The New York State District Report Card

**Accountability  
and Overview Report  
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT # 5**

District ID **31-05-00-01-0000**

Superintendent **GALE REEVES**

Telephone **(212) 769-7500**

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

## This District's Report Card

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

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

### Use this report to:

#### **1 Get District Profile information.**

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

#### **2 Review District Accountability Status.**

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

#### **3 View School Accountability Status.**

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

#### **4 Review an Overview of District Performance.**

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

### For more information:

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

## District Profile

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

### Enrollment

	2007-08	2008-09	2009-10
Pre-K	473	429	439
Kindergarten	775	800	966
Grade 1	983	874	964
Grade 2	1035	920	905
Grade 3	898	946	972
Grade 4	857	845	1005
Grade 5	904	704	911
Grade 6	1128	1020	996
Ungraded Elementary	763	795	83
Grade 7	1024	1075	1111
Grade 8	1054	985	1187
Grade 9	1149	1098	1241
Grade 10	941	912	1066
Grade 11	696	756	758
Grade 12	631	686	751
Ungraded Secondary	390	442	36
<b>Total K-12</b>	<b>13228</b>	<b>12858</b>	<b>12952</b>

### Average Class Size

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

### 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	9423	71%	9525	74%	9331	72%
Reduced-Price Lunch	899	7%	811	6%	755	6%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1417	11%	1363	11%	1393	11%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	40	0%	39	0%	41	0%
Black or African American	7786	59%	7495	58%	7438	57%
Hispanic or Latino	4875	37%	4796	37%	4886	38%
Asian or Native Hawaiian/Other Pacific Islander	260	2%	250	2%	281	2%
White	267	2%	278	2%	306	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	503	4%	571	4%	644	5%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

## Teacher Qualifications

	2007-08	2008-09	2009-10
<b>Total Number of Teachers</b>	1111	1090	1050
Percent with No Valid Teaching Certificate	3%	3%	3%
Percent Teaching Out of Certification	14%	9%	9%
Percent with Fewer Than Three Years of Experience	18%	17%	11%
Percentage with Master's Degree Plus 30 Hours or Doctorate	29%	33%	37%
<b>Total Number of Core Classes</b>	1836	1972	2001
Percent Not Taught by Highly Qualified Teachers in This District	15%	12%	10%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
<b>Total Number of Classes</b>	2167	2373	2413
Percent Taught by Teachers Without Appropriate Certification	17%	13%	11%

## Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		34%	31%
Turnover Rate of All Teachers		21%	18%

## Staff Counts

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

\* Not available at the school level.

## Teacher Qualifications Information

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

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

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

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

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



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

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

#### B Performance Criterion

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

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

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

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

## Useful Terms for Understanding Accountability

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

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

### 2006 Cohort

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

### Accountability Cohort for English and Mathematics

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

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuous Enrollment

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Graduation Rate

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

### Graduation-Rate Total Cohort

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

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

### Limited English Proficient

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

### Non-Accountability Groups

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

## Useful Terms for Understanding Accountability (continued)

### Participation

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

### Performance Index (PI)

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

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

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

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

A list of tests used to measure student performance for accountability is available at [www.p12.nysed.gov/irts](http://www.p12.nysed.gov/irts).

### Progress Targets

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

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

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

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

### Safe Harbor Targets

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

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

### Safe Harbor Qualification (\*)

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

### State Standard

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

### Students with Disabilities

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

### Test Performance

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

### Total

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

## Understanding Your District Accountability Status

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

### Federal Title I Status

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

#### ▲ District in Good Standing

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

#### ▲ District in Need of Improvement (Year 1)

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

#### ▲ District in Need of Improvement (Year 2)

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

#### ▲ District in Need of Improvement (Year 3)

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

#### ▲ District in Need of Improvement (Year 4)

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

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

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

### New York State Status

(Applies to New York State districts)

#### ■ District Requiring Academic Progress (Year 1)

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

#### ■ District Requiring Academic Progress (Year 2)

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

#### ■ District Requiring Academic Progress (Year 3)

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

#### ■ District Requiring Academic Progress (Year 4)

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

#### ■ District Requiring Academic Progress (Year 5 and above)

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

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



## Summary

### Overall Accountability Status (2010–11)

#### Improvement (Year 3)

ELA	Improvement (Year 3)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

2008–09	2009–10	2010–11
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	X	✓	✓	✓ <sup>SH</sup>	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	X	✓	—	X	✓ <sup>SH</sup>	—
Hispanic or Latino	X	✓	—	✓	✓	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	✓	✓	—
White	✓	✓	—	—	—	—
Multiracial	✓	✓	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	X	✓	—	X	X	—
Limited English Proficient	X	✓	—	—	—	—
Economically Disadvantaged	X	✓	—	✓ <sup>SH</sup>	✓	—
<b>Student groups making AYP in each subject</b>	X 3 of 9	✓ 9 of 9	✓ 1 of 1	X 4 of 6	X 5 of 6	✓ 1 of 1

#### AYP Status


- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- X 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 3)

**Accountability Measures** 3 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 4) 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 3) in 2011-12. [208]

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


Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10    2010–11
<b>Accountability Groups</b>							
<b>All Students</b> (6767:6125)			98%		148	154	154    118
<b>Ethnicity</b>							
American Indian or Alaska Native (16:14)	—	—	—	—	—	—	—
Black or African American (3859:3504)			98%		146	153	153    115
Hispanic or Latino (2602:2358)			98%		149	153	153    119
Asian or Native Hawaiian/Other Pacific Islander (109:97)			98%		157	145	
White (148:120)			95%		182	146	
Multiracial (33:32)		—	—		166	138	
<b>Other Groups</b>							
Students with Disabilities (1743:1560)			96%		121	152	129    87
Limited English Proficient (923:982)			96%		133	152	142    97
Economically Disadvantaged (6283:5706)			98%		148	154	154    118
<b>Final AYP Determination</b>	 3 of 9						
<b>Non-Accountability Groups</b>							
Female (3176:2894)			98%		154	153	
Male (3591:3231)			97%		143	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** 9 of 9 Student groups making AYP in mathematics  
 Made AYP

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

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


Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
<b>Accountability Groups</b>							
<b>All Students</b> (6760:6204)			99%		167	134	
<b>Ethnicity</b>							
American Indian or Alaska Native (16:14)	—	—	—	—	—	—	—
Black or African American (3853:3537)			99%		162	133	
Hispanic or Latino (2600:2395)			99%		172	133	
Asian or Native Hawaiian/Other Pacific Islander (110:99)			100%		179	125	
White (148:126)			98%		189	126	
Multiracial (33:33)		—	—		173	118	
<b>Other Groups</b>							
Students with Disabilities (1730:1579)			98%		135	132	
Limited English Proficient (928:1050)			99%		160	132	
Economically Disadvantaged (6276:5774)			99%		167	134	
<b>Final AYP Determination</b>	 9 of 9						
<b>Non-Accountability Groups</b>							
Female (3174:2925)			99%		170	133	
Male (3586:3279)			99%		164	133	
Migrant (0:0)							


