



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #10**

District ID **32-10-00-01-0000**

Superintendent **SONIA MENENDEZ**

Telephone **(718) 741-5852**

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	583	582	612
Kindergarten	3741	3641	4103
Grade 1	4132	3955	4272
Grade 2	3874	3892	4093
Grade 3	3606	3630	4085
Grade 4	3599	3503	4035
Grade 5	3558	3494	3874
Grade 6	3502	3462	3792
Ungraded Elementary	2637	2786	151
Grade 7	3738	3332	3793
Grade 8	3589	3664	3754
Grade 9	6003	6005	6394
Grade 10	4961	4972	5497
Grade 11	3710	3457	4022
Grade 12	3260	3326	3446
Ungraded Secondary	2446	2522	108
Total K-12	56356	55641	55419

Average Class Size

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

Enrollment Information

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

Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #10

District ID 32-10-00-01-0000

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	42948	76%	43357	78%	43483	78%
Reduced-Price Lunch	4026	7%	3981	7%	3570	6%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	12096	21%	12127	22%	12007	22%
Racial/Ethnic Origin						
American Indian or Alaska Native	239	0%	227	0%	204	0%
Black or African American	12078	21%	11597	21%	11123	20%
Hispanic or Latino	37074	66%	36673	66%	36872	67%
Asian or Native Hawaiian/Other Pacific Islander	3852	7%	4007	7%	4126	7%
White	3113	6%	3137	6%	3094	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	2348	4%	2431	4%	2432	4%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #10

District ID 32-10-00-01-0000

Teacher Qualifications

	2007-08	2008-09	2009-10
Total Number of Teachers	4259	4221	3994
Percent with No Valid Teaching Certificate	3%	4%	3%
Percent Teaching Out of Certification	12%	10%	7%
Percent with Fewer Than Three Years of Experience	20%	17%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	33%	35%	37%
Total Number of Core Classes	9041	9144	9030
Percent Not Taught by Highly Qualified Teachers in This District	13%	11%	7%
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	10724	10779	10782
Percent Taught by Teachers Without Appropriate Certification	13%	12%	8%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		24%	18%
Turnover Rate of All Teachers		18%	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)

▲ Good Standing

ELA ▲ Good Standing

Science ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2008–09

2009–10

2010–11

YES

YES

YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			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	✗	✓		✓ ^{SH}	✓ ^{SH}	
Student groups making AYP in each subject	✗ 4 of 10	✓ 10 of 10	✓ 1 of 1	✗ 3 of 8	✗ 4 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  Good Standing
for This Subject
(2010–11)

Accountability Measures 4 of 10 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (24344:22248)			99%		152	154	154 124
Ethnicity							
American Indian or Alaska Native (60:55)			100%		142	142	
Black or African American (4568:4225)			99%		150	153	153 120
Hispanic or Latino (17473:15905)			99%		150	154	154 121
Asian or Native Hawaiian/Other Pacific Islander (1097:1000)			99%		172	152	
White (1046:978)			99%		176	151	
Multiracial (100:85)			96%		172	144	
Other Groups							
Students with Disabilities (5939:5512)			98%		124	154	129 88
Limited English Proficient (5880:6375)			99%		133	154	141 98
Economically Disadvantaged (22778:20854)			100%		151	154	154 122
Final AYP Determination	 4 of 10						
Non-Accountability Groups							
Female (11644:10730)			99%		157	154	
Male (12700:11518)			99%		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 10 of 10 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 (24364:22524)			99%		175	134	
Ethnicity							
American Indian or Alaska Native (60:55)			100%		176	122	
Black or African American (4564:4221)			99%		170	133	
Hispanic or Latino (17493:16157)			99%		174	134	
Asian or Native Hawaiian/Other Pacific Islander (1100:1016)			99%		188	132	
White (1047:985)			99%		187	132	
Multiracial (100:90)			99%		190	125	
Other Groups							
Students with Disabilities (5941:5506)			98%		149	134	
Limited English Proficient (5893:6713)			99%		165	134	
Economically Disadvantaged (22790:21106)			99%		174	134	
Final AYP Determination	 10 of 10						
Non-Accountability Groups							
Female (11655:10850)			99%		177	134	
Male (12709:11674)			99%		173	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 (8148:7342)		Qualified		96%		150	100	
Ethnicity								
American Indian or Alaska Native (22:19)	—	—	—	—	—	—	—	—
Black or African American (1500:1357)		Qualified		96%		144	100	
Hispanic or Latino (5832:5242)		Qualified		96%		149	100	
Asian or Native Hawaiian/Other Pacific Islander (407:366)		Qualified		97%		173	100	
White (354:329)		Qualified		97%		178	100	
Multiracial (33:29)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (1976:1752)		Qualified		93%		129	100	
Limited English Proficient (2039:2127)		Qualified		97%		135	100	
Economically Disadvantaged (7581:6843)		Qualified		97%		149	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (3923:3555)				97%		151	100	
Male (4225:3787)				96%		150	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  Good Standing
for This Subject
(2010–11)

Accountability Measures 3 of 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

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

How did students in each accountability group perform on 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 (3874:3975)			100%		167	175	166 [‡] 170
Ethnicity							
American Indian or Alaska Native (15:17)	—	—	—	—	—	—	—
Black or African American (932:983)			100%		167	174	165 [‡] 170
Hispanic or Latino (2057:2106)			100%		157	175	157 [‡] 161
Asian or Native Hawaiian/Other Pacific Islander (545:549)			100%		195	172	
White (318:315)			100%		190	171	
Multiracial (7:5)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (276:474)			99%		107	172	98 [‡] 116
Limited English Proficient (635:719)			99%		130	173	126 [‡] 137
Economically Disadvantaged (3017:3176)			100%		164	175	164 168
Final AYP Determination	 3 of 8						
Non-Accountability Groups							
Female (1993:2038)			100%		171	175	
Male (1881:1937)			100%		164	175	
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 4 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 (3874:3975)			99%		172	171	
Ethnicity							
American Indian or Alaska Native (15:17)	—	—	—	—	—	—	—
Black or African American (932:983)			99%		168	170	167‡ 171
Hispanic or Latino (2057:2106)			99%		165	171	165‡ 169
Asian or Native Hawaiian/Other Pacific Islander (545:549)			100%		197	168	
White (318:315)			100%		191	167	
Multiracial (7:5)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (276:474)			98%		118	168	109‡ 126
Limited English Proficient (635:719)			99%		156	169	152‡ 160
Economically Disadvantaged (3017:3176)			99%		170	171	169 173
Final AYP Determination	 4 of 8						
Non-Accountability Groups							
Female (1993:2038)			99%		173	171	
Male (1881:1937)			99%		172	171	
Migrant (0:0)							

