



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 6**

District ID **31-06-00-01-0000**

Superintendent **MARTHA MADERA**

Telephone **(212) 521-3757**

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	496	451	479
Kindergarten	1934	1918	2118
Grade 1	2190	2056	2249
Grade 2	2230	2058	2134
Grade 3	2071	2063	2113
Grade 4	2277	1968	2161
Grade 5	2156	2143	1931
Grade 6	2101	2010	2153
Ungraded Elementary	983	1097	107
Grade 7	2406	2108	2234
Grade 8	2602	2405	2383
Grade 9	1434	1506	1852
Grade 10	1239	1270	1441
Grade 11	840	850	911
Grade 12	851	820	821
Ungraded Secondary	621	612	193
Total K-12	25935	24884	24801

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	25	23	23
Grade 8			
English	27	28	26
Mathematics	28	29	29
Science	30	30	30
Social Studies	30	30	29
Grade 10			
English	30	31	27
Mathematics	26	28	28
Science	30	30	28
Social Studies	29	29	29

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	21619	83%	20842	84%	20985	85%
Reduced-Price Lunch	1401	5%	1472	6%	1106	4%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	9950	38%	9288	37%	9008	36%
Racial/Ethnic Origin						
American Indian or Alaska Native	36	0%	29	0%	40	0%
Black or African American	1938	7%	1849	7%	1888	8%
Hispanic or Latino	23093	89%	22098	89%	21963	89%
Asian or Native Hawaiian/Other Pacific Islander	255	1%	255	1%	246	1%
White	613	2%	653	3%	664	3%
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	1141	4%	1117	4%	994	4%

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	2064	2023	1894
Percent with No Valid Teaching Certificate	3%	3%	2%
Percent Teaching Out of Certification	12%	11%	7%
Percent with Fewer Than Three Years of Experience	19%	15%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	35%	36%	39%
Total Number of Core Classes	3645	3837	3808
Percent Not Taught by Highly Qualified Teachers in This District	14%	10%	6%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	4284	4552	4536
Percent Taught by Teachers Without Appropriate Certification	14%	12%	7%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		22%	28%
Turnover Rate of All Teachers		17%	17%

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:

$$2008-09 \text{ PI} + (200 - \text{the } 2008-09 \text{ PI}) \times 0.10$$

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 Language Arts	Mathematics	Science	English 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	✗ 2 of 8	✓ 8 of 8	✓ 1 of 1	✗ 4 of 6	✗ 5 of 6	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

Federal

- Good Standing ▲
- Improvement (Year 1) ▲
- Improvement (Year 2) ▲
- Improvement (Year 3) ▲
- Improvement (Year 4) ▲
- Improvement (Year 5 & Above) ▲
- Pending – Requires Special Evaluation

State

- Good Standing ■
- Requiring Academic Progress (Year 1) ■
- Requiring Academic Progress (Year 2) ■
- Requiring Academic Progress (Year 3) ■
- Requiring Academic Progress (Year 4) ■
- Requiring Academic Progress (Year 5 & Above) ■

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2010–11)



Good Standing

Accountability Measures

2 of 8

Student groups making AYP in English language arts



Did not make AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10	2010–11
Accountability Groups								
All Students (13442:12185)			98%		149	154	154	119
Ethnicity								
American Indian or Alaska Native (18:15)	—	—	—	—	—	—	—	—
Black or African American (818:734)			98%		145	151	151	116
Hispanic or Latino (12126:11007)			98%		148	154	154	117
Asian or Native Hawaiian/Other Pacific Islander (112:97)			99%		185	145		
White (345:312)			99%		180	149		
Multiracial (23:20)	—	—	—	—	—	—		
Other Groups								
Students with Disabilities (2380:2294)			97%		123	153	128	88
Limited English Proficient (5165:5464)			97%		130	154	141	94
Economically Disadvantaged (12989:11802)			99%		148	154	154	118
Final AYP Determination	2 of 8							
Non-Accountability Groups								
Female (6530:5974)			99%		153	154		
Male (6912:6211)			98%		144	154		
Migrant (0:0)								

Symbols

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

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

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2010–11)



Good Standing

Accountability Measures

8 of 8

Student groups making AYP in mathematics



Made AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (13456:12558)	✓	✓	99%	✓	175	134	
Ethnicity							
American Indian or Alaska Native (18:15)	—	—	—	—	—	—	—
Black or African American (818:738)	✓	✓	98%	✓	170	131	
Hispanic or Latino (12140:11368)	✓	✓	99%	✓	174	134	
Asian or Native Hawaiian/Other Pacific Islander (112:99)	✓	✓	99%	✓	193	125	
White (344:318)	✓	✓	99%	✓	191	129	
Multiracial (24:20)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (2379:2306)	✓	✓	98%	✓	147	133	
Limited English Proficient (5172:5829)	✓	✓	99%	✓	164	134	
Economically Disadvantaged (13003:12160)	✓	✓	99%	✓	175	134	
Final AYP Determination	✓ 8 of 8						
Non-Accountability Groups							
Female (6542:6138)			99%		177	134	
Male (6914:6420)			99%		173	134	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓^{SH} 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 (4713:4341)	✓	Qualified	✓	98%	✓	152	100		
Ethnicity									
American Indian or Alaska Native (7:6)		–	–	–	–	–	–		–
Black or African American (292:256)		Qualified	✓	97%	✓	154	100		
Hispanic or Latino (4250:3928)		Qualified	✓	98%	✓	150	100		
Asian or Native Hawaiian/Other Pacific Islander (41:36)		Qualified	✓	98%	✓	186	100		
White (117:109)		Qualified	✓	97%	✓	190	100		
Multiracial (6:6)		–	–	–	–	–	–		–
Other Groups									
Students with Disabilities (786:733)		Qualified	✓	95%	✓	126	100		
Limited English Proficient (1806:1956)		Qualified	✓	98%	✓	133	100		
Economically Disadvantaged (4557:4207)		Qualified	✓	98%	✓	152	100		
Final AYP Determination	✓ 1 of 1								
Non-Accountability Groups									
Female (2316:2152)				98%		153	100		
Male (2397:2189)				98%		151	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)



Good Standing

Accountability Measures

4 of 6

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 (922:940)	✓	✓	99%	✓	179	173	
Ethnicity							
American Indian or Alaska Native (4:4)	—	—	—	—	—	—	—
Black or African American (111:116)	✓	✓	100%	✓	180	167	
Hispanic or Latino (783:793)	✓	✓	99%	✓	179	173	
Asian or Native Hawaiian/Other Pacific Islander (15:15)	—	—	—	—	—	—	—
White (9:12)	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (49:103)	✗	✓	98%	✗	115	167	114 [‡] 124
Limited English Proficient (206:263)	✗	✓	99%	✗	168	170	159 [‡] 171
Economically Disadvantaged (714:738)	✓	✓	99%	✓	181	173	
Final AYP Determination	✗ 4 of 6						
Non-Accountability Groups							
Female (479:470)			100%		186	172	
Male (443:470)			99%		171	172	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

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

Secondary-Level Mathematics

Accountability Status for This Subject (2010–11)



Good Standing

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
Accountability Groups							
All Students (922:940)	✓	✓	100%	✓	181	169	
Ethnicity							
American Indian or Alaska Native (4:4)	—	—	—	—	—	—	—
Black or African American (111:116)	✓	✓	100%	✓	178	163	
Hispanic or Latino (783:793)	✓	✓	100%	✓	182	169	
Asian or Native Hawaiian/Other Pacific Islander (15:15)	—	—	—	—	—	—	—
White (9:12)	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (49:103)	✗	✓	98%	✗	119	163	100‡ 127
Limited English Proficient (206:263)	✓	✓	100%	✓	176	166	
Economically Disadvantaged (714:738)	✓	✓	100%	✓	184	169	
Final AYP Determination	✗ 5 of 6						
Non-Accountability Groups							
Female (479:470)			100%		186	168	
Male (443:470)			100%		176	168	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓^{SH} 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 State Standard	Progress Target	
	AYP	Met Criterion	Graduation Rate		2009–102010–11	
Accountability Groups						
All Students (989)	✓	✓	72%	80%	70%	74%
Ethnicity						
American Indian or Alaska Native (3)		–	–	–		
Black or African American (118)		✓	72%	80%	60%	74%
Hispanic or Latino (843)		✓	72%	80%	71%	74%
Asian or Native Hawaiian/Other Pacific Islander (21)		–	–	–		
White (3)		–	–	–		
Multiracial (1)		–	–	–		
Other Groups						
Students with Disabilities (121)		✗	17%	80%	35%	30%
Limited English Proficient (303)		✗	61%	80%	65%	65%
Economically Disadvantaged (765)		✓	77%	80%	74%	78%
Final AYP Determination	✓ 1 of 1					
Non-Accountability Groups						
Female (515)			78%	80%		
Male (474)			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 **77%** 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 # 6**