#### Symbols

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

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

















## Elementary/Middle-Level Science

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



**Accountability Measures** 1 of 1 Student groups making AYP in science  
 Made AYP

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

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009–10 2010–11
<b>Accountability Groups</b>								
<b>All Students</b> (2379:2098)		Qualified		95%		146	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (2:1)	—	—	—	—	—	—	—	—
Black or African American (1372:1216)		Qualified		95%		138	100	
Hispanic or Latino (922:806)		Qualified		95%		154	100	
Asian or Native Hawaiian/Other Pacific Islander (30:27)	—	—	—	—	—	—	—	—
White (43:38)		Qualified		98%		168	100	
Multiracial (10:10)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (588:496)		Qualified		92%		120	100	
Limited English Proficient (299:307)		Qualified		95%		135	100	
Economically Disadvantaged (2185:1940)		Qualified		96%		145	100	
<b>Final AYP Determination</b>		1 of 1						
<b>Non-Accountability Groups</b>								
Female (1120:992)				96%		148	100	
Male (1259:1106)				94%		143	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 3)

**Accountability Measures** 4 of 6 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 4) 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 3) in 2011-12. [208]

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


Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10    2010–11
<b>Accountability Groups</b>							
<b>All Students</b> (807:807)	 SH		99%	 SH	170	173	168    173
<b>Ethnicity</b>							
American Indian or Alaska Native (3:4)	—	—	—	—	—	—	—
Black or African American (452:453)			99%		162	172	163    166
Hispanic or Latino (286:288)			99%		178	171	
Asian or Native Hawaiian/Other Pacific Islander (35:33)		—	—		200	160	
White (27:26)	—	—	—	—	—	—	—
Multiracial (4:3)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (105:98)			96%		101	167	109‡    111
Limited English Proficient (15:18)	—	—	—	—	—	—	—
Economically Disadvantaged (521:540)	 SH		99%	 SH	170	172	165    173
<b>Final AYP Determination</b>	 4 of 6						
<b>Non-Accountability Groups</b>							
Female (427:431)			99%		176	172	
Male (380:376)			99%		162	171	
Migrant (0:0)							


#### Symbols

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

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



















## Secondary-Level Mathematics

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




**Accountability Measures** 5 of 6 Student groups making AYP in mathematics  
 Did not make AYP

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

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


Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10    2010–11
<b>Accountability Groups</b>							
<b>All Students</b> (807:807)			100%		174	169	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:4)	—	—	—	—	—	—	—
Black or African American (452:453)			100%		167	168	165    170
Hispanic or Latino (286:288)			99%		181	167	
Asian or Native Hawaiian/Other Pacific Islander (35:33)		—	—		200	156	
White (27:26)	—	—	—	—	—	—	—
Multiracial (4:3)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (54:98)			98%		111	163	120 <sup>‡</sup> 120
Limited English Proficient (15:18)	—	—	—	—	—	—	—
Economically Disadvantaged (521:540)			100%		174	168	
<b>Final AYP Determination</b>	 5 of 6						
<b>Non-Accountability Groups</b>							
Female (427:431)			100%		174	168	
Male (380:376)			99%		173	167	
Migrant (0:0)							


#### Symbols

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

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










## Graduation Rate

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



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

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

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives		
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target	
					2009–10	2010–11
<b>Accountability Groups</b>						
<b>All Students</b> (903)			66%	80%	66%	69%
<b>Ethnicity</b>						
American Indian or Alaska Native (2)		—	—	—		
Black or African American (522)			62%	80%	62%	66%
Hispanic or Latino (305)			67%	80%	66%	70%
Asian or Native Hawaiian/Other Pacific Islander (38)			97%	80%		
White (33)			88%	80%		
Multiracial (3)		—	—	—		
<b>Other Groups</b>						
Students with Disabilities (144)			28%	80%	29%	38%
Limited English Proficient (28)		—	—	—		
Economically Disadvantaged (543)			64%	80%	64%	67%
<b>Final AYP Determination</b>		1 of 1				
<b>Non-Accountability Groups</b>						
Female (445)			66%	80%		
Male (458)			66%	80%		
Migrant (0)						

#### Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

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

#### Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **70%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

District ID **31-05-00-01-0000**

## 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**

24 schools identified 77% of total

ACADEMY FOR SOCIAL ACTION-A COLLEGE BOARD SCHOOL  
ACADEMY OF COLLABORATIVE EDUCATION  
BREAD & ROSES INTEGRATED ARTS HIGH SCHOOL  
COLUMBIA SECONDARY SCHOOL  
FREDERICK DOUGLASS ACADEMY  
HIGH SCHOOL MATH SCIENCE AND ENGINEERING AT CCNY  
IS 286 RENAISSANCE MILITARY LEADERSHIP ACADEMY  
KNOWLEDGE AND POWER PREP ACADEMY IV  
KNOWLEDGE AND POWER PREPARATORY ACADEMY II  
MOTT HALL HIGH SCHOOL  
PS 123 MAHALIA JACKSON  
PS 129 JOHN H FINLEY  
PS 154 HARRIET TUBMAN  
PS 161 PEDRO ALBIZU CAMPOS  
PS 175 HENRY H GARNET  
PS 197 JOHN B RUSSWURM  
PS 30 HERNANDEZ/HUGHES  
PS 36 MARGARET DOUGLAS  
PS 46 ARTHUR TAPPAN  
PS 92 MARY MCLEOD BETHUNE  
THURGOOD MARSHALL ACADEMY FOR LEARNING & SOCIAL CHANGE  
THURGOOD MARSHALL ACADEMY LOWER SCHOOL  
URBAN ASSEMBLY FOR THE PERFORMING ARTS  
URBAN ASSEMBLY INSTITUTE FOR NEW TECHNOLOGIES

---

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

1 school identified 3% of total

HARLEM RENAISSANCE HIGH SCHOOL

---

### **Improvement (year 1) Comprehensive**

1 school identified 3% of total

PS 133 FRED R MOORE

---

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

2 schools identified 6% of total

CHOIR ACADEMY OF HARLEM  
PS 194 COUNTEE CULLEN

---

### **Corrective Action (year 2) Comprehensive**

1 school identified 3% of total

PS 200 THE JAMES MCCUNE SMITH SCHOOL

---

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

2 schools identified 6% of total

IS 195 ROBERTO CLEMENTE  
PS 125 RALPH BUNCHE

---



# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

District ID **31-05-00-01-0000**

## Summary of 2009–10 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	33%			982
Grade 4	28%			1024
Grade 5	27%			942
Grade 6	31%			1030
Grade 7	29%			1158
Grade 8	24%			1210
<b>Mathematics</b>				
Grade 3	39%			1005
Grade 4	38%			1046
Grade 5	38%			977
Grade 6	39%			1054
Grade 7	38%			1184
Grade 8	36%			1232
<b>Science</b>				
Grade 4	68%			1030
Grade 8	42%			1154

<b>Secondary Level</b>	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	73%			922
Mathematics	74%			922

### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

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

#### Level 2: Partially Meeting Learning Standards.

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

#### Level 3: Meeting Learning Standards.

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

#### Level 4: Meeting Learning Standards with Distinction.

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

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

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

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

### This District's N/RC Category:

#### NYC Public Schools

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

## This District's Results in Grade 3 English Language Arts

	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: 655	*Range: 643-780	662-780	694-780			
2009 Mean Score: 652						
Number of Tested Students:	716	933	325	585	56	37

## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>982</b>	<b>73%</b>	<b>33%</b>	<b>6%</b>	<b>1048</b>	<b>89%</b>	<b>56%</b>	<b>4%</b>
Female	476	77%	35%	6%	516	91%	62%	4%
Male	506	69%	31%	6%	532	87%	50%	3%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	564	73%	33%	6%	640	90%	55%	3%
Hispanic or Latino	378	72%	33%	4%	379	88%	57%	4%
Asian or Native Hawaiian/Other Pacific Islander	21	81%	33%	5%	10	80%	60%	10%
White	12	67%	42%	8%	11	82%	55%	0%
Multiracial	6	-	-	-	5	-	-	-
Small Group Totals	7	71%	43%	29%	8	75%	75%	13%
General-Education Students	751	81%	39%	7%	827	94%	63%	4%
Students with Disabilities	231	48%	14%	2%	221	71%	31%	0%
English Proficient	835	76%	36%	6%	890	91%	59%	4%
Limited English Proficient	147	56%	19%	1%	158	78%	37%	0%
Economically Disadvantaged	925	72%	33%	6%	957	89%	55%	3%
Not Disadvantaged	57	81%	35%	9%	91	92%	68%	5%
Migrant								
Not Migrant	982	73%	33%	6%	1048	89%	56%	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*.

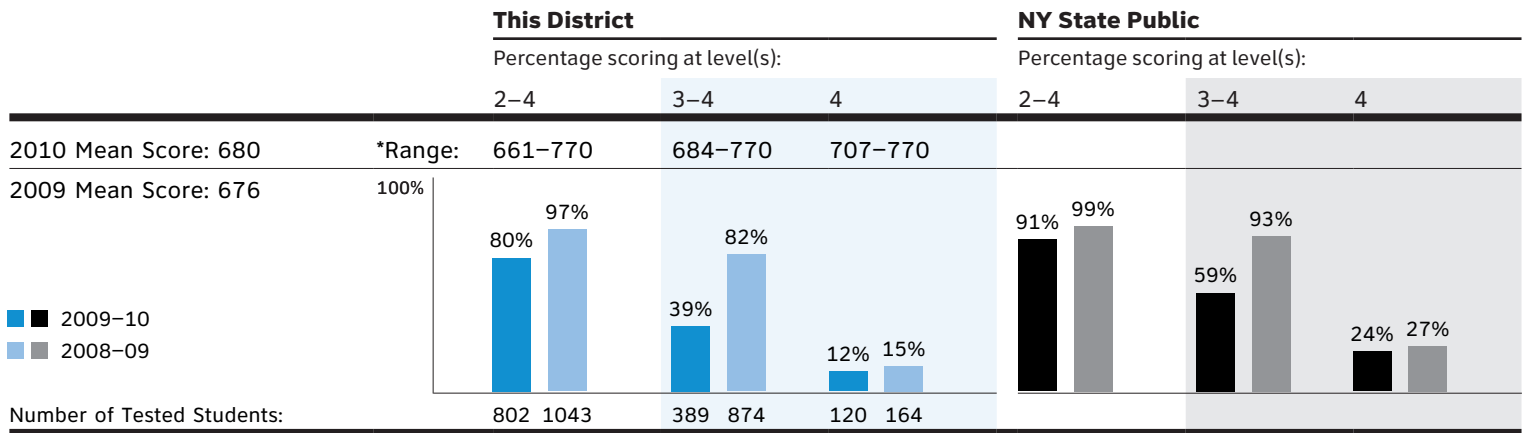
## Other

### 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 3 Equivalent	32	30	29	27	27	26	24	22
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	17	N/A	N/A	N/A	17	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	17	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1005</b>	<b>80%</b>	<b>39%</b>	<b>12%</b>	<b>1072</b>	<b>97%</b>	<b>82%</b>	<b>15%</b>
Female	487	82%	39%	12%	526	98%	83%	15%
Male	518	78%	39%	12%	546	97%	80%	15%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	572	78%	37%	11%	644	97%	79%	15%
Hispanic or Latino	387	82%	41%	13%	398	97%	85%	15%
Asian or Native Hawaiian/Other Pacific Islander	22	91%	50%	14%	11	100%	91%	18%
White	17	71%	41%	6%	11	100%	82%	36%
Multiracial	6	-	-	-	5	-	-	-
Small Group Totals	7	71%	43%	29%	8	100%	75%	13%
General-Education Students	770	87%	43%	14%	846	99%	88%	18%
Students with Disabilities	235	57%	25%	6%	226	91%	59%	6%
English Proficient	837	82%	41%	13%	893	98%	83%	16%
Limited English Proficient	168	68%	27%	8%	179	94%	74%	9%
Economically Disadvantaged	949	79%	39%	12%	975	97%	82%	15%
Not Disadvantaged	56	88%	34%	13%	97	97%	81%	21%
Migrant								
Not Migrant	1005	80%	39%	12%	1072	97%	82%	15%

### 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	32	31	28	22	27	27	26	18

## 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: 656	*Range: 637-775	668-775	720-775			
2009 Mean Score: 648						
Number of Tested Students:	833	931	284	557	8	12

### Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1024</b>	<b>81%</b>	<b>28%</b>	<b>1%</b>	<b>1048</b>	<b>89%</b>	<b>53%</b>	<b>1%</b>
Female	504	84%	31%	1%	475	93%	57%	2%
Male	520	79%	24%	1%	573	85%	50%	1%
American Indian or Alaska Native	1	-	-	-	6	-	-	-
Black or African American	628	82%	27%	0%	624	89%	54%	1%
Hispanic or Latino	372	81%	28%	1%	382	87%	52%	1%
Asian or Native Hawaiian/Other Pacific Islander	10	60%	20%	0%	20	95%	60%	0%
White	6	-	-	-	14	100%	50%	0%
Multiracial	7	100%	71%	14%	2	-	-	-
Small Group Totals	7	57%	29%	14%	8	100%	50%	0%
General-Education Students	787	88%	33%	1%	750	96%	64%	1%
Students with Disabilities	237	60%	11%	0%	298	70%	25%	0%
English Proficient	874	83%	30%	1%	889	90%	57%	1%
Limited English Proficient	150	70%	13%	0%	159	80%	33%	0%
Economically Disadvantaged	985	81%	27%	1%	948	89%	52%	1%
Not Disadvantaged	39	87%	46%	5%	100	92%	61%	2%
Migrant								
Not Migrant	1024	81%	28%	1%	1048	89%	53%	1%