Symbols

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

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

Graduation Rate

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

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

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

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2009–10 2010–11
Accountability Groups					
All Students (4920)			64%	80%	65% 67%
Ethnicity					
American Indian or Alaska Native (16)		—	—	—	
Black or African American (1233)			61%	80%	62% 65%
Hispanic or Latino (2824)			57%	80%	59% 62%
Asian or Native Hawaiian/Other Pacific Islander (508)			93%	80%	
White (331)			86%	80%	
Multiracial (8)		—	—	—	
Other Groups					
Students with Disabilities (689)			28%	80%	37% 38%
Limited English Proficient (910)			48%	80%	55% 54%
Economically Disadvantaged (3689)			65%	80%	63% 68%
Final AYP Determination	 0 of 1				
Non-Accountability Groups					
Female (2560)			68%	80%	
Male (2360)			59%	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 **68%** 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 #10**

District ID **32-10-00-01-0000**

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

60 schools identified 72% of total

AMPARK NEIGHBORHOOD
BELMONT PREP HIGH SCHOOL
BRONX DANCE ACADEMY SCHOOL
BRONX ENGINEERING AND TECHNOLOGY ACADEMY
BRONX HIGH SCHOOL OF SCIENCE
BRONX HIGH SCHOOL-LAW AND COMMUNITY SERVICES
BRONX SCHOOL OF LAW AND FINANCE
BRONX THEATRE HIGH SCHOOL
CELIA CRUZ BRONX HIGH SCHOOL OF MUSIC SCHOOL
CRESTON ACADEMY
EAST FORDHAM ACADEMY FOR THE ARTS
ELEMENTARY SCHOOL FOR MATH, SCIENCE AND TECHNOLOGY
ENGLISH LANGUAGE LEARNERS AND INTERNATIONAL SUPPORT
FORDHAM HIGH SCHOOL FOR THE ARTS
HIGH SCHOOL OF AMERICAN STUDIES AT LEHMAN COLLEGE
IN TECH ACADEMY (MS/HS 368)
INTERNATIONAL SCHOOL FOR LIBERAL ARTS
JHS 118 WILLIAM W NILES
JONAS BRONCK ACADEMY
KINGSBRIDGE INTERNATIONAL HIGH SCHOOL
KNOWLEDGE AND POWER PREP ACADEMY INTERNATIONAL HIGH SCHOOL
MARBLE HILL HIGH SCHOOL OF INTERNATIONAL STUDIES
MARIE CURIE HIGH SCH-NURSING, MEDICINE & APPLIED HLTH PROF
NEW SCHOOL FOR LEADERSHIP AND JOURNALISM
PS 15 INSTITUTE FOR ENVIRONMENTAL LEARNING
PS 159 LUIS MUMOS MARIN BILING
PS 20 GEORGE J WERDAN III
PS 205 FIORELLO LAGUARDIA
PS 207
PS 209
PS 226
PS 23 THE NEW CHILDREN'S SCHOOL
PS 24 SPUYTEN DUYVIL
PS 246 POE CENTER
PS 291
PS 3 RAUL JULIA MICRO SOCIETY
PS 307 EAMES PLACE
PS 310 MARBLE HILL
PS 315 LAB SCHOOL
PS 32 BELMONT
PS 33 TIMOTHY DWIGHT
PS 340
PS 360
PS 37 MULTIPLE INTELLIGENCE SCHOOL
PS 396
PS 51 BRONX NEW SCHOOL
PS 59 THE COMMUNITY SCHOOL OF TECHNOLOGY

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

District ID **32-10-00-01-0000**

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

In Good Standing (continued)

PS 7 KINGSBRIDGE
PS 8 ISSAC VARIAN
PS 81 ROBERT J CHRISTEN
PS 86 KINGSBRIDGE HEIGHTS
PS 9 RYER AVENUE ELEMENTARY SCHOOL
PS 91 BRONX
PS 95 SHEILA MENCHER
PS/MS 280 MOSHOLU PARKWAY
RIVERDALE/KINGSBRIDGE ACADEMY (MS/HS)
SCHOOL FOR ENVIRONMENTAL CITIZENSHIP
THEATRE ARTS PRODUCTION COMPANY SCHOOL
UNIVERSITY HEIGHTS SECONDARY SCHOOL
WEST BRONX ACADEMY FOR THE FUTURE

Improvement (year 1) Basic

1 school identified 1% of total
PS 56 NORWOOD HEIGHTS

Improvement (year 1) Comprehensive

2 schools identified 2% of total
DISCOVERY HIGH SCHOOL
HIGH SCHOOL FOR TEACHING AND THE PROFESSIONS

Improvement (year 2) Basic

1 school identified 1% of total
PS 79 CRESTON

Improvement (year 2) Comprehensive

1 school identified 1% of total
FORDHAM LEADERSHIP ACADEMY

Corrective Action (year 1) Comprehensive

3 schools identified 4% of total
BRONX SCHOOL OF SCIENCE INQUIRY & INVESTIGATION
IS 206 ANN MERSEREAU
PULSE HIGH SCHOOL

Corrective Action (year 2) Comprehensive

1 school identified 1% of total
PS 85 GREAT EXPECTATIONS

Restructuring (year 1) Focused

1 school identified 1% of total
PS/IS 54

Restructuring (year 1) Comprehensive

2 schools identified 2% of total
IS 254
PS 94 KINGS COLLEGE SCHOOL

Restructuring (year 2) Focused

1 school identified 1% of total

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

District ID **32-10-00-01-0000**

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

Restructuring (year 2) Focused (continued)

THOMAS C GIORDANO MIDDLESCHOOL 45

Restructuring (year 2) Comprehensive

1 school identified 1% of total

PS 46 EDGAR ALLEN POE

Restructuring (advanced) Comprehensive

9 schools identified 11% of total

ANGELO PATRI MIDDLE SCHOOL

DEWITT CLINTON HIGH SCHOOL

GRACE H DODGE CAREER AND TECHNICAL HIGH SCHOOL

JHS 80 THE MOSHOLU PARKWAY

JOHN F KENNEDY HIGH SCHOOL

MS 390

MS 399

PS 279 CAPT MANUEL RIVERA JR

PS 306

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

District ID **32-10-00-01-0000**

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	38%			4040
Grade 4	37%			3989
Grade 5	37%			3816
Grade 6	29%			3780
Grade 7	28%			3711
Grade 8	27%			3708

Mathematics			
Grade 3	48%		4154
Grade 4	49%		4095
Grade 5	50%		3935
Grade 6	45%		3910
Grade 7	43%		3788
Grade 8	35%		3823

Science			
Grade 4	77%		4063
Grade 8	39%		3634

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	68%			4776
Mathematics	70%			4776

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: 656						
Number of Tested Students:	3142	3621	1553	2378	358	165

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	4040	78%	38%	9%	3969	91%	60%	4%
Female	1957	80%	42%	10%	1944	94%	67%	5%
Male	2083	75%	36%	8%	2025	89%	53%	3%
American Indian or Alaska Native	10	80%	40%	20%	9	100%	56%	0%
Black or African American	729	76%	34%	8%	754	92%	57%	2%
Hispanic or Latino	2895	76%	36%	8%	2783	90%	58%	3%
Asian or Native Hawaiian/Other Pacific Islander	176	90%	53%	16%	203	97%	76%	13%
White	208	92%	65%	24%	201	98%	81%	15%
Multiracial	22	100%	73%	5%	19	95%	89%	16%
Small Group Totals								
General-Education Students	3131	85%	44%	11%	3114	96%	69%	5%
Students with Disabilities	909	53%	18%	3%	855	73%	29%	1%
English Proficient	3013	84%	45%	11%	2908	95%	68%	6%
Limited English Proficient	1027	59%	20%	2%	1061	82%	39%	0%
Economically Disadvantaged	3786	77%	37%	8%	3606	91%	59%	3%
Not Disadvantaged	254	90%	59%	22%	363	94%	74%	13%
Migrant								
Not Migrant	4040	78%	38%	9%	3969	91%	60%	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.

