



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 9**

District ID **32-09-00-01-0000**

Superintendent **DOLORES ESPOSITO**

Telephone **(718) 842-0138**

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	459	465	461
Kindergarten	2612	2593	2939
Grade 1	3034	2966	3155
Grade 2	2944	2798	2965
Grade 3	2669	2630	2804
Grade 4	2555	2558	2798
Grade 5	2458	2374	2635
Grade 6	2614	2482	2791
Ungraded Elementary	1842	1950	97
Grade 7	2735	2660	2922
Grade 8	2727	2699	3084
Grade 9	2642	2273	2524
Grade 10	2222	2358	2286
Grade 11	1635	1832	1970
Grade 12	981	1386	1671
Ungraded Secondary	1254	1482	53
Total K-12	34924	35041	34694

Average Class Size

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

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	28623	82%	29854	85%	30172	87%
Reduced-Price Lunch	1844	5%	1809	5%	1506	4%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	8220	24%	8549	24%	8804	25%
Racial/Ethnic Origin						
American Indian or Alaska Native	154	0%	135	0%	113	0%
Black or African American	12005	34%	11875	34%	11496	33%
Hispanic or Latino	21973	63%	22285	64%	22360	64%
Asian or Native Hawaiian/Other Pacific Islander	556	2%	510	1%	501	1%
White	236	1%	236	1%	224	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	1943	6%	2121	6%	2039	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	2781	2802	2686
Percent with No Valid Teaching Certificate	6%	6%	4%
Percent Teaching Out of Certification	14%	13%	10%
Percent with Fewer Than Three Years of Experience	25%	23%	16%
Percentage with Master's Degree Plus 30 Hours or Doctorate	28%	29%	32%
Total Number of Core Classes	4774	4807	4714
Percent Not Taught by Highly Qualified Teachers in This District	17%	14%	10%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	5661	5715	5613
Percent Taught by Teachers Without Appropriate Certification	18%	16%	12%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		26%	28%
Turnover Rate of All Teachers		20%	21%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

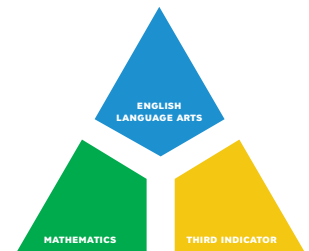
Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

12th Graders

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

2006 Cohort

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

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuous Enrollment

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation Rate

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

Graduation-Rate Total Cohort

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

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

Limited English Proficient

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

Non-Accountability Groups

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

Useful Terms for Understanding Accountability (continued)

Participation

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

Performance Index (PI)

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

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

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

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

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

Progress Targets

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

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

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

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

Safe Harbor Targets

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

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

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

Safe Harbor Qualification (*)

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

State Standard

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

Students with Disabilities

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

Test Performance

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

Total

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2010–11)

▲ Improvement (Year 6)

ELA	▲ Improvement (Year 6)	Science	▲ Good Standing
Math	▲ Good Standing	Graduation Rate	▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2008–09	2009–10	2010–11
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✗	✓	✓	✗	✗	✗
Ethnicity						
American Indian or Alaska Native	✓	✓		—	—	
Black or African American	✗	✓		✗	✗	
Hispanic or Latino	✗	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		—	—	
White	✗	✓		—	—	
Multiracial	—	—		—	—	
Other Groups						
Students with Disabilities	✗	✓		✗	✗	
Limited English Proficient	✗	✓		✗	✗	
Economically Disadvantaged	✗	✓		✗	✗	
Student groups making AYP in each subject	✗ 2 of 9	✓ 9 of 9	✓ 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 6)

Accountability Measures

2 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 7) 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 6) 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 (18058:16119)			98%		145	154	153	113
Ethnicity								
American Indian or Alaska Native (59:55)			100%		147	142		
Black or African American (5745:5211)			98%		145	153	153	115
Hispanic or Latino (11841:10491)			99%		144	154	151	111
Asian or Native Hawaiian/Other Pacific Islander (272:243)			97%		164	148		
White (104:90)			99%		140	145	145	116
Multiracial (37:29)	—	—	—	—	—	—		
Other Groups								
Students with Disabilities (4273:3821)			97%		118	153	124	80
Limited English Proficient (5016:5017)			99%		130	153	137	93
Economically Disadvantaged (17404:15585)			99%		145	154	153	113
Final AYP Determination	2 of 9							
Non-Accountability Groups								
Female (8655:7783)			99%		150	154		
Male (9403:8336)			98%		139	154		
Migrant (0:0)								


Symbols

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

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

Elementary/Middle-Level Mathematics

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




Accountability Measures 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 2009–102010–11
Accountability Groups							
All Students (18080:16463)	✓	✓	99%	✓	167	134	
Ethnicity							
American Indian or Alaska Native (58:54)	✓	✓	98%	✓	176	122	
Black or African American (5745:5263)	✓	✓	99%	✓	165	133	
Hispanic or Latino (11864:10771)	✓	✓	99%	✓	168	134	
Asian or Native Hawaiian/Other Pacific Islander (272:256)	✓	✓	99%	✓	180	128	
White (104:90)	✓	✓	98%	✓	172	125	
Multiracial (37:29)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (4263:3829)	✓	✓	97%	✓	137	133	
Limited English Proficient (5032:5309)	✓	✓	99%	✓	159	134	
Economically Disadvantaged (17416:15896)	✓	✓	99%	✓	167	134	
Final AYP Determination	✓ 9 of 9						
Non-Accountability Groups							
Female (8673:7951)			99%		170	134	
Male (9407:8512)			99%		165	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 (6229:5516)		Qualified		96%		141	100		
Ethnicity									
American Indian or Alaska Native (21:19)	—	—	—	—	—	—	—	—	—
Black or African American (2020:1792)	Qualified			95%		139	100		
Hispanic or Latino (4027:3560)	Qualified			96%		141	100		
Asian or Native Hawaiian/Other Pacific Islander (109:101)	Qualified			97%		164	100		
White (35:31)	Qualified	—	—	—		123	100		
Multiracial (17:13)	—	—	—	—	—	—	—	—	—
Other Groups									
Students with Disabilities (1458:1248)	Qualified			92%		118	100		
Limited English Proficient (1637:1631)	Qualified			96%		122	100		
Economically Disadvantaged (5990:5318)	Qualified			96%		141	100		
Final AYP Determination	 1 of 1								
Non-Accountability Groups									
Female (3004:2678)				96%		141	100		
Male (3225:2838)				96%		140	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 Mathematics

Accountability Status for This Subject (2010–11)



Good Standing

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 (1804:1789)	✗	✓	100%	✗	166	170	169*	169
Ethnicity								
American Indian or Alaska Native (8:10)	–	–	–	–	–	–		–
Black or African American (767:749)	✗	✓	99%	✗	166	169	168*	169
Hispanic or Latino (986:993)	✗	✓	100%	✗	166	170	170	169
Asian or Native Hawaiian/Other Pacific Islander (28:24)	–	–	–	–	–	–		–
White (13:11)	–	–	–	–	–	–		–
Multiracial (2:2)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (190:293)	✗	✓	98%	✗	108	167	120*	117
Limited English Proficient (218:275)	✗	✓	99%	✗	146	166	150*	151
Economically Disadvantaged (1613:1609)	✗	✓	100%	✗	167	170	170*	170
Final AYP Determination	✗ 0 of 6							
Non-Accountability Groups								
Female (942:898)			100%		174	169		
Male (862:891)			99%		159	169		
Migrant (0:0)								

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 (1924)	✗	✗	64%	80%	65%	67%
Ethnicity						
American Indian or Alaska Native (7)		–	–	–		
Black or African American (762)		✗	65%	80%	68%	68%
Hispanic or Latino (1100)		✓	62%	80%	62%	66%
Asian or Native Hawaiian/Other Pacific Islander (29)		–	–	–		
White (22)		–	–	–		
Multiracial (4)		–	–	–		
Other Groups						
Students with Disabilities (335)		✗	32%	80%	35%	42%
Limited English Proficient (257)		✗	45%	80%	59%	52%
Economically Disadvantaged (1585)		✗	66%	80%	67%	69%
Final AYP Determination				✗ 0 of 1		
Non-Accountability Groups						
Female (960)			71%	80%		
Male (964)			57%	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 **69%** 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 # 9**