#### 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*.

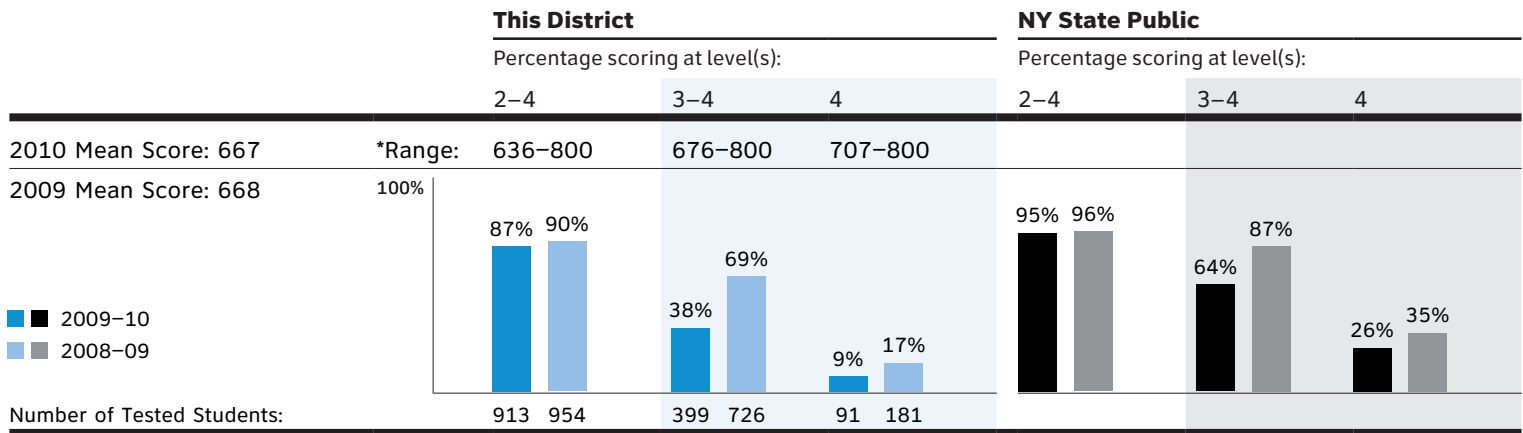
### Other

#### 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	34	31	28	25	23	21	21	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	13	N/A	N/A	N/A	11	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 4 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1046</b>	<b>87%</b>	<b>38%</b>	<b>9%</b>	<b>1057</b>	<b>90%</b>	<b>69%</b>	<b>17%</b>
Female	511	88%	37%	8%	485	93%	71%	16%
Male	535	86%	39%	10%	572	88%	67%	18%
American Indian or Alaska Native	1	-	-	-	6	-	-	-
Black or African American	630	86%	34%	7%	626	90%	69%	15%
Hispanic or Latino	387	89%	43%	11%	388	89%	68%	20%
Asian or Native Hawaiian/Other Pacific Islander	12	83%	42%	17%	21	95%	86%	29%
White	9	100%	56%	11%	14	93%	79%	7%
Multiracial	7	-	-	-	2	-	-	-
Small Group Totals	8	100%	63%	50%	8	100%	50%	13%
General-Education Students	805	92%	44%	10%	760	95%	78%	22%
Students with Disabilities	241	70%	20%	5%	297	78%	46%	5%
English Proficient	877	88%	40%	9%	886	91%	71%	18%
Limited English Proficient	169	85%	27%	5%	171	85%	59%	11%
Economically Disadvantaged	1003	87%	38%	9%	956	90%	68%	17%
Not Disadvantaged	43	91%	47%	12%	101	94%	75%	18%
Migrant								
Not Migrant	1046	87%	38%	9%	1057	90%	69%	17%

### NOTES

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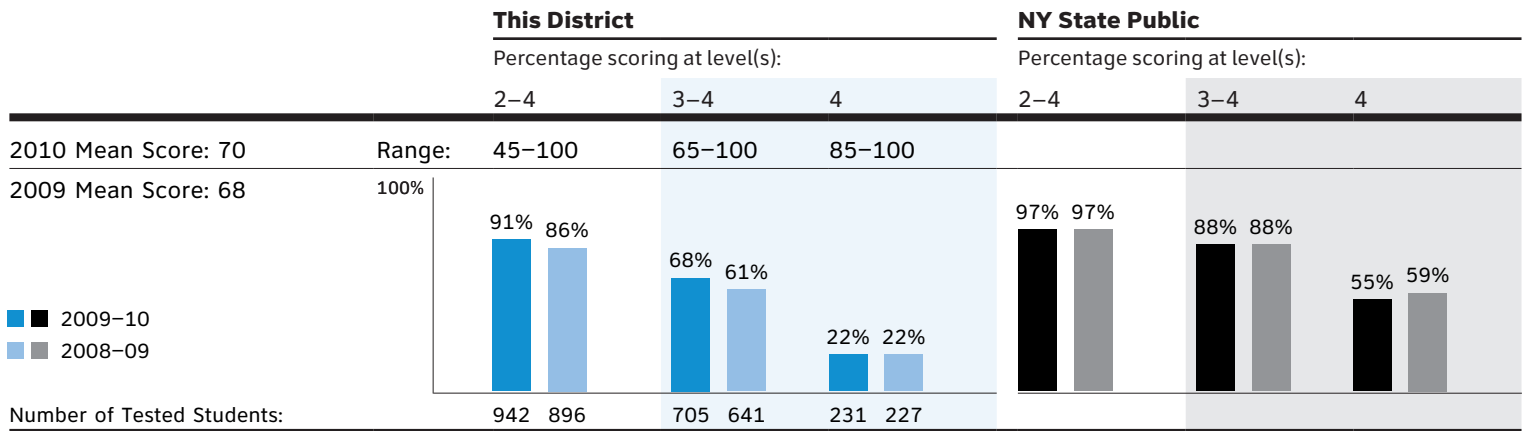
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## 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	34	34	31	24	25	24	22	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
<b>All Students</b>	<b>1030</b>	<b>91%</b>	<b>68%</b>	<b>22%</b>	<b>1044</b>	<b>86%</b>	<b>61%</b>	<b>22%</b>
Female	509	92%	68%	23%	478	89%	64%	22%
Male	521	91%	69%	22%	566	83%	59%	22%
American Indian or Alaska Native	1	-	-	-	6	-	-	-
Black or African American	629	90%	67%	19%	612	87%	62%	21%
Hispanic or Latino	375	94%	71%	27%	390	84%	60%	22%
Asian or Native Hawaiian/Other Pacific Islander	9	89%	56%	22%	20	100%	80%	25%
White	9	89%	33%	22%	14	79%	50%	29%
Multiracial	7	-	-	-	2	-	-	-
Small Group Totals	8	100%	88%	63%	8	75%	50%	50%
General-Education Students	795	94%	73%	26%	748	90%	69%	26%
Students with Disabilities	235	82%	52%	10%	296	75%	42%	11%
English Proficient	866	92%	71%	24%	877	88%	65%	24%
Limited English Proficient	164	88%	55%	13%	167	75%	42%	11%
Economically Disadvantaged	987	91%	68%	22%	945	86%	60%	21%
Not Disadvantaged	43	95%	79%	33%	99	88%	73%	28%
Migrant								
Not Migrant	1030	91%	68%	22%	1044	86%	61%	22%

### NOTES

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## Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	34	32	31	27	25	23	23	20