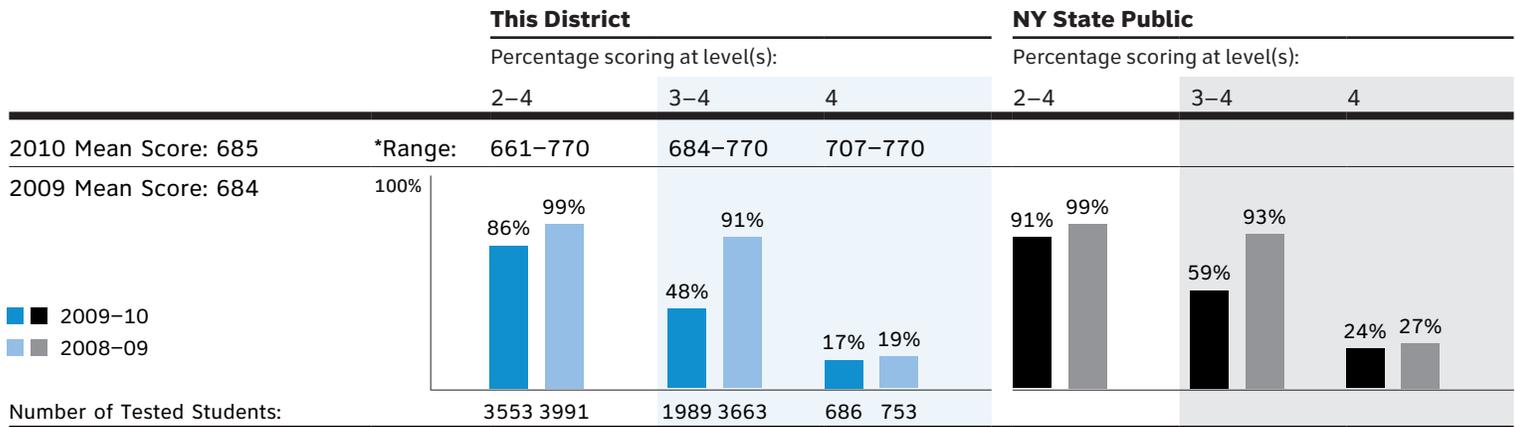
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	86	80	78	66	52	49	47	42
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	106	N/A	N/A	N/A	87	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	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 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	4154	86%	48%	17%	4047	99%	91%	19%
Female	1999	86%	48%	16%	1966	99%	92%	20%
Male	2155	85%	48%	17%	2081	98%	89%	17%
American Indian or Alaska Native	10	100%	30%	10%	8	100%	100%	0%
Black or African American	734	82%	41%	11%	759	98%	89%	13%
Hispanic or Latino	2994	85%	47%	15%	2842	99%	90%	17%
Asian or Native Hawaiian/Other Pacific Islander	182	95%	73%	40%	211	98%	94%	42%
White	211	94%	68%	29%	207	100%	96%	31%
Multiracial	23	96%	74%	35%	20	100%	95%	30%
Small Group Totals								
General-Education Students	3239	89%	53%	19%	3186	99%	94%	22%
Students with Disabilities	915	72%	30%	8%	861	96%	77%	7%
English Proficient	3017	90%	54%	20%	2906	99%	93%	22%
Limited English Proficient	1137	73%	31%	6%	1141	97%	83%	11%
Economically Disadvantaged	3897	85%	47%	16%	3673	99%	90%	17%
Not Disadvantaged	257	94%	67%	30%	374	99%	94%	33%
Migrant								
Not Migrant	4154	86%	48%	17%	4047	99%	91%	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 3 Equivalent	85	84	78	58	53	53	52	40

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: 661	*Range: 637-775			668-775 720-775		
2009 Mean Score: 654						
Number of Tested Students:	3416	3494	1464	2268	91	90

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	3989	86%	37%	2%	3815	92%	59%	2%
Female	1957	88%	41%	3%	1807	94%	64%	3%
Male	2032	83%	32%	2%	2008	89%	55%	2%
American Indian or Alaska Native	10	90%	20%	0%	10	90%	80%	0%
Black or African American	729	83%	32%	1%	749	91%	59%	2%
Hispanic or Latino	2826	85%	34%	1%	2706	91%	57%	1%
Asian or Native Hawaiian/Other Pacific Islander	198	94%	64%	13%	164	95%	79%	10%
White	204	95%	64%	10%	174	96%	78%	10%
Multiracial	22	95%	64%	5%	12	92%	92%	0%
Small Group Totals								
General-Education Students	3067	92%	44%	3%	2934	97%	69%	3%
Students with Disabilities	922	64%	13%	0%	881	74%	28%	0%
English Proficient	2947	90%	44%	3%	2908	95%	68%	3%
Limited English Proficient	1042	72%	17%	0%	907	82%	31%	0%
Economically Disadvantaged	3724	85%	35%	2%	3500	92%	58%	2%
Not Disadvantaged	265	93%	60%	8%	315	92%	76%	7%
Migrant								
Not Migrant	3989	86%	37%	2%	3815	92%	59%	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.

