



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 7**

District ID **32-07-00-01-0000**

Superintendent **YOLANDA TORRES**

Telephone **(718) 742-6500**

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	566	574	610
Kindergarten	1110	1120	1221
Grade 1	1408	1275	1482
Grade 2	1316	1290	1358
Grade 3	1224	1179	1364
Grade 4	1189	1136	1316
Grade 5	1209	1110	1272
Grade 6	1243	1210	1361
Ungraded Elementary	1024	1118	83
Grade 7	1370	1235	1407
Grade 8	1376	1336	1406
Grade 9	1755	1589	1853
Grade 10	1844	1768	1910
Grade 11	1166	1195	1378
Grade 12	954	890	1086
Ungraded Secondary	1067	1099	29
Total K-12	19255	18550	18526

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	20	23	22
Grade 8			
English	27	26	26
Mathematics	26	25	26
Science	27	27	25
Social Studies	27	27	27
Grade 10			
English	26	27	26
Mathematics	26	25	26
Science	26	27	26
Social Studies	28	28	27

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	15726	82%	15483	83%	15912	86%
Reduced-Price Lunch	1263	7%	1136	6%	947	5%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3238	17%	3226	17%	3476	19%
Racial/Ethnic Origin						
American Indian or Alaska Native	65	0%	81	0%	60	0%
Black or African American	5614	29%	5401	29%	5357	29%
Hispanic or Latino	13290	69%	12762	69%	12808	69%
Asian or Native Hawaiian/Other Pacific Islander	173	1%	196	1%	180	1%
White	113	1%	110	1%	121	1%
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	1282	7%	1536	8%	1771	10%

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	1569	1567	1545
Percent with No Valid Teaching Certificate	5%	6%	3%
Percent Teaching Out of Certification	13%	13%	8%
Percent with Fewer Than Three Years of Experience	24%	25%	16%
Percentage with Master's Degree Plus 30 Hours or Doctorate	28%	29%	33%
Total Number of Core Classes	3047	3367	3330
Percent Not Taught by Highly Qualified Teachers in This District	14%	15%	8%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	3648	4070	4090
Percent Taught by Teachers Without Appropriate Certification	15%	16%	9%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		26%	19%
Turnover Rate of All Teachers		21%	15%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

12th Graders

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

2006 Cohort

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

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuous Enrollment

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation Rate

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

Graduation-Rate Total Cohort

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

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

Limited English Proficient

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

Non-Accountability Groups

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

Useful Terms for Understanding Accountability (continued)

Participation

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

Performance Index (PI)

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

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

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

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

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

Progress Targets

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

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

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

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

Safe Harbor Targets

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

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

Safe Harbor Qualification (*)

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

State Standard

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

Students with Disabilities

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

Test Performance

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

Total

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2010–11)

▲ Improvement (Year 7)

ELA	▲ Improvement (Year 7)	Science	▲ Good Standing
Math	▲ Good Standing	Graduation Rate	▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2008–09	2009–10	2010–11
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✗	✓	✓	✗	✗	✗
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✗	✓	—	✗	✗	—
Hispanic or Latino	✗	✓	—	✗	✗	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	—	—	—
White	✓	✓	—	—	—	—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	✗	✓	—	✗	✗	—
Limited English Proficient	✗	✓	—	✗	✗	—
Economically Disadvantaged	✗	✓	—	✗	✗	—
Student groups making AYP in each subject	✗ 2 of 8	✓ 8 of 8	✓ 1 of 1	✗ 0 of 6	✗ 0 of 6	✗ 0 of 1

AYP Status


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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts


























Accountability Status for This Subject (2010–11)  Improvement (Year 7)

Accountability Measures 2 of 8 Student groups making AYP in English language arts
 Did not make AYP




Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be In Need of Improvement (Year 8) 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 7) in 2011-12. [210]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (8426:7724)			99%		143	154	152 110
Ethnicity							
American Indian or Alaska Native (8:8)	—	—	—	—	—	—	—
Black or African American (2367:2179)			99%		137	153	151 106
Hispanic or Latino (5909:5411)			99%		145	154	152 112
Asian or Native Hawaiian/Other Pacific Islander (59:51)			98%		165	142	
White (57:50)			96%		142	142	
Multiracial (26:25)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (2279:2073)			97%		115	153	120 78
Limited English Proficient (1808:1906)			99%		130	153	139 94
Economically Disadvantaged (8080:7430)			99%		142	154	152 110
Final AYP Determination	 2 of 8						
Non-Accountability Groups							
Female (4150:3845)			99%		147	153	
Male (4276:3879)			99%		138	153	
Migrant (0:0)							


Symbols

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

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


























Elementary/Middle-Level Mathematics

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




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

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

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


Student Group (Total: Continuous Enrollment)	AYP	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 (8449:7792)			99%		166	134	
Ethnicity							
American Indian or Alaska Native (8:8)	—	—	—	—	—	—	—
Black or African American (2376:2172)			99%		161	133	
Hispanic or Latino (5922:5484)			99%		168	134	
Asian or Native Hawaiian/Other Pacific Islander (58:51)			98%		180	122	
White (59:52)			97%		167	122	
Multiracial (26:25)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (2282:2068)			97%		133	133	
Limited English Proficient (1820:1996)			99%		159	133	
Economically Disadvantaged (8098:7497)			99%		166	134	
Final AYP Determination	 8 of 8						
Non-Accountability Groups							
Female (4161:3874)			99%		167	133	
Male (4288:3918)			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
Accountability Groups								
All Students (2867:2561)		Qualified		96%		142	100	
Ethnicity								
American Indian or Alaska Native (2:1)	—	—	—	—	—	—	—	—
Black or African American (824:743)		Qualified		96%		136	100	
Hispanic or Latino (1994:1777)		Qualified		96%		145	100	
Asian or Native Hawaiian/Other Pacific Islander (20:17)	—	—	—	—	—	—	—	—
White (17:14)	—	—	—	—	—	—	—	—
Multiracial (10:9)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (784:672)		Qualified		92%		120	100	
Limited English Proficient (614:622)		Qualified		96%		132	100	
Economically Disadvantaged (2715:2451)		Qualified		97%		143	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (1416:1272)				96%		144	100	
Male (1451:1289)				95%		141	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 7)

Accountability Measures 0 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 8) 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 7) in 2011-12. [210]