District ID **32-09-00-01-0000**

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

45 schools identified 64% of total

ACADEMY FOR LANGUAGE AND TECHNOLOGY
BRONX CENTER FOR SCIENCE AND MATHEMATICS
BRONX EARLY COLLEGE ACADEMY FOR TEACHING AND LEARNING
BRONX HIGH SCHOOL FOR MEDICAL SCIENCE
BRONX INTERNATIONAL HIGH SCHOOL
BRONX LEADERSHIP ACADEMY II HIGH SCHOOL
BRONX SCHOOL FOR LAW GOVERNMENT AND JUSTICE
BRONX WRITING ACADEMY
COMPREHENSIVE MODEL SCHOOL PROJECT MS 327
EAGLE ACADEMY FOR YOUNG MEN
EXIMIUS COLLEGE PREPARATORY ACADEMY
GRANT AVENUE ELEMENTARY SCHOOL
HIGH SCHOOL FOR VIOLIN AND DANCE
IS 303 LEADERSHIP & COMM SERVICE
JONATHAN LEVIN HS OF MEDIA AND COMMUNICATIONS
KAPPA
LEADERSHIP INSTITUTE
MORRIS ACADEMY FOR COLLABORATIVE STUDIES
MOTT HALL BRONX HIGH SCHOOL
MOTT HALL III
PS 109 SEDGWICK
PS 11 HIGHBRIDGE
PS 110 THEODORE SCHOENFELD
PS 126 DR MARJORIE H DUNBAR
PS 163 ARTHUR A SCHOMBERG
PS 170
PS 199 THE SHAKESPEARE SCHOOL
PS 2 MORRISANIA
PS 204 MORRIS HEIGHTS
PS 236 LANGSTON HUGHES
PS 28 MOUNT HOPE
PS 35 FRANZ SIEGEL
PS 42 CLAREMONT
PS 53 BASHEER QUISIM
PS 63 AUTHOR'S ACADEMY
PS 88 S SILVERSTEIN LITTLE SPARROW
PS 90 GEORGE MEANY
PS/IS 218 RAFAEL HERNANDEZ DUAL LANGUAGE MAGNET SCHOOL
SCHOOL FOR EXCELLENCE
SCIENCE AND TECHNOLOGY ACADEMY: A MOTT HALL SCHOOL
SHERIDAN ACADEMY FOR YOUNG LEADERS
THE FAMILY SCHOOL
URBAN ASSEMBLY ACAD-HISTORY AND CITIZENSHIP FOR YOUNG MEN
URBAN ASSEMBLY SCHOOL FOR APPLIED MATH AND SCIENCE
VALIDUS PREPARATORY ACADEMY

Improvement (year 1) Basic

1 school identified 1% of total

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

District ID **32-09-00-01-0000**

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

Improvement (year 1) Basic (continued)

BRONX LEADERSHIP ACADEMY HIGH SCHOOL

Improvement (year 1) Comprehensive

4 schools identified 6% of total

BRONX EXPEDITIONARY LEARNING HIGH SCHOOL

BRONX HIGH SCHOOL OF BUSINESS

DREAMYARD PREPARATORY SCHOOL

PS 58

Improvement (year 2) Basic

1 school identified 1% of total

FREDERICK DOUGLAS ACADEMY III SECONDARY SCHOOL

Corrective Action (year 1) Comprehensive

1 school identified 1% of total

NEW MILLENNIUM BUSINESS ACADEMY MIDDLE SCHOOL

Corrective Action (year 2) Comprehensive

1 school identified 1% of total

IS 229 ROLAND PATTERSON

Restructuring (year 1) Comprehensive

2 schools identified 3% of total

PS 230 DR ROLAND N PATTERSON

URBAN SCIENCE ACADEMY

Restructuring (year 2) Comprehensive

2 schools identified 3% of total

IS 219 NEW VENTURE SCHOOL

IS 232

Restructuring (advanced) Focused

2 schools identified 3% of total

JHS 145 ARTURO TOSCANINI

PS/MS 4 CROTONA PARK WEST

Restructuring (advanced) Comprehensive

11 schools identified 16% of total

IS 117 JOSEPH H WADE

IS 313 SCHOOL OF LEADERSHIP DEVELOPMENT

IS 339

JHS 166 ROBERTO CLEMENTE

JHS 22 JORDAN L MOTT

PS 114 LUIS LORENS TORRES SCHOOL

PS 132 GARRETT A MORGAN

PS 55 BENJAMIN FRANKLIN

PS 64 PURA BELPRE

PS 70 MAX SCHOENFELD







PS 73 BRONX

District NEW YORK CITY GEOGRAPHIC DISTRICT # 9







District ID 32-09-00-01-0000

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	28%			2818
Grade 4	31%			2805
Grade 5	27%			2670
Grade 6	23%			2713
Grade 7	19%			2830
Grade 8	24%			3061

Mathematics

Grade 3	37%		2918
Grade 4	39%		2894
Grade 5	42%		2795
Grade 6	37%		2816
Grade 7	35%		2999
Grade 8	31%		3163

Science

Grade 4	72%		2875
Grade 8	33%		2950

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	70%			2109
Mathematics	68%			2109

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

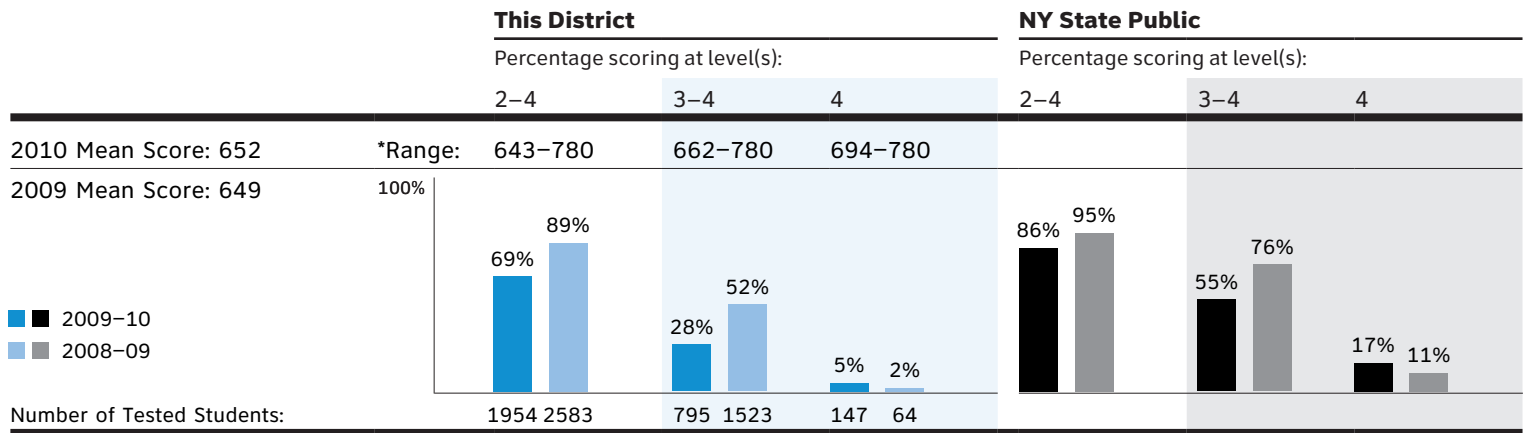
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

NYC Public Schools

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2818	69%	28%	5%	2910	89%	52%	2%
Female	1366	74%	31%	5%	1380	93%	58%	3%
Male	1452	65%	26%	5%	1530	85%	47%	2%
American Indian or Alaska Native	6	50%	17%	0%	9	100%	78%	22%
Black or African American	924	70%	30%	5%	1010	89%	55%	2%
Hispanic or Latino	1831	69%	27%	5%	1815	88%	51%	2%
Asian or Native Hawaiian/Other Pacific Islander	29	76%	34%	7%	49	100%	65%	8%
White	20	80%	45%	15%	16	88%	25%	0%
Multiracial	8	100%	38%	13%	11	100%	64%	0%
Small Group Totals								
General-Education Students	2194	77%	32%	6%	2249	94%	60%	3%
Students with Disabilities	624	42%	15%	2%	661	70%	27%	1%
English Proficient	1918	75%	34%	7%	2118	92%	58%	3%
Limited English Proficient	900	57%	15%	2%	792	80%	38%	1%
Economically Disadvantaged	2752	69%	28%	5%	2786	89%	52%	2%
Not Disadvantaged	66	68%	30%	5%	124	90%	53%	1%
Migrant								
Not Migrant	2818	69%	28%	5%	2910	89%	52%	2%

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.