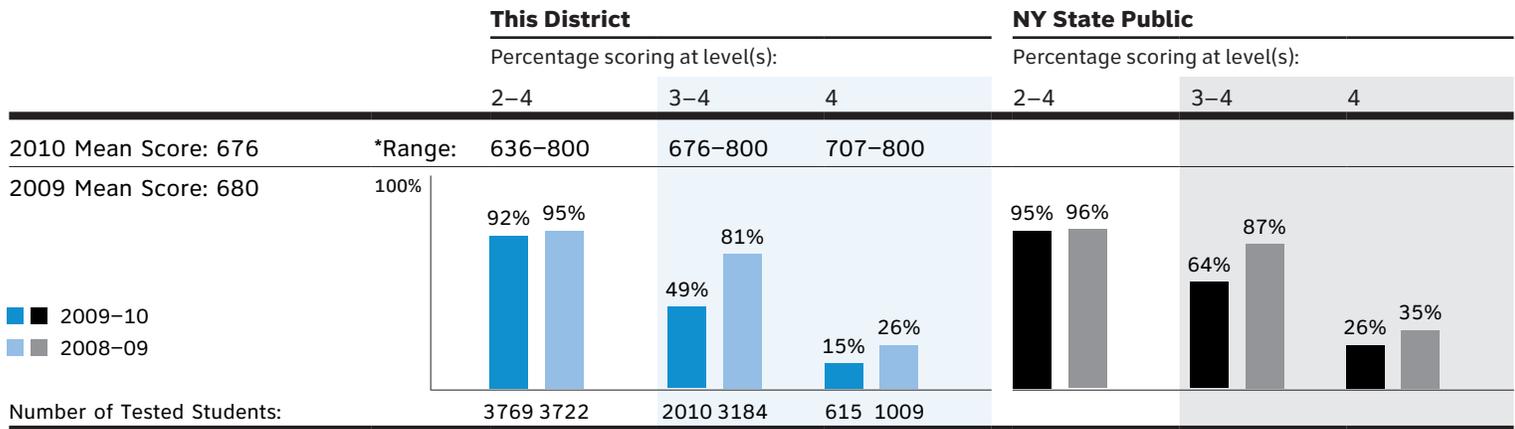
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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 4 Equivalent	64	62	58	49	72	71	67	54
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	101	N/A	N/A	N/A	85	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	106	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	4095	92%	49%	15%	3936	95%	81%	26%
Female	1996	93%	49%	15%	1867	95%	81%	25%
Male	2099	91%	50%	15%	2069	94%	80%	26%
American Indian or Alaska Native	10	100%	20%	10%	10	100%	100%	50%
Black or African American	734	92%	43%	11%	755	94%	76%	21%
Hispanic or Latino	2917	91%	47%	13%	2808	95%	81%	24%
Asian or Native Hawaiian/Other Pacific Islander	205	97%	75%	40%	169	96%	93%	48%
White	207	97%	74%	32%	180	96%	91%	49%
Multiracial	22	100%	64%	18%	14	93%	93%	36%
Small Group Totals								
General-Education Students	3168	95%	56%	18%	3041	97%	87%	30%
Students with Disabilities	927	82%	27%	4%	895	86%	61%	11%
English Proficient	2944	95%	55%	18%	2920	96%	85%	31%
Limited English Proficient	1151	84%	34%	7%	1016	90%	68%	10%
Economically Disadvantaged	3826	92%	48%	14%	3603	95%	80%	24%
Not Disadvantaged	269	94%	71%	31%	333	94%	86%	41%
Migrant								
Not Migrant	4095	92%	49%	15%	3936	95%	81%	26%

NOTES

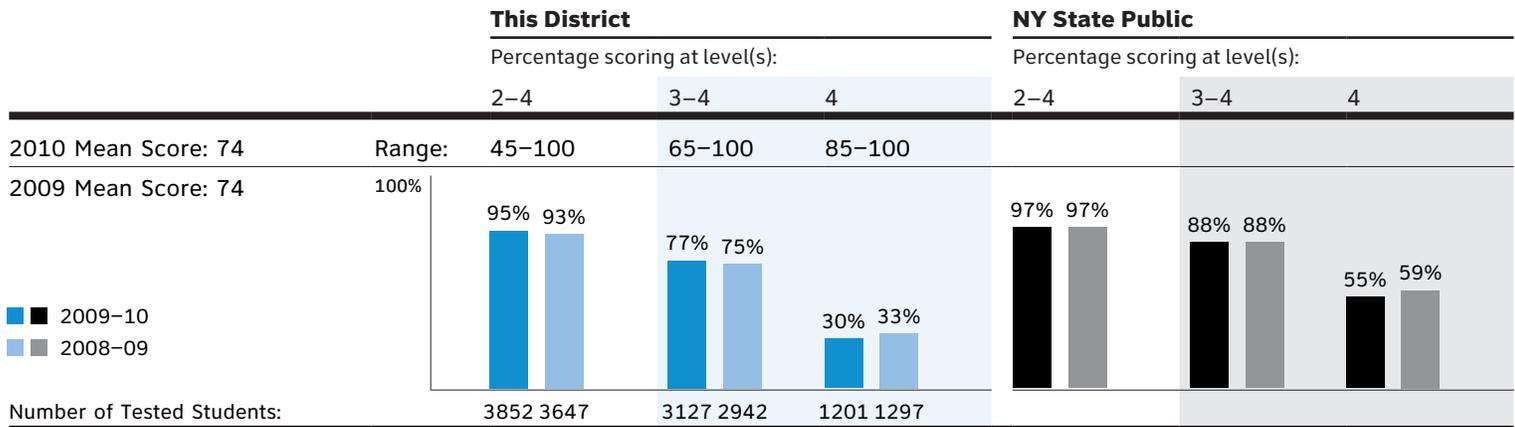
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	64	63	59	47	72	72	72	50

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	4063	95%	77%	30%	3936	93%	75%	33%
Female	1984	95%	77%	30%	1872	93%	74%	32%
Male	2079	94%	77%	29%	2064	93%	75%	34%
American Indian or Alaska Native	10	100%	60%	20%	10	100%	70%	50%
Black or African American	729	94%	74%	25%	755	91%	71%	28%
Hispanic or Latino	2890	95%	76%	27%	2809	93%	74%	31%
Asian or Native Hawaiian/Other Pacific Islander	205	95%	86%	54%	170	92%	81%	55%
White	207	99%	89%	60%	177	94%	88%	55%
Multiracial	22	100%	95%	32%	15	100%	100%	80%
Small Group Totals								
General-Education Students	3155	96%	80%	33%	3051	95%	79%	37%
Students with Disabilities	908	92%	65%	16%	885	85%	59%	18%
English Proficient	2922	97%	84%	36%	2918	95%	81%	40%
Limited English Proficient	1141	89%	60%	14%	1018	85%	57%	12%
Economically Disadvantaged	3794	95%	76%	27%	3600	93%	74%	31%
Not Disadvantaged	269	98%	89%	62%	336	92%	84%	53%
Migrant								
Not Migrant	4063	95%	77%	30%	3936	93%	75%	33%

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	64	63	62	58	72	72	72	62

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 664	*Range: 647-795	666-795	700-795			
2009 Mean Score: 660						
Number of Tested Students:	3025	3839	1412	2566	270	179

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	3816	79%	37%	7%	3888	99%	66%	5%
Female	1812	83%	41%	9%	1844	99%	67%	5%
Male	2004	76%	33%	6%	2044	98%	65%	4%
American Indian or Alaska Native	9	56%	33%	11%	14	100%	79%	0%
Black or African American	720	77%	34%	7%	782	99%	64%	3%
Hispanic or Latino	2754	78%	35%	6%	2733	98%	64%	4%
Asian or Native Hawaiian/Other Pacific Islander	152	93%	69%	17%	165	99%	83%	13%
White	169	92%	57%	20%	176	99%	83%	18%
Multiracial	12	83%	58%	8%	18	100%	83%	28%
Small Group Totals								
General-Education Students	2916	86%	44%	9%	2951	100%	75%	6%
Students with Disabilities	900	56%	14%	1%	937	96%	38%	1%
English Proficient	2966	85%	43%	9%	3021	99%	73%	6%
Limited English Proficient	850	59%	14%	0%	867	97%	41%	1%
Economically Disadvantaged	3584	79%	36%	6%	3543	99%	65%	4%
Not Disadvantaged	232	83%	50%	20%	345	99%	75%	13%
Migrant								
Not Migrant	3816	79%	37%	7%	3888	99%	66%	5%