## 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: 658	*Range: 647-795	666-795	700-795			
2009 Mean Score: 657						
Number of Tested Students:	695	852	257	546	28	21

## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>942</b>	<b>74%</b>	<b>27%</b>	<b>3%</b>	<b>866</b>	<b>98%</b>	<b>63%</b>	<b>2%</b>
Female	437	79%	30%	3%	432	100%	68%	2%
Male	505	69%	25%	3%	434	97%	59%	3%
American Indian or Alaska Native	6	50%	33%	0%	2	-	-	-
Black or African American	534	74%	28%	3%	535	98%	61%	3%
Hispanic or Latino	365	74%	25%	4%	310	98%	67%	1%
Asian or Native Hawaiian/Other Pacific Islander	17	88%	47%	6%	9	100%	67%	0%
White	13	92%	46%	0%	8	-	-	-
Multiracial	7	43%	14%	0%	2	-	-	-
Small Group Totals					12	100%	58%	0%
General-Education Students	665	83%	34%	4%	622	99%	72%	3%
Students with Disabilities	277	52%	12%	1%	244	96%	40%	1%
English Proficient	797	76%	29%	4%	739	99%	67%	3%
Limited English Proficient	145	59%	17%	0%	127	96%	41%	0%
Economically Disadvantaged	901	74%	28%	3%	772	99%	62%	2%
Not Disadvantaged	41	73%	15%	0%	94	97%	71%	5%
Migrant								
Not Migrant	942	74%	27%	3%	866	98%	63%	2%

### NOTES

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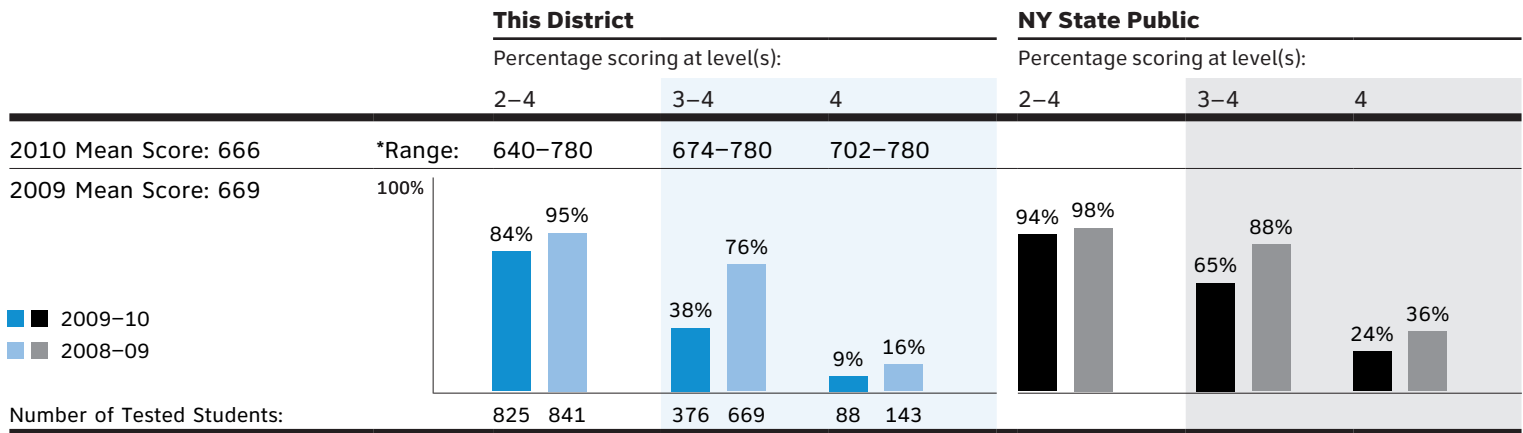
## Other

### 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	32	30	29	23	40	38	36	29
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	22	N/A	N/A	N/A	10	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	24	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>977</b>	<b>84%</b>	<b>38%</b>	<b>9%</b>	<b>884</b>	<b>95%</b>	<b>76%</b>	<b>16%</b>
Female	449	88%	38%	7%	430	96%	77%	17%
Male	528	82%	39%	11%	454	94%	75%	16%
American Indian or Alaska Native	6	83%	33%	17%	2	-	-	-
Black or African American	550	83%	35%	7%	546	95%	73%	14%
Hispanic or Latino	381	86%	42%	12%	316	95%	80%	19%
Asian or Native Hawaiian/Other Pacific Islander	18	89%	56%	17%	9	-	-	-
White	15	100%	73%	20%	9	100%	78%	0%
Multiracial	7	57%	0%	0%	2	-	-	-
Small Group Totals					13	85%	69%	38%
General-Education Students	696	90%	45%	11%	640	99%	84%	20%
Students with Disabilities	281	71%	22%	3%	244	86%	54%	6%
English Proficient	801	86%	40%	9%	749	96%	78%	17%
Limited English Proficient	176	77%	34%	7%	135	90%	65%	11%
Economically Disadvantaged	935	85%	38%	9%	793	95%	75%	15%
Not Disadvantaged	42	81%	40%	7%	91	97%	78%	23%
Migrant								
Not Migrant	977	84%	38%	9%	884	95%	76%	16%

### NOTES

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## Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	32	32	31	22	42	42	41	35



## 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: 660						
Number of Tested Students:	810	1179	324 839	15	54	

## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1030</b>	<b>79%</b>	<b>31%</b>	<b>1%</b>	<b>1181</b>	<b>100%</b>	<b>71%</b>	<b>5%</b>
Female	507	80%	35%	2%	558	100%	77%	6%
Male	523	77%	28%	1%	623	100%	66%	3%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	592	79%	28%	0%	688	100%	68%	3%
Hispanic or Latino	377	78%	33%	1%	445	100%	74%	4%
Asian or Native Hawaiian/Other Pacific Islander	21	67%	29%	5%	10	100%	70%	20%
White	33	85%	79%	18%	33	100%	91%	33%
Multiracial	5	-	-	-	2	-	-	-
Small Group Totals	7	57%	29%	14%	5	100%	80%	40%
General-Education Students	793	86%	38%	2%	918	100%	80%	6%
Students with Disabilities	237	54%	10%	0%	263	100%	40%	0%
English Proficient	919	83%	35%	2%	1073	100%	74%	5%
Limited English Proficient	111	44%	4%	0%	108	98%	39%	0%
Economically Disadvantaged	968	79%	31%	2%	1054	100%	71%	4%
Not Disadvantaged	62	81%	35%	0%	127	100%	70%	6%
Migrant								
Not Migrant	1030	79%	31%	1%	1181	100%	71%	5%