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (1262:1372)			100%		159	174	155 [‡] 163
Ethnicity							
American Indian or Alaska Native (3:4)	—	—	—	—	—	—	—
Black or African American (403:415)			100%		159	172	154 [‡] 163
Hispanic or Latino (829:928)			100%		159	173	156 [‡] 163
Asian or Native Hawaiian/Other Pacific Islander (17:19)	—	—	—	—	—	—	—
White (10:6)	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (122:250)			98%		100	170	91 [‡] 110
Limited English Proficient (104:196)			100%		124	169	121 [‡] 132
Economically Disadvantaged (1107:1229)			100%		159	174	158 [‡] 163
Final AYP Determination	 0 of 6						
Non-Accountability Groups							
Female (544:572)			99%		162	172	
Male (718:800)			100%		156	173	
Migrant (0:0)							


Symbols

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

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




















Secondary-Level Mathematics

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

Accountability Measures 0 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 (1262:1372)			100%		157	170	154 [‡] 161
Ethnicity							
American Indian or Alaska Native (3:4)	—	—	—	—	—	—	—
Black or African American (403:415)			100%		153	168	151 [‡] 158
Hispanic or Latino (829:928)			100%		159	169	156 [‡] 163
Asian or Native Hawaiian/Other Pacific Islander (17:19)	—	—	—	—	—	—	—
White (10:6)	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (122:250)			98%		102	166	97 [‡] 112
Limited English Proficient (104:196)			100%		139	165	133 [‡] 145
Economically Disadvantaged (1107:1229)			100%		157	170	157 [‡] 161
Final AYP Determination	 0 of 6						
Non-Accountability Groups							
Female (544:572)			99%		157	168	
Male (718:800)			100%		158	169	
Migrant (0:0)							


Symbols

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

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









Graduation Rate

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

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

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

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives		
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target	
					2009–10	2010–11
Accountability Groups						
All Students (1606)			54%	80%	61%	59%
Ethnicity						
American Indian or Alaska Native (9)		—	—	—		
Black or African American (529)			54%	80%	59%	59%
Hispanic or Latino (1028)			53%	80%	62%	58%
Asian or Native Hawaiian/Other Pacific Islander (26)		—	—	—		
White (12)		—	—	—		
Multiracial (2)		—	—	—		
Other Groups						
Students with Disabilities (318)			19%	80%	33%	31%
Limited English Proficient (152)			34%	80%	43%	43%
Economically Disadvantaged (1262)			57%	80%	62%	62%
Final AYP Determination	 0 of 1					
Non-Accountability Groups						
Female (608)			60%	80%		
Male (998)			51%	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 **61%** 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 # 7**

District ID **32-07-00-01-0000**

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

23 schools identified 59% of total

ACADEMY OF APPLIED MATHEMATICS AND TECHNOLOGY
BRONX ACADEMY OF LETTERS
CROTONA ACADEMY HIGH SCHOOL
FOREIGN LANGUAGE ACADEMY OF GLOBAL STUDIES
HEALTH OPPORTUNITIES HIGH SCHOOL
HOSTOS-LINCOLN ACADEMY OF SCIENCE
INTERNATIONAL COMMUNITY HIGH SCHOOL
JILL CHAIFETZ TRANSFER HIGH SCHOOL
MOTT HAVEN VILLAGE PREP HIGH SCHOOL
MS 223 LABORATORY SCHOOL OF FINANCE
PERFORMANCE SCHOOL
PS 1 COURTLANDT
PS 154 JONATHAN D HYATT
PS 157 GROVE HILL
PS 179
PS 25 BILINGUAL
PS 43 JONAS BRONCK
PS 5 PORT MORRIS
PS/MS 29 MELROSE
SOUTH BRONX ACADEMY FOR APPLIED MEDIA
SOUTH BRONX PREPARATORY - A COLLEGE BOARD SCHOOL
URBAN ASSEMBLY SCHOOL FOR CAREERS IN SPORTS
YOUNG LEADERS ELEMENTARY SCHOOL

Improvement (year 1) Comprehensive

3 schools identified 8% of total

ACADEMY OF PUBLIC RELATIONS
COMMUNITY SCHOOL FOR SOCIAL JUSTICE
PS 161 PONCE DE LEON

Improvement (year 2) Comprehensive

2 schools identified 5% of total

PS/MS 31 THE WILLIAM LLOYD GARRISON
SAMUEL GOMPERS CAREER AND TECHNICAL EDUCATION HIGH SCHOOL

Corrective Action (year 1) Focused

1 school identified 3% of total

PS 49 WILLIS AVENUE

Corrective Action (year 1) Comprehensive

1 school identified 3% of total

PS/IS 224

Corrective Action (year 2) Comprehensive

2 schools identified 5% of total

MS 203
PS 277

Restructuring (year 1) Focused

1 school identified 3% of total

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

District ID **32-07-00-01-0000**

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

Restructuring (year 1) Focused (continued)

PS 65 MOTHER HALE ACADEMY

Restructuring (year 1) Comprehensive

2 schools identified 5% of total

NEW EXPLORERS HIGH SCHOOL

PS 18 JOHN PETER ZENGER

Restructuring (year 2) Focused

1 school identified 3% of total

PS 30 WILTON

Restructuring (advanced) Comprehensive

3 schools identified 8% of total

ALFRED E SMITH CAREER AND TECHNICAL HIGH SCHOOL

JHS 151 LOU GEHRIG

JHS 162 LOLA RODRIGUEZ DE TIO

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

District ID **32-07-00-01-0000**

Summary of 2009–10 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	31%			1326
Grade 4	27%			1295
Grade 5	26%			1274
Grade 6	16%			1346
Grade 7	17%			1362
Grade 8	22%			1396
Mathematics				
Grade 3	36%			1360
Grade 4	37%			1329
Grade 5	41%			1308
Grade 6	34%			1378
Grade 7	37%			1385
Grade 8	26%			1421
Science				
Grade 4	71%			1320
Grade 8	34%			1368

	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
Secondary Level				
English	63%			1679
Mathematics	58%			1679

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

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

This District's N/RC Category:

NYC Public Schools

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

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 654	*Range: 643-780	662-780	694-780			
2009 Mean Score: 650						
Number of Tested Students:	944	1160	405	694	79	43

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1326	71%	31%	6%	1310	89%	53%	3%
Female	666	75%	33%	6%	660	92%	57%	4%
Male	660	67%	28%	5%	650	86%	48%	3%
American Indian or Alaska Native	1	-	-	-				
Black or African American	377	66%	29%	5%	362	91%	50%	3%
Hispanic or Latino	923	73%	31%	6%	922	88%	54%	3%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	7	71%	71%	14%
White	12	75%	25%	8%	7	71%	57%	0%
Multiracial	3	-	-	-	12	92%	50%	8%
Small Group Totals	14	86%	57%	29%				
General-Education Students	1001	81%	36%	8%	1005	96%	62%	4%
Students with Disabilities	325	40%	12%	1%	305	64%	22%	1%
English Proficient	1006	74%	33%	7%	990	92%	57%	4%
Limited English Proficient	320	62%	21%	2%	320	79%	42%	1%
Economically Disadvantaged	1297	71%	30%	6%	1257	89%	53%	3%
Not Disadvantaged	29	79%	55%	10%	53	87%	45%	0%
Migrant								
Not Migrant	1326	71%	31%	6%	1310	89%	53%	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.