NOTES

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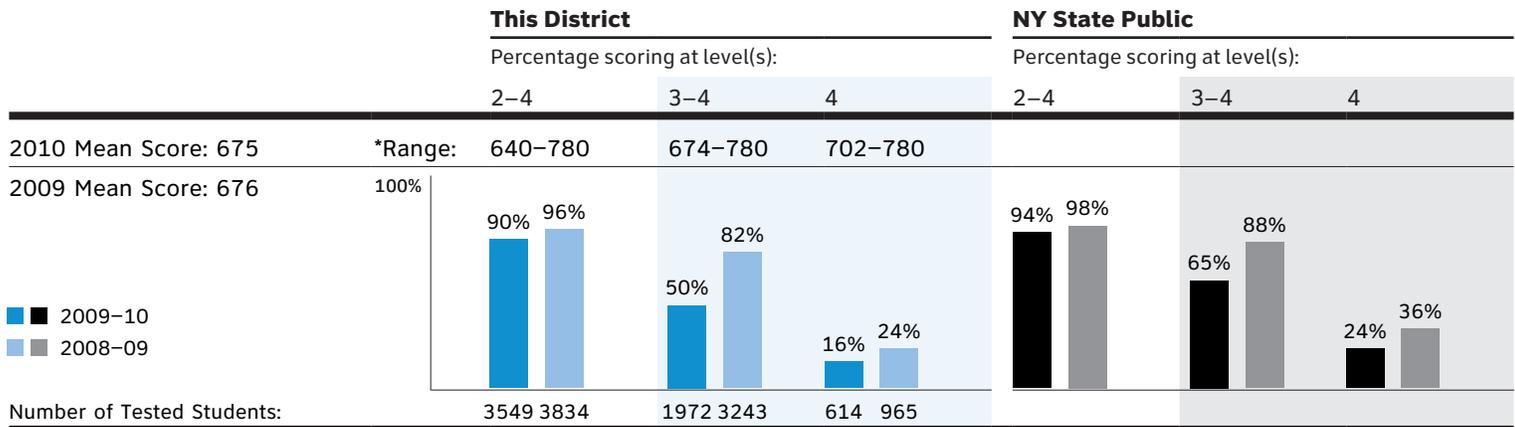
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	80	75	72	51	61	57	51	29
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	106	N/A	N/A	N/A	88	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	112	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	3935	90%	50%	16%	3975	96%	82%	24%
Female	1873	91%	48%	15%	1891	97%	82%	24%
Male	2062	89%	52%	16%	2084	96%	81%	25%
American Indian or Alaska Native	9	78%	44%	11%	13	100%	100%	54%
Black or African American	722	89%	43%	10%	785	95%	78%	18%
Hispanic or Latino	2853	90%	49%	14%	2806	97%	82%	23%
Asian or Native Hawaiian/Other Pacific Islander	167	95%	74%	39%	172	97%	91%	50%
White	172	95%	70%	34%	180	98%	88%	46%
Multiracial	12	100%	67%	33%	19	100%	95%	37%
Small Group Totals								
General-Education Students	3030	94%	57%	19%	3040	98%	87%	29%
Students with Disabilities	905	78%	27%	4%	935	91%	63%	9%
English Proficient	2974	93%	57%	19%	3015	97%	85%	28%
Limited English Proficient	961	81%	27%	5%	960	94%	70%	11%
Economically Disadvantaged	3689	90%	49%	15%	3619	97%	82%	24%
Not Disadvantaged	246	92%	64%	23%	356	96%	82%	32%
Migrant								
Not Migrant	3935	90%	50%	16%	3975	96%	82%	24%

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	80	78	77	54	61	60	56	34

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:	2904	3840	1099	2449	57	119

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	3780	77%	29%	2%	3853	100%	64%	3%
Female	1834	81%	32%	2%	1869	100%	70%	4%
Male	1946	73%	26%	1%	1984	99%	58%	2%
American Indian or Alaska Native	14	86%	50%	0%	3	-	-	-
Black or African American	747	78%	24%	2%	796	100%	62%	2%
Hispanic or Latino	2697	75%	28%	1%	2729	100%	62%	3%
Asian or Native Hawaiian/Other Pacific Islander	156	85%	52%	5%	166	100%	81%	13%
White	146	92%	51%	4%	153	100%	80%	10%
Multiracial	20	95%	40%	0%	6	-	-	-
Small Group Totals					9	100%	67%	0%
General-Education Students	2861	86%	36%	2%	2940	100%	72%	4%
Students with Disabilities	919	49%	7%	0%	913	99%	35%	0%
English Proficient	3046	85%	35%	2%	3123	100%	71%	4%
Limited English Proficient	734	44%	4%	0%	730	99%	32%	0%
Economically Disadvantaged	3604	76%	28%	1%	3605	100%	63%	3%
Not Disadvantaged	176	89%	48%	2%	248	98%	67%	3%
Migrant								
Not Migrant	3780	77%	29%	2%	3853	100%	64%	3%

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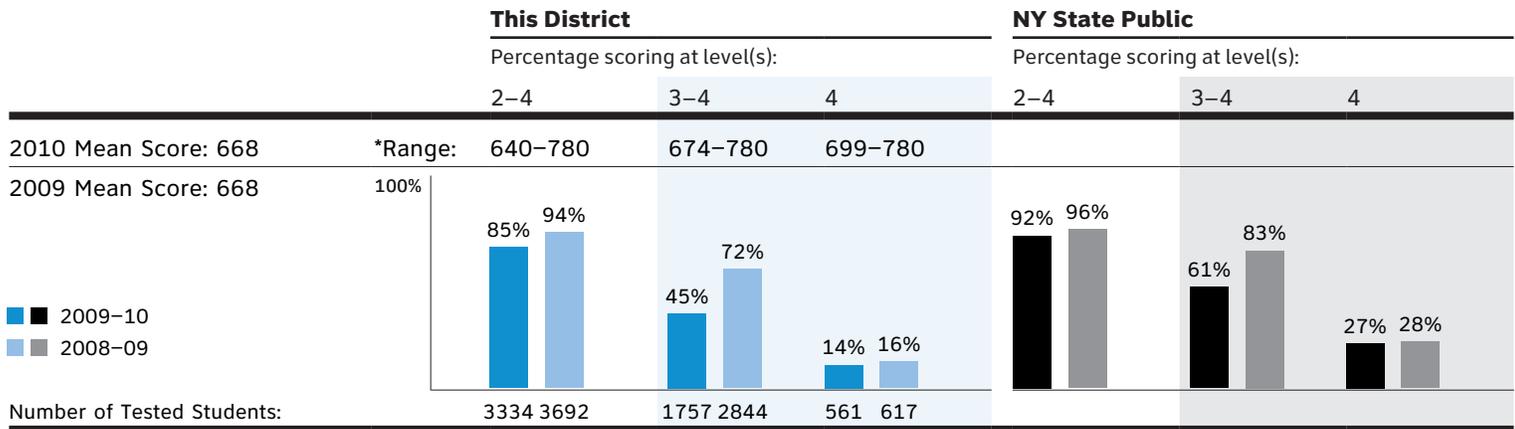
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	61	57	52	42	51	51	44	32
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	128	N/A	N/A	N/A	79	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	128	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	3910	85%	45%	14%	3934	94%	72%	16%
Female	1898	87%	47%	15%	1888	95%	75%	15%
Male	2012	84%	43%	13%	2046	93%	70%	16%
American Indian or Alaska Native	15	87%	60%	27%	2	-	-	-
Black or African American	751	84%	40%	10%	801	91%	65%	11%
Hispanic or Latino	2809	85%	43%	13%	2796	94%	73%	14%
Asian or Native Hawaiian/Other Pacific Islander	165	94%	70%	41%	171	96%	87%	42%
White	149	92%	63%	29%	157	97%	85%	34%
Multiracial	21	100%	81%	38%	7	-	-	-
Small Group Totals					9	100%	78%	11%
General-Education Students	2989	91%	53%	18%	3015	97%	81%	19%
Students with Disabilities	921	67%	20%	3%	919	82%	44%	4%
English Proficient	3048	90%	53%	18%	3124	95%	76%	19%
Limited English Proficient	862	68%	17%	2%	810	88%	57%	4%
Economically Disadvantaged	3724	85%	44%	14%	3682	94%	72%	16%
Not Disadvantaged	186	88%	58%	20%	252	90%	71%	17%
Migrant								
Not Migrant	3910	85%	45%	14%	3934	94%	72%	16%