### NOTES

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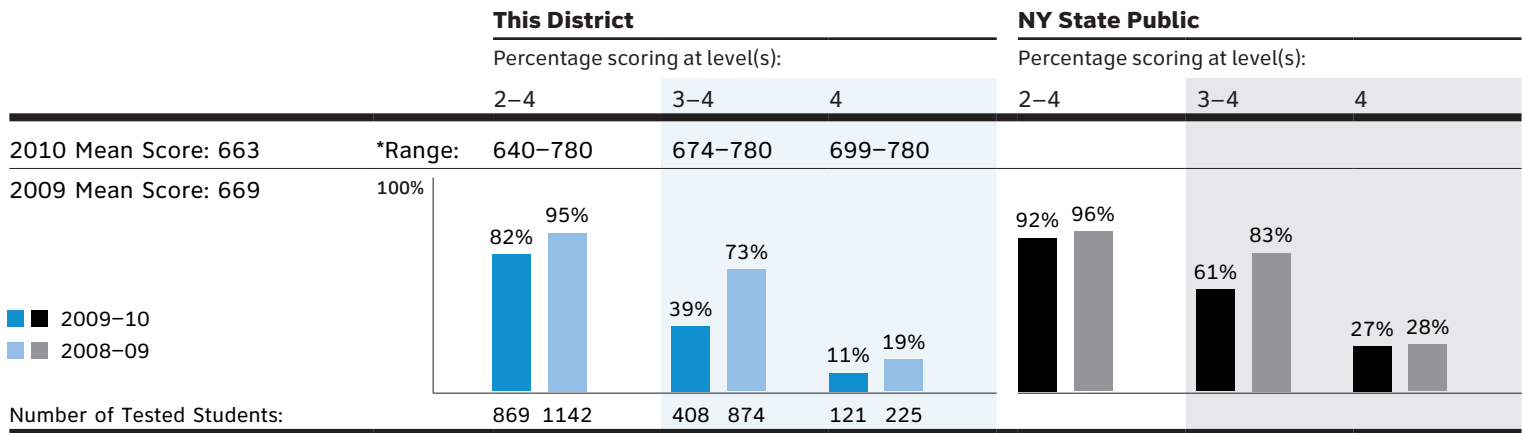
## Other

### 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	37	33	29	27	18	18	18	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	16	N/A	N/A	N/A	12	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	16	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 6 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1054</b>	<b>82%</b>	<b>39%</b>	<b>11%</b>	<b>1198</b>	<b>95%</b>	<b>73%</b>	<b>19%</b>
Female	516	84%	39%	12%	563	96%	75%	18%
Male	538	81%	38%	11%	635	95%	71%	19%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	602	79%	33%	8%	691	95%	69%	14%
Hispanic or Latino	389	87%	43%	12%	454	97%	77%	22%
Asian or Native Hawaiian/Other Pacific Islander	22	77%	55%	27%	10	80%	80%	40%
White	34	97%	85%	56%	37	92%	86%	65%
Multiracial	5	-	-	-	2	-	-	-
Small Group Totals	7	57%	43%	29%	6	100%	67%	17%
General-Education Students	814	90%	46%	14%	936	98%	82%	24%
Students with Disabilities	240	55%	15%	2%	262	85%	42%	2%
English Proficient	924	85%	42%	13%	1074	96%	74%	20%
Limited English Proficient	130	64%	16%	3%	124	92%	60%	7%
Economically Disadvantaged	987	83%	39%	11%	1069	96%	74%	19%
Not Disadvantaged	67	76%	34%	12%	129	91%	64%	15%
Migrant								
Not Migrant	1054	82%	39%	11%	1198	95%	73%	19%

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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	41	40	36	33	18	18	18	15

## 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: 656	*Range: 642-790	664-790	698-790			
2009 Mean Score: 655						
Number of Tested Students:	937	1236	333	811	46	19

## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1158</b>	<b>81%</b>	<b>29%</b>	<b>4%</b>	<b>1245</b>	<b>99%</b>	<b>65%</b>	<b>2%</b>
Female	547	84%	34%	5%	577	100%	71%	1%
Male	611	78%	24%	3%	668	99%	60%	2%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	661	80%	24%	3%	718	99%	61%	1%
Hispanic or Latino	441	82%	30%	2%	473	99%	68%	1%
Asian or Native Hawaiian/Other Pacific Islander	14	86%	50%	14%	20	-	-	-
White	33	88%	82%	36%	30	100%	90%	20%
Multiracial	5	-	-	-	3	-	-	-
Small Group Totals	9	78%	78%	0%	24	100%	88%	8%
General-Education Students	919	88%	35%	5%	976	100%	74%	2%
Students with Disabilities	239	53%	3%	0%	269	98%	33%	0%
English Proficient	1048	84%	31%	4%	1143	100%	68%	2%
Limited English Proficient	110	52%	3%	0%	102	96%	28%	0%
Economically Disadvantaged	1071	80%	29%	4%	1082	99%	65%	2%
Not Disadvantaged	87	91%	30%	6%	163	99%	65%	0%
Migrant								
Not Migrant	1158	81%	29%	4%	1245	99%	65%	2%

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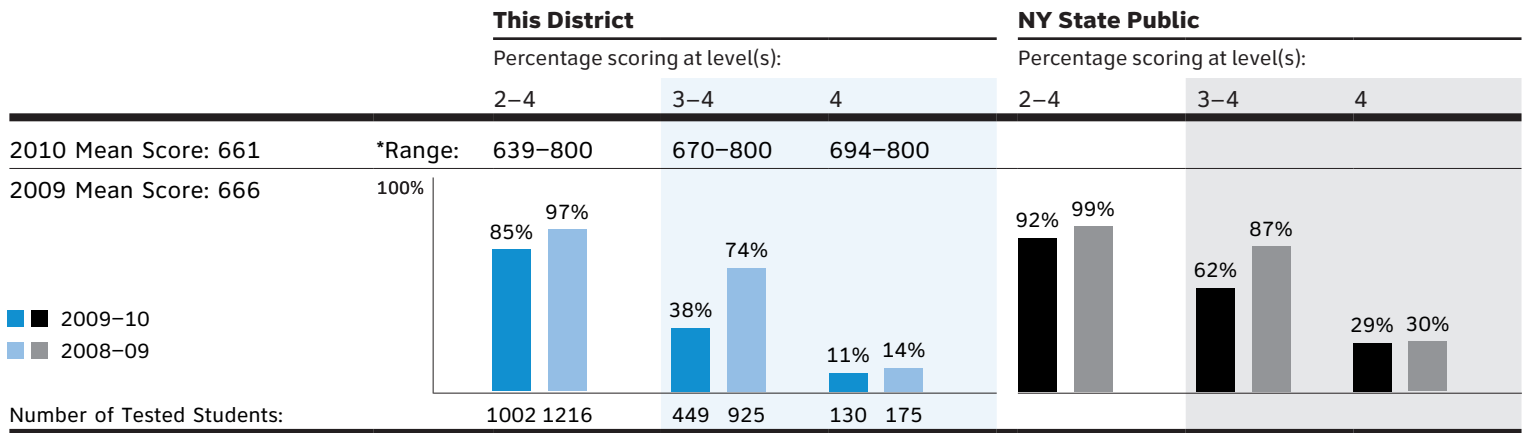
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	19	19	19	16	37	36	32	28
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	8	N/A	N/A	N/A	10	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	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 7 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1184</b>	<b>85%</b>	<b>38%</b>	<b>11%</b>	<b>1251</b>	<b>97%</b>	<b>74%</b>	<b>14%</b>
Female	562	85%	41%	11%	584	97%	78%	14%
Male	622	84%	35%	11%	667	97%	71%	14%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	666	82%	33%	9%	715	97%	69%	9%
Hispanic or Latino	459	88%	41%	10%	483	98%	80%	16%
Asian or Native Hawaiian/Other Pacific Islander	15	93%	60%	33%	21	-	-	-
White	35	94%	80%	54%	28	96%	89%	75%
Multiracial	5	-	-	-	3	-	-	-
Small Group Totals	9	78%	56%	22%	25	100%	92%	56%
General-Education Students	940	91%	45%	13%	987	99%	82%	17%
Students with Disabilities	244	62%	11%	2%	264	90%	45%	2%
English Proficient	1061	86%	40%	12%	1137	97%	76%	15%
Limited English Proficient	123	71%	17%	2%	114	95%	57%	1%
Economically Disadvantaged	1094	85%	38%	11%	1090	98%	75%	15%
Not Disadvantaged	90	82%	41%	16%	161	94%	68%	9%
Migrant								
Not Migrant	1184	85%	38%	11%	1251	97%	74%	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 7 Equivalent	19	19	19	10	38	36	34	20