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

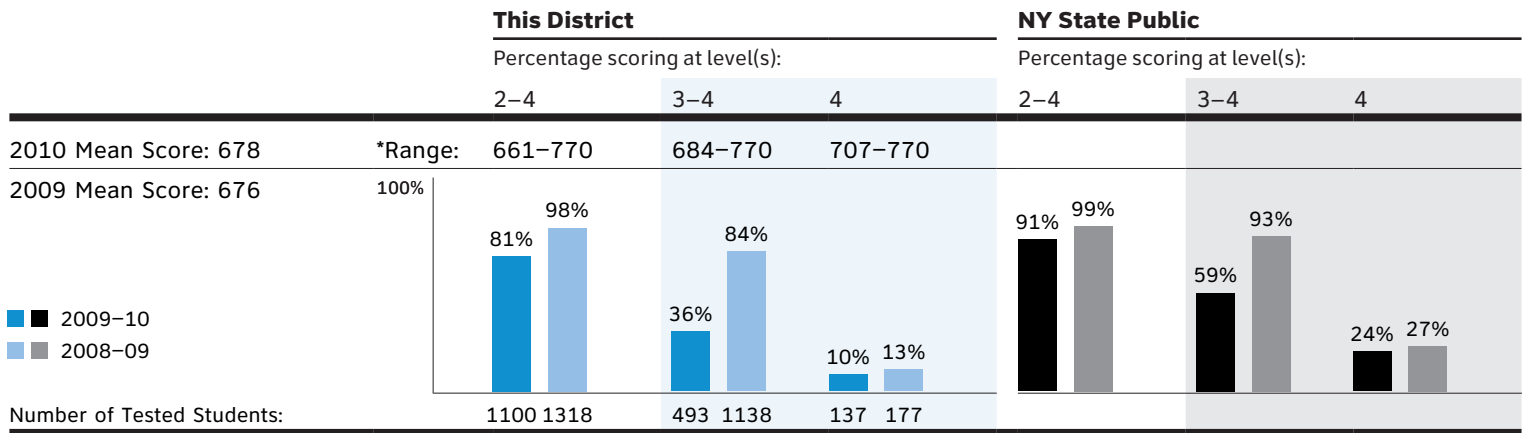
Other

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	41	39	34	30	25	21	19	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	30	N/A	N/A	N/A	17	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	31	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	1360	81%	36%	10%	1348	98%	84%	13%
Female	687	81%	36%	10%	672	98%	86%	14%
Male	673	81%	37%	11%	676	97%	83%	13%
American Indian or Alaska Native	1	-	-	-				
Black or African American	379	83%	35%	9%	367	99%	81%	9%
Hispanic or Latino	953	80%	37%	11%	954	97%	86%	14%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	8	100%	88%	50%
White	14	79%	14%	7%	7	100%	71%	0%
Multiracial	3	-	-	-	12	100%	92%	8%
Small Group Totals	14	86%	50%	7%				
General-Education Students	1034	88%	42%	12%	1036	99%	91%	16%
Students with Disabilities	326	58%	19%	2%	312	92%	62%	4%
English Proficient	1006	83%	41%	12%	1006	98%	86%	15%
Limited English Proficient	354	74%	24%	5%	342	97%	80%	7%
Economically Disadvantaged	1329	81%	36%	10%	1292	98%	84%	14%
Not Disadvantaged	31	90%	48%	10%	56	96%	88%	4%
Migrant								
Not Migrant	1360	81%	36%	10%	1348	98%	84%	13%

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	41	40	37	27	25	25	22	14

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: 655	*Range: 637-775	668-775	720-775			
2009 Mean Score: 646						
Number of Tested Students:	1044	1153	345	649	24	15

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	1295	81%	27%	2%	1294	89%	50%	1%
Female	648	85%	31%	3%	651	92%	53%	2%
Male	647	76%	22%	1%	643	86%	47%	1%
American Indian or Alaska Native					6	-	-	-
Black or African American	367	78%	21%	1%	352	88%	49%	1%
Hispanic or Latino	904	82%	29%	2%	911	90%	50%	1%
Asian or Native Hawaiian/Other Pacific Islander	10	80%	50%	30%	7	86%	86%	14%
White	8	75%	13%	0%	14	64%	36%	0%
Multiracial	6	100%	17%	0%	4	-	-	-
Small Group Totals					10	100%	70%	0%
General-Education Students	961	89%	33%	2%	965	96%	61%	2%
Students with Disabilities	334	56%	8%	0%	329	68%	18%	0%
English Proficient	999	83%	31%	2%	1005	91%	55%	1%
Limited English Proficient	296	72%	13%	1%	289	82%	35%	0%
Economically Disadvantaged	1268	81%	26%	2%	1234	90%	50%	1%
Not Disadvantaged	27	67%	33%	0%	60	70%	45%	2%
Migrant								
Not Migrant	1295	81%	27%	2%	1294	89%	50%	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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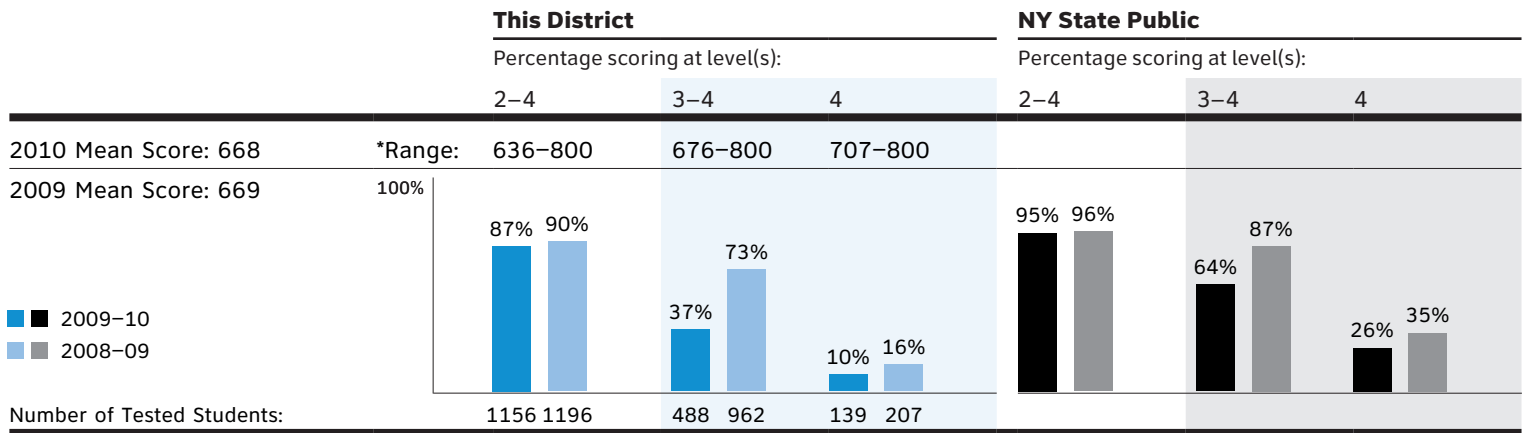
Other