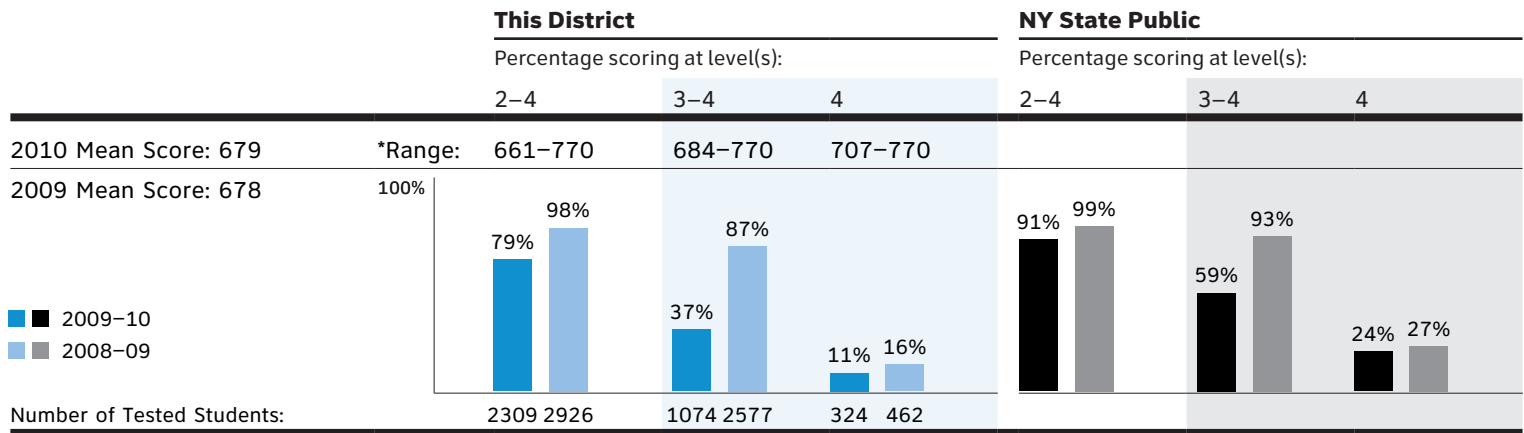
Other

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	63	58	55	42	45	44	41	38
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	94	N/A	N/A	N/A	59	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	99	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	2918	79%	37%	11%	2975	98%	87%	16%
Female	1413	81%	38%	12%	1416	99%	89%	17%
Male	1505	77%	35%	11%	1559	98%	85%	15%
American Indian or Alaska Native	6	67%	33%	0%	12	100%	100%	17%
Black or African American	931	78%	35%	12%	1005	99%	86%	16%
Hispanic or Latino	1919	80%	37%	11%	1880	98%	87%	15%
Asian or Native Hawaiian/Other Pacific Islander	33	88%	58%	18%	50	100%	96%	26%
White	21	86%	48%	10%	18	100%	72%	0%
Multiracial	8	100%	63%	38%	10	100%	100%	50%
Small Group Totals								
General-Education Students	2294	84%	41%	13%	2315	99%	91%	18%
Students with Disabilities	624	61%	23%	5%	660	95%	72%	7%
English Proficient	1920	83%	42%	13%	2113	99%	89%	18%
Limited English Proficient	998	73%	27%	7%	862	97%	81%	10%
Economically Disadvantaged	2846	79%	37%	11%	2842	98%	87%	16%
Not Disadvantaged	72	81%	32%	10%	133	98%	86%	16%
Migrant								
Not Migrant	2918	79%	37%	11%	2975	98%	87%	16%

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.

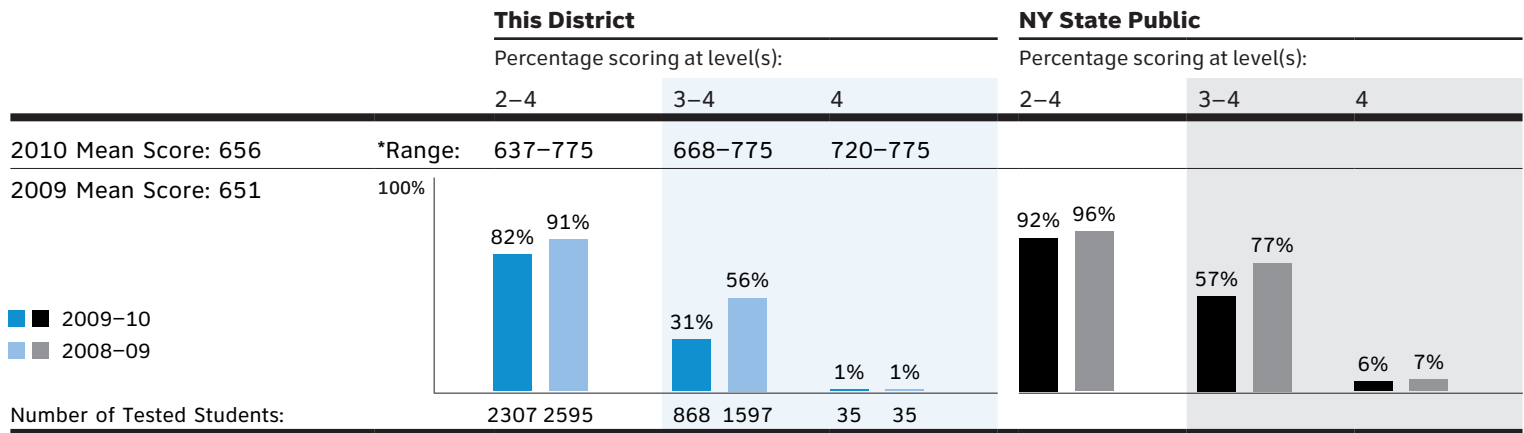
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	63	62	56	39	45	44	42	34

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2805	82%	31%	1%	2840	91%	56%	1%
Female	1351	87%	34%	2%	1393	94%	61%	1%
Male	1454	78%	28%	1%	1447	89%	52%	1%
American Indian or Alaska Native	12	83%	8%	0%	20	100%	65%	5%
Black or African American	946	82%	32%	2%	919	92%	58%	2%
Hispanic or Latino	1769	82%	30%	1%	1839	91%	54%	1%
Asian or Native Hawaiian/Other Pacific Islander	49	98%	47%	4%	43	98%	79%	14%
White	16	75%	6%	0%	15	—	—	—
Multiracial	13	92%	46%	8%	4	—	—	—
Small Group Totals					19	95%	58%	0%
General-Education Students	2152	90%	37%	2%	2197	97%	65%	2%
Students with Disabilities	653	58%	11%	0%	643	73%	26%	0%
English Proficient	2067	86%	36%	2%	2062	93%	62%	2%
Limited English Proficient	738	72%	16%	0%	778	86%	40%	0%
Economically Disadvantaged	2736	82%	31%	1%	2721	91%	56%	1%
Not Disadvantaged	69	78%	38%	0%	119	91%	53%	0%
Migrant								
Not Migrant	2805	82%	31%	1%	2840	91%	56%	1%

NOTES

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

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

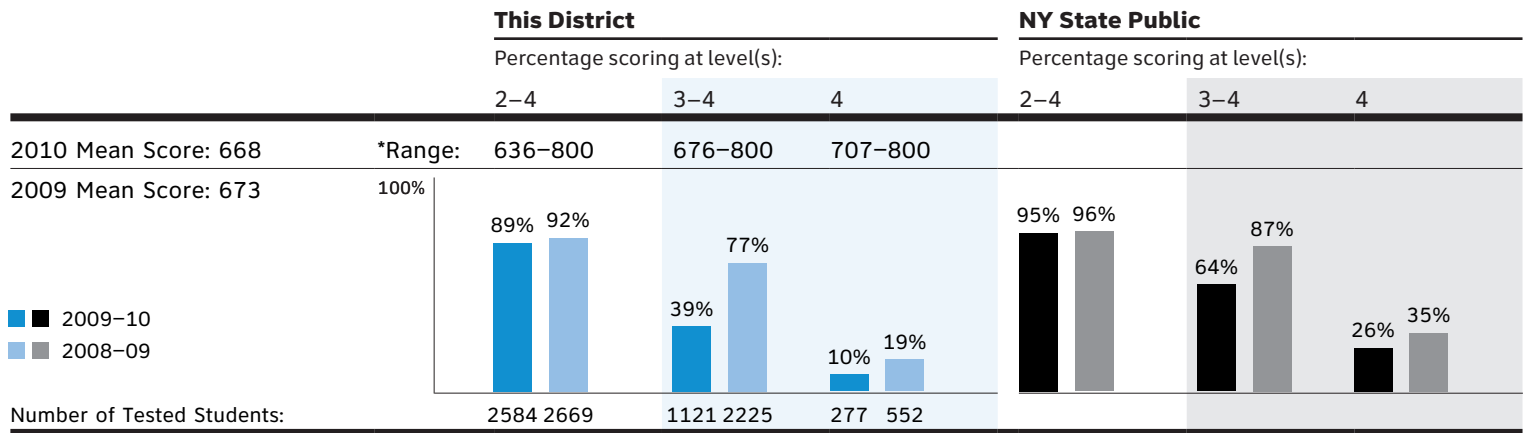
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	50	47	42	34	53	52	47	34
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	91	N/A	N/A	N/A	57	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	93	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	2894	89%	39%	10%	2889	92%	77%	19%
Female	1400	90%	37%	8%	1418	93%	77%	18%
Male	1494	88%	40%	11%	1471	92%	77%	20%
American Indian or Alaska Native	12	100%	25%	0%	20	95%	85%	25%
Black or African American	953	90%	38%	10%	925	92%	76%	19%
Hispanic or Latino	1846	89%	39%	9%	1882	92%	77%	18%
Asian or Native Hawaiian/Other Pacific Islander	53	94%	55%	19%	43	100%	95%	49%
White	17	94%	12%	0%	15	—	—	—
Multiracial	13	92%	62%	15%	4	—	—	—
Small Group Totals					19	95%	84%	26%
General-Education Students	2243	93%	43%	11%	2253	96%	83%	23%
Students with Disabilities	651	77%	24%	4%	636	79%	55%	6%
English Proficient	2067	92%	44%	12%	2048	94%	80%	22%
Limited English Proficient	827	83%	26%	5%	841	89%	70%	11%
Economically Disadvantaged	2821	90%	39%	9%	2763	92%	77%	19%
Not Disadvantaged	73	79%	40%	14%	126	92%	78%	13%
Migrant								
Not Migrant	2894	89%	39%	10%	2889	92%	77%	19%