## 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: 643	*Range: 627-790	658-790	699-790			
2009 Mean Score: 646						
Number of Tested Students:	996	1133	291	540	13	10

### Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1210</b>	<b>82%</b>	<b>24%</b>	<b>1%</b>	<b>1177</b>	<b>96%</b>	<b>46%</b>	<b>1%</b>
Female	567	87%	31%	2%	573	98%	57%	1%
Male	643	78%	18%	0%	604	95%	36%	1%
American Indian or Alaska Native	1	-	-	-	8	100%	63%	0%
Black or African American	677	81%	20%	1%	699	97%	46%	1%
Hispanic or Latino	484	82%	24%	0%	450	95%	45%	1%
Asian or Native Hawaiian/Other Pacific Islander	18	-	-	-	11	100%	64%	0%
White	28	100%	82%	14%	9	100%	67%	0%
Multiracial	2	-	-	-				
Small Group Totals	21	100%	67%	10%				
General-Education Students	955	89%	29%	1%	919	98%	54%	1%
Students with Disabilities	255	56%	4%	0%	258	90%	18%	0%
English Proficient	1113	86%	26%	1%	1055	98%	50%	1%
Limited English Proficient	97	42%	1%	0%	122	80%	12%	0%
Economically Disadvantaged	1098	82%	23%	1%	996	96%	45%	1%
Not Disadvantaged	112	89%	29%	2%	181	98%	53%	2%
Migrant								
Not Migrant	1210	82%	24%	1%	1177	96%	46%	1%

#### NOTES

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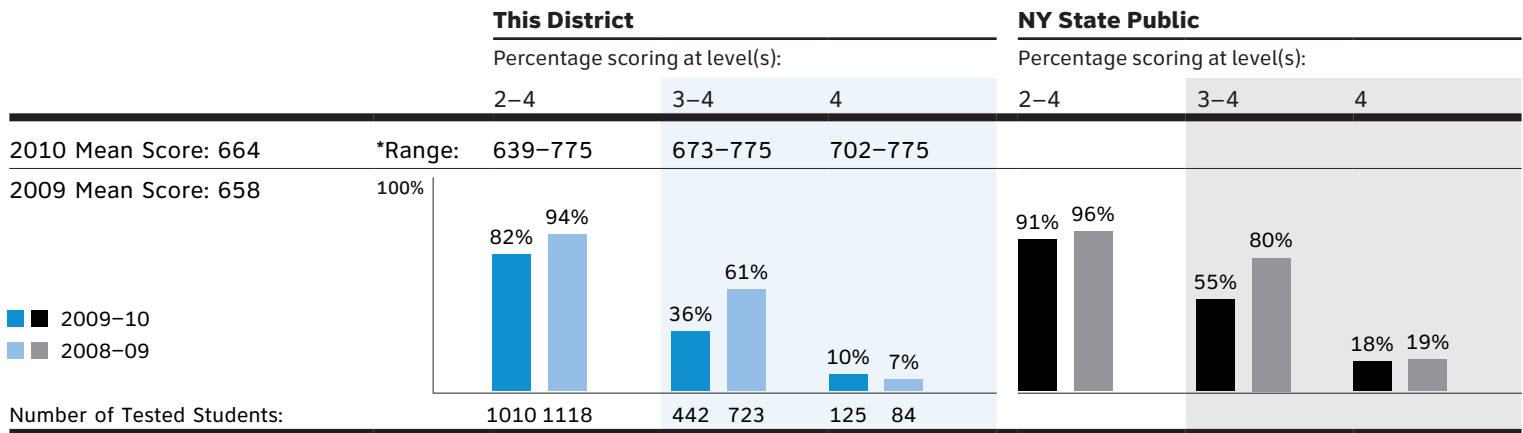
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

### 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	35	35	35	27	19	18	15	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	12	N/A	N/A	N/A	10	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 8 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1232</b>	<b>82%</b>	<b>36%</b>	<b>10%</b>	<b>1187</b>	<b>94%</b>	<b>61%</b>	<b>7%</b>
Female	572	83%	41%	12%	579	96%	68%	9%
Male	660	81%	32%	9%	608	92%	54%	5%
American Indian or Alaska Native	1	-	-	-	8	-	-	-
Black or African American	684	79%	30%	8%	696	94%	59%	7%
Hispanic or Latino	494	85%	39%	10%	461	94%	63%	7%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	11	100%	100%	18%
White	31	87%	81%	45%	10	100%	60%	0%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	23	96%	74%	35%	9	78%	78%	22%
General-Education Students	978	88%	42%	12%	937	98%	70%	9%
Students with Disabilities	254	59%	13%	2%	250	79%	27%	1%
English Proficient	1120	83%	38%	11%	1056	95%	63%	8%
Limited English Proficient	112	72%	17%	1%	131	89%	48%	2%
Economically Disadvantaged	1113	82%	36%	10%	1006	94%	61%	7%
Not Disadvantaged	119	81%	38%	13%	181	94%	59%	10%
Migrant								
Not Migrant	1232	82%	36%	10%	1187	94%	61%	7%

### 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	35	35	34	14	19	16	14	8

## This District's Results in Grade 8 Science

### This District

Percentage scoring at level(s):

