



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 8**

District ID **32-08-00-01-0000**

Superintendent **TIM BEHR**

Telephone **(718) 828-5435**

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	939	920	838
Kindergarten	1802	1815	2183
Grade 1	2159	2066	2278
Grade 2	2148	2034	2310
Grade 3	1978	2037	2317
Grade 4	1991	1971	2377
Grade 5	1987	1926	2304
Grade 6	1905	1935	2278
Ungraded Elementary	1877	1989	89
Grade 7	2018	1923	2403
Grade 8	1996	1979	2348
Grade 9	3645	3142	3203
Grade 10	2956	2935	3374
Grade 11	1750	1738	1990
Grade 12	1471	1600	1676
Ungraded Secondary	2089	2070	54
Total K-12	31772	31160	31184

Average Class Size

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

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	23688	75%	23752	76%	23927	77%
Reduced-Price Lunch	2939	9%	2802	9%	2546	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3919	12%	3723	12%	3684	12%
Racial/Ethnic Origin						
American Indian or Alaska Native	136	0%	135	0%	121	0%
Black or African American	8863	28%	8418	27%	8269	27%
Hispanic or Latino	19608	62%	19462	62%	19610	63%
Asian or Native Hawaiian/Other Pacific Islander	1276	4%	1297	4%	1335	4%
White	1889	6%	1848	6%	1849	6%
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	1454	4%	1574	5%	1895	6%

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	2354	2393	2256
Percent with No Valid Teaching Certificate	3%	4%	3%
Percent Teaching Out of Certification	12%	10%	9%
Percent with Fewer Than Three Years of Experience	20%	18%	13%
Percentage with Master's Degree Plus 30 Hours or Doctorate	31%	31%	33%
Total Number of Core Classes	5096	5313	4771
Percent Not Taught by Highly Qualified Teachers in This District	16%	12%	12%
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	6102	6443	5865
Percent Taught by Teachers Without Appropriate Certification	15%	13%	13%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		21%	18%
Turnover Rate of All Teachers		17%	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 ▲ Improvement (Year 3)

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	✗ 3 of 9	✓ 9 of 9	✓ 1 of 1	✗ 1 of 8	✗ 1 of 8	✗ 0 of 1

AYP Status


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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts





























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

Accountability Measures 3 of 9 Student groups making AYP in English language arts
 Did not make AYP




Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be In Need of Improvement (Year 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 Status	Participation		Test Performance		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11	
Accountability Groups								
All Students (14845:13564)			99%		153	154	154	124
Ethnicity								
American Indian or Alaska Native (58:53)			98%		151	142		
Black or African American (3906:3553)			98%		149	153	153	117
Hispanic or Latino (9231:8427)			99%		151	154	154	120
Asian or Native Hawaiian/Other Pacific Islander (702:646)			100%		177	151		
White (918:862)			98%		173	151		
Multiracial (30:23)	—	—	—	—	—	—		
Other Groups								
Students with Disabilities (3934:3515)			96%		120	153	128	83
Limited English Proficient (1942:2015)			99%		130	153	142	93
Economically Disadvantaged (13287:12196)			99%		152	154	154	121
Final AYP Determination	 3 of 9							
Non-Accountability Groups								
Female (7080:6529)			99%		158	154		
Male (7765:7035)			98%		148	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  Good Standing
for This Subject
(2010–11)




Accountability Measures 9 of 9 Student groups making AYP in mathematics
 Made AYP

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

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (14839:13670)			99%		172	134	
Ethnicity							
American Indian or Alaska Native (58:53)			98%		174	122	
Black or African American (3899:3557)			98%		167	133	
Hispanic or Latino (9231:8511)			99%		171	134	
Asian or Native Hawaiian/Other Pacific Islander (704:662)			100%		191	131	
White (917:863)			98%		187	131	
Multiracial (30:24)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (3922:3513)			96%		138	133	
Limited English Proficient (1942:2126)			99%		157	133	
Economically Disadvantaged (13282:12291)			99%		171	134	
Final AYP Determination	 9 of 9						
Non-Accountability Groups							
Female (7077:6579)			99%		174	134	
Male (7762:7091)			98%		170	134	
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 (5026:4498)		Qualified		96%		154	100	
Ethnicity								
American Indian or Alaska Native (15:15)	—	—	—	—	—	—	—	—
Black or African American (1313:1154)		Qualified		95%		147	100	
Hispanic or Latino (3134:2818)		Qualified		96%		153	100	
Asian or Native Hawaiian/Other Pacific Islander (238:221)		Qualified		99%		176	100	
White (315:283)		Qualified		95%		177	100	
Multiracial (11:7)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (1273:1062)		Qualified		90%		123	100	
Limited English Proficient (617:649)		Qualified		97%		128	100	
Economically Disadvantaged (4445:4008)		Qualified		97%		153	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (2434:2216)				97%		156	100	
Male (2592:2282)				95%		153	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 1 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 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 (2192:2216)			99%		156	175	150 [‡] 160
Ethnicity							
American Indian or Alaska Native (7:8)	—	—	—	—	—	—	—
Black or African American (694:697)			99%		156	173	146 [‡] 160
Hispanic or Latino (1311:1327)			99%		154	174	150 [‡] 159
Asian or Native Hawaiian/Other Pacific Islander (83:78)			100%		172	166	
White (87:100)			98%		161	167	151 [‡] 165
Multiracial (10:6)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (292:408)			97%		102	172	89 [‡] 112
Limited English Proficient (170:220)			99%		117	170	124 [‡] 125
Economically Disadvantaged (1974:2026)			99%		157	175	152 [‡] 161
Final AYP Determination	 1 of 8						
Non-Accountability Groups							
Female (1204:1199)			100%		164	174	
Male (988:1017)			99%		146	174	
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 1 of 8 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 (2192:2216)			100%		156	171	155 [‡]	160
Ethnicity								
American Indian or Alaska Native (7:8)	—	—	—	—	—	—	—	—
Black or African American (694:697)			100%		154	169	148 [‡]	159
Hispanic or Latino (1311:1327)			100%		156	170	157 [‡]	160
Asian or Native Hawaiian/Other Pacific Islander (83:78)			100%		176	162		
White (87:100)			98%		158	163	159 [‡]	162
Multiracial (10:6)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (292:408)			99%		100	168	97 [‡]	110
Limited English Proficient (170:220)			100%		130	166	144 [‡]	137
Economically Disadvantaged (1974:2026)			100%		157	171	157 [‡]	161
Final AYP Determination	 1 of 8							
Non-Accountability Groups								
Female (1204:1199)			100%		161	170		
Male (988:1017)			99%		150	170		
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)  Improvement (Year 3)

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



Prospective Status

To be removed from improvement status in graduation rate, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2010-11, the district will be In Need of Improvement (Year 4) in 2011-12. If this district makes AYP in 2010-11, the district will remain In Need of Improvement (Year 3) in 2011-12. [213]