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	30	30	28	23	28	28	26	23
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	35	N/A	N/A	N/A	20	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	34	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	1329	87%	37%	10%	1322	90%	73%	16%
Female	664	88%	37%	11%	657	92%	74%	16%
Male	665	86%	37%	10%	665	89%	71%	16%
American Indian or Alaska Native					6	-	-	-
Black or African American	368	86%	33%	9%	353	88%	70%	11%
Hispanic or Latino	936	87%	38%	11%	937	92%	74%	18%
Asian or Native Hawaiian/Other Pacific Islander	10	90%	60%	50%	7	86%	86%	43%
White	9	89%	33%	0%	15	67%	40%	13%
Multiracial	6	100%	33%	0%	4	-	-	-
Small Group Totals					10	100%	90%	0%
General-Education Students	995	93%	43%	13%	994	96%	80%	18%
Students with Disabilities	334	70%	19%	3%	328	75%	51%	7%
English Proficient	998	90%	41%	12%	1006	92%	75%	17%
Limited English Proficient	331	79%	23%	6%	316	86%	64%	12%
Economically Disadvantaged	1301	87%	37%	11%	1259	91%	74%	16%
Not Disadvantaged	28	89%	36%	7%	63	71%	57%	11%
Migrant								
Not Migrant	1329	87%	37%	10%	1322	90%	73%	16%

NOTES

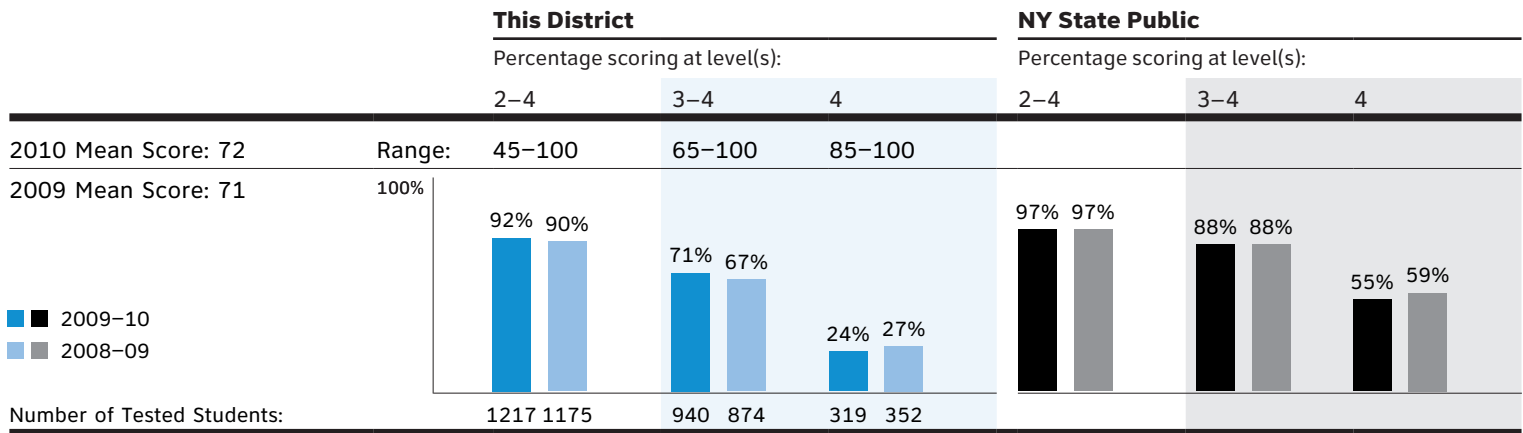
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* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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 4 Equivalent	30	30	29	20	28	27	27	22

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	1320	92%	71%	24%	1305	90%	67%	27%
Female	663	94%	72%	24%	652	92%	68%	26%
Male	657	91%	70%	25%	653	88%	66%	28%
American Indian or Alaska Native					6	-	-	-
Black or African American	365	92%	67%	21%	344	89%	65%	25%
Hispanic or Latino	930	92%	73%	25%	928	90%	68%	28%
Asian or Native Hawaiian/Other Pacific Islander	10	90%	80%	50%	7	86%	86%	71%
White	9	78%	67%	22%	16	81%	44%	19%
Multiracial	6	100%	83%	17%	4	-	-	-
Small Group Totals					10	100%	50%	20%
General-Education Students	988	94%	76%	27%	986	94%	73%	30%
Students with Disabilities	332	87%	56%	14%	319	78%	49%	16%
English Proficient	992	94%	75%	28%	995	92%	70%	29%
Limited English Proficient	328	86%	59%	14%	310	84%	56%	19%
Economically Disadvantaged	1290	92%	71%	24%	1243	91%	67%	27%
Not Disadvantaged	30	93%	67%	27%	62	77%	58%	21%
Migrant								
Not Migrant	1320	92%	71%	24%	1305	90%	67%	27%

NOTES

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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	30	30	30	28	26	25	25	24

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: 656						
Number of Tested Students:	936	1285	333	763	61	32

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	1274	73%	26%	5%	1305	98%	58%	2%
Female	635	79%	30%	6%	618	99%	60%	2%
Male	639	68%	22%	3%	687	98%	57%	3%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	354	70%	22%	3%	321	100%	55%	2%
Hispanic or Latino	898	75%	28%	6%	969	98%	59%	2%
Asian or Native Hawaiian/Other Pacific Islander	5	80%	60%	20%	8	100%	75%	25%
White	11	27%	9%	0%	2	-	-	-
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	6	100%	0%	0%	7	100%	43%	0%
General-Education Students	944	82%	33%	6%	954	100%	70%	3%
Students with Disabilities	330	48%	8%	1%	351	95%	27%	1%
English Proficient	1004	78%	30%	6%	1036	99%	64%	3%
Limited English Proficient	270	57%	12%	2%	269	96%	39%	0%
Economically Disadvantaged	1237	74%	26%	5%	1259	98%	58%	2%
Not Disadvantaged	37	62%	24%	5%	46	98%	70%	2%
Migrant								
Not Migrant	1274	73%	26%	5%	1305	98%	58%	2%