2-4

3-4

4

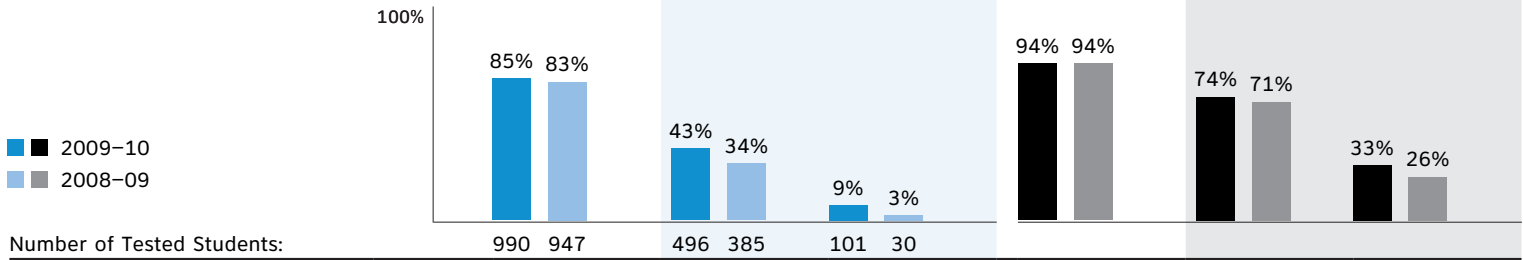
### NY State Public

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
<b>All Students</b>	<b>1154</b>	<b>85%</b>	<b>42%</b>	<b>9%</b>	<b>1130</b>	<b>83%</b>	<b>34%</b>	<b>3%</b>
Female	541	87%	47%	7%	564	86%	35%	2%
Male	613	84%	39%	10%	566	81%	32%	3%
American Indian or Alaska Native	1	-	-	-	8	-	-	-
Black or African American	636	81%	34%	5%	662	82%	32%	2%
Hispanic or Latino	465	90%	49%	8%	440	86%	35%	3%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	10	100%	80%	10%
White	30	87%	83%	73%	9	78%	33%	11%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	23	96%	83%	43%	9	78%	33%	11%
General-Education Students	919	90%	48%	10%	901	88%	38%	3%
Students with Disabilities	235	65%	20%	2%	229	66%	16%	2%
English Proficient	1047	86%	45%	9%	1001	85%	36%	3%
Limited English Proficient	107	77%	21%	0%	129	73%	14%	1%
Economically Disadvantaged	1046	85%	42%	9%	956	83%	33%	2%
Not Disadvantaged	108	87%	44%	5%	174	86%	40%	7%
Migrant								
Not Migrant	1154	85%	42%	9%	1130	83%	34%	3%

### 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	35	27	26	19	19	17	15	11
Regents Science	7	7	6	2	5	4	3	0

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

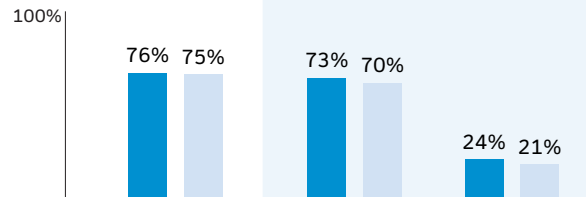
### This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2006 Cohort  
■ 2005 Cohort

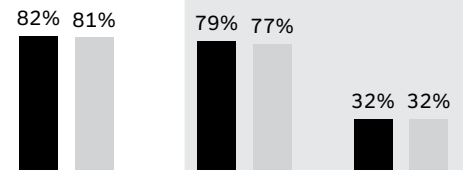
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

### 2005 Cohort\*\*

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort	Percentage scoring at level(s):			2005 Cohort**	Percentage scoring at level(s):		
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>922</b>	<b>76%</b>	<b>73%</b>	<b>24%</b>	<b>886</b>	<b>75%</b>	<b>70%</b>	<b>21%</b>
Female	474	84%	80%	24%	441	77%	72%	22%
Male	448	69%	65%	24%	445	73%	68%	21%
American Indian or Alaska Native	6	–	–	–	2	–	–	–
Black or African American	519	73%	69%	17%	511	73%	67%	11%
Hispanic or Latino	333	78%	76%	24%	303	74%	71%	24%
Asian or Native Hawaiian/Other Pacific Islander	34	97%	97%	88%	36	97%	94%	89%
White	26	96%	88%	85%	33	–	–	–
Multiracial	4	–	–	–	1	–	–	–
Small Group Totals	10	50%	40%	30%	36	83%	83%	75%
General-Education Students	780	86%	82%	28%	748	84%	80%	25%
Students with Disabilities	142	26%	21%	4%	138	26%	18%	4%
English Proficient	893	77%	74%	25%	859	76%	71%	22%
Limited English Proficient	29	41%	38%	7%	27	44%	26%	4%
Economically Disadvantaged	590	79%	75%	21%	538	74%	69%	13%
Not Disadvantaged	332	71%	68%	30%	348	76%	72%	34%
Migrant								
Not Migrant	922	76%	73%	24%	886	75%	70%	21%

### NOTES

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

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



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

### This District

Percentage scoring at level(s):

2-4

3-4

4

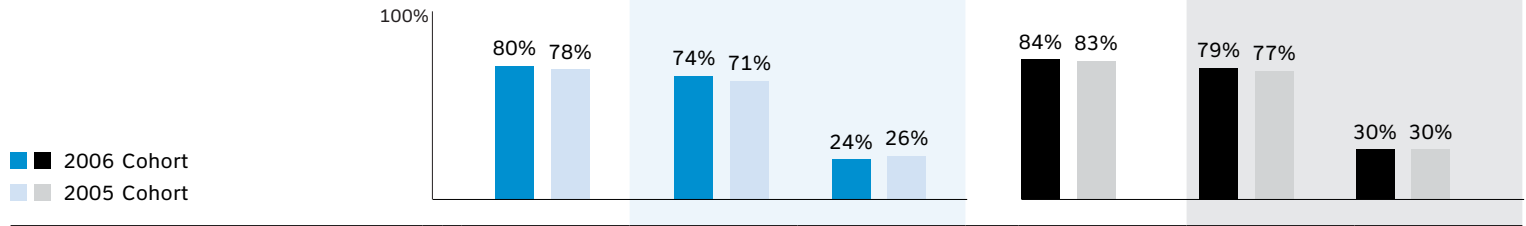
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

### 2005 Cohort\*\*

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>922</b>	<b>80%</b>	<b>74%</b>	<b>24%</b>	<b>886</b>	<b>78%</b>	<b>71%</b>	<b>26%</b>
Female	474	84%	78%	22%	441	77%	71%	23%
Male	448	75%	69%	27%	445	79%	71%	29%
American Indian or Alaska Native	6	–	–	–	2	–	–	–
Black or African American	519	78%	69%	19%	511	76%	66%	18%
Hispanic or Latino	333	80%	78%	23%	303	77%	73%	26%
Asian or Native Hawaiian/Other Pacific Islander	34	97%	97%	74%	36	97%	97%	92%
White	26	96%	88%	85%	33	–	–	–
Multiracial	4	–	–	–	1	–	–	–
Small Group Totals	10	70%	60%	30%	36	94%	92%	78%
General-Education Students	780	88%	83%	28%	748	87%	80%	30%
Students with Disabilities	142	31%	20%	2%	138	27%	21%	3%
English Proficient	893	81%	75%	25%	859	79%	73%	27%
Limited English Proficient	29	34%	34%	0%	27	44%	22%	4%
Economically Disadvantaged	590	82%	76%	21%	538	77%	70%	19%
Not Disadvantaged	332	75%	70%	30%	348	79%	73%	36%
Migrant								
Not Migrant	922	80%	74%	24%	886	78%	71%	26%

### NOTES

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