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 (2901)			46%	80%	52%	53%
Ethnicity						
American Indian or Alaska Native (14)		—	—	—		
Black or African American (858)			44%	80%	51%	51%
Hispanic or Latino (1768)			45%	80%	50%	52%
Asian or Native Hawaiian/Other Pacific Islander (96)			77%	80%	68%	78%
White (157)			50%	80%	62%	56%
Multiracial (8)		—	—	—		
Other Groups						
Students with Disabilities (595)			20%	80%	35%	32%
Limited English Proficient (348)			37%	80%	47%	46%
Economically Disadvantaged (2493)			49%	80%	54%	55%
Final AYP Determination	 0 of 1					
Non-Accountability Groups						
Female (1411)			53%	80%		
Male (1490)			39%	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 **53%** 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 # 8**

District ID **32-08-00-01-0000**

2010–11 Accountability Status of Schools in Your District

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

In Good Standing

33 schools identified 63% of total

ANTONIA PANTOJA PREPERATORY ACADEMY
ARCHIMEDES ACADEMY FOR MATH, SCIENCE AND TECHNOLOGY APPLICATIONS
BRONX COMMUNITY HIGH SCHOOL
BRONX HAVEN HIGH SCHOOL
BRONX MATHEMATICS PREPARATORY SCHOOL
BRONX STUDIO SCHOOL FOR WRITERS AND ARTISTS
JHS 123 JAMES M KIERNAN
JHS 131 ALBERT EINSTEIN
MOTT HALL COMMUNITY SCHOOL
MS 101 EDWARD R BYRNE
MS 301 PAUL L DUNBAR
NEW SCHOOL #1 AT PS 60
NEW SCHOOL #2 AT PS 60
PS 100 ISAAC CLASON
PS 107
PS 119
PS 138 SAMUEL RANDALL
PS 14 SENATOR JOHN CALANDRA
PS 140 EAGLE
PS 146 EDWARD COLLINS
PS 182
PS 304 EARLY CHILDHOOD SCHOOL
PS 36 UNIONPORT
PS 48 JOSEPH R DRAKE
PS 69 THE NEW VISIONS SCHOOL
PS 71 ROSE E SCALA
RENAISSANCE HIGH SCHOOL FOR MUSICAL THEATER AND TECHNOLOGY
SCHOOL FOR INQUIRY AND SOCIAL JUSTICE
SOUNDVIEW ACADEMY
THE HUNTS POINT SCHOOL
URBAN ASSEMBLY FOR CIVIC ENGAGEMENT
URBAN INSTITUTE OF MATHEMATICS
WOMEN'S ACADEMY OF EXCELLENCE

Improvement (year 1) Comprehensive

5 schools identified 10% of total

BRONX GUILD HIGH SCHOOL
FELISA RINCON DE GAUTIER INSTITUTE FOR LAW AND PUBLIC POLICY
HOLCOMBE L RUCKER SCHOOL OF COMMUNITY RESEARCH
HS 560 BRONX ACADEMY HIGH SCHOOL
PABLO NERUDA ACADEMY FOR ARCHITECTURE AND WORLD STUDIES

Improvement (year 2) Focused

1 school identified 2% of total

PS 62 INOCENSIO CASANOVA

Improvement (year 2) Comprehensive

4 schools identified 8% of total

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

District ID **32-08-00-01-0000**

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

Improvement (year 2) Comprehensive (continued)

GATEWAY SCHOOL FOR ENVIRONMENTAL RESEARCH AND TECHNOLOGY
MILLENIUM ART ACADEMY
PS 130 ABRAM STEVENS HEWITT
SCHOOL FOR COMMUNITY RESEARCH AND LEARNING

Corrective Action (year 1) Focused

1 school identified 2% of total
PS 72 DR WILLIAM DORNEY

Corrective Action (year 1) Comprehensive

1 school identified 2% of total
BANANA KELLY HIGH SCHOOL

Corrective Action (year 2) Focused

1 school identified 2% of total
PS 93 ALBERT G OLIVER

Restructuring (year 1) Comprehensive

2 schools identified 4% of total
JANE ADDAMS HIGH SCHOOL FOR ACADEMIC CAREERS
MS 302 LUISA DESSUS CRUZ

Restructuring (advanced) Focused

2 schools identified 4% of total
PS 152 EVERGREEN
PS 75

Restructuring (advanced) Comprehensive

2 schools identified 4% of total
HERBERT H LEHMAN HIGH SCHOOL
JHS 125 HENRY HUDSON

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

District ID **32-08-00-01-0000**

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	39%			2327
Grade 4	36%			2394
Grade 5	38%			2341
Grade 6	29%			2299
Grade 7	26%			2384
Grade 8	27%			2403

Mathematics			
Grade 3	46%		2374
Grade 4	53%		2426
Grade 5	55%		2382
Grade 6	42%		2340
Grade 7	42%		2414
Grade 8	33%		2432

Science			
Grade 4	82%		2408
Grade 8	42%		2327

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	60%			2855
Mathematics	59%			2855

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: 658	*Range: 643-780	662-780	694-780			
2009 Mean Score: 659						
Number of Tested Students:	1801	2167	899	1558	196	100

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	2327	77%	39%	8%	2348	92%	66%	4%
Female	1094	82%	41%	10%	1159	95%	71%	5%
Male	1233	73%	36%	7%	1189	90%	62%	3%
American Indian or Alaska Native	6	67%	50%	33%	9	-	-	-
Black or African American	594	74%	36%	9%	588	92%	67%	3%
Hispanic or Latino	1437	76%	37%	7%	1486	92%	64%	4%
Asian or Native Hawaiian/Other Pacific Islander	124	90%	56%	20%	108	98%	84%	16%
White	156	87%	55%	15%	154	95%	77%	8%
Multiracial	10	100%	50%	10%	3	-	-	-
Small Group Totals					12	100%	92%	0%
General-Education Students	1732	88%	48%	11%	1835	98%	77%	5%
Students with Disabilities	595	45%	13%	1%	513	71%	29%	1%
English Proficient	1980	80%	42%	10%	2043	94%	70%	5%
Limited English Proficient	347	63%	18%	1%	305	83%	39%	0%
Economically Disadvantaged	2129	77%	37%	8%	2083	92%	65%	4%
Not Disadvantaged	198	86%	54%	16%	265	95%	74%	9%
Migrant								
Not Migrant	2327	77%	39%	8%	2348	92%	66%	4%

