



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #11**

District ID **32-11-00-01-0000**

Superintendent **ELIZABETH WHITE**

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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	297	313	357
Kindergarten	2476	2487	2885
Grade 1	2913	2898	3219
Grade 2	2871	2863	3239
Grade 3	2745	2851	3157
Grade 4	2805	2761	3186
Grade 5	2767	2839	3131
Grade 6	2661	2585	2950
Ungraded Elementary	2050	2209	190
Grade 7	2658	2705	2979
Grade 8	2621	2649	3124
Grade 9	3320	2958	3522
Grade 10	2592	2604	3008
Grade 11	1735	1777	1844
Grade 12	1653	1501	1612
Ungraded Secondary	1860	1969	117
Total K-12	37727	37656	38163

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	23	24	25
Grade 8			
English	27	28	29
Mathematics	28	29	29
Science	30	29	29
Social Studies	29	30	30
Grade 10			
English	30	29	28
Mathematics	29	28	29
Science	28	28	31
Social Studies	29	28	29

Enrollment Information

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

Average Class Size Information

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

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	25285	67%	25512	68%	25941	68%
Reduced-Price Lunch	3868	10%	3842	10%	3390	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3817	10%	3993	11%	4039	11%
Racial/Ethnic Origin						
American Indian or Alaska Native	253	1%	280	1%	283	1%
Black or African American	17387	46%	17004	45%	17159	45%
Hispanic or Latino	15279	40%	15534	41%	15790	41%
Asian or Native Hawaiian/Other Pacific Islander	2158	6%	2217	6%	2315	6%
White	2650	7%	2621	7%	2616	7%
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	1611	4%	1632	4%	1860	5%

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	2713	2724	2609
Percent with No Valid Teaching Certificate	3%	3%	2%
Percent Teaching Out of Certification	12%	9%	7%
Percent with Fewer Than Three Years of Experience	18%	15%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	32%	36%	39%
Total Number of Core Classes	5605	5468	5714
Percent Not Taught by Highly Qualified Teachers in This District	15%	10%	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	6665	6653	6804
Percent Taught by Teachers Without Appropriate Certification	16%	11%	9%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		17%	17%
Turnover Rate of All Teachers		13%	12%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

12th Graders

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

2006 Cohort

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

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuous Enrollment

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation Rate

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

Graduation-Rate Total Cohort

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

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

Limited English Proficient

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

Non-Accountability Groups

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

Useful Terms for Understanding Accountability (continued)

Participation

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

Performance Index (PI)

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

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

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

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

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

Progress Targets

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

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

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

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

Safe Harbor Targets

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

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

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

Safe Harbor Qualification (*)

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

State Standard

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

Students with Disabilities

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

Test Performance

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

Total

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2010–11)

▲ Good Standing

ELA ▲ Good Standing

Science ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2008–09

2009–10

2010–11

YES

YES

YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✗	✗	✗
Ethnicity						
American Indian or Alaska Native	✗	✓		—	—	
Black or African American	✗	✓		✗	✗	
Hispanic or Latino	✗	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✗	✓	
Multiracial	✓	✓		—	—	
Other Groups						
Students with Disabilities	✗	✓		✗	✗	
Limited English Proficient	✗	✓		✗	✗	
Economically Disadvantaged	✓	✓		✗	✗	
Student groups making AYP in each subject	✗ 5 of 10	✓ 10 of 10	✓ 1 of 1	✗ 1 of 8	✗ 2 of 8	✗ 0 of 1

AYP Status

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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2010–11)



Good Standing

Accountability Measures

5 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 (19725:18098)	✓	✓	98%	✓	155	154	
Ethnicity							
American Indian or Alaska Native (127:116)	✗	✓	98%	✗	141	145	145 102
Black or African American (9191:8544)	✗	✓	99%	✗	152	154	154 123
Hispanic or Latino (7504:6782)	✗	✓	98%	✗	152	154	154 122
Asian or Native Hawaiian/Other Pacific Islander (1315:1181)	✓	✓	98%	✓	172	152	
White (1509:1408)	✓	✓	99%	✓	169	152	
Multiracial (79:67)	✓	✓	100%	✓	179	143	
Other Groups							
Students with Disabilities (4577:4093)	✗	✓	95%	✗	123	153	129 88
Limited English Proficient (1935:2064)	✗	✓	98%	✗	137	153	146 102
Economically Disadvantaged (17730:16352)	✓	✓	99%	✓	154	154	
Final AYP Determination	✗ 5 of 10						
Non-Accountability Groups							
Female (9309:8619)			99%		161	154	
Male (10416:9479)			98%		149	154	
Migrant (0:0)							


Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

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
































Elementary/Middle-Level Mathematics

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




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 (19734:18279)			99%		173	134	
Ethnicity							
American Indian or Alaska Native (130:120)			99%		159	126	
Black or African American (9197:8570)			99%		171	134	
Hispanic or Latino (7501:6878)			99%		171	134	
Asian or Native Hawaiian/Other Pacific Islander (1321:1219)			99%		190	132	
White (1506:1422)			99%		187	132	
Multiracial (79:70)			100%		181	124	
Other Groups							
Students with Disabilities (4582:4161)			97%		143	133	
Limited English Proficient (1938:2181)			99%		166	133	
Economically Disadvantaged (17735:16476)			99%		174	134	
Final AYP Determination	 10 of 10						
Non-Accountability Groups							
Female (9312:8689)			99%		176	134	
Male (10422:9590)			99%		171	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 (6690:6053)		Qualified		97%		153	100	
Ethnicity								
American Indian or Alaska Native (47:44)		Qualified		98%		134	100	
Black or African American (3140:2839)		Qualified		97%		148	100	
Hispanic or Latino (2507:2251)		Qualified		96%		151	100	
Asian or Native Hawaiian/Other Pacific Islander (461:418)		Qualified		98%		173	100	
White (510:477)		Qualified		97%		173	100	
Multiracial (25:24)		—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (1503:1307)		Qualified		93%		130	100	
Limited English Proficient (609:638)		Qualified		97%		138	100	
Economically Disadvantaged (5971:5413)		Qualified		97%		153	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (3175:2891)				97%		153	100	
Male (3515:3162)				96%		153	100	
Migrant (0:0)								

Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

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

Secondary-Level English Language Arts

Accountability Status for This Subject (2010–11)



Good Standing

Accountability Measures

1 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 (1978:2087)	✗	✓	99%	✗	162	175	161‡	166
Ethnicity								
American Indian or Alaska Native (13:16)	–	–	–	–	–	–	–	
Black or African American (898:950)	✗	✓	99%	✗	166	173	163‡	169
Hispanic or Latino (875:929)	✗	✓	99%	✗	159	173	160‡	163
Asian or Native Hawaiian/Other Pacific Islander (83:85)	✓	✓	100%	✓	172	166		
White (99:99)	✗	✓	98%	✗	155	167	138‡	160
Multiracial (10:8)	–	–	–	–	–	–	–	
Other Groups								
Students with Disabilities (269:452)	✗	✓	99%	✗	111	172	105‡	120
Limited English Proficient (211:275)	✗	✓	100%	✗	141	170	134‡	147
Economically Disadvantaged (1458:1530)	✗	✓	99%	✗	163	174	162‡	167
Final AYP Determination	✗ 1 of 8							
Non-Accountability Groups								
Female (911:945)			100%		171	173		
Male (1067:1142)			99%		155	174		
Migrant (0:0)								

Symbols

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

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

Secondary-Level Mathematics

Accountability Status for This Subject (2010–11)



Good Standing

Accountability Measures

2 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 (1978:2087)	✗	✓	99%	✗	163	171	163‡	167
Ethnicity								
American Indian or Alaska Native (13:16)	–	–	–	–	–	–		–
Black or African American (898:950)	✗	✓	99%	✗	163	169	160‡	167
Hispanic or Latino (875:929)	✗	✓	99%	✗	160	169	164‡	164
Asian or Native Hawaiian/Other Pacific Islander (83:85)	✓	✓	100%	✓	186	162		
White (99:99)	✓	✓	99%	✓	169	163		
Multiracial (10:8)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (269:452)	✗	✓	99%	✗	115	168	111‡	124
Limited English Proficient (211:275)	✗	✓	100%	✗	156	166	159‡	160
Economically Disadvantaged (1458:1530)	✗	✓	99%	✗	164	170	167‡	168
Final AYP Determination	✗ 2 of 8							
Non-Accountability Groups								
Female (911:945)			100%		170	169		
Male (1067:1142)			99%		157	170		
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 (2622)	✗	✗	60%	80%	64%	64%
Ethnicity						
American Indian or Alaska Native (12)		–	–	–		
Black or African American (1202)		✗	62%	80%	66%	66%
Hispanic or Latino (1196)		✗	57%	80%	61%	62%
Asian or Native Hawaiian/Other Pacific Islander (78)		✓	71%	80%	70%	73%
White (114)		✗	54%	80%	61%	59%
Multiracial (20)		–	–	–		
Other Groups						
Students with Disabilities (530)		✗	27%	80%	40%	38%
Limited English Proficient (322)		✗	50%	80%	57%	56%
Economically Disadvantaged (1604)		✗	62%	80%	66%	66%
Final AYP Determination				✗ 0 of 1		
Non-Accountability Groups						
Female (1166)			67%	80%		
Male (1456)			54%	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 **65%** 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 #11**

District ID **32-11-00-01-0000**

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

43 schools identified 77