NOTES

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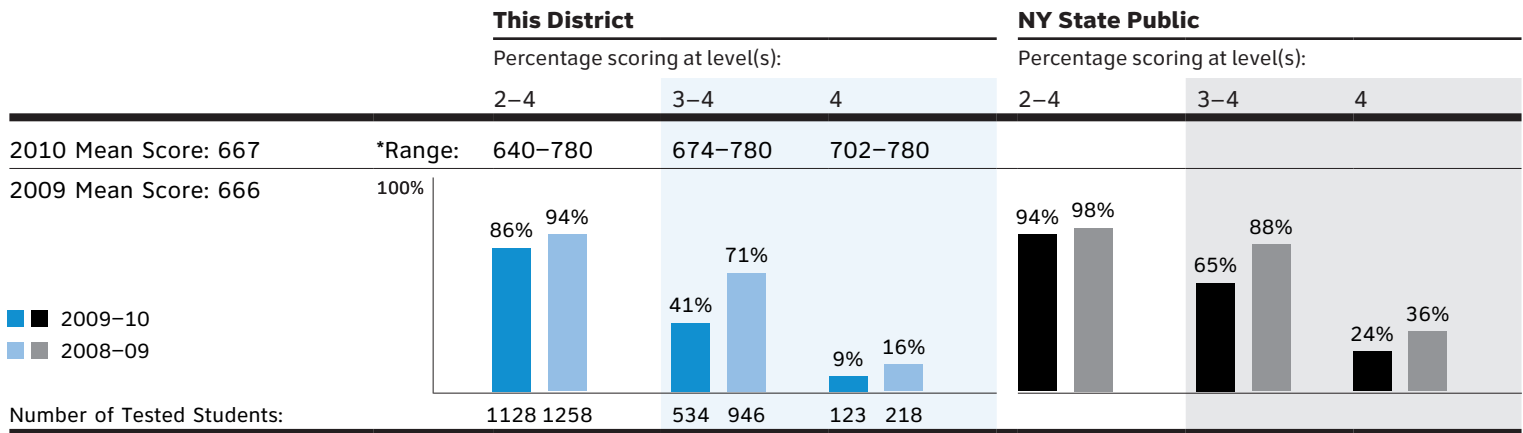
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	33	33	33	24	16	16	16	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	28	N/A	N/A	N/A	24	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	32	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	1308	86%	41%	9%	1334	94%	71%	16%
Female	649	89%	40%	9%	636	95%	72%	15%
Male	659	83%	41%	10%	698	94%	70%	17%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	356	83%	37%	6%	320	94%	67%	13%
Hispanic or Latino	927	88%	43%	11%	999	94%	72%	17%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	50%	33%	7	100%	86%	57%
White	13	54%	8%	0%	2	-	-	-
Multiracial	3	-	-	-	4	-	-	-
Small Group Totals	6	100%	33%	0%	8	88%	63%	13%
General-Education Students	972	92%	48%	11%	980	98%	80%	20%
Students with Disabilities	336	71%	21%	4%	354	85%	46%	6%
English Proficient	1007	89%	45%	11%	1038	95%	74%	19%
Limited English Proficient	301	78%	28%	5%	296	92%	61%	7%
Economically Disadvantaged	1268	87%	41%	10%	1284	94%	71%	16%
Not Disadvantaged	40	70%	30%	5%	50	92%	72%	18%
Migrant								
Not Migrant	1308	86%	41%	9%	1334	94%	71%	16%

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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	33	33	32	21	16	16	16	11

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: 648	*Range: 644-785	662-785	694-785			
2009 Mean Score: 651						
Number of Tested Students:	911	1367	222	723	4	11

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1346	68%	16%	0%	1371	100%	53%	1%
Female	631	70%	17%	0%	691	100%	60%	1%
Male	715	66%	16%	0%	680	99%	46%	0%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	355	65%	14%	0%	414	100%	47%	1%
Hispanic or Latino	978	69%	17%	0%	928	100%	55%	1%
Asian or Native Hawaiian/Other Pacific Islander	6	67%	33%	0%	15	100%	73%	0%
White	2	-	-	-	5	-	-	-
Multiracial	3	-	-	-	8	100%	75%	0%
Small Group Totals	7	71%	29%	0%	6	100%	33%	0%
General-Education Students	1006	77%	20%	0%	1010	100%	63%	1%
Students with Disabilities	340	41%	5%	0%	361	99%	25%	1%
English Proficient	1101	74%	20%	0%	1144	100%	58%	1%
Limited English Proficient	245	41%	3%	0%	227	100%	26%	0%
Economically Disadvantaged	1310	68%	16%	0%	1284	100%	53%	1%
Not Disadvantaged	36	72%	17%	0%	87	99%	43%	0%
Migrant								
Not Migrant	1346	68%	16%	0%	1371	100%	53%	1%