NOTES

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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	61	60	54	42	51	50	48	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: 655	*Range: 642-790	664-790	698-790			
2009 Mean Score: 654						
Number of Tested Students:	2986	3739	1048	2353	123	56

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	3711	80%	28%	3%	3772	99%	62%	1%
Female	1795	85%	33%	4%	1814	100%	66%	2%
Male	1916	76%	24%	3%	1958	99%	59%	1%
American Indian or Alaska Native	3	-	-	-	10	-	-	-
Black or African American	746	82%	24%	3%	758	100%	62%	1%
Hispanic or Latino	2658	79%	27%	2%	2661	99%	61%	1%
Asian or Native Hawaiian/Other Pacific Islander	161	90%	50%	11%	197	100%	75%	3%
White	134	90%	51%	10%	142	99%	82%	7%
Multiracial	9	-	-	-	4	-	-	-
Small Group Totals	12	92%	50%	17%	14	100%	57%	0%
General-Education Students	2848	88%	35%	4%	2874	100%	72%	2%
Students with Disabilities	863	56%	7%	0%	898	97%	33%	0%
English Proficient	3044	87%	33%	4%	3050	100%	71%	2%
Limited English Proficient	667	50%	5%	0%	722	96%	25%	0%
Economically Disadvantaged	3500	80%	27%	3%	3488	99%	62%	1%
Not Disadvantaged	211	90%	48%	9%	284	99%	66%	2%
Migrant								
Not Migrant	3711	80%	28%	3%	3772	99%	62%	1%

NOTES

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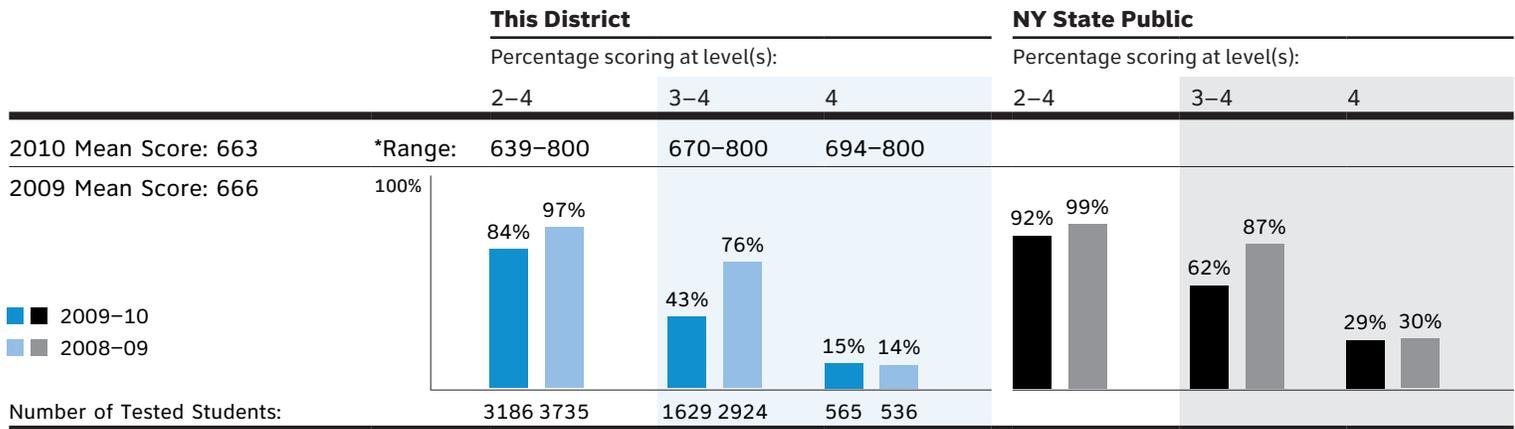
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	53	53	51	46	63	62	60	51
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	123	N/A	N/A	N/A	86	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	124	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	3788	84%	43%	15%	3858	97%	76%	14%
Female	1826	84%	45%	16%	1861	97%	79%	14%
Male	1962	84%	41%	14%	1997	96%	73%	14%
American Indian or Alaska Native	3	-	-	-	11	91%	55%	18%
Black or African American	745	82%	38%	11%	765	97%	74%	11%
Hispanic or Latino	2725	84%	42%	14%	2733	97%	75%	12%
Asian or Native Hawaiian/Other Pacific Islander	166	93%	70%	40%	203	97%	82%	37%
White	140	90%	57%	29%	141	96%	84%	30%
Multiracial	9	-	-	-	5	100%	60%	0%
Small Group Totals	12	58%	50%	33%				
General-Education Students	2926	90%	51%	18%	2965	99%	84%	18%
Students with Disabilities	862	65%	16%	3%	893	91%	49%	1%
English Proficient	3001	88%	50%	18%	3054	98%	81%	17%
Limited English Proficient	787	68%	17%	2%	804	93%	57%	2%
Economically Disadvantaged	3573	84%	42%	14%	3563	97%	76%	14%
Not Disadvantaged	215	86%	52%	27%	295	95%	74%	16%
Migrant								
Not Migrant	3788	84%	43%	15%	3858	97%	76%	14%