NOTES

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

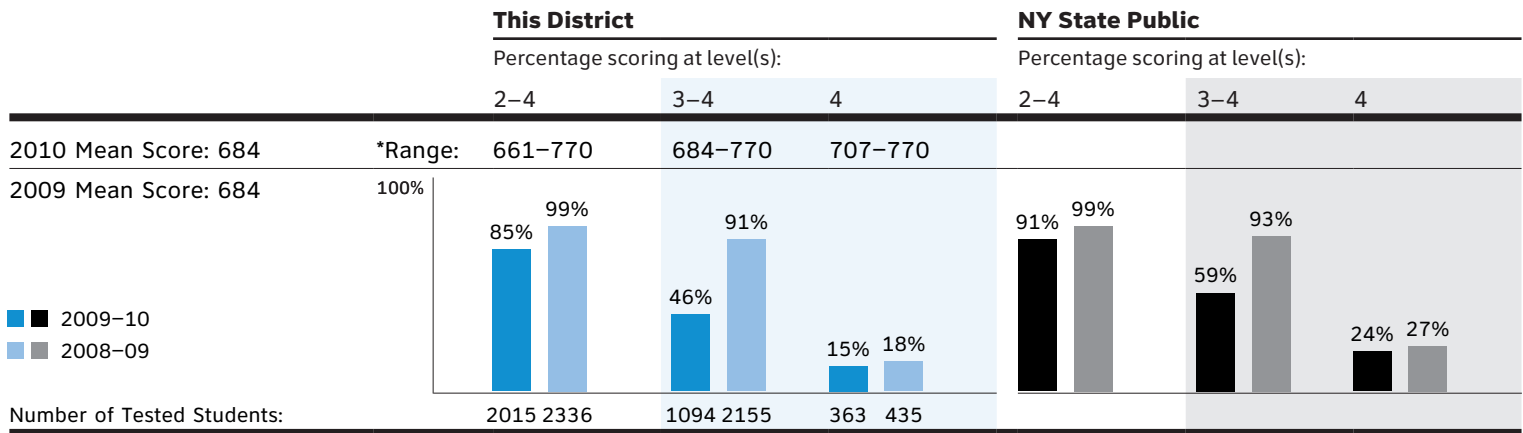
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	58	56	55	45	40	37	33	28
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	39	N/A	N/A	N/A	16	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	40	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	2374	85%	46%	15%	2370	99%	91%	18%
Female	1112	86%	46%	15%	1169	99%	92%	18%
Male	1262	84%	46%	15%	1201	98%	90%	19%
American Indian or Alaska Native	6	100%	33%	33%	8	-	-	-
Black or African American	598	82%	39%	12%	591	98%	90%	14%
Hispanic or Latino	1471	84%	45%	13%	1506	99%	91%	17%
Asian or Native Hawaiian/Other Pacific Islander	132	95%	70%	34%	111	100%	98%	47%
White	157	90%	66%	30%	152	98%	91%	34%
Multiracial	10	100%	70%	20%	2	-	-	-
Small Group Totals					10	100%	100%	20%
General-Education Students	1775	92%	54%	19%	1853	100%	96%	21%
Students with Disabilities	599	64%	23%	5%	517	94%	71%	9%
English Proficient	1986	87%	49%	17%	2042	99%	92%	20%
Limited English Proficient	388	72%	30%	7%	328	97%	83%	6%
Economically Disadvantaged	2174	84%	44%	14%	2100	99%	90%	17%
Not Disadvantaged	200	92%	67%	31%	270	99%	95%	31%
Migrant								
Not Migrant	2374	85%	46%	15%	2370	99%	91%	18%

NOTES

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

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

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	58	56	54	40	40	40	36	25

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: 660	*Range: 637-775	668-775	720-775			
2009 Mean Score: 657						
Number of Tested Students:	2043	2164	868	1512	42	69

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	2394	85%	36%	2%	2328	93%	65%	3%
Female	1165	88%	40%	2%	1151	96%	68%	4%
Male	1229	82%	33%	1%	1177	90%	62%	2%
American Indian or Alaska Native	8	-	-	-	15	-	-	-
Black or African American	594	84%	31%	0%	648	93%	63%	2%
Hispanic or Latino	1517	84%	34%	1%	1419	92%	63%	3%
Asian or Native Hawaiian/Other Pacific Islander	112	95%	72%	14%	95	99%	91%	11%
White	159	92%	48%	3%	149	94%	78%	4%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	12	100%	67%	0%	17	100%	65%	0%
General-Education Students	1862	92%	43%	2%	1768	99%	77%	4%
Students with Disabilities	532	61%	12%	0%	560	74%	28%	0%
English Proficient	2093	88%	39%	2%	2044	94%	69%	3%
Limited English Proficient	301	69%	14%	0%	284	83%	36%	0%
Economically Disadvantaged	2195	85%	35%	2%	2084	93%	64%	2%
Not Disadvantaged	199	87%	47%	4%	244	94%	74%	8%
Migrant								
Not Migrant	2394	85%	36%	2%	2328	93%	65%	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.

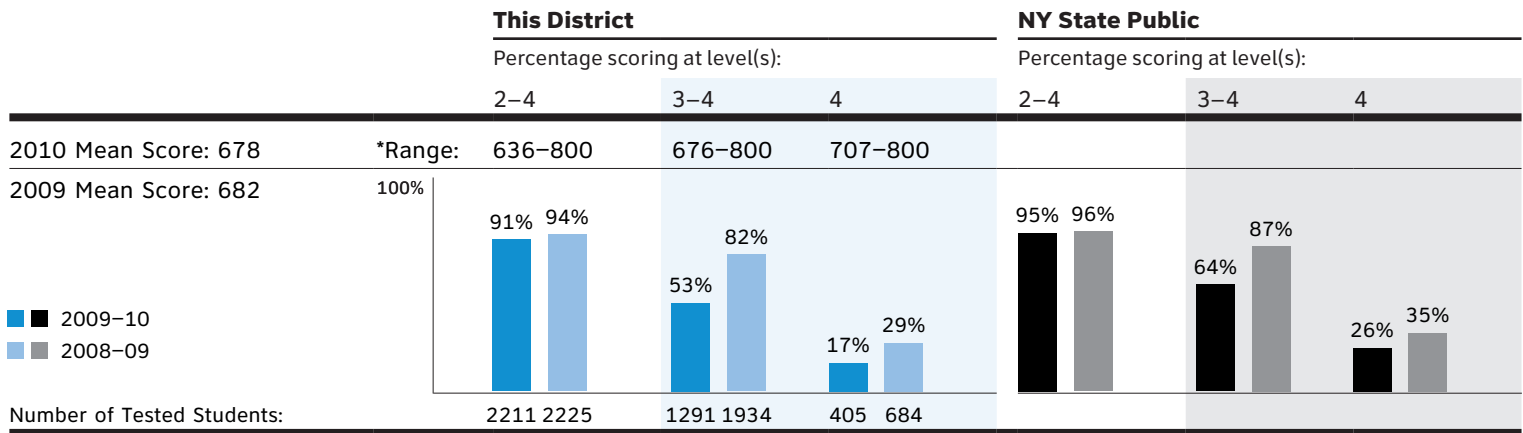
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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 4 Equivalent	42	39	35	27	44	41	37	35
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	34	N/A	N/A	N/A	19	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	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 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	2426	91%	53%	17%	2365	94%	82%	29%
Female	1182	91%	52%	16%	1169	95%	84%	30%
Male	1244	91%	55%	17%	1196	93%	80%	28%
American Indian or Alaska Native	8	-	-	-	15	-	-	-
Black or African American	594	90%	47%	12%	652	93%	78%	24%
Hispanic or Latino	1540	91%	52%	14%	1450	94%	81%	26%
Asian or Native Hawaiian/Other Pacific Islander	121	96%	83%	55%	99	100%	100%	69%
White	159	92%	64%	29%	147	97%	93%	48%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	12	100%	67%	42%	17	94%	94%	47%
General-Education Students	1897	96%	61%	20%	1797	99%	91%	35%
Students with Disabilities	529	75%	26%	6%	568	79%	53%	9%
English Proficient	2090	93%	57%	18%	2060	95%	84%	32%
Limited English Proficient	336	78%	31%	8%	305	91%	69%	10%
Economically Disadvantaged	2226	91%	53%	16%	2120	94%	81%	28%
Not Disadvantaged	200	90%	59%	28%	245	94%	87%	37%
Migrant								
Not Migrant	2426	91%	53%	17%	2365	94%	82%	29%