District ID **31-06-00-01-0000**

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

32 schools identified 70% of total

A PHILIP RANDOLPH CAMPUS HIGH SCHOOL
AMISTAD DUAL LANGUAGE SCHOOL
CITY COLLEGE ACADEMY OF THE ARTS
COMMUNITY HEALTH ACADEMY OF THE HEIGHTS
GREGORIO LUPERON HIGH SCH OF MATH & SCIENCE
HAMILTON HEIGHTS SCHOOL
HIGH SCHOOL FOR EXCELLENCE AND INNOVATION
HIGH SCHOOL FOR HEALTH CAREERS & SCIENCES
HIGH SCHOOL FOR INTERNATIONAL-BUSINESS & FINANCE
HIGH SCHOOL FOR LAW & PUBLIC SERVICE
HIGH SCHOOL FOR MEDIA & COMMUNICATIONS
IS 528 BEA FULLER ROGERS SCHOOL
MS 319 MARIE TERESA
MS 324 PATRIA
MS 326 WRITERS TODAY & LEADERS TOMORROW
MUSCOTA
PAULA HEDBAVNY SCHOOL
PROFESSOR JUAN BOSCH PUBLIC SCHOOL
PS 132 JUAN PABLO DUARTE
PS 153 ADAM CLAYTON POWELL
PS 173
PS 187 HUDSON CLIFFS
PS 189
PS 192 JACOB H SCHIFF
PS 28 WRIGHT BROTHERS
PS 325
PS 48 PO MICHAEL J BUCZEK
PS 5 ELLEN LURIE
PS/IS 210 21ST CENTURY ACADEMY
THE MOTT HALL SCHOOL
WASHINGTON HEIGHTS ACADEMY
WASHINGTON HEIGHTS EXPEDITIONARY LEARNING SCHOOL

Improvement (year 1) Focused

1 school identified 2% of total

PS 98 SHORAC KAPPOCK

Improvement (year 1) Comprehensive

1 school identified 2% of total

HARBOR HEIGHTS MIDDLE SCHOOL

Improvement (year 2) Comprehensive

3 schools identified 7% of total

MS 321 MINERVA
MS 328 MANHATTAN MIDDLE SCHOOL FOR SCIENTIFIC INQUIRY
PS 18 PARK TERRACE

Corrective Action (year 1) Comprehensive

1 school identified 2% of total

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 6**

District ID **31-06-00-01-0000**

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

Corrective Action (year 1) Comprehensive (continued)

MIDDLE SCHOOL 322

Corrective Action (year 2) Focused

1 school identified 2% of total

PS 152 DYCKMAN VALLEY

Restructuring (year 2) Comprehensive

1 school identified 2% of total

PS 128 AUDUBON

Restructuring (advanced) Comprehensive

6 schools identified 13% of total

IS 218 SALOME URENA

JHS 143 ELEANOR ROOSEVELT

JHS 52 INWOOD

PS 115 ALEXANDER HUMBOLDT

PS 4 DUKE ELLINGTON

PS 8 LUIS BELLARD

District NEW YORK CITY GEOGRAPHIC DISTRICT # 6

District ID 31-06-00-01-0000

Summary of 2009–10 District Performance

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

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	33%			2072
Grade 4	33%			2107
Grade 5	33%			1860
Grade 6	24%			2027
Grade 7	27%			2128
Grade 8	27%			2242

Mathematics

Grade 3	41%		2172
Grade 4	45%		2217
Grade 5	49%		1968
Grade 6	40%		2170
Grade 7	43%		2263
Grade 8	41%		2361

Science

Grade 4	70%		2208
Grade 8	49%		2333

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	79%			1079
Mathematics	78%			1079

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

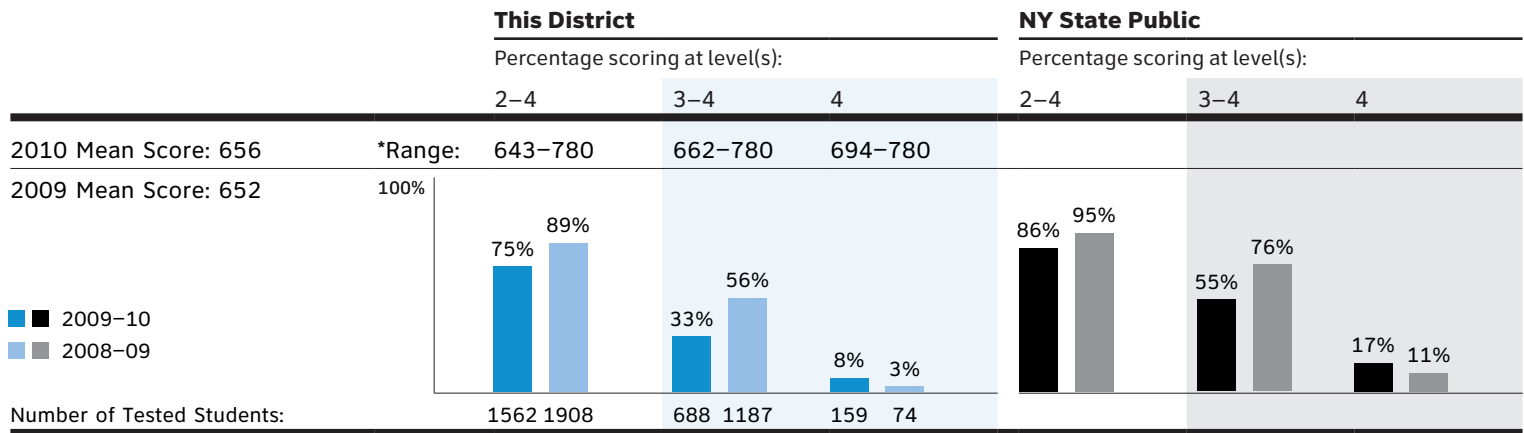
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

NYC Public Schools

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2072	75%	33%	8%	2137	89%	56%	3%
Female	1073	77%	34%	8%	1036	92%	63%	5%
Male	999	73%	32%	7%	1101	87%	49%	2%
American Indian or Alaska Native	1	—	—	—	4	—	—	—
Black or African American	150	76%	30%	9%	131	92%	56%	7%
Hispanic or Latino	1812	74%	31%	7%	1900	89%	54%	3%
Asian or Native Hawaiian/Other Pacific Islander	20	95%	55%	30%	23	96%	74%	17%
White	83	92%	71%	19%	74	99%	84%	11%
Multiracial	6	—	—	—	5	—	—	—
Small Group Totals	7	100%	43%	29%	9	100%	56%	0%
General-Education Students	1719	81%	37%	9%	1785	94%	62%	4%
Students with Disabilities	353	47%	14%	1%	352	66%	24%	0%
English Proficient	1212	86%	45%	11%	1145	96%	71%	6%
Limited English Proficient	860	60%	16%	2%	992	82%	38%	0%
Economically Disadvantaged	1998	75%	33%	7%	1994	89%	55%	3%
Not Disadvantaged	74	84%	49%	14%	143	93%	64%	5%
Migrant								
Not Migrant	2072	75%	33%	8%	2137	89%	56%	3%

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.