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.

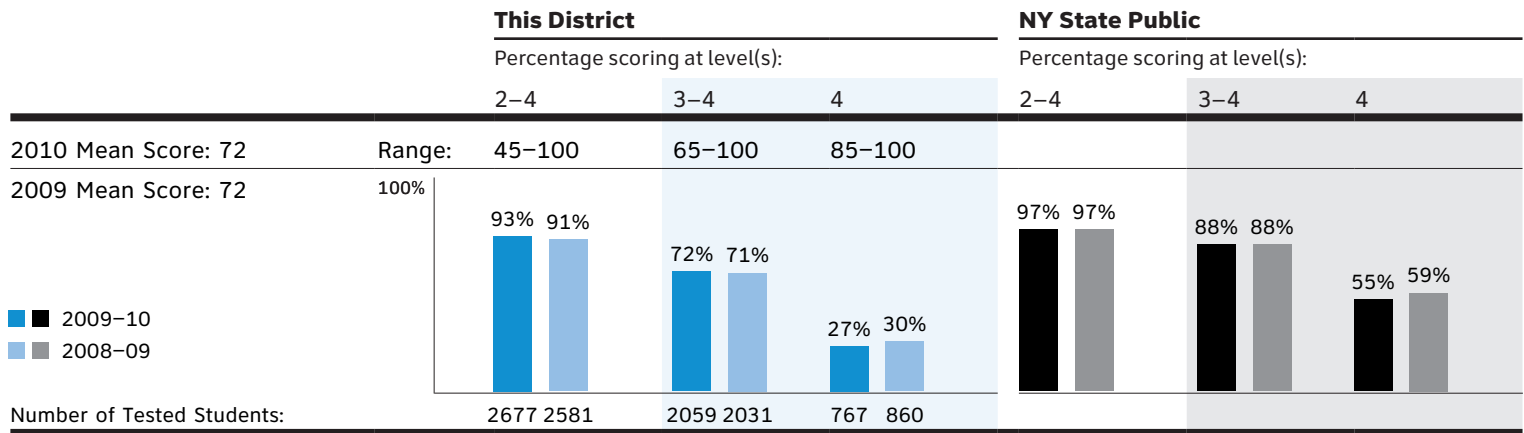
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	50	47	41	27	54	54	48	32

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	2875	93%	72%	27%	2843	91%	71%	30%
Female	1388	93%	72%	26%	1402	91%	70%	31%
Male	1487	93%	71%	27%	1441	91%	73%	29%
American Indian or Alaska Native	12	100%	92%	25%	20	95%	90%	40%
Black or African American	951	93%	72%	27%	896	92%	74%	31%
Hispanic or Latino	1830	93%	71%	26%	1865	90%	69%	29%
Asian or Native Hawaiian/Other Pacific Islander	54	94%	78%	35%	44	95%	86%	64%
White	15	93%	47%	13%	14	—	—	—
Multiracial	13	92%	85%	46%	4	—	—	—
Small Group Totals					18	94%	72%	33%
General-Education Students	2233	95%	76%	30%	2237	93%	75%	34%
Students with Disabilities	642	88%	57%	16%	606	83%	58%	15%
English Proficient	2060	96%	78%	32%	2008	94%	77%	36%
Limited English Proficient	815	86%	56%	14%	835	83%	57%	17%
Economically Disadvantaged	2804	93%	72%	27%	2718	91%	71%	30%
Not Disadvantaged	71	93%	69%	32%	125	96%	78%	35%
Migrant								
Not Migrant	2875	93%	72%	27%	2843	91%	71%	30%

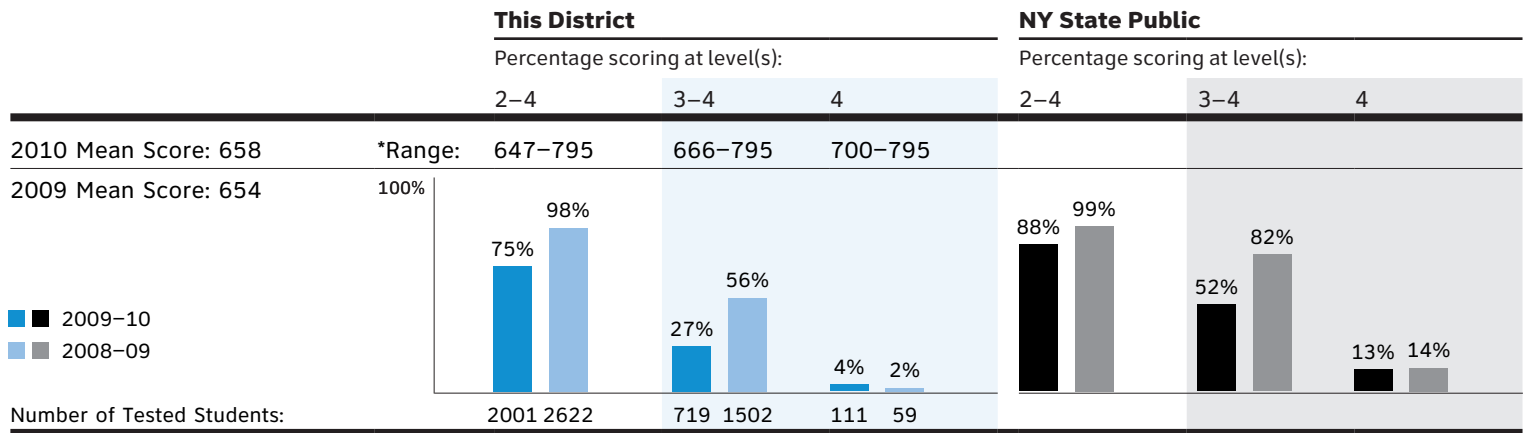
NOTES

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 4 Equivalent	50	47	46	40	53	51	51	42

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	2670	75%	27%	4%	2689	98%	56%	2%
Female	1303	78%	32%	5%	1300	99%	59%	2%
Male	1367	72%	22%	3%	1389	96%	53%	2%
American Indian or Alaska Native	15	—	—	—	6	100%	67%	0%
Black or African American	827	74%	27%	4%	874	98%	56%	2%
Hispanic or Latino	1761	75%	26%	4%	1758	97%	55%	2%
Asian or Native Hawaiian/Other Pacific Islander	45	87%	56%	24%	34	97%	71%	0%
White	19	74%	47%	11%	11	100%	55%	9%
Multiracial	3	—	—	—	6	100%	33%	0%
Small Group Totals	18	83%	33%	11%				
General-Education Students	2032	83%	32%	5%	2059	99%	63%	3%
Students with Disabilities	638	50%	11%	1%	630	93%	32%	1%
English Proficient	1959	80%	32%	5%	2001	99%	63%	3%
Limited English Proficient	711	62%	12%	1%	688	94%	35%	0%
Economically Disadvantaged	2598	75%	27%	4%	2564	98%	56%	2%
Not Disadvantaged	72	74%	32%	3%	125	96%	58%	2%
Migrant								
Not Migrant	2670	75%	27%	4%	2689	98%	56%	2%

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.