NOTES

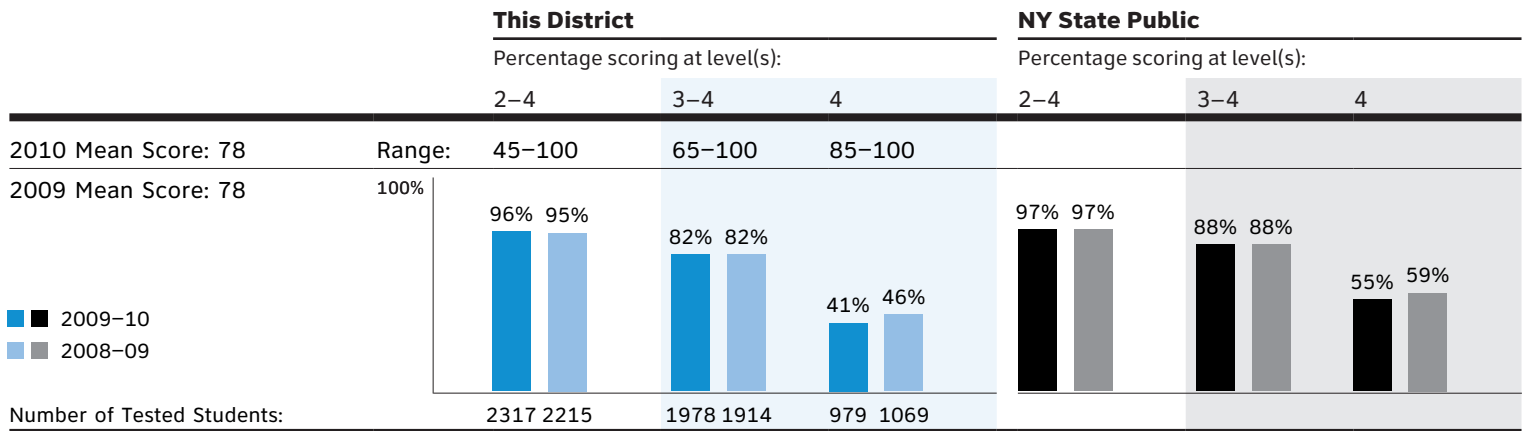
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Other Assessments

	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	42	42	37	24	44	44	39	27

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	2408	96%	82%	41%	2326	95%	82%	46%
Female	1174	96%	82%	40%	1149	96%	83%	45%
Male	1234	96%	82%	41%	1177	95%	81%	47%
American Indian or Alaska Native	8	-	-	-	14	-	-	-
Black or African American	590	96%	82%	37%	641	95%	79%	43%
Hispanic or Latino	1525	96%	81%	38%	1426	95%	82%	44%
Asian or Native Hawaiian/Other Pacific Islander	122	94%	90%	70%	98	100%	97%	83%
White	159	98%	91%	53%	145	99%	90%	54%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	12	100%	75%	67%	16	94%	88%	56%
General-Education Students	1886	98%	87%	47%	1769	98%	89%	54%
Students with Disabilities	522	91%	63%	19%	557	88%	60%	20%
English Proficient	2079	98%	86%	44%	2029	96%	85%	50%
Limited English Proficient	329	86%	60%	20%	297	88%	63%	18%
Economically Disadvantaged	2213	96%	82%	39%	2082	95%	82%	46%
Not Disadvantaged	195	97%	86%	55%	244	94%	83%	48%
Migrant								
Not Migrant	2408	96%	82%	41%	2326	95%	82%	46%

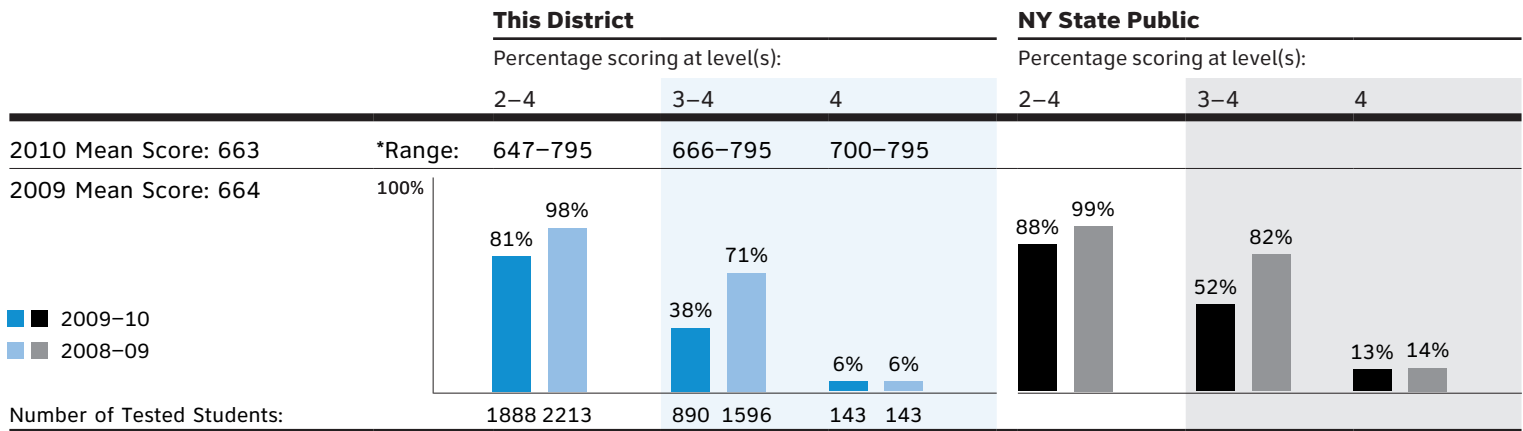
NOTES

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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	42	41	39	33	44	43	43	37