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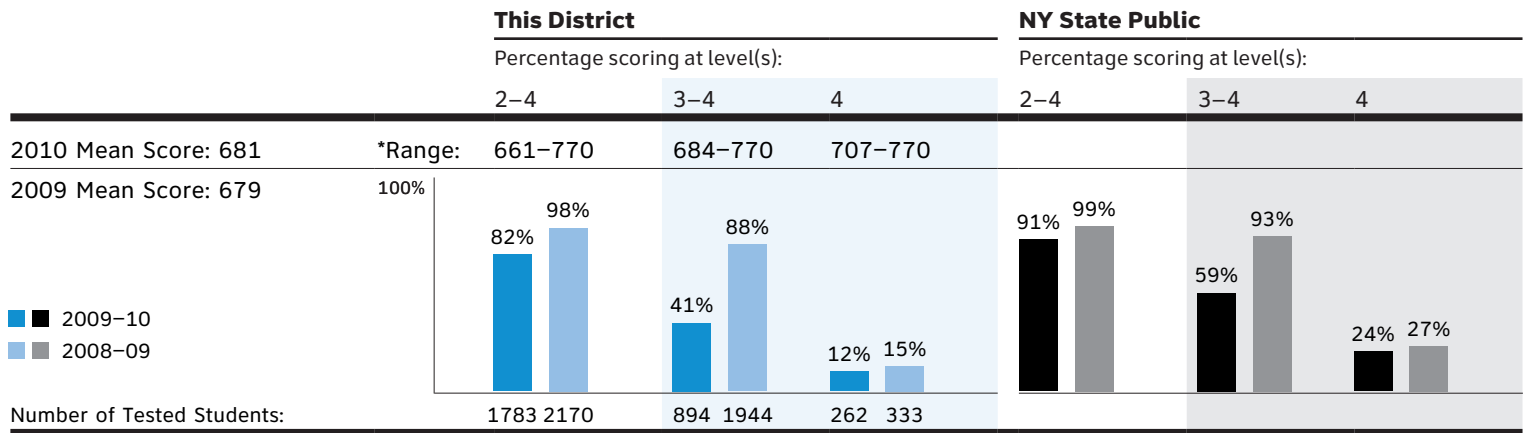
Other

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 3 Equivalent	35	32	31	25	27	24	18	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	76	N/A	N/A	N/A	68	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	76	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	2172	82%	41%	12%	2216	98%	88%	15%
Female	1121	83%	40%	11%	1082	98%	89%	17%
Male	1051	81%	43%	13%	1134	98%	87%	13%
American Indian or Alaska Native	1	—	—	—	4	—	—	—
Black or African American	151	74%	28%	8%	132	99%	87%	14%
Hispanic or Latino	1911	82%	41%	11%	1974	98%	87%	14%
Asian or Native Hawaiian/Other Pacific Islander	21	100%	67%	29%	24	100%	92%	38%
White	82	94%	68%	38%	76	100%	95%	39%
Multiracial	6	—	—	—	6	—	—	—
Small Group Totals	7	86%	43%	29%	10	100%	80%	20%
General-Education Students	1817	86%	46%	14%	1864	99%	91%	17%
Students with Disabilities	355	61%	19%	4%	352	94%	69%	5%
English Proficient	1219	90%	55%	18%	1154	99%	93%	23%
Limited English Proficient	953	72%	24%	4%	1062	97%	82%	6%
Economically Disadvantaged	2096	82%	41%	12%	2070	98%	88%	15%
Not Disadvantaged	76	89%	50%	20%	146	98%	90%	21%
Migrant								
Not Migrant	2172	82%	41%	12%	2216	98%	88%	15%

NOTES

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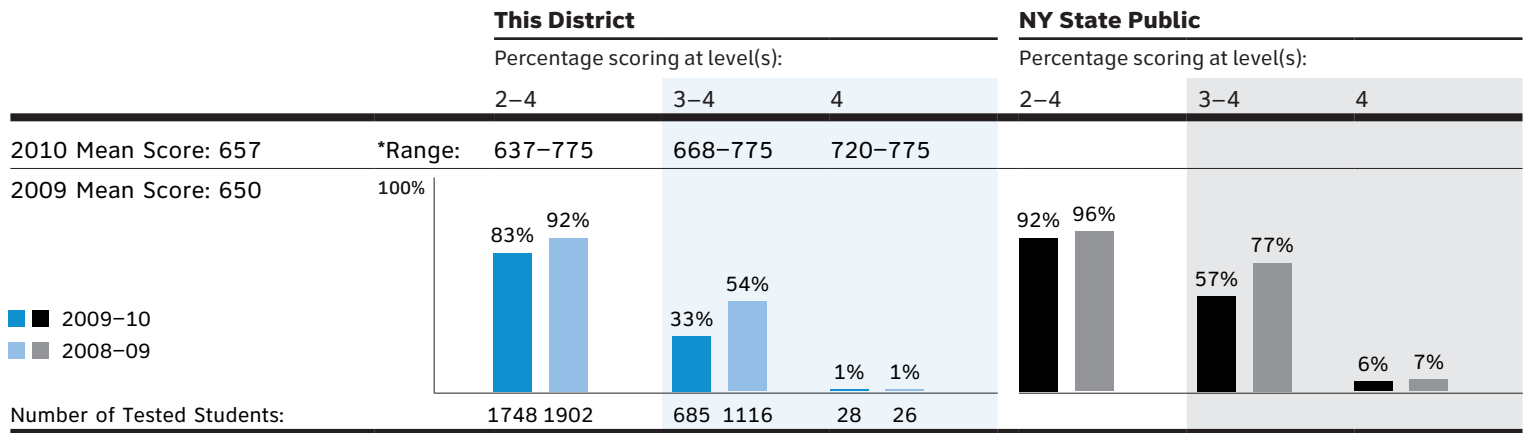
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	35	34	28	20	28	27	23	13

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2107	83%	33%	1%	2078	92%	54%	1%
Female	1051	86%	35%	2%	1008	93%	58%	2%
Male	1056	80%	30%	1%	1070	90%	50%	0%
American Indian or Alaska Native	4	—	—	—	5	100%	40%	0%
Black or African American	138	85%	32%	1%	132	91%	51%	2%
Hispanic or Latino	1861	82%	31%	1%	1871	91%	53%	1%
Asian or Native Hawaiian/Other Pacific Islander	22	91%	45%	9%	24	96%	75%	4%
White	76	93%	62%	12%	46	96%	72%	9%
Multiracial	6	—	—	—				
Small Group Totals	10	90%	30%	0%				
General-Education Students	1755	88%	37%	2%	1698	96%	61%	1%
Students with Disabilities	352	58%	11%	0%	380	71%	23%	1%
English Proficient	1219	91%	46%	2%	1223	96%	71%	2%
Limited English Proficient	888	71%	15%	0%	855	85%	29%	0%
Economically Disadvantaged	2047	83%	32%	1%	1972	91%	53%	1%
Not Disadvantaged	60	90%	53%	2%	106	93%	59%	3%
Migrant								
Not Migrant	2107	83%	33%	1%	2078	92%	54%	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.

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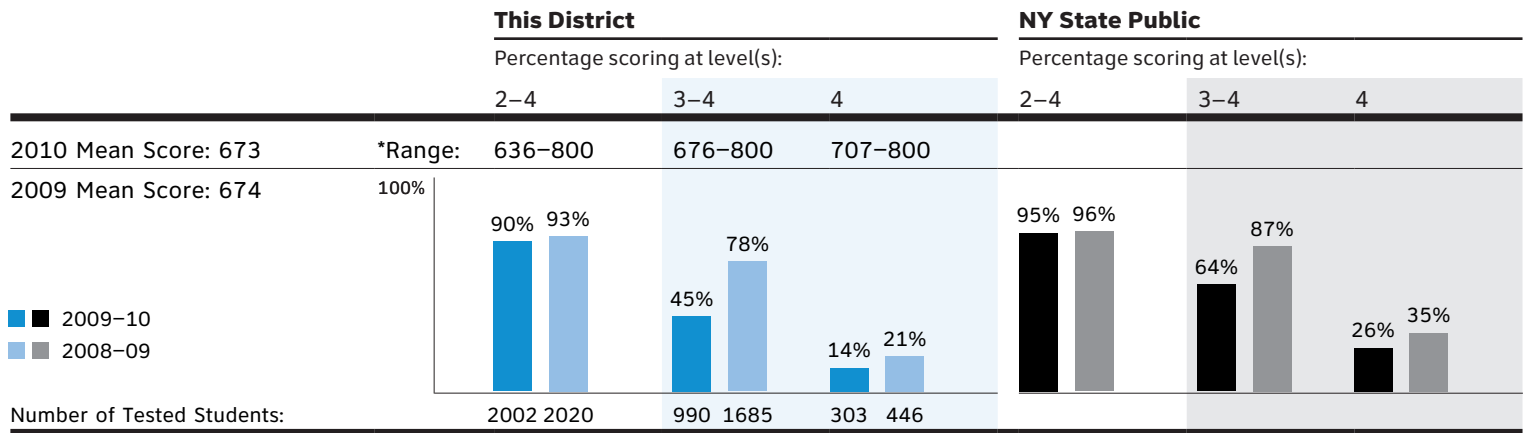
Other

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	29	24	23	20	28	28	24	21
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	80	N/A	N/A	N/A	78	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	79	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	2217	90%	45%	14%	2171	93%	78%	21%
Female	1101	92%	44%	15%	1058	94%	78%	21%
Male	1116	89%	45%	13%	1113	92%	78%	20%
American Indian or Alaska Native	4	—	—	—	5	80%	60%	0%
Black or African American	140	86%	39%	11%	136	92%	74%	10%
Hispanic or Latino	1969	90%	44%	13%	1959	93%	77%	20%
Asian or Native Hawaiian/Other Pacific Islander	22	95%	59%	36%	24	100%	96%	38%
White	76	97%	75%	36%	47	96%	89%	49%
Multiracial	6	—	—	—				
Small Group Totals	10	100%	50%	30%				
General-Education Students	1864	93%	48%	15%	1785	96%	83%	23%
Students with Disabilities	353	77%	25%	5%	386	77%	53%	8%
English Proficient	1225	95%	58%	21%	1232	96%	88%	28%
Limited English Proficient	992	84%	28%	5%	939	89%	64%	10%
Economically Disadvantaged	2155	90%	44%	13%	2063	93%	77%	20%
Not Disadvantaged	62	94%	52%	23%	108	92%	83%	25%
Migrant								
Not Migrant	2217	90%	45%	14%	2171	93%	78%	21%

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.