NOTES

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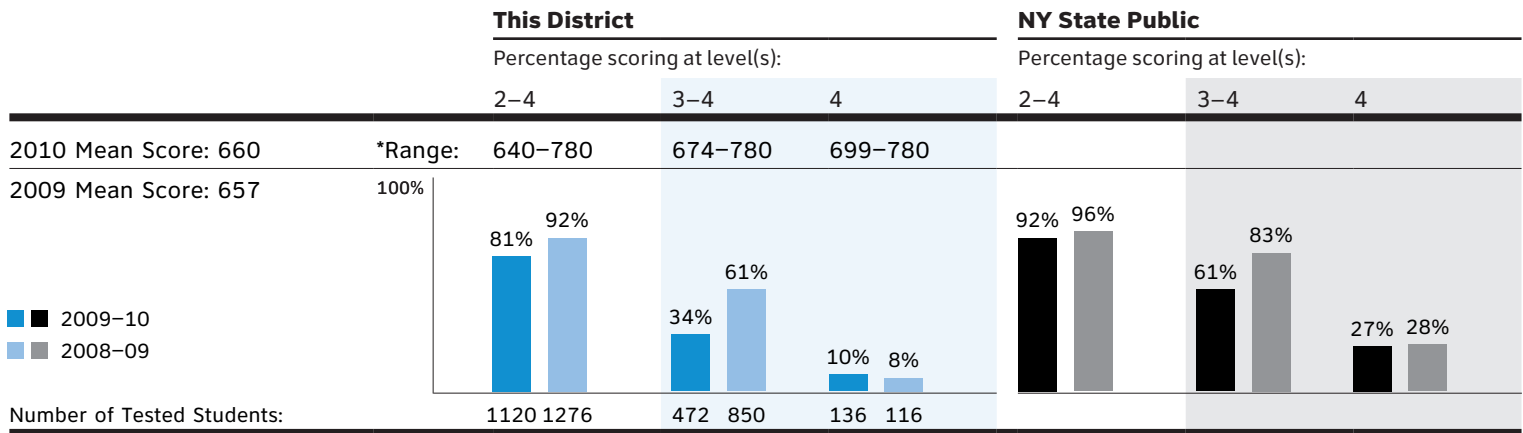
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	19	19	18	12	17	17	16	14
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	28	N/A	N/A	N/A	22	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	28	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	1378	81%	34%	10%	1394	92%	61%	8%
Female	643	83%	33%	9%	703	94%	63%	8%
Male	735	80%	36%	10%	691	89%	59%	9%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	360	78%	29%	8%	411	88%	55%	4%
Hispanic or Latino	1005	82%	36%	11%	950	93%	63%	10%
Asian or Native Hawaiian/Other Pacific Islander	6	83%	67%	17%	15	100%	100%	40%
White	2	-	-	-	9	78%	67%	0%
Multiracial	3	-	-	-	8	-	-	-
Small Group Totals	7	71%	43%	0%	9	100%	78%	11%
General-Education Students	1037	89%	40%	12%	1033	97%	71%	11%
Students with Disabilities	341	59%	16%	2%	361	76%	32%	1%
English Proficient	1103	84%	38%	11%	1142	93%	64%	9%
Limited English Proficient	275	69%	19%	4%	252	85%	49%	4%
Economically Disadvantaged	1340	81%	34%	9%	1306	92%	61%	8%
Not Disadvantaged	38	84%	45%	26%	88	88%	59%	9%
Migrant								
Not Migrant	1378	81%	34%	10%	1394	92%	61%	8%

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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	19	19	19	14	19	19	18	14

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: 650	*Range: 642-790	664-790	698-790			
2009 Mean Score: 650						
Number of Tested Students:	1015	1397	231	787	14	4

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	1362	75%	17%	1%	1407	99%	56%	0%
Female	701	80%	20%	1%	710	100%	63%	0%
Male	661	69%	14%	1%	697	99%	49%	0%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	400	70%	13%	1%	414	100%	57%	0%
Hispanic or Latino	932	77%	19%	1%	971	99%	55%	0%
Asian or Native Hawaiian/Other Pacific Islander	14	79%	29%	0%	10	100%	70%	0%
White	9	56%	0%	0%	7	100%	57%	0%
Multiracial	6	-	-	-	4	-	-	-
Small Group Totals	7	71%	0%	0%	5	100%	80%	0%
General-Education Students	1013	85%	21%	1%	1043	100%	66%	0%
Students with Disabilities	349	45%	5%	0%	364	98%	27%	0%
English Proficient	1139	79%	19%	1%	1180	100%	62%	0%
Limited English Proficient	223	51%	4%	0%	227	98%	22%	0%
Economically Disadvantaged	1291	74%	17%	1%	1303	99%	56%	0%
Not Disadvantaged	71	80%	13%	1%	104	98%	59%	0%
Migrant								
Not Migrant	1362	75%	17%	1%	1407	99%	56%	0%

NOTES

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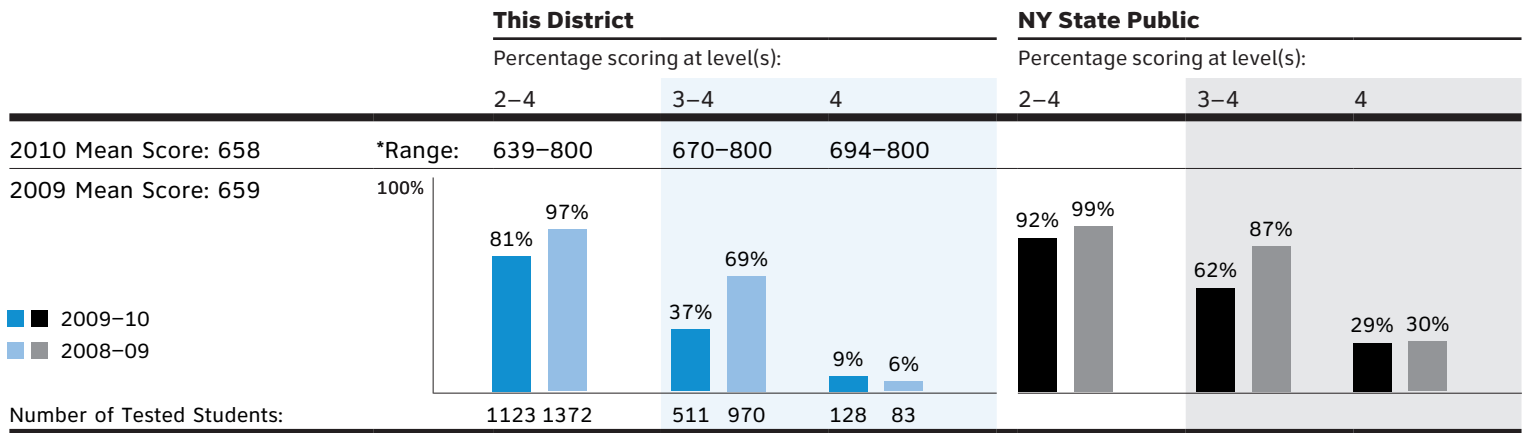
Other

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	22	21	20	18	19	19	18	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	18	N/A	N/A	N/A	18	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	19	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	1385	81%	37%	9%	1415	97%	69%	6%
Female	708	83%	38%	10%	716	98%	71%	4%
Male	677	79%	36%	9%	699	96%	66%	7%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	402	77%	30%	6%	408	97%	70%	5%
Hispanic or Latino	948	82%	39%	10%	985	97%	68%	6%
Asian or Native Hawaiian/Other Pacific Islander	17	88%	59%	24%	10	100%	90%	10%
White	11	91%	27%	9%	7	100%	57%	0%
Multiracial	6	-	-	-	4	-	-	-
Small Group Totals	7	71%	43%	0%	5	100%	60%	20%
General-Education Students	1036	91%	46%	12%	1051	98%	76%	8%
Students with Disabilities	349	53%	11%	1%	364	93%	46%	1%
English Proficient	1142	84%	40%	11%	1170	98%	72%	6%
Limited English Proficient	243	70%	23%	2%	245	91%	50%	3%
Economically Disadvantaged	1312	81%	37%	10%	1308	97%	69%	6%
Not Disadvantaged	73	89%	36%	4%	107	96%	69%	8%
Migrant								
Not Migrant	1385	81%	37%	9%	1415	97%	69%	6%