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	2341	81%	38%	6%	2248	98%	71%	6%
Female	1138	84%	43%	8%	1084	99%	73%	7%
Male	1203	78%	33%	4%	1164	98%	69%	6%
American Indian or Alaska Native	14	-	-	-	9	-	-	-
Black or African American	641	78%	32%	5%	614	98%	66%	3%
Hispanic or Latino	1437	80%	37%	5%	1383	99%	71%	6%
Asian or Native Hawaiian/Other Pacific Islander	100	94%	68%	19%	100	99%	90%	23%
White	146	91%	55%	10%	139	99%	82%	14%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	17	82%	35%	6%	12	100%	75%	8%
General-Education Students	1792	90%	46%	8%	1672	100%	82%	8%
Students with Disabilities	549	50%	12%	1%	576	94%	40%	1%
English Proficient	2084	84%	41%	7%	1983	99%	75%	7%
Limited English Proficient	257	57%	12%	2%	265	95%	43%	0%
Economically Disadvantaged	2173	80%	37%	6%	1997	98%	71%	6%
Not Disadvantaged	168	89%	55%	13%	251	99%	74%	12%
Migrant								
Not Migrant	2341	81%	38%	6%	2248	98%	71%	6%

NOTES

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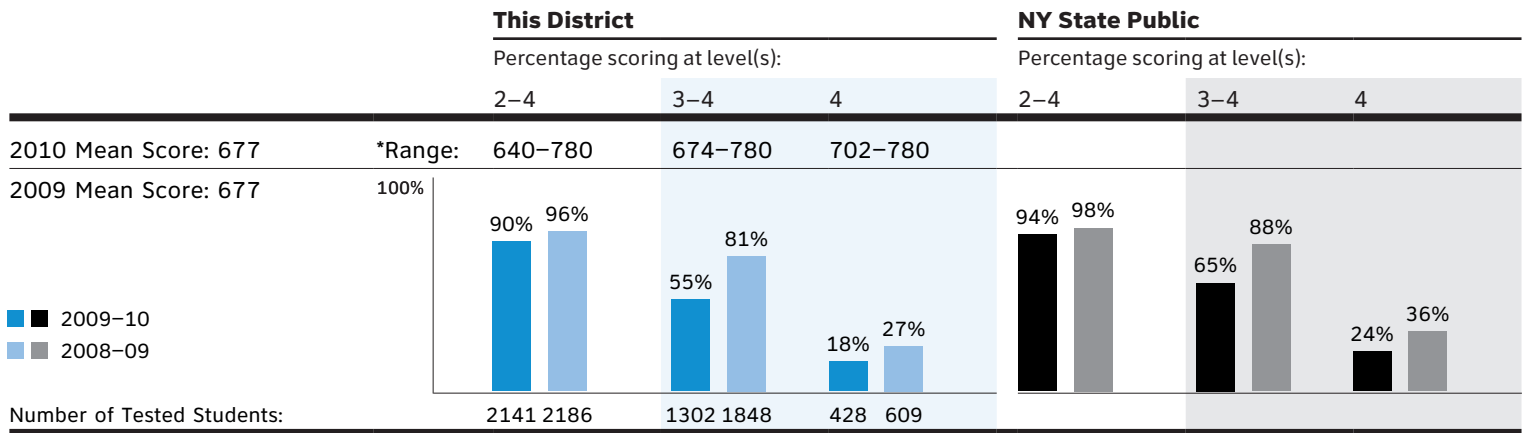
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	48	46	43	31	52	49	48	24
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	39	N/A	N/A	N/A	21	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	39	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	2382	90%	55%	18%	2278	96%	81%	27%
Female	1155	91%	56%	18%	1103	97%	83%	27%
Male	1227	89%	54%	18%	1175	95%	80%	26%
American Indian or Alaska Native	14	-	-	-	9	-	-	-
Black or African American	644	89%	49%	14%	618	94%	76%	23%
Hispanic or Latino	1470	89%	53%	16%	1405	96%	81%	23%
Asian or Native Hawaiian/Other Pacific Islander	104	96%	82%	46%	104	99%	97%	65%
White	146	96%	77%	40%	139	99%	88%	48%
Multiracial	4	-	-	-	3	-	-	-
Small Group Totals	18	83%	61%	22%	12	100%	75%	42%
General-Education Students	1831	95%	64%	22%	1699	99%	90%	34%
Students with Disabilities	551	72%	25%	4%	579	87%	55%	6%
English Proficient	2088	92%	58%	20%	1990	97%	84%	30%
Limited English Proficient	294	78%	28%	4%	288	92%	63%	7%
Economically Disadvantaged	2209	90%	53%	17%	2021	96%	81%	26%
Not Disadvantaged	173	94%	71%	34%	257	96%	85%	35%
Migrant								
Not Migrant	2382	90%	55%	18%	2278	96%	81%	27%

NOTES

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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	48	45	43	31	52	49	47	31

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: 653	*Range: 644-785	662-785	694-785			
2009 Mean Score: 656						
Number of Tested Students:	1770	2319	661	1521	15	75

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	2299	77%	29%	1%	2323	100%	65%	3%
Female	1101	80%	31%	1%	1080	100%	70%	4%
Male	1198	74%	26%	1%	1243	100%	62%	2%
American Indian or Alaska Native	11	-	-	-	10	-	-	-
Black or African American	625	75%	24%	0%	627	100%	65%	2%
Hispanic or Latino	1415	76%	25%	0%	1450	100%	63%	3%
Asian or Native Hawaiian/Other Pacific Islander	109	91%	65%	4%	100	99%	85%	13%
White	135	90%	56%	1%	135	99%	84%	9%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	15	73%	47%	0%	11	100%	64%	9%
General-Education Students	1704	87%	37%	1%	1707	100%	77%	4%
Students with Disabilities	595	47%	5%	0%	616	100%	33%	0%
English Proficient	2034	82%	32%	1%	2079	100%	70%	4%
Limited English Proficient	265	37%	4%	0%	244	99%	25%	0%
Economically Disadvantaged	2054	76%	27%	1%	2016	100%	64%	2%
Not Disadvantaged	245	86%	44%	1%	307	100%	75%	9%
Migrant								
Not Migrant	2299	77%	29%	1%	2323	100%	65%	3%