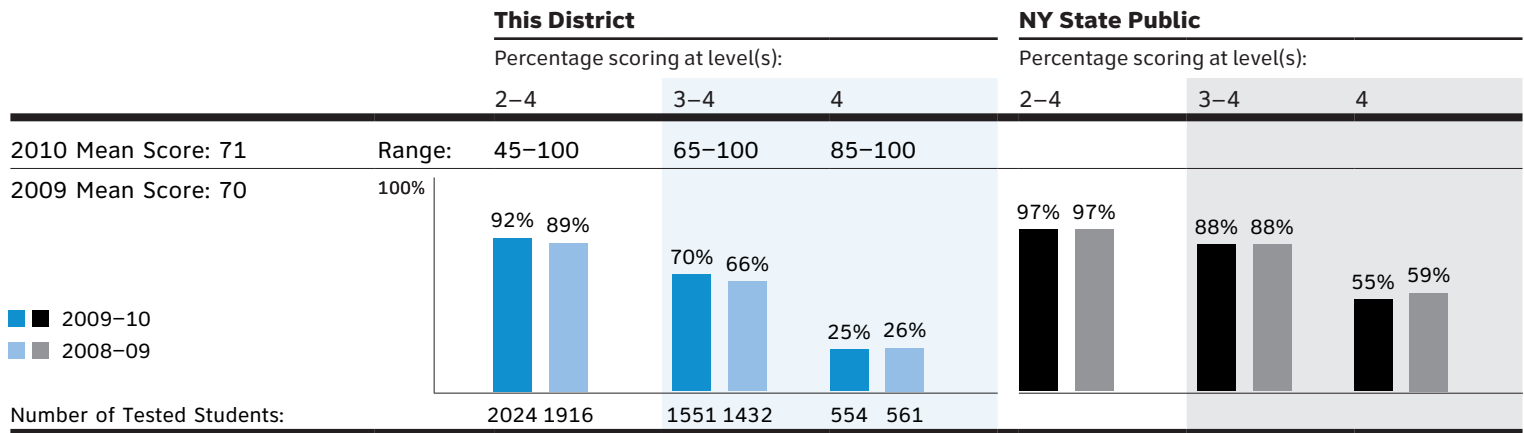
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	29	28	25	17	28	28	27	18

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	2208	92%	70%	25%	2161	89%	66%	26%
Female	1097	92%	71%	25%	1051	89%	66%	25%
Male	1111	91%	70%	25%	1110	89%	67%	26%
American Indian or Alaska Native	4	—	—	—	5	100%	60%	40%
Black or African American	140	97%	69%	29%	128	92%	66%	20%
Hispanic or Latino	1962	91%	69%	23%	1954	88%	66%	25%
Asian or Native Hawaiian/Other Pacific Islander	22	95%	82%	41%	25	96%	80%	64%
White	74	100%	91%	59%	49	98%	82%	53%
Multiracial	6	—	—	—				
Small Group Totals	10	100%	80%	30%				
General-Education Students	1855	93%	74%	27%	1778	91%	71%	29%
Students with Disabilities	353	84%	53%	14%	383	77%	45%	11%
English Proficient	1220	98%	85%	38%	1218	97%	82%	38%
Limited English Proficient	988	84%	52%	9%	943	78%	46%	10%
Economically Disadvantaged	2146	92%	70%	25%	2056	88%	66%	25%
Not Disadvantaged	62	95%	84%	32%	105	95%	81%	42%
Migrant								
Not Migrant	2208	92%	70%	25%	2161	89%	66%	26%

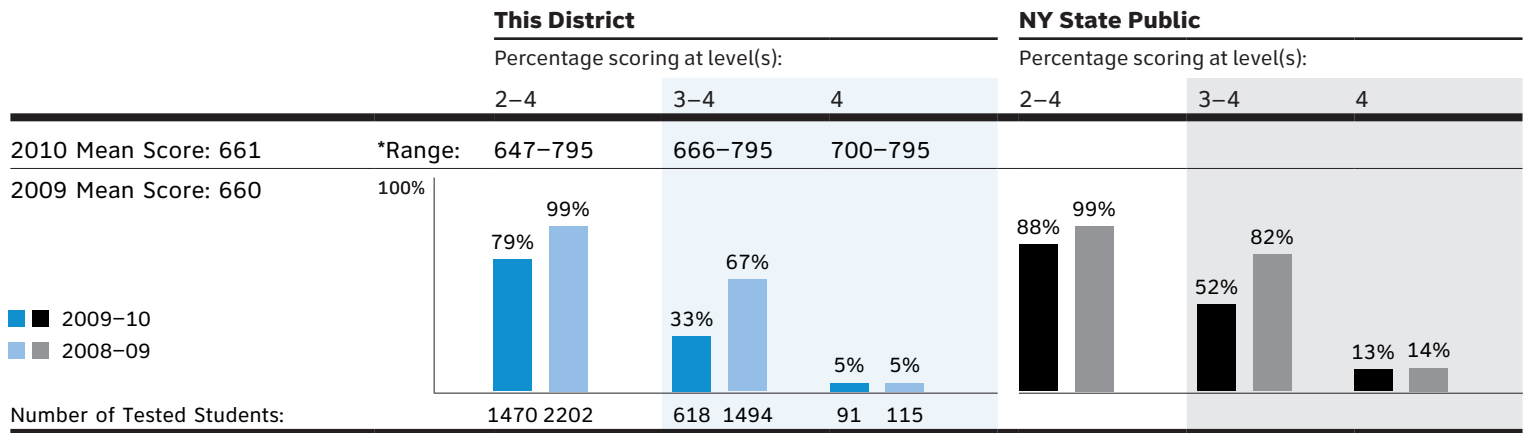
NOTES

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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	29	27	27	24	28	28	28	22

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	1860	79%	33%	5%	2235	99%	67%	5%
Female	888	81%	38%	6%	1110	99%	68%	6%
Male	972	77%	28%	4%	1125	98%	65%	4%
American Indian or Alaska Native	5	—	—	—	5	100%	80%	20%
Black or African American	89	76%	26%	7%	149	100%	69%	7%
Hispanic or Latino	1695	79%	32%	4%	1994	98%	66%	4%
Asian or Native Hawaiian/Other Pacific Islander	23	83%	70%	26%	14	100%	93%	14%
White	44	91%	66%	18%	73	100%	89%	29%
Multiracial	4	—	—	—				
Small Group Totals	9	78%	44%	11%				
General-Education Students	1519	84%	37%	6%	1850	99%	73%	6%
Students with Disabilities	341	56%	14%	1%	385	96%	37%	2%
English Proficient	1144	89%	46%	7%	1479	100%	81%	7%
Limited English Proficient	716	63%	13%	1%	756	96%	40%	1%
Economically Disadvantaged	1795	79%	33%	5%	2109	98%	67%	5%
Not Disadvantaged	65	83%	46%	6%	126	99%	72%	10%
Migrant								
Not Migrant	1860	79%	33%	5%	2235	99%	67%	5%