NOTES

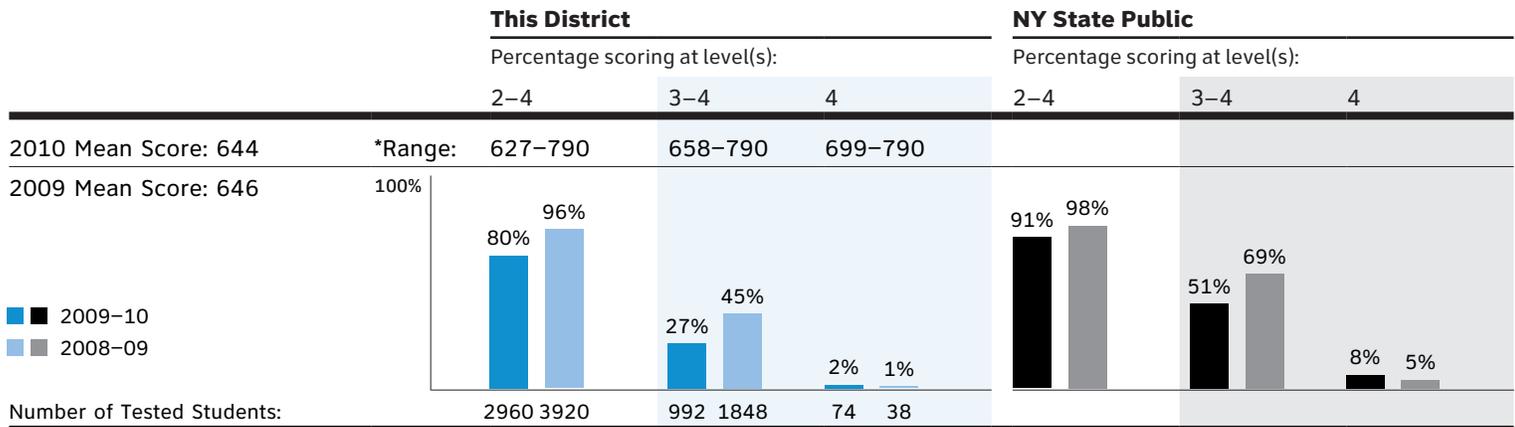
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	53	48	47	29	64	62	56	37

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	3708	80%	27%	2%	4073	96%	45%	1%
Female	1787	84%	32%	3%	1949	97%	52%	1%
Male	1921	76%	22%	1%	2124	95%	39%	0%
American Indian or Alaska Native	13	77%	31%	0%	24	100%	63%	4%
Black or African American	725	81%	24%	2%	858	97%	45%	1%
Hispanic or Latino	2653	78%	25%	2%	2866	96%	43%	1%
Asian or Native Hawaiian/Other Pacific Islander	182	88%	44%	4%	177	97%	60%	3%
White	129	90%	55%	3%	143	99%	71%	6%
Multiracial	6	83%	33%	0%	5	100%	60%	0%
Small Group Totals								
General-Education Students	2839	88%	33%	3%	3193	98%	54%	1%
Students with Disabilities	869	53%	5%	0%	880	89%	14%	0%
English Proficient	2996	87%	32%	2%	3290	98%	54%	1%
Limited English Proficient	712	49%	3%	0%	783	88%	11%	0%
Economically Disadvantaged	3472	80%	26%	2%	3730	96%	44%	1%
Not Disadvantaged	236	81%	38%	3%	343	97%	55%	2%
Migrant								
Not Migrant	3708	80%	27%	2%	4073	96%	45%	1%

NOTES

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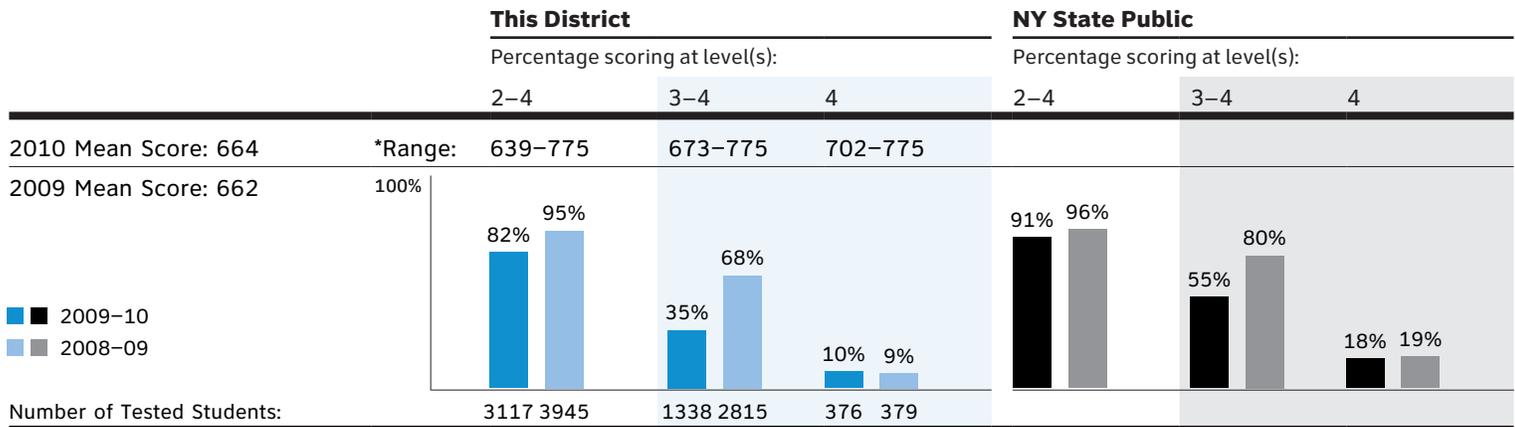
Other

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	63	62	61	52	52	50	48	44
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	129	N/A	N/A	N/A	86	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	133	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	3823	82%	35%	10%	4167	95%	68%	9%
Female	1838	84%	36%	11%	1993	95%	70%	11%
Male	1985	79%	34%	9%	2174	94%	66%	7%
American Indian or Alaska Native	13	77%	15%	15%	26	-	-	-
Black or African American	720	81%	31%	8%	862	94%	63%	7%
Hispanic or Latino	2762	81%	33%	8%	2947	95%	68%	8%
Asian or Native Hawaiian/Other Pacific Islander	187	90%	68%	29%	183	91%	77%	24%
White	131	89%	61%	26%	145	97%	81%	28%
Multiracial	10	70%	0%	0%	4	-	-	-
Small Group Totals					30	93%	73%	17%
General-Education Students	2961	88%	42%	12%	3287	98%	75%	11%
Students with Disabilities	862	59%	11%	1%	880	84%	39%	1%
English Proficient	2985	85%	40%	12%	3296	96%	72%	11%
Limited English Proficient	838	69%	17%	1%	871	89%	52%	1%
Economically Disadvantaged	3581	81%	34%	10%	3821	95%	68%	9%
Not Disadvantaged	242	85%	43%	14%	346	95%	66%	11%
Migrant								
Not Migrant	3823	82%	35%	10%	4167	95%	68%	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.