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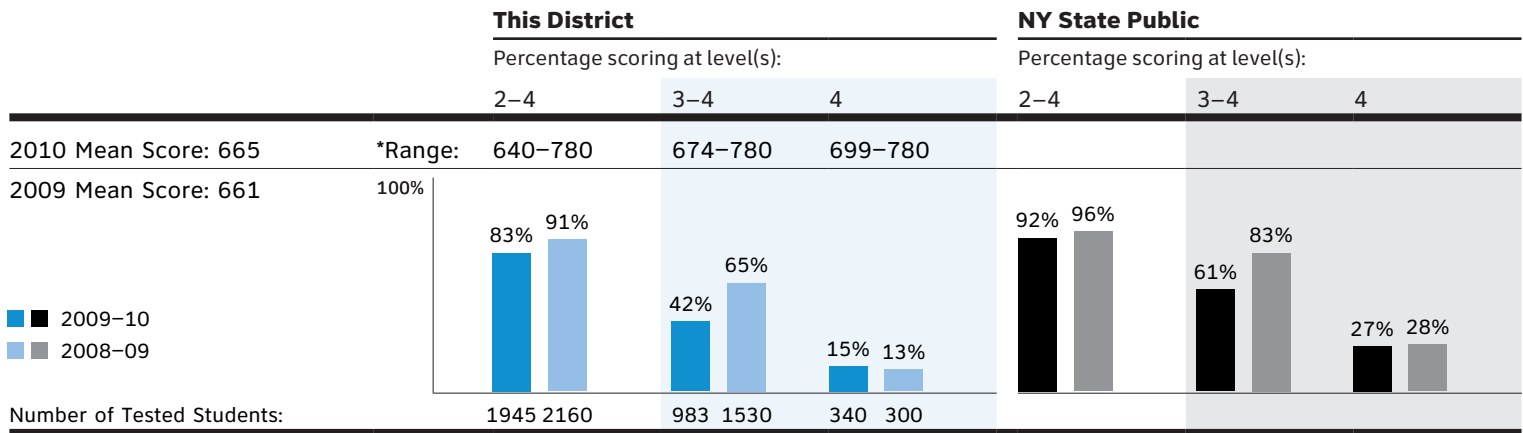
Other

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	52	45	42	30	51	47	45	33
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	34	N/A	N/A	N/A	25	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	33	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	2340	83%	42%	15%	2363	91%	65%	13%
Female	1124	85%	44%	15%	1094	93%	67%	13%
Male	1216	81%	40%	14%	1269	90%	63%	12%
American Indian or Alaska Native	11	82%	55%	27%	10	-	-	-
Black or African American	631	80%	34%	10%	632	89%	60%	7%
Hispanic or Latino	1443	83%	40%	12%	1479	91%	63%	11%
Asian or Native Hawaiian/Other Pacific Islander	115	95%	80%	45%	103	98%	87%	48%
White	135	94%	70%	36%	138	97%	85%	32%
Multiracial	5	40%	20%	0%	1	-	-	-
Small Group Totals					11	100%	64%	18%
General-Education Students	1744	93%	52%	19%	1743	98%	76%	16%
Students with Disabilities	596	56%	12%	2%	620	74%	33%	3%
English Proficient	2038	86%	46%	16%	2092	93%	68%	14%
Limited English Proficient	302	62%	13%	2%	271	79%	37%	3%
Economically Disadvantaged	2094	82%	40%	13%	2051	91%	64%	12%
Not Disadvantaged	246	89%	57%	25%	312	92%	71%	18%
Migrant								
Not Migrant	2340	83%	42%	15%	2363	91%	65%	13%

NOTES

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Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	51	51	39	34	51	50	45	40

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: 654	*Range: 642-790	664-790	698-790			
2009 Mean Score: 655						
Number of Tested Students:	1880	2265	611	1435	64	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	2384	79%	26%	3%	2286	99%	63%	2%
Female	1129	83%	29%	4%	1139	99%	68%	3%
Male	1255	75%	22%	2%	1147	99%	58%	1%
American Indian or Alaska Native	11	82%	45%	0%	5	-	-	-
Black or African American	618	78%	23%	2%	628	100%	60%	1%
Hispanic or Latino	1507	77%	23%	2%	1403	99%	61%	1%
Asian or Native Hawaiian/Other Pacific Islander	106	88%	55%	7%	105	99%	83%	10%
White	142	91%	46%	11%	143	100%	80%	5%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	7	100%	43%	0%	7	100%	43%	0%
General-Education Students	1763	88%	33%	4%	1706	100%	74%	3%
Students with Disabilities	621	52%	6%	0%	580	97%	30%	0%
English Proficient	2132	84%	28%	3%	2057	100%	68%	2%
Limited English Proficient	252	39%	2%	0%	229	95%	20%	0%
Economically Disadvantaged	2123	78%	24%	2%	1938	99%	61%	1%
Not Disadvantaged	261	89%	41%	7%	348	99%	74%	4%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	2384	79%	26%	3%	2286	99%	63%	2%

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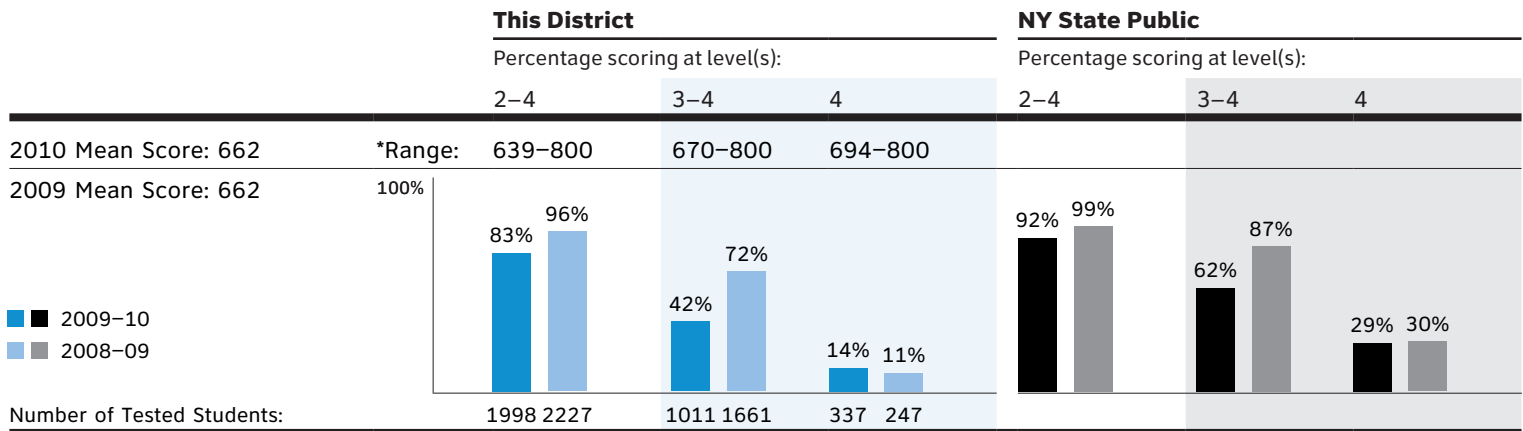
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	45	45	42	36	40	40	37	33
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	36	N/A	N/A	N/A	26	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	36	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	2414	83%	42%	14%	2313	96%	72%	11%
Female	1146	83%	42%	14%	1152	97%	74%	10%
Male	1268	82%	41%	13%	1161	96%	70%	11%
American Indian or Alaska Native	11	73%	55%	45%	5	-	-	-
Black or African American	618	82%	36%	9%	631	97%	68%	7%
Hispanic or Latino	1532	82%	40%	12%	1425	96%	71%	8%
Asian or Native Hawaiian/Other Pacific Islander	110	93%	70%	45%	107	98%	92%	41%
White	143	90%	64%	29%	143	99%	85%	25%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	7	100%	57%	0%	7	100%	57%	0%
General-Education Students	1792	91%	51%	18%	1737	99%	82%	14%
Students with Disabilities	622	60%	16%	3%	576	90%	42%	1%
English Proficient	2126	85%	45%	15%	2058	98%	76%	12%
Limited English Proficient	288	63%	17%	3%	255	86%	41%	2%
Economically Disadvantaged	2151	82%	40%	13%	1961	96%	70%	9%
Not Disadvantaged	263	88%	57%	24%	352	96%	79%	17%
Migrant								
Not Migrant	2414	83%	42%	14%	2313	96%	72%	11%