NOTES

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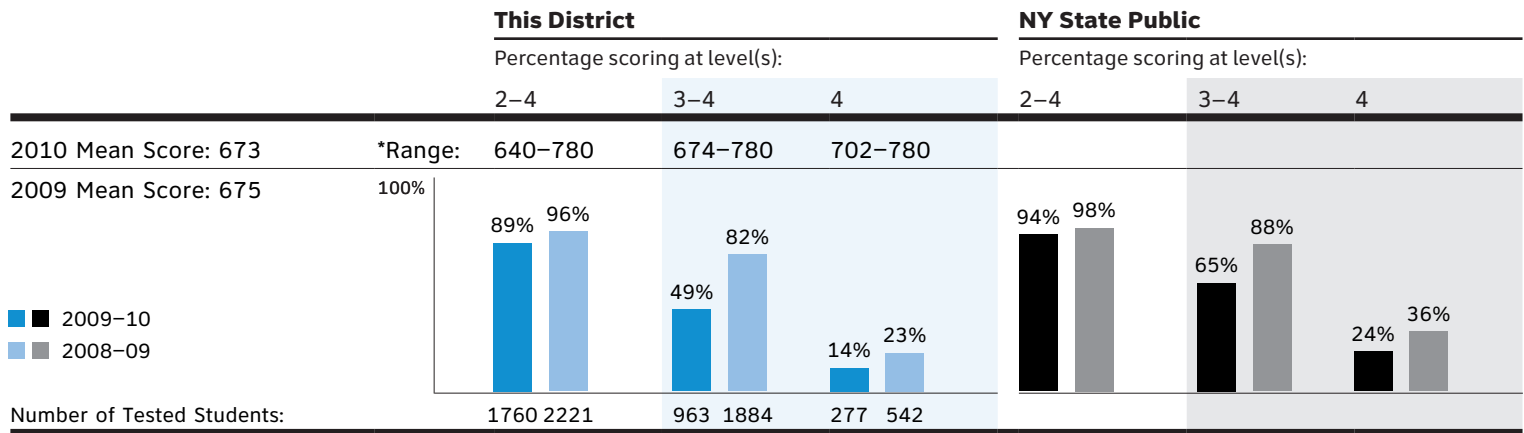
Other

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 5 Equivalent	34	33	33	28	27	26	26	21
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	86	N/A	N/A	N/A	75	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	88	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	1968	89%	49%	14%	2311	96%	82%	23%
Female	940	90%	48%	15%	1150	97%	82%	23%
Male	1028	89%	50%	14%	1161	96%	81%	24%
American Indian or Alaska Native	5	—	—	—	5	—	—	—
Black or African American	93	89%	40%	10%	150	96%	82%	21%
Hispanic or Latino	1796	89%	49%	14%	2064	96%	81%	22%
Asian or Native Hawaiian/Other Pacific Islander	25	92%	64%	44%	16	94%	88%	56%
White	45	96%	76%	27%	75	97%	91%	56%
Multiracial	4	—	—	—	1	—	—	—
Small Group Totals	9	89%	44%	22%	6	100%	100%	33%
General-Education Students	1623	92%	54%	16%	1935	97%	86%	26%
Students with Disabilities	345	76%	25%	5%	376	89%	60%	8%
English Proficient	1148	95%	63%	22%	1477	99%	90%	31%
Limited English Proficient	820	82%	30%	4%	834	92%	67%	10%
Economically Disadvantaged	1900	89%	48%	14%	2182	96%	81%	23%
Not Disadvantaged	68	91%	63%	15%	129	98%	82%	29%
Migrant								
Not Migrant	1968	89%	49%	14%	2311	96%	82%	23%

NOTES

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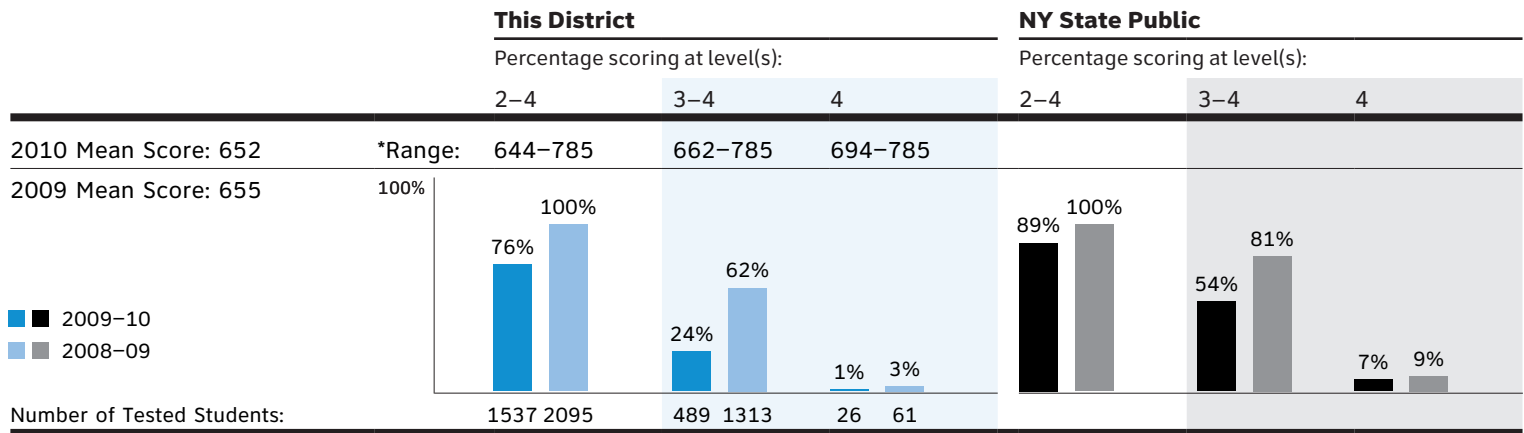
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Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	34	33	30	27	26	26	26	21

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2027	76%	24%	1%	2102	100%	62%	3%
Female	1008	79%	27%	2%	976	100%	68%	4%
Male	1019	73%	21%	1%	1126	100%	58%	2%
American Indian or Alaska Native	2	—	—	—	2	—	—	—
Black or African American	120	74%	19%	0%	128	100%	56%	2%
Hispanic or Latino	1837	75%	23%	1%	1918	100%	62%	3%
Asian or Native Hawaiian/Other Pacific Islander	12	92%	58%	8%	14	—	—	—
White	53	89%	57%	15%	40	100%	83%	13%
Multiracial	3	—	—	—				
Small Group Totals	5	100%	40%	0%	16	100%	88%	25%
General-Education Students	1673	82%	28%	1%	1716	100%	69%	3%
Students with Disabilities	354	48%	6%	0%	386	99%	34%	0%
English Proficient	1426	89%	33%	2%	1437	100%	78%	4%
Limited English Proficient	601	44%	2%	0%	665	99%	30%	0%
Economically Disadvantaged	1984	76%	24%	1%	2028	100%	62%	3%
Not Disadvantaged	43	81%	26%	2%	74	99%	64%	0%
Migrant								
Not Migrant	2027	76%	24%	1%	2102	100%	62%	3%

NOTES

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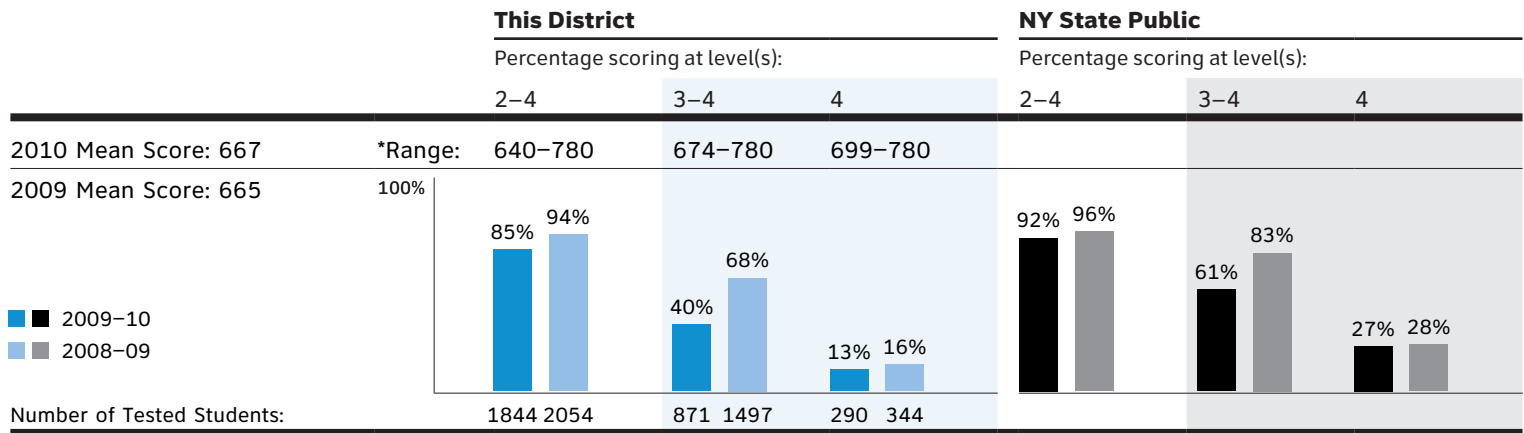
Other