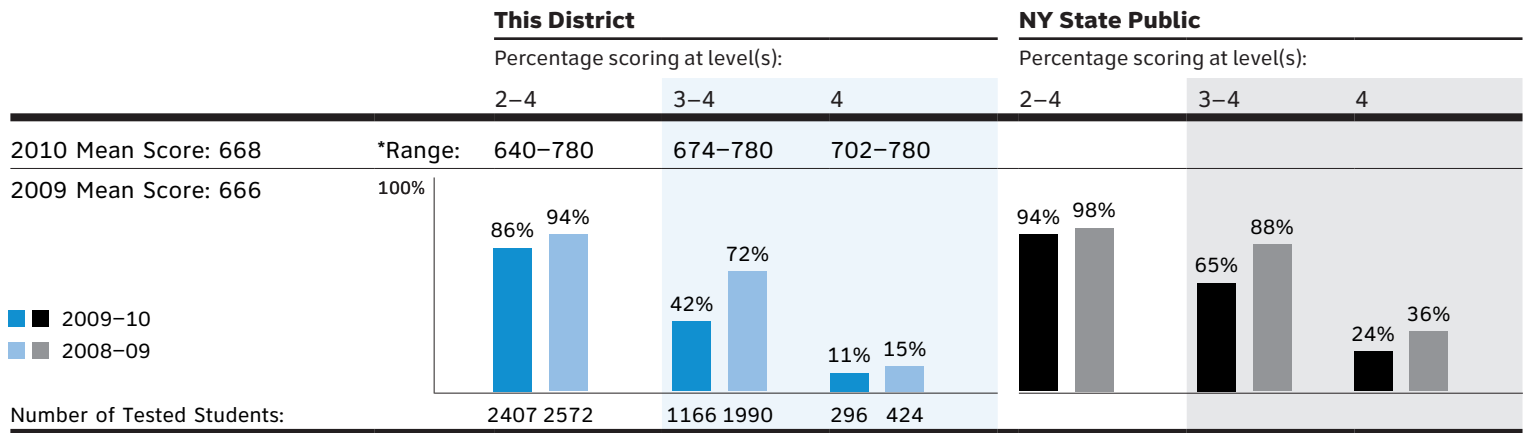
Other

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 5 Equivalent	60	58	57	36	41	40	38	21
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	115	N/A	N/A	N/A	56	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	114	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	2795	86%	42%	11%	2750	94%	72%	15%
Female	1360	87%	43%	11%	1331	95%	75%	16%
Male	1435	85%	41%	10%	1419	92%	70%	14%
American Indian or Alaska Native	14	—	—	—	7	100%	71%	14%
Black or African American	845	85%	38%	10%	878	93%	72%	14%
Hispanic or Latino	1868	86%	42%	10%	1813	94%	72%	16%
Asian or Native Hawaiian/Other Pacific Islander	45	96%	73%	36%	34	97%	82%	32%
White	20	90%	65%	35%	11	82%	64%	9%
Multiracial	3	—	—	—	7	100%	57%	14%
Small Group Totals	17	88%	59%	12%				
General-Education Students	2148	90%	46%	12%	2118	96%	79%	18%
Students with Disabilities	647	73%	26%	4%	632	84%	51%	6%
English Proficient	1969	89%	48%	13%	2000	96%	77%	19%
Limited English Proficient	826	80%	28%	5%	750	88%	59%	7%
Economically Disadvantaged	2712	87%	42%	11%	2621	94%	72%	15%
Not Disadvantaged	83	73%	40%	11%	129	88%	70%	17%
Migrant								
Not Migrant	2795	86%	42%	11%	2750	94%	72%	15%

NOTES

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

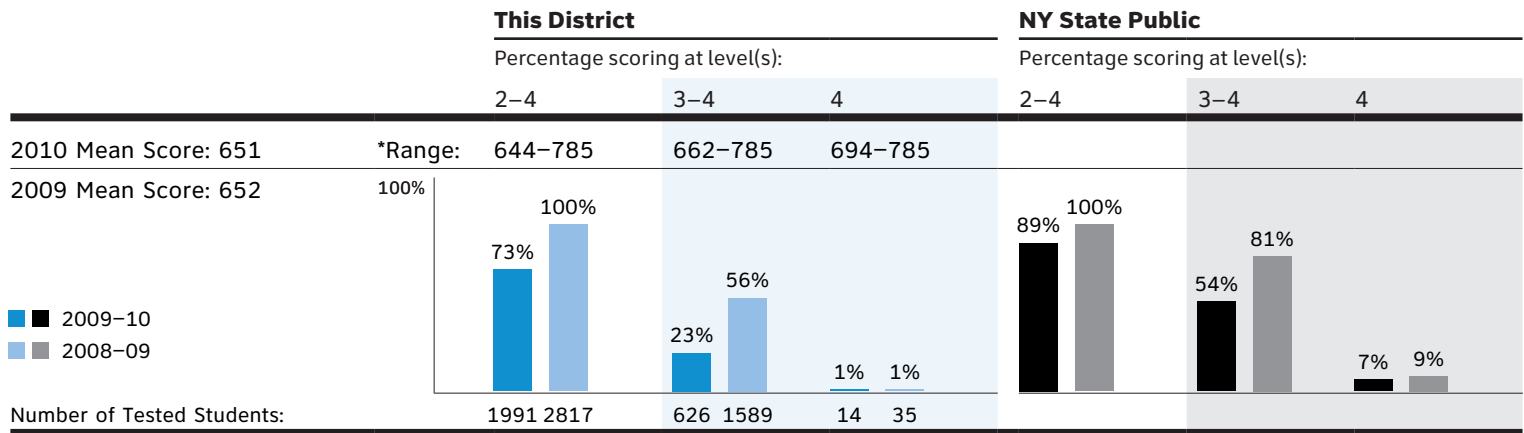
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 Accountability and Overview Reports.

Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	60	59	58	43	41	40	38	23

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2713	73%	23%	1%	2831	100%	56%	1%
Female	1322	77%	27%	0%	1351	100%	64%	2%
Male	1391	70%	20%	1%	1480	99%	49%	1%
American Indian or Alaska Native	6	83%	17%	0%	9	-	-	-
Black or African American	902	77%	24%	1%	935	100%	57%	1%
Hispanic or Latino	1758	72%	22%	1%	1834	99%	55%	1%
Asian or Native Hawaiian/Other Pacific Islander	34	85%	44%	0%	42	100%	71%	5%
White	8	88%	38%	0%	10	100%	40%	0%
Multiracial	5	20%	0%	0%	1	-	-	-
Small Group Totals					10	100%	100%	0%
General-Education Students	2113	81%	28%	1%	2167	100%	65%	2%
Students with Disabilities	600	46%	6%	0%	664	98%	28%	0%
English Proficient	2109	81%	28%	1%	2171	100%	64%	2%
Limited English Proficient	604	47%	6%	0%	660	99%	29%	0%
Economically Disadvantaged	2635	73%	23%	0%	2608	100%	57%	1%
Not Disadvantaged	78	81%	36%	3%	223	99%	51%	2%
Migrant								
Not Migrant	2713	73%	23%	1%	2831	100%	56%	1%

NOTES

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

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

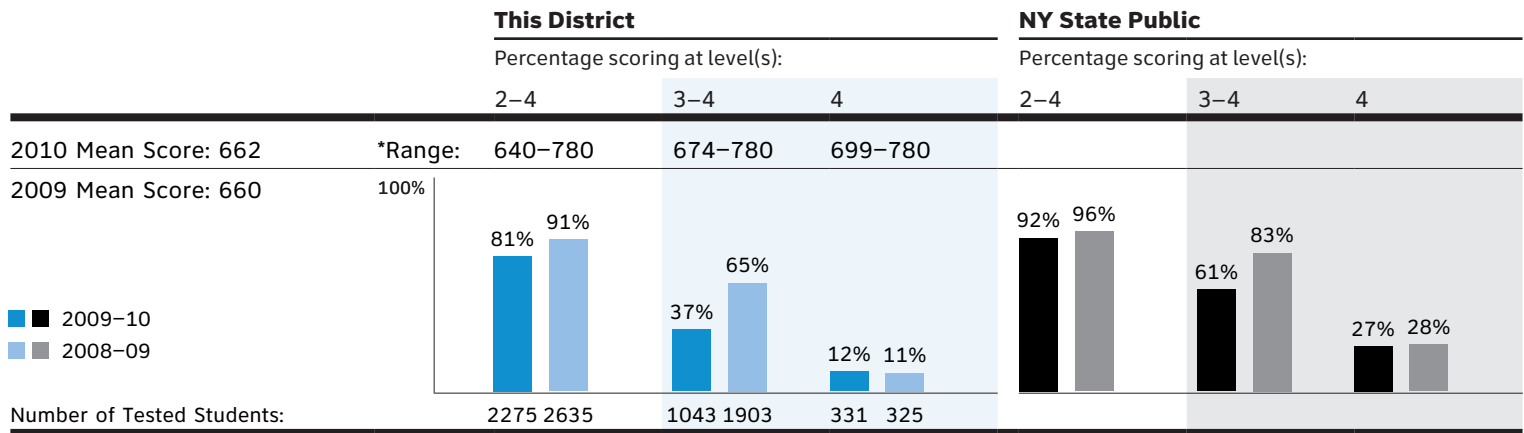
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	48	46	41	34	44	44	43	35
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	88	N/A	N/A	N/A	75	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	94	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	2816	81%	37%	12%	2909	91%	65%	11%
Female	1364	83%	39%	13%	1388	93%	69%	12%
Male	1452	78%	35%	11%	1521	89%	62%	10%
American Indian or Alaska Native	6	100%	33%	17%	10	—	—	—
Black or African American	916	81%	35%	10%	937	91%	65%	10%
Hispanic or Latino	1842	81%	38%	12%	1907	90%	65%	11%
Asian or Native Hawaiian/Other Pacific Islander	38	84%	58%	37%	42	95%	79%	38%
White	8	100%	50%	25%	12	83%	42%	0%
Multiracial	6	50%	0%	0%	1	—	—	—
Small Group Totals					11	100%	91%	9%
General-Education Students	2205	87%	43%	14%	2248	96%	74%	14%
Students with Disabilities	611	59%	15%	2%	661	73%	37%	3%
English Proficient	2120	86%	43%	15%	2171	94%	70%	14%
Limited English Proficient	696	64%	18%	3%	738	82%	51%	4%
Economically Disadvantaged	2731	81%	37%	12%	2683	91%	66%	11%
Not Disadvantaged	85	80%	51%	15%	226	88%	61%	9%
Migrant								
Not Migrant	2816	81%	37%	12%	2909	91%	65%	11%