* 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	63	60	58	37	52	49	47	34

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

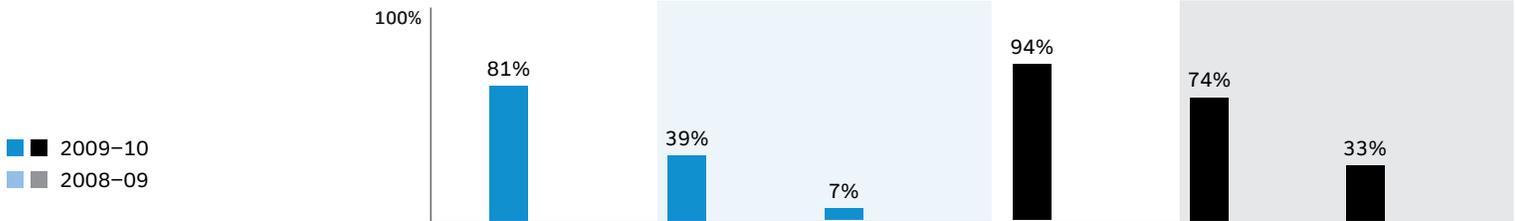
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Number of Tested Students:

2976

1441

255

Results by Student Group

2009-10 School Year

Total Tested	Percentage scoring at level(s):		
	2-4	3-4	4

2008-09 School Year

Total Tested	Percentage scoring at level(s):		
	2-4	3-4	4

	2009-10 School Year				2008-09 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	3634	81%	39%	7%	4085	82%	35%	5%
Female	1752	84%	38%	6%	1957	84%	37%	5%
Male	1882	79%	41%	8%	2128	81%	34%	5%
American Indian or Alaska Native	11	73%	45%	18%	26	-	-	-
Black or African American	680	80%	35%	6%	836	81%	33%	3%
Hispanic or Latino	2625	80%	37%	5%	2891	82%	34%	4%
Asian or Native Hawaiian/Other Pacific Islander	181	93%	64%	24%	182	85%	53%	12%
White	128	90%	64%	21%	146	92%	59%	21%
Multiracial	9	67%	44%	0%	4	-	-	-
Small Group Totals					30	87%	40%	10%
General-Education Students	2835	86%	46%	9%	3245	87%	42%	6%
Students with Disabilities	799	63%	17%	1%	840	64%	12%	0%
English Proficient	2824	86%	46%	9%	3229	87%	42%	6%
Limited English Proficient	810	64%	14%	0%	856	64%	11%	0%
Economically Disadvantaged	3401	81%	38%	7%	3743	82%	35%	5%
Not Disadvantaged	233	88%	51%	11%	342	85%	36%	7%
Migrant								
Not Migrant	3634	81%	39%	7%	4085	82%	35%	5%

NOTES

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Other Assessments

2009-10 School Year

Total Tested	Number scoring at level(s):		
	2-4	3-4	4

2008-09 School Year

Total Tested	Number scoring at level(s):		
	2-4	3-4	4

	2009-10 School Year				2008-09 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	62	59	56	45	52	48	45	42
Regents Science	33	21	15	3	1	-	-	-

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

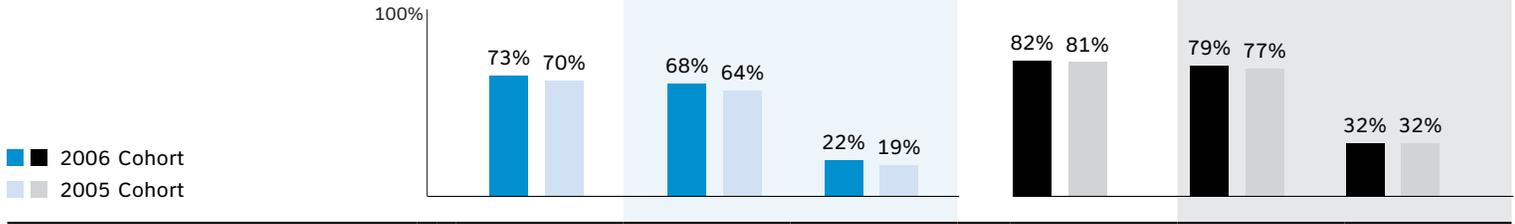
NY State Public

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
All Students	4776	73%	68%	22%	4878	70%	64%	19%
Female	2377	76%	73%	22%	2536	75%	70%	21%
Male	2399	69%	64%	21%	2342	64%	58%	18%
American Indian or Alaska Native	19	79%	79%	32%	16	50%	50%	19%
Black or African American	1183	74%	69%	10%	1221	69%	62%	13%
Hispanic or Latino	2656	65%	60%	10%	2796	64%	57%	8%
Asian or Native Hawaiian/Other Pacific Islander	567	96%	95%	71%	506	94%	93%	67%
White	344	88%	87%	64%	331	89%	88%	60%
Multiracial	7	86%	86%	29%	8	75%	63%	25%
Small Group Totals								
General-Education Students	4111	80%	76%	25%	4208	77%	71%	22%
Students with Disabilities	665	27%	22%	2%	670	25%	20%	1%
English Proficient	3932	78%	74%	26%	4065	75%	70%	23%
Limited English Proficient	844	49%	40%	1%	813	44%	34%	0%
Economically Disadvantaged	3646	75%	69%	15%	3670	71%	65%	13%
Not Disadvantaged	1130	67%	65%	41%	1208	65%	62%	37%
Migrant								
Not Migrant	4776	73%	68%	22%	4878	70%	64%	19%

NOTES

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

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

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

This District

Percentage scoring at level(s):

2-4

3-4

4

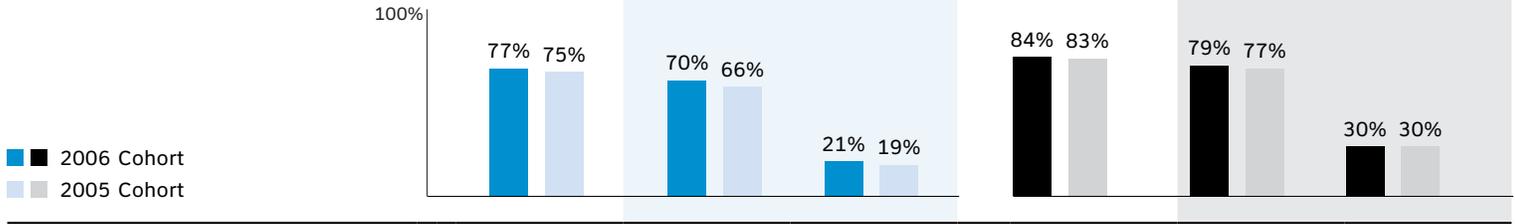
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2005 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	4776	77%	70%	21%	4878	75%	66%	19%
Female	2377	80%	72%	19%	2536	79%	70%	18%
Male	2399	75%	68%	22%	2342	70%	61%	19%
American Indian or Alaska Native	19	79%	68%	37%	16	56%	50%	19%
Black or African American	1183	76%	69%	9%	1221	71%	62%	10%
Hispanic or Latino	2656	72%	63%	8%	2796	71%	60%	8%
Asian or Native Hawaiian/Other Pacific Islander	567	97%	96%	80%	506	96%	95%	74%
White	344	89%	87%	62%	331	92%	89%	59%
Multiracial	7	86%	86%	14%	8	63%	63%	13%
Small Group Totals								
General-Education Students	4111	84%	77%	24%	4208	82%	73%	21%
Students with Disabilities	665	34%	24%	1%	670	31%	20%	1%
English Proficient	3932	80%	74%	25%	4065	78%	70%	22%
Limited English Proficient	844	65%	52%	1%	813	59%	46%	2%
Economically Disadvantaged	3646	79%	71%	14%	3670	77%	66%	13%
Not Disadvantaged	1130	71%	67%	43%	1208	69%	64%	36%
Migrant								
Not Migrant	4776	77%	70%	21%	4878	75%	66%	19%

NOTES

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