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	36	31	27	32	32	29	25
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	114	N/A	N/A	N/A	90	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	119	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	2170	85%	40%	13%	2192	94%	68%	16%
Female	1063	87%	43%	14%	1013	95%	72%	19%
Male	1107	83%	38%	13%	1179	93%	65%	13%
American Indian or Alaska Native	2	—	—	—	2	—	—	—
Black or African American	121	83%	36%	12%	133	89%	56%	10%
Hispanic or Latino	1973	85%	39%	13%	2004	94%	68%	15%
Asian or Native Hawaiian/Other Pacific Islander	12	92%	83%	42%	15	—	—	—
White	57	93%	67%	37%	38	97%	92%	53%
Multiracial	5	—	—	—				
Small Group Totals	7	100%	57%	14%	17	100%	94%	47%
General-Education Students	1812	89%	45%	15%	1808	96%	74%	18%
Students with Disabilities	358	64%	14%	3%	384	84%	43%	3%
English Proficient	1428	93%	53%	19%	1434	97%	81%	23%
Limited English Proficient	742	70%	16%	2%	758	88%	45%	3%
Economically Disadvantaged	2124	85%	40%	13%	2111	94%	68%	16%
Not Disadvantaged	46	91%	46%	13%	81	88%	67%	12%
Migrant								
Not Migrant	2170	85%	40%	13%	2192	94%	68%	16%

NOTES

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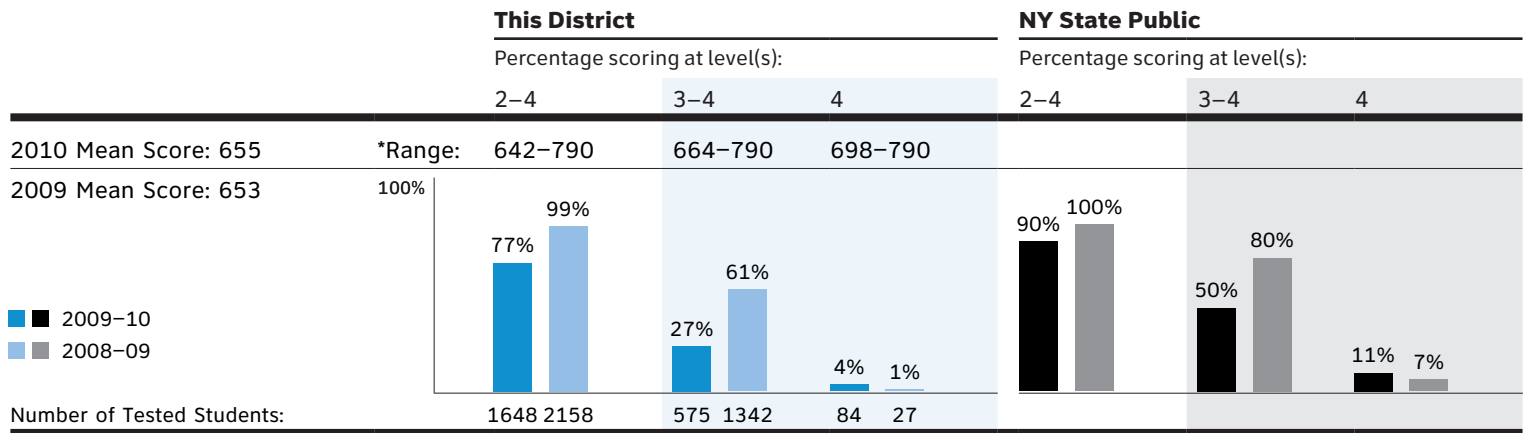
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	36	36	34	28	32	32	31	22

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2128	77%	27%	4%	2187	99%	61%	1%
Female	989	82%	33%	6%	1073	99%	65%	2%
Male	1139	73%	22%	3%	1114	98%	58%	1%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	135	79%	16%	1%	136	99%	65%	1%
Hispanic or Latino	1941	77%	27%	4%	1999	99%	60%	1%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	15	-	-	-
White	37	95%	57%	14%	35	100%	89%	20%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	15	93%	60%	7%	17	100%	88%	12%
General-Education Students	1763	82%	31%	5%	1811	99%	67%	1%
Students with Disabilities	365	55%	7%	1%	376	97%	32%	0%
English Proficient	1493	90%	37%	6%	1505	100%	78%	2%
Limited English Proficient	635	48%	3%	0%	682	96%	25%	0%
Economically Disadvantaged	2063	78%	27%	4%	2091	99%	61%	1%
Not Disadvantaged	65	75%	28%	2%	96	99%	60%	3%
Migrant								
Not Migrant	2128	77%	27%	4%	2187	99%	61%	1%

NOTES

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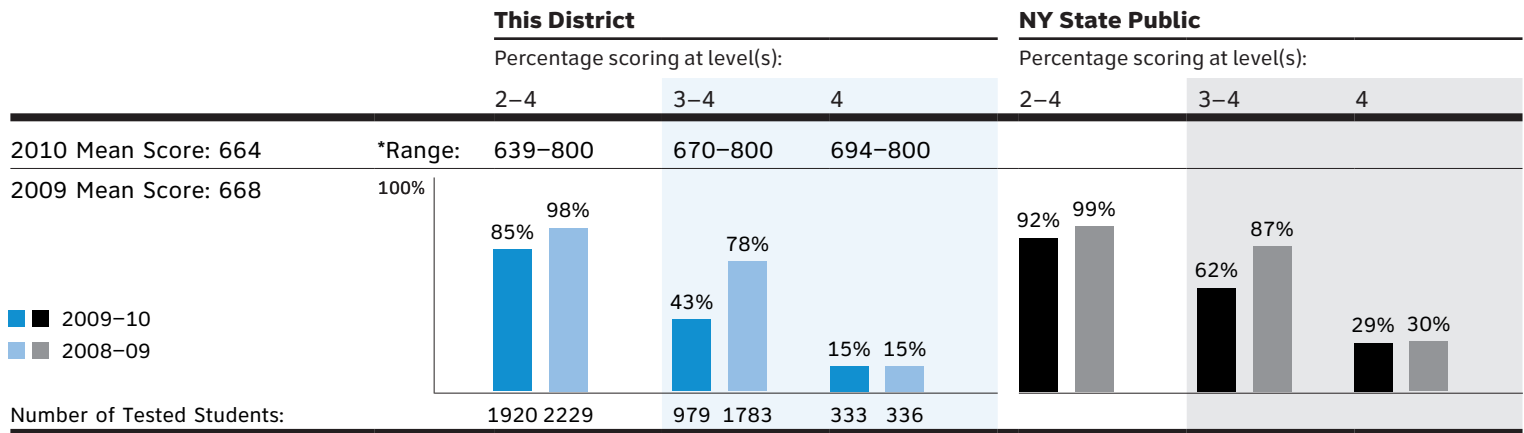
Other

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	32	32	30	29	35	34	32	30
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	112	N/A	N/A	N/A	76	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	115	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	2263	85%	43%	15%	2273	98%	78%	15%
Female	1055	85%	46%	18%	1116	98%	79%	15%
Male	1208	85%	41%	12%	1157	98%	78%	15%
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Black or African American	139	83%	44%	9%	141	96%	67%	11%
Hispanic or Latino	2069	85%	42%	14%	2080	98%	79%	14%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	83%	75%	16	—	—	—
White	38	95%	82%	50%	35	97%	94%	49%
Multiracial	3	—	—	—				
Small Group Totals	5	60%	60%	40%	17	100%	94%	76%
General-Education Students	1890	88%	48%	17%	1896	99%	84%	17%
Students with Disabilities	373	68%	21%	3%	377	93%	48%	3%
English Proficient	1501	92%	56%	21%	1508	99%	87%	21%
Limited English Proficient	762	70%	19%	2%	765	96%	62%	3%
Economically Disadvantaged	2191	85%	44%	15%	2172	98%	79%	15%
Not Disadvantaged	72	76%	35%	11%	101	97%	71%	16%
Migrant								
Not Migrant	2263	85%	43%	15%	2273	98%	78%	15%