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.

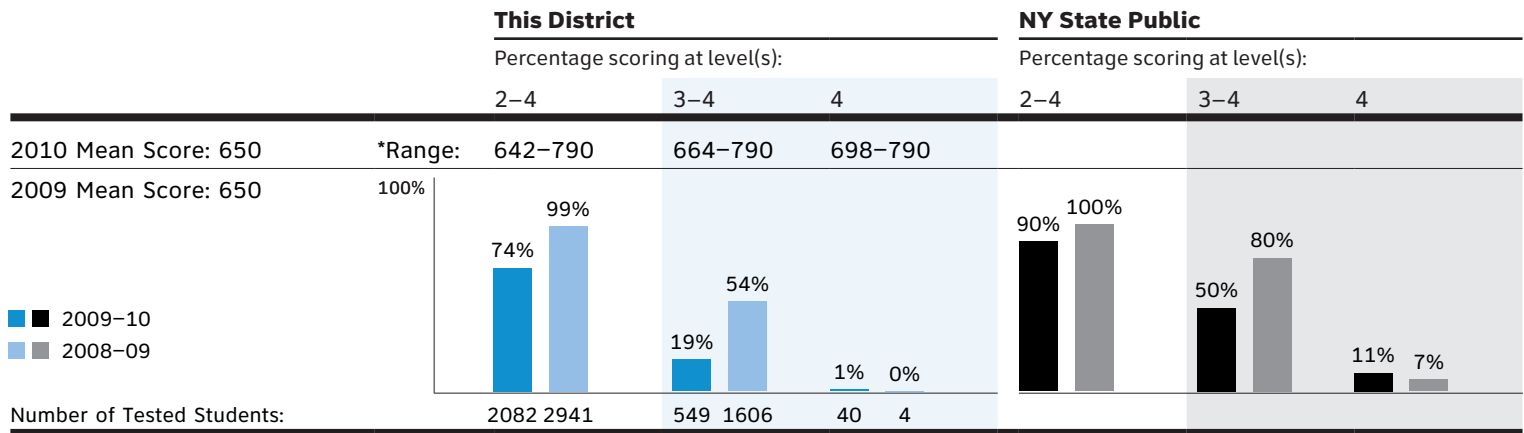
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 Accountability and Overview Reports.

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 6 Equivalent	48	46	44	36	44	44	43	37

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2830	74%	19%	1%	2979	99%	54%	0%
Female	1352	77%	24%	2%	1458	99%	58%	0%
Male	1478	70%	15%	1%	1521	99%	50%	0%
American Indian or Alaska Native	10	—	—	—	5	—	—	—
Black or African American	873	76%	20%	1%	998	99%	57%	0%
Hispanic or Latino	1886	73%	19%	1%	1917	98%	52%	0%
Asian or Native Hawaiian/Other Pacific Islander	42	79%	33%	0%	40	100%	75%	0%
White	16	56%	19%	0%	17	94%	71%	0%
Multiracial	3	—	—	—	2	—	—	—
Small Group Totals	13	85%	23%	0%	7	100%	57%	0%
General-Education Students	2201	81%	24%	2%	2301	100%	62%	0%
Students with Disabilities	629	46%	4%	0%	678	95%	26%	0%
English Proficient	2158	82%	24%	2%	2359	99%	63%	0%
Limited English Proficient	672	47%	4%	0%	620	96%	20%	0%
Economically Disadvantaged	2724	74%	19%	1%	2686	99%	54%	0%
Not Disadvantaged	106	75%	26%	2%	293	99%	53%	0%
Migrant								
Not Migrant	2830	74%	19%	1%	2979	99%	54%	0%

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.

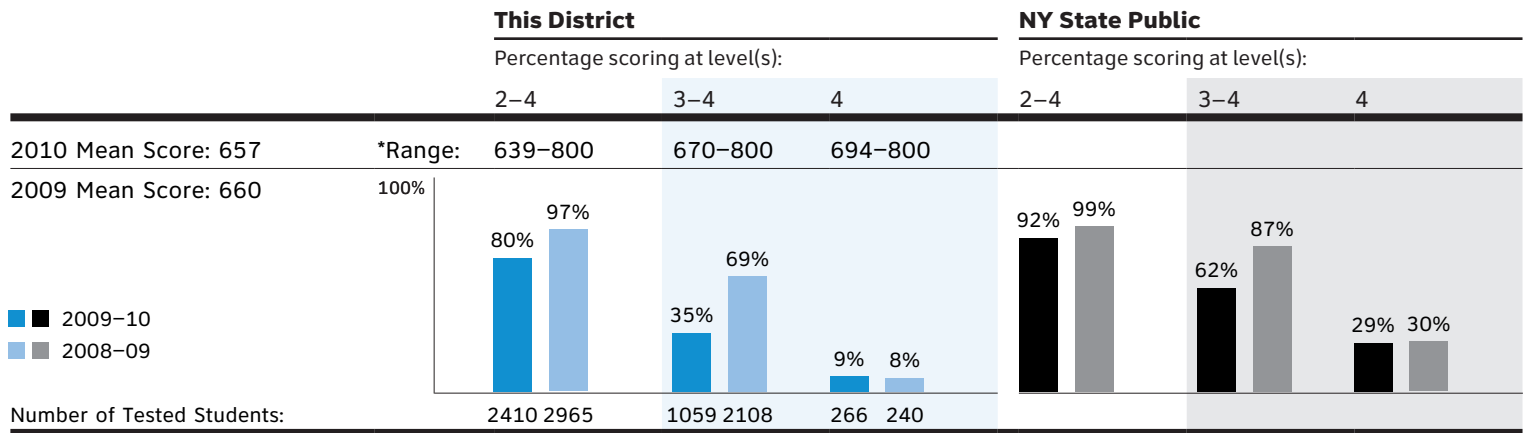
Other

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 7 Equivalent	45	45	43	39	43	43	40	37
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	87	N/A	N/A	N/A	75	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	91	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	2999	80%	35%	9%	3070	97%	69%	8%
Female	1434	82%	37%	9%	1505	97%	71%	7%
Male	1565	79%	34%	8%	1565	96%	67%	8%
American Indian or Alaska Native	9	—	—	—	4	—	—	—
Black or African American	922	80%	31%	8%	1012	97%	68%	7%
Hispanic or Latino	2003	80%	37%	9%	1994	96%	68%	8%
Asian or Native Hawaiian/Other Pacific Islander	47	81%	60%	28%	41	98%	88%	29%
White	15	87%	33%	7%	17	94%	76%	6%
Multiracial	3	—	—	—	2	—	—	—
Small Group Totals	12	92%	33%	8%	6	100%	50%	0%
General-Education Students	2354	87%	41%	11%	2386	99%	77%	10%
Students with Disabilities	645	56%	13%	2%	684	89%	38%	2%
English Proficient	2220	86%	41%	11%	2376	97%	74%	10%
Limited English Proficient	779	65%	19%	3%	694	94%	51%	1%
Economically Disadvantaged	2873	81%	36%	9%	2769	97%	69%	8%
Not Disadvantaged	126	76%	31%	10%	301	95%	65%	8%
Migrant								
Not Migrant	2999	80%	35%	9%	3070	97%	69%	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.