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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	22	20	20	13	19	19	18	14

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 642	*Range: 627-790	658-790	699-790			
2009 Mean Score: 641						
Number of Tested Students:	1116	1454	311	556	7	8

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	1396	80%	22%	1%	1523	95%	37%	1%
Female	696	84%	27%	1%	759	97%	42%	1%
Male	700	76%	17%	0%	764	94%	31%	1%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	416	82%	22%	0%	464	96%	36%	0%
Hispanic or Latino	958	79%	22%	1%	1029	95%	36%	1%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	44%	0%	12	92%	58%	0%
White	8	75%	25%	0%	9	100%	44%	0%
Multiracial	4	-	-	-	6	-	-	-
Small Group Totals	5	60%	0%	0%	9	100%	56%	0%
General-Education Students	1030	90%	28%	1%	1144	99%	45%	1%
Students with Disabilities	366	53%	5%	0%	379	86%	11%	0%
English Proficient	1170	86%	26%	1%	1276	97%	42%	1%
Limited English Proficient	226	49%	4%	0%	247	89%	10%	0%
Economically Disadvantaged	1309	80%	22%	1%	1422	95%	37%	1%
Not Disadvantaged	87	82%	28%	0%	101	96%	29%	0%
Migrant								
Not Migrant	1396	80%	22%	1%	1523	95%	37%	1%

NOTES

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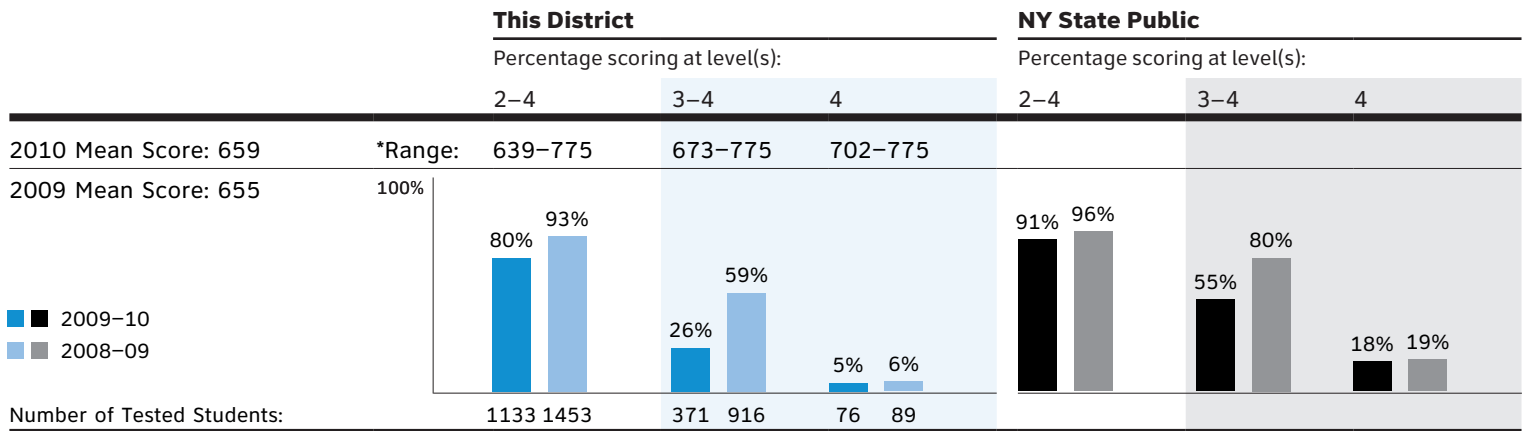
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	23	23	23	19	22	22	22	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	31	N/A	N/A	N/A	33	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	35	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	1421	80%	26%	5%	1565	93%	59%	6%
Female	708	83%	28%	5%	781	93%	60%	6%
Male	713	76%	25%	6%	784	92%	57%	5%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	417	79%	23%	3%	470	93%	59%	6%
Hispanic or Latino	984	80%	27%	6%	1065	93%	58%	6%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	63%	25%	12	92%	92%	33%
White	7	71%	29%	29%	9	78%	67%	0%
Multiracial	4	-	-	-	6	-	-	-
Small Group Totals	5	60%	0%	0%	9	100%	56%	0%
General-Education Students	1056	88%	33%	7%	1190	98%	68%	7%
Students with Disabilities	365	56%	7%	0%	375	78%	28%	0%
English Proficient	1163	82%	28%	6%	1284	93%	61%	6%
Limited English Proficient	258	70%	16%	2%	281	90%	46%	2%
Economically Disadvantaged	1333	80%	26%	5%	1456	93%	59%	6%
Not Disadvantaged	88	81%	33%	6%	109	86%	54%	7%
Migrant								
Not Migrant	1421	80%	26%	5%	1565	93%	59%	6%

NOTES

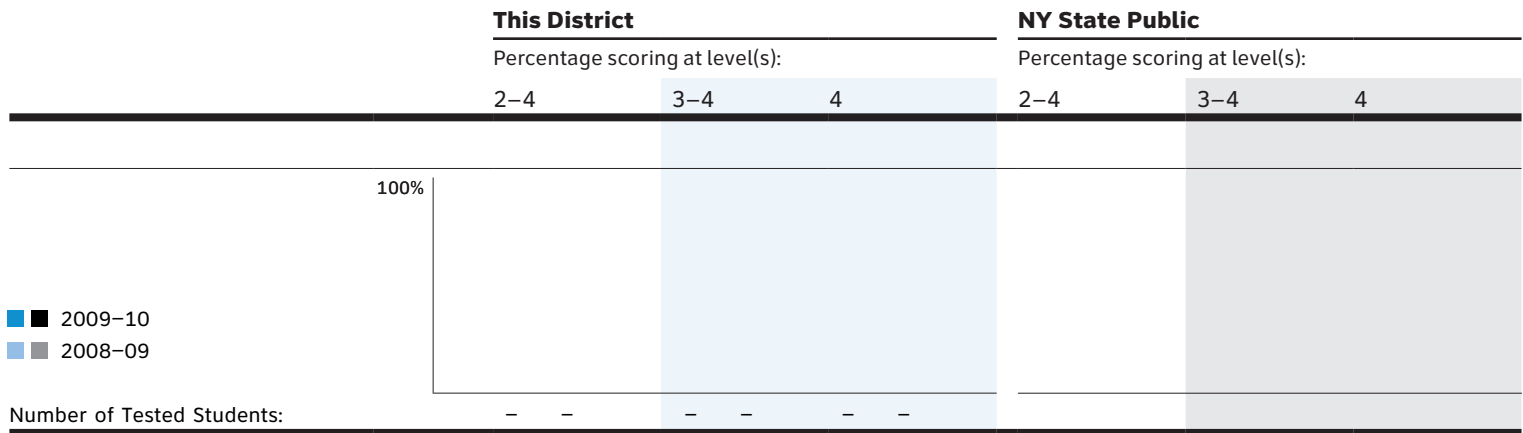
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Other Assessments