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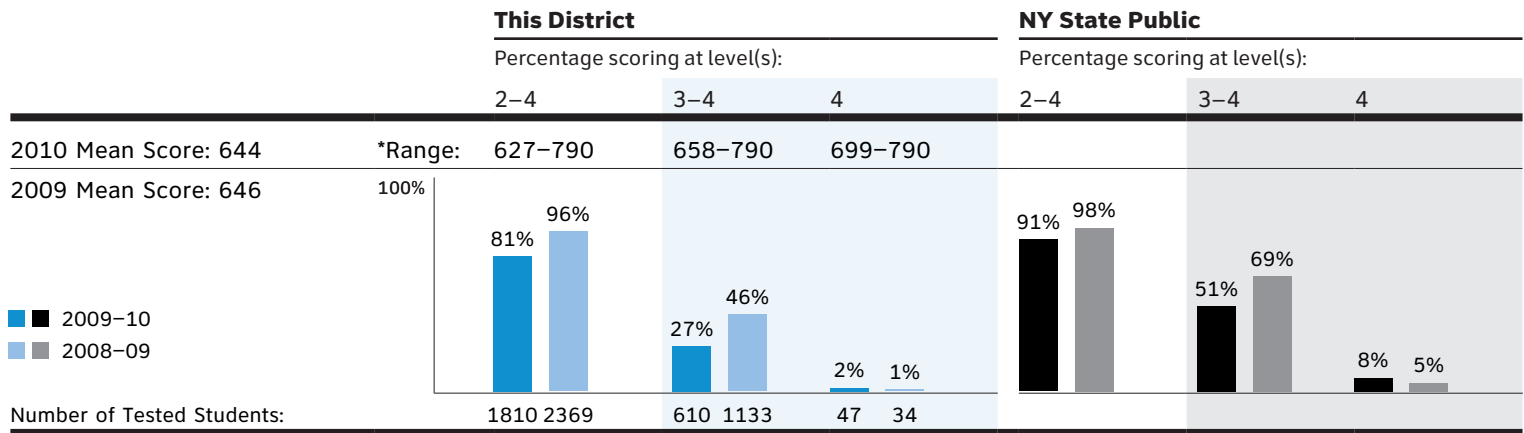
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	32	32	30	23	35	31	30	21

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	2242	81%	27%	2%	2465	96%	46%	1%
Female	1110	83%	33%	3%	1154	98%	52%	2%
Male	1132	78%	21%	1%	1311	95%	40%	1%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	136	85%	22%	1%	154	97%	42%	1%
Hispanic or Latino	2054	80%	26%	2%	2240	96%	45%	1%
Asian or Native Hawaiian/Other Pacific Islander	15	—	—	—	23	—	—	—
White	36	92%	67%	11%	47	98%	68%	11%
Multiracial								
Small Group Totals	16	100%	88%	0%	24	100%	75%	13%
General-Education Students	1904	85%	31%	2%	2117	97%	51%	2%
Students with Disabilities	338	57%	7%	0%	348	92%	17%	0%
English Proficient	1606	94%	38%	3%	1771	99%	60%	2%
Limited English Proficient	636	48%	1%	0%	694	88%	11%	0%
Economically Disadvantaged	2178	81%	27%	2%	2350	96%	46%	1%
Not Disadvantaged	64	83%	38%	3%	115	95%	44%	0%
Migrant								
Not Migrant	2242	81%	27%	2%	2465	96%	46%	1%

NOTES

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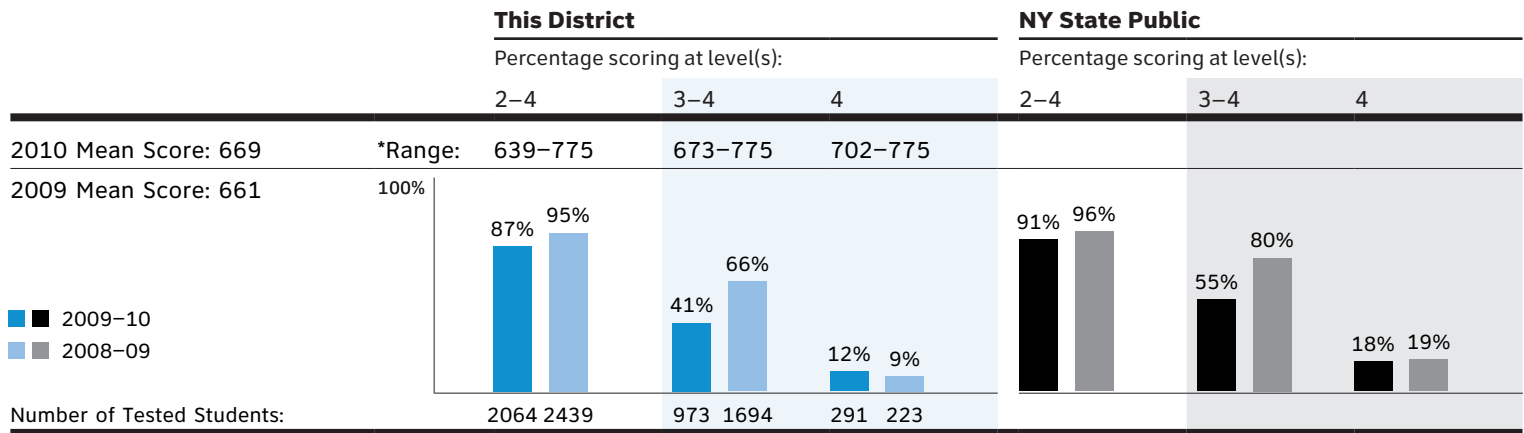
Other

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 8 Equivalent	40	38	37	36	41	41	38	36
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	121	N/A	N/A	N/A	92	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	123	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	2361	87%	41%	12%	2577	95%	66%	9%
Female	1162	89%	44%	13%	1206	95%	67%	10%
Male	1199	86%	39%	12%	1371	94%	65%	7%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	133	81%	32%	11%	164	89%	53%	4%
Hispanic or Latino	2172	88%	41%	12%	2341	95%	66%	8%
Asian or Native Hawaiian/Other Pacific Islander	16	—	—	—	23	—	—	—
White	39	92%	72%	38%	48	96%	88%	38%
Multiracial								
Small Group Totals	17	94%	88%	53%	24	100%	83%	42%
General-Education Students	2022	90%	46%	14%	2230	97%	70%	10%
Students with Disabilities	339	70%	14%	1%	347	83%	36%	1%
English Proficient	1603	93%	51%	17%	1780	97%	73%	12%
Limited English Proficient	758	76%	20%	2%	797	89%	49%	2%
Economically Disadvantaged	2292	88%	41%	12%	2448	95%	66%	9%
Not Disadvantaged	69	80%	36%	10%	129	91%	58%	4%
Migrant								
Not Migrant	2361	87%	41%	12%	2577	95%	66%	9%

NOTES

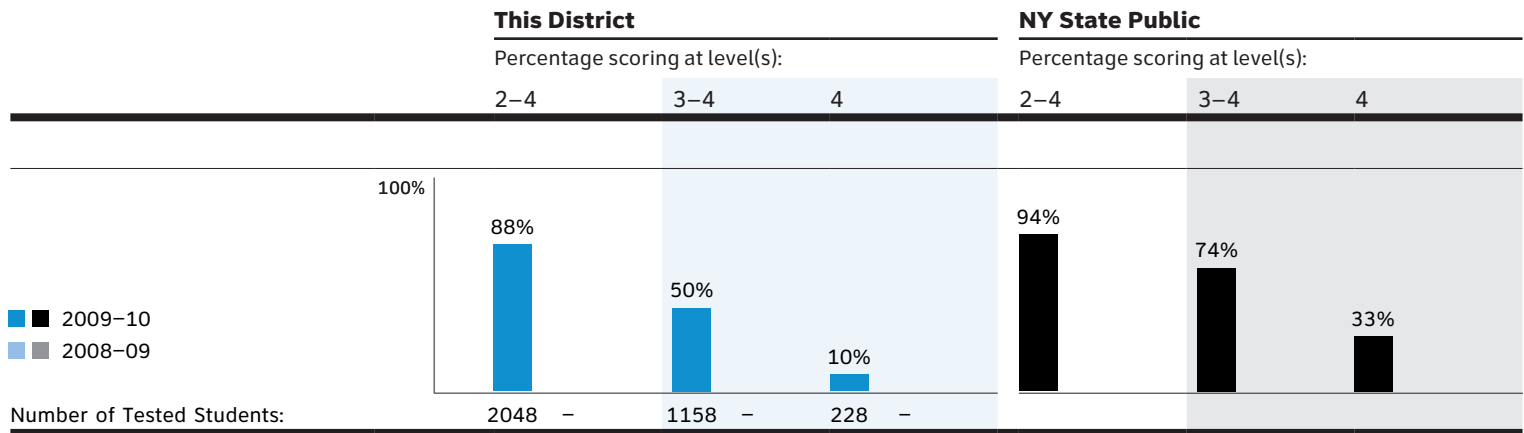
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Other Assessments