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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	44	38	36	26	40	36	33	20

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 644	*Range: 627-790	658-790	699-790			
2009 Mean Score: 647						
Number of Tested Students:	1946	2253	643	1120	37	28

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	2403	81%	27%	2%	2336	96%	48%	1%
Female	1192	85%	31%	2%	1141	98%	53%	2%
Male	1211	77%	22%	1%	1195	95%	43%	1%
American Indian or Alaska Native	6	-	-	-	12	-	-	-
Black or African American	674	78%	21%	1%	604	98%	46%	1%
Hispanic or Latino	1469	81%	25%	1%	1472	96%	46%	1%
Asian or Native Hawaiian/Other Pacific Islander	107	93%	57%	7%	109	97%	67%	6%
White	143	89%	48%	3%	138	96%	57%	4%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	10	70%	20%	0%	13	100%	54%	0%
General-Education Students	1816	90%	34%	2%	1784	99%	58%	2%
Students with Disabilities	587	54%	5%	0%	552	88%	16%	0%
English Proficient	2166	85%	30%	2%	2093	98%	52%	1%
Limited English Proficient	237	49%	2%	0%	243	85%	12%	0%
Economically Disadvantaged	2102	80%	24%	1%	1975	96%	46%	1%
Not Disadvantaged	301	88%	44%	4%	361	98%	58%	2%
Migrant								
Not Migrant	2403	81%	27%	2%	2336	96%	48%	1%

NOTES

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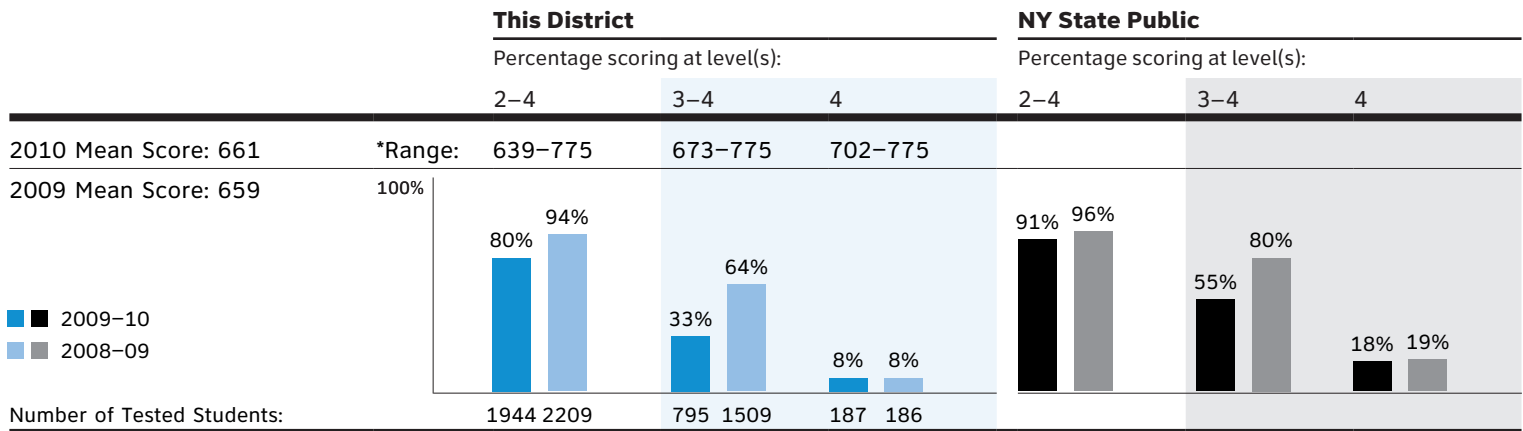
Other

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	31	31	30	24	61	61	56	46
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	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 8	29	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	2432	80%	33%	8%	2349	94%	64%	8%
Female	1204	82%	36%	9%	1147	96%	67%	10%
Male	1228	78%	29%	6%	1202	93%	61%	6%
American Indian or Alaska Native	6	67%	33%	17%	12	-	-	-
Black or African American	675	74%	28%	6%	598	93%	61%	5%
Hispanic or Latino	1495	81%	31%	5%	1484	94%	63%	6%
Asian or Native Hawaiian/Other Pacific Islander	111	94%	68%	31%	114	96%	85%	28%
White	140	86%	50%	20%	140	96%	71%	26%
Multiracial	5	80%	20%	0%	1	-	-	-
Small Group Totals					13	100%	62%	15%
General-Education Students	1846	88%	40%	10%	1802	98%	74%	10%
Students with Disabilities	586	54%	8%	0%	547	81%	34%	1%
English Proficient	2164	81%	35%	9%	2084	95%	67%	9%
Limited English Proficient	268	68%	14%	1%	265	84%	44%	1%
Economically Disadvantaged	2131	80%	32%	7%	1987	94%	64%	7%
Not Disadvantaged	301	83%	41%	12%	362	95%	65%	12%
Migrant								
Not Migrant	2432	80%	33%	8%	2349	94%	64%	8%