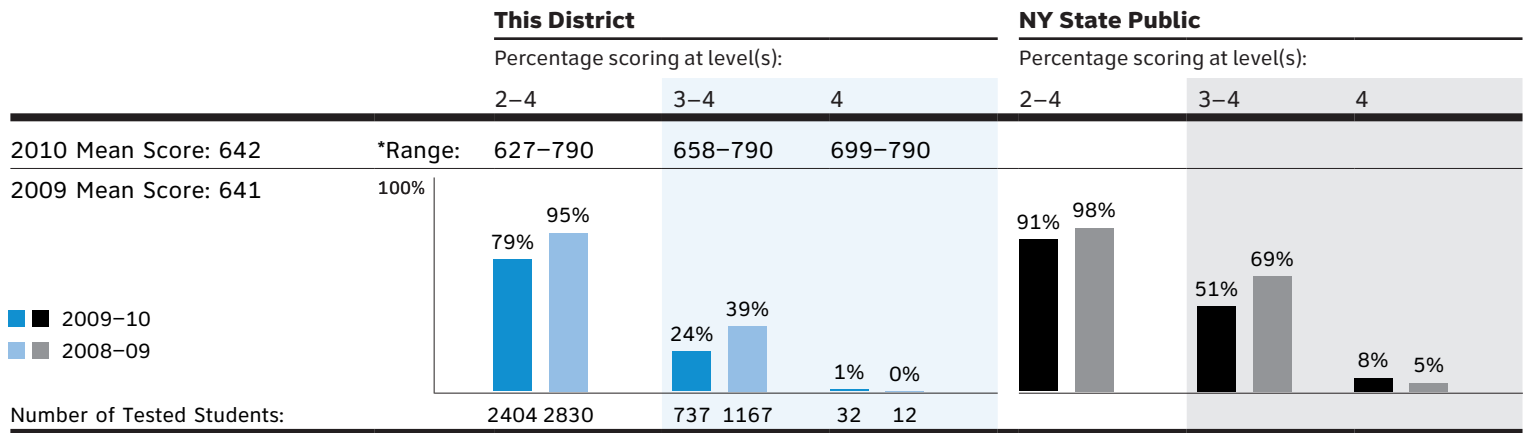
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 Accountability and Overview Reports.

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 7 Equivalent	44	44	43	37	43	40	39	25

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3061	79%	24%	1%	2967	95%	39%	0%
Female	1490	82%	28%	1%	1487	97%	44%	0%
Male	1571	75%	21%	1%	1480	93%	34%	0%
American Indian or Alaska Native	4	—	—	—	17	88%	41%	0%
Black or African American	1010	82%	25%	1%	973	97%	40%	0%
Hispanic or Latino	1981	77%	23%	1%	1913	95%	39%	0%
Asian or Native Hawaiian/Other Pacific Islander	46	96%	43%	4%	48	96%	56%	2%
White	17	76%	35%	0%	16	94%	50%	0%
Multiracial	3	—	—	—				
Small Group Totals	7	86%	0%	0%				
General-Education Students	2388	87%	29%	1%	2381	98%	46%	1%
Students with Disabilities	673	50%	5%	0%	586	84%	14%	0%
English Proficient	2397	87%	30%	1%	2377	98%	47%	1%
Limited English Proficient	664	49%	3%	0%	590	86%	8%	0%
Economically Disadvantaged	2943	79%	24%	1%	2680	96%	39%	0%
Not Disadvantaged	118	79%	25%	2%	287	92%	40%	1%
Migrant								
Not Migrant	3061	79%	24%	1%	2967	95%	39%	0%

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.

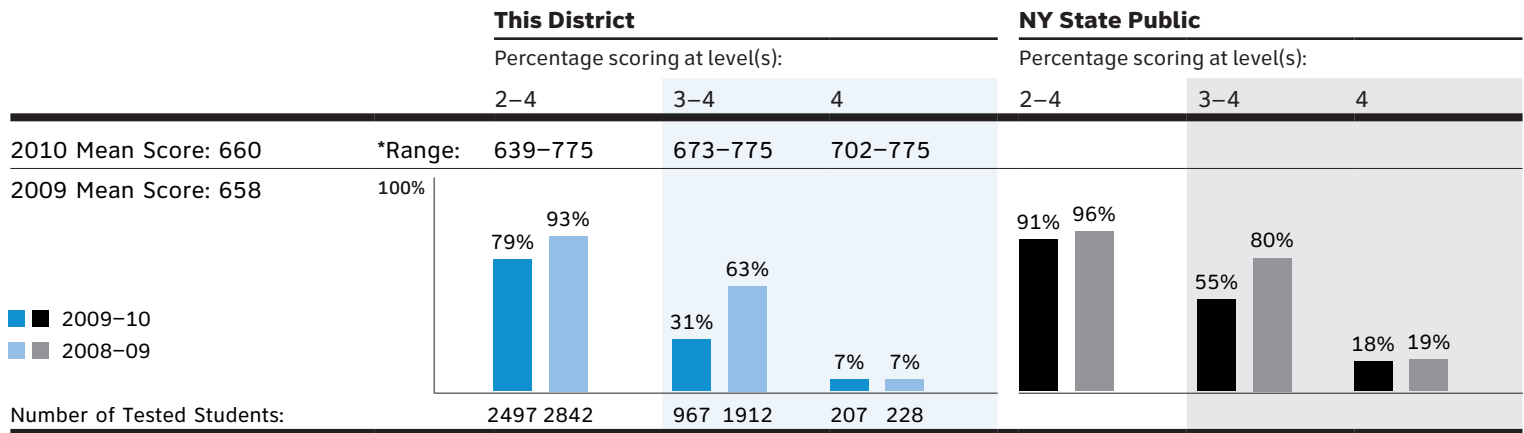
Other

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	43	42	40	36	41	40	38	33
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	96	N/A	N/A	N/A	73	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	105	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	3163	79%	31%	7%	3057	93%	63%	7%
Female	1538	83%	33%	8%	1532	94%	66%	8%
Male	1625	75%	29%	6%	1525	92%	59%	7%
American Indian or Alaska Native	5	—	—	—	16	100%	69%	0%
Black or African American	1010	77%	29%	5%	984	93%	61%	6%
Hispanic or Latino	2078	80%	31%	7%	1991	93%	63%	7%
Asian or Native Hawaiian/Other Pacific Islander	50	94%	56%	24%	48	98%	85%	38%
White	17	88%	41%	6%	18	100%	78%	6%
Multiracial	3	—	—	—				
Small Group Totals	8	63%	0%	0%				
General-Education Students	2499	86%	37%	8%	2465	96%	70%	9%
Students with Disabilities	664	52%	8%	0%	592	78%	31%	1%
English Proficient	2392	82%	34%	8%	2384	94%	66%	9%
Limited English Proficient	771	68%	20%	2%	673	88%	50%	2%
Economically Disadvantaged	3034	79%	31%	7%	2757	93%	63%	8%
Not Disadvantaged	129	76%	26%	6%	300	90%	56%	6%
Migrant								
Not Migrant	3163	79%	31%	7%	3057	93%	63%	7%

NOTES

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

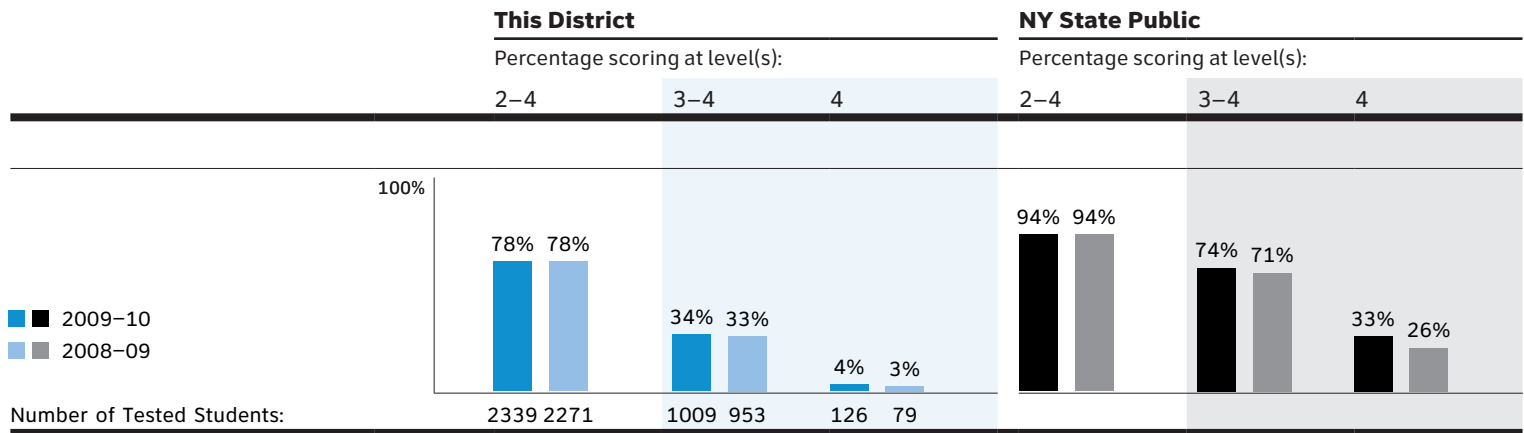
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 Accountability and Overview Reports.