	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 8 Equivalent	41	39	38	30	41	41	40	25

This District's Results in Grade 8 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	2333	88%	49%	10%	2538	80%	41%	7%
Female	1156	90%	49%	10%	1189	83%	41%	7%
Male	1177	86%	50%	10%	1349	77%	41%	6%
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Black or African American	130	88%	48%	11%	154	83%	38%	3%
Hispanic or Latino	2148	87%	49%	9%	2313	79%	40%	6%
Asian or Native Hawaiian/Other Pacific Islander	16	—	—	—	23	—	—	—
White	37	97%	86%	32%	47	94%	68%	28%
Multiracial								
Small Group Totals	18	94%	89%	39%	24	96%	88%	33%
General-Education Students	2007	90%	53%	11%	2205	83%	43%	7%
Students with Disabilities	326	71%	26%	1%	333	63%	24%	2%
English Proficient	1579	94%	60%	13%	1755	89%	51%	9%
Limited English Proficient	754	73%	27%	3%	783	60%	18%	1%
Economically Disadvantaged	2264	88%	49%	10%	2412	80%	41%	7%
Not Disadvantaged	69	88%	54%	14%	126	76%	32%	5%
Migrant								
Not Migrant	2333	88%	49%	10%	2538	80%	41%	7%

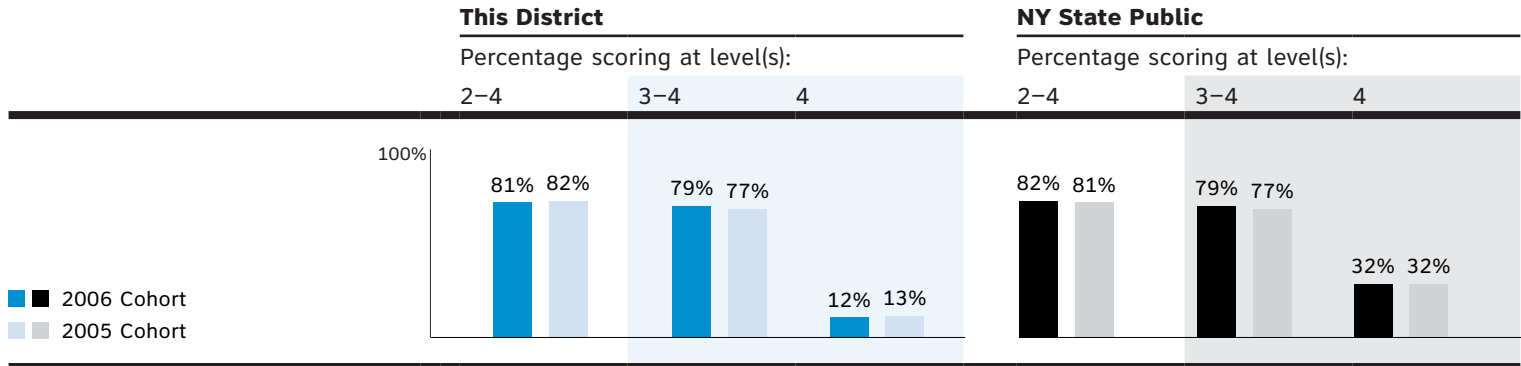
NOTES

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

Other Assessments

	2009-10 School Year				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	40	39	38	35	40	40	39	33
Regents Science	5	4	4	0	1	—	—	—

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



Results by Student Group

	2006 Cohort				2005 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1079	81%	79%	12%	979	82%	77%	13%
Female	524	87%	86%	16%	506	88%	83%	17%
Male	555	75%	72%	9%	473	76%	70%	8%
American Indian or Alaska Native	4	–	–	–	3	–	–	–
Black or African American	141	76%	74%	18%	118	81%	74%	21%
Hispanic or Latino	901	82%	80%	11%	835	82%	77%	11%
Asian or Native Hawaiian/Other Pacific Islander	19	74%	74%	21%	20	100%	100%	45%
White	14	–	–	–	2	–	–	–
Multiracial	1	–	–	–	1	–	–	–
Small Group Totals	18	67%	67%	17%	6	83%	83%	17%
General-Education Students	936	89%	87%	14%	866	90%	85%	15%
Students with Disabilities	143	29%	24%	0%	113	24%	16%	1%
English Proficient	812	86%	84%	16%	724	87%	83%	17%
Limited English Proficient	267	68%	61%	3%	255	68%	60%	0%
Economically Disadvantaged	823	84%	82%	12%	763	85%	80%	13%
Not Disadvantaged	256	71%	69%	14%	216	72%	65%	11%
Migrant								
Not Migrant	1079	81%	79%	12%	979	82%	77%	13%

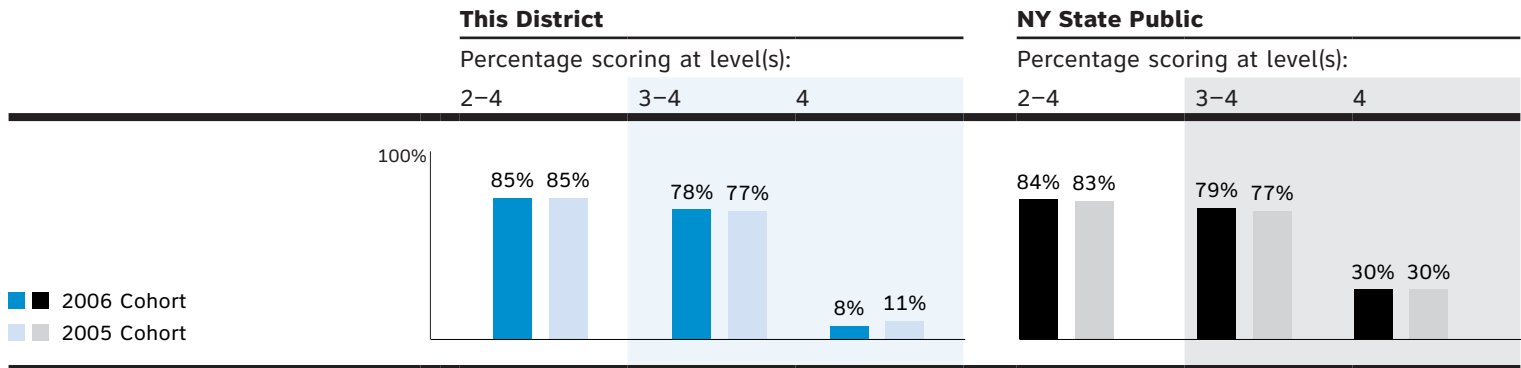
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* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students 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



Results by Student Group

Results by Student Group	2006 Cohort				2005 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	1079	85%	78%	8%	979	85%	77%	11%
Female	524	90%	84%	7%	506	89%	81%	11%
Male	555	80%	72%	9%	473	81%	72%	12%
American Indian or Alaska Native	4	–	–	–	3	–	–	–
Black or African American	141	77%	70%	7%	118	79%	71%	19%
Hispanic or Latino	901	86%	79%	8%	835	86%	77%	9%
Asian or Native Hawaiian/Other Pacific Islander	19	84%	79%	16%	20	100%	95%	45%
White	14	–	–	–	2	–	–	–
Multiracial					1	–	–	–
Small Group Totals	18	72%	67%	22%	6	83%	83%	33%
General-Education Students	936	92%	87%	9%	866	93%	86%	12%
Students with Disabilities	143	36%	20%	2%	113	22%	10%	1%
English Proficient	812	88%	82%	10%	724	87%	80%	14%
Limited English Proficient	267	76%	66%	3%	255	80%	67%	3%
Economically Disadvantaged	823	88%	81%	8%	763	89%	81%	12%
Not Disadvantaged	256	75%	68%	8%	216	73%	63%	8%
Migrant								
Not Migrant	1079	85%	78%	8%	979	85%	77%	11%

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