	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	23	21	19	13	22	18	17	10

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	1368	82%	34%	3%	1488	75%	26%	1%
Female	683	84%	34%	2%	745	75%	24%	1%
Male	685	80%	33%	5%	743	74%	27%	2%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	407	79%	29%	2%	442	76%	24%	1%
Hispanic or Latino	942	83%	35%	4%	1017	73%	26%	1%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	88%	13%	12	92%	58%	0%
White	6	83%	33%	0%	8	100%	50%	0%
Multiracial	3	-	-	-	6	-	-	-
Small Group Totals	5	60%	40%	0%	9	89%	44%	0%
General-Education Students	1033	88%	40%	4%	1151	80%	30%	2%
Students with Disabilities	335	64%	15%	0%	337	55%	10%	0%
English Proficient	1120	84%	38%	4%	1218	79%	30%	1%
Limited English Proficient	248	73%	16%	1%	270	56%	8%	0%
Economically Disadvantaged	1283	82%	33%	3%	1384	75%	26%	1%
Not Disadvantaged	85	78%	39%	4%	104	73%	29%	3%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	1368	82%	34%	3%	1488	75%	26%	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.

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	23	21	20	16	22	21	21	20
Regents Science	2	-	-	-	2	-	-	-

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

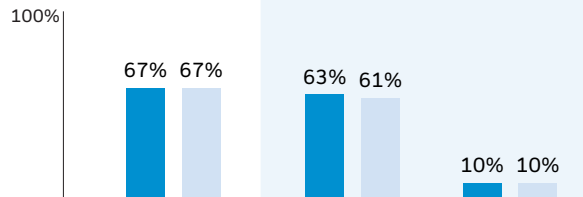
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2006 Cohort
■ 2005 Cohort

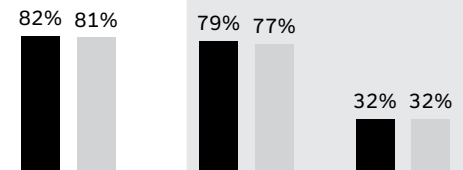
NY State Public

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			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	1679	67%	63%	10%	1584	67%	61%	10%
Female	681	71%	67%	14%	600	72%	65%	13%
Male	998	64%	60%	8%	984	64%	58%	9%
American Indian or Alaska Native	9	33%	33%	0%	9	-	-	-
Black or African American	504	68%	63%	13%	521	69%	62%	11%
Hispanic or Latino	1136	67%	62%	9%	1015	66%	59%	9%
Asian or Native Hawaiian/Other Pacific Islander	22	64%	64%	23%	25	92%	92%	32%
White	8	63%	63%	25%	12	92%	83%	8%
Multiracial					2	-	-	-
Small Group Totals					11	45%	27%	0%
General-Education Students	1335	77%	74%	13%	1279	77%	71%	13%
Students with Disabilities	344	28%	20%	1%	305	26%	17%	0%
English Proficient	1465	71%	67%	12%	1455	70%	63%	11%
Limited English Proficient	214	42%	36%	0%	129	33%	29%	0%
Economically Disadvantaged	1416	71%	67%	11%	1255	70%	63%	11%
Not Disadvantaged	263	44%	41%	8%	329	58%	53%	6%
Migrant								
Not Migrant	1679	67%	63%	10%	1584	67%	61%	10%

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.

* 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

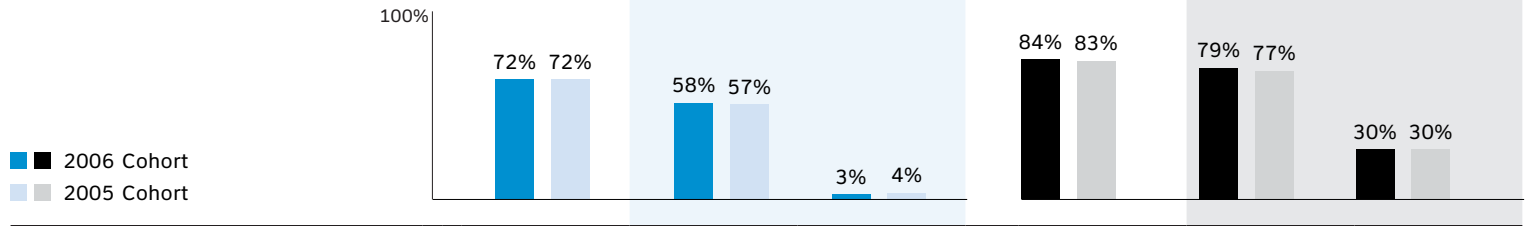
NY State Public

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
All Students	1679	72%	58%	3%	1584	72%	57%	4%
Female	681	75%	59%	4%	600	74%	57%	5%
Male	998	70%	57%	3%	984	71%	56%	3%
American Indian or Alaska Native	9	44%	33%	0%	9	-	-	-
Black or African American	504	70%	58%	2%	521	73%	55%	4%
Hispanic or Latino	1136	73%	58%	3%	1015	71%	57%	3%
Asian or Native Hawaiian/Other Pacific Islander	22	82%	73%	9%	25	96%	92%	24%
White	8	50%	50%	13%	12	92%	58%	8%
Multiracial					2	-	-	-
Small Group Totals					11	27%	27%	0%
General-Education Students	1335	82%	68%	4%	1279	82%	66%	5%
Students with Disabilities	344	34%	18%	0%	305	31%	18%	0%
English Proficient	1465	74%	61%	4%	1455	74%	58%	4%
Limited English Proficient	214	57%	37%	0%	129	47%	35%	0%
Economically Disadvantaged	1416	76%	61%	3%	1255	74%	58%	4%
Not Disadvantaged	263	52%	43%	1%	329	64%	49%	5%
Migrant								
Not Migrant	1679	72%	58%	3%	1584	72%	57%	4%

NOTES

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