NOTES

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

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

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	37	33	31	20	61	57	55	33

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

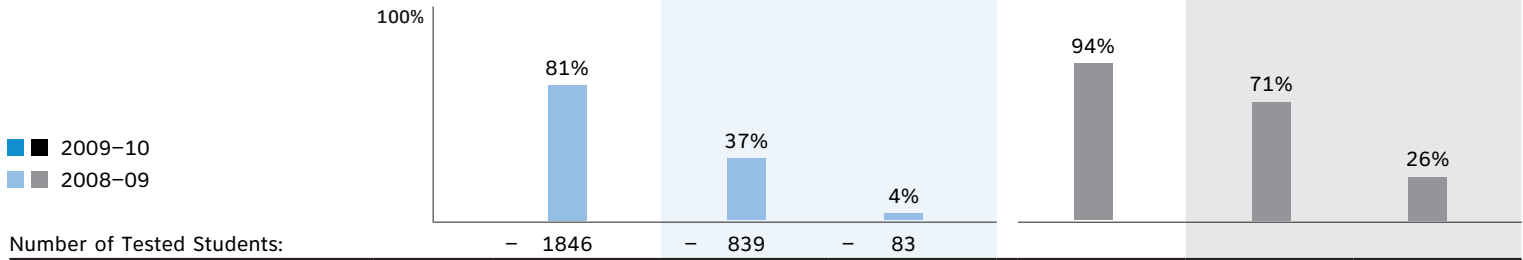
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Number of Tested Students:

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	2327	82%	42%	9%	2201	80%	35%	3%
Female	1157	85%	43%	8%	1068	82%	34%	3%
Male	1170	80%	40%	9%	1133	78%	35%	4%
American Indian or Alaska Native	6	-	-	-	10	-	-	-
Black or African American	639	81%	34%	6%	571	77%	30%	2%
Hispanic or Latino	1434	81%	41%	7%	1386	80%	33%	3%
Asian or Native Hawaiian/Other Pacific Islander	111	90%	68%	23%	107	88%	60%	12%
White	133	93%	64%	24%	126	90%	51%	7%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	10	60%	10%	0%	11	82%	64%	0%
General-Education Students	1779	88%	50%	11%	1683	87%	42%	4%
Students with Disabilities	548	63%	14%	1%	518	60%	13%	0%
English Proficient	2072	86%	46%	10%	1949	83%	38%	4%
Limited English Proficient	255	55%	8%	0%	252	55%	13%	0%
Economically Disadvantaged	2031	81%	39%	7%	1866	79%	33%	3%
Not Disadvantaged	296	89%	59%	21%	335	85%	47%	7%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	2327	82%	42%	9%	2201	80%	35%	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.

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	38	36	34	29	61	58	55	48
Regents Science	1	-	-	-	91	80	71	12

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

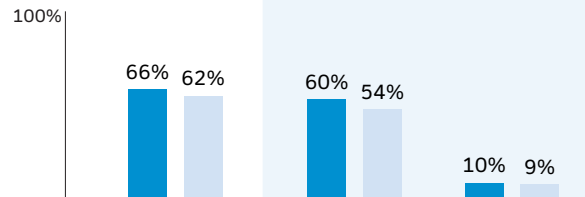
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2006 Cohort
■ 2005 Cohort

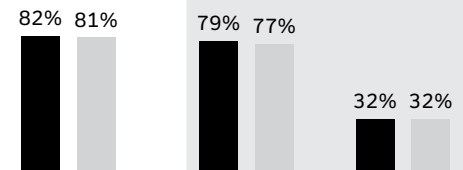
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students Percentage scoring at level(s):
2-4 3-4 4

2005 Cohort**

Number of Students Percentage scoring at level(s):
2-4 3-4 4

	2006 Cohort	Percentage scoring at level(s):			2005 Cohort**	Percentage scoring at level(s):		
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	2855	66%	60%	10%	2871	62%	54%	9%
Female	1492	72%	67%	13%	1397	70%	63%	12%
Male	1363	59%	54%	7%	1474	53%	46%	6%
American Indian or Alaska Native	11	55%	55%	9%	14	50%	50%	14%
Black or African American	878	68%	62%	11%	846	60%	52%	7%
Hispanic or Latino	1727	64%	59%	8%	1753	61%	53%	8%
Asian or Native Hawaiian/Other Pacific Islander	93	85%	82%	16%	95	85%	82%	23%
White	138	61%	57%	17%	155	61%	58%	17%
Multiracial	8	75%	63%	13%	8	88%	88%	38%
Small Group Totals								
General-Education Students	2282	74%	69%	12%	2288	71%	64%	11%
Students with Disabilities	573	32%	25%	1%	583	23%	16%	1%
English Proficient	2598	68%	63%	11%	2579	64%	57%	10%
Limited English Proficient	257	40%	33%	1%	292	43%	31%	0%
Economically Disadvantaged	2462	70%	65%	11%	2470	66%	58%	9%
Not Disadvantaged	393	38%	35%	5%	401	36%	31%	7%
Migrant								
Not Migrant	2855	66%	60%	10%	2871	62%	54%	9%

NOTES

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

* 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

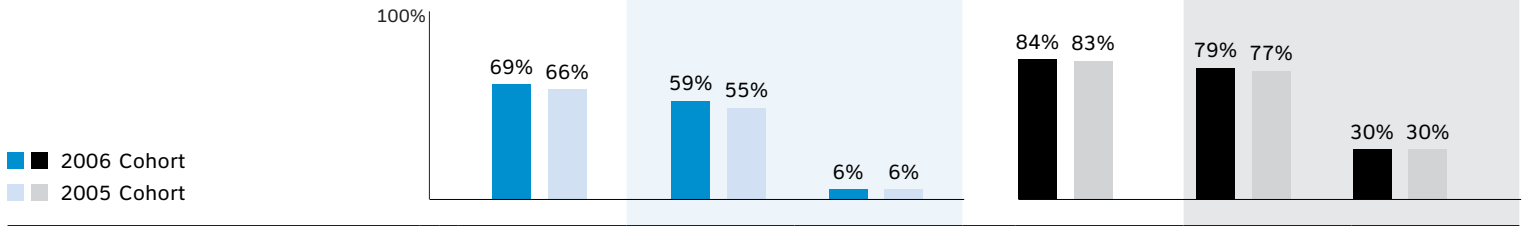
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2006 Cohort			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
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American Indian or Alaska Native	11	64%	45%	9%	14	50%	43%	14%
Black or African American	878	70%	58%	5%	846	63%	50%	4%
Hispanic or Latino	1727	67%	58%	6%	1753	67%	55%	5%
Asian or Native Hawaiian/Other Pacific Islander	93	88%	77%	17%	95	91%	84%	33%
White	138	66%	60%	9%	155	66%	63%	9%
Multiracial	8	75%	63%	0%	8	88%	88%	13%
Small Group Totals								
General-Education Students	2282	78%	68%	7%	2288	77%	65%	7%
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Migrant								
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