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	44	31	30	16	41	40	40	22

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	2950	78%	33%	4%	2866	78%	32%	3%
Female	1437	80%	33%	3%	1441	79%	31%	2%
Male	1513	75%	33%	5%	1425	77%	33%	3%
American Indian or Alaska Native	4	—	—	—	14	—	—	—
Black or African American	938	76%	30%	4%	911	77%	29%	3%
Hispanic or Latino	1942	78%	34%	4%	1878	78%	33%	2%
Asian or Native Hawaiian/Other Pacific Islander	47	94%	62%	13%	43	84%	51%	14%
White	16	81%	19%	6%	18	83%	50%	0%
Multiracial	3	—	—	—	2	—	—	—
Small Group Totals	7	71%	14%	0%	16	81%	19%	0%
General-Education Students	2348	83%	38%	5%	2323	83%	37%	3%
Students with Disabilities	602	58%	13%	1%	543	56%	13%	1%
English Proficient	2232	84%	38%	5%	2240	82%	37%	3%
Limited English Proficient	718	59%	15%	1%	626	62%	13%	0%
Economically Disadvantaged	2830	78%	33%	4%	2586	78%	31%	2%
Not Disadvantaged	120	72%	27%	3%	280	78%	38%	5%
Migrant								
Not Migrant	2950	78%	33%	4%	2866	78%	32%	3%

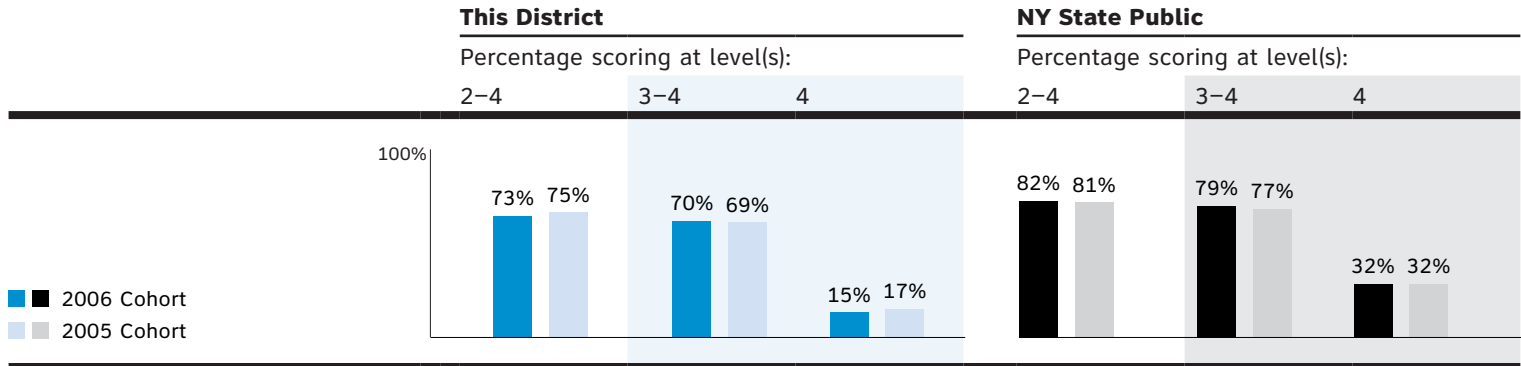
NOTES

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	45	41	39	34	41	39	36	35
Regents Science	51	48	45	6	46	39	34	2

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



Results by Student Group

	2006 Cohort				2005 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2109	73%	70%	15%	1719	75%	69%	17%
Female	1027	81%	78%	18%	868	82%	76%	22%
Male	1082	66%	61%	11%	851	68%	62%	12%
American Indian or Alaska Native	11	–	–	–	6	–	–	–
Black or African American	867	76%	72%	16%	686	77%	70%	16%
Hispanic or Latino	1181	71%	68%	13%	977	74%	68%	16%
Asian or Native Hawaiian/Other Pacific Islander	34	91%	91%	53%	29	93%	90%	45%
White	14	57%	57%	14%	17	59%	59%	24%
Multiracial	2	–	–	–	4	–	–	–
Small Group Totals	13	62%	54%	8%	10	80%	80%	20%
General-Education Students	1728	83%	80%	18%	1434	84%	77%	20%
Students with Disabilities	381	30%	23%	1%	285	32%	27%	2%
English Proficient	1818	76%	73%	16%	1543	78%	72%	19%
Limited English Proficient	291	54%	45%	3%	176	52%	44%	1%
Economically Disadvantaged	1837	76%	72%	15%	1415	78%	71%	17%
Not Disadvantaged	272	54%	52%	11%	304	63%	58%	15%
Migrant								
Not Migrant	2109	73%	70%	15%	1719	75%	69%	17%

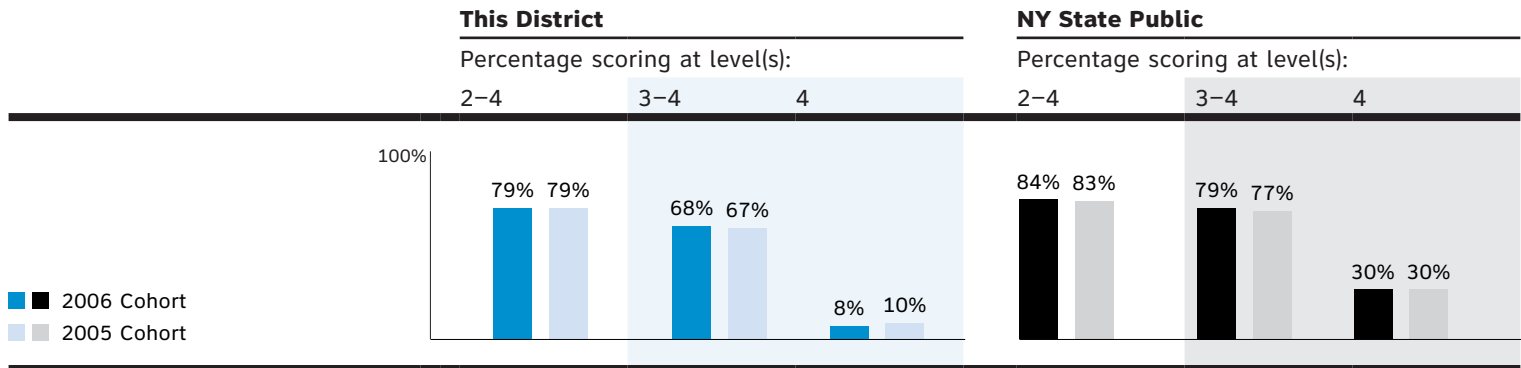
NOTES

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



Results by Student Group

	2006 Cohort				2005 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2109	79%	68%	8%	1719	79%	67%	10%
Female	1027	85%	75%	8%	868	85%	73%	12%
Male	1082	73%	62%	7%	851	73%	61%	8%
American Indian or Alaska Native	11	–	–	–	6	–	–	–
Black or African American	867	80%	69%	7%	686	80%	66%	8%
Hispanic or Latino	1181	78%	68%	7%	977	78%	67%	10%
Asian or Native Hawaiian/Other Pacific Islander	34	91%	91%	50%	29	93%	90%	48%
White	14	57%	50%	7%	17	59%	53%	24%
Multiracial	2	–	–	–	4	–	–	–
Small Group Totals	13	62%	38%	8%	10	80%	80%	20%
General-Education Students	1728	88%	78%	9%	1434	87%	75%	12%
Students with Disabilities	381	39%	23%	1%	285	39%	26%	1%
English Proficient	1818	81%	71%	9%	1543	81%	70%	11%
Limited English Proficient	291	66%	52%	2%	176	64%	43%	0%
Economically Disadvantaged	1837	81%	71%	8%	1415	82%	69%	10%
Not Disadvantaged	272	61%	49%	4%	304	67%	56%	10%
Migrant								
Not Migrant	2109	79%	68%	8%	1719	79%	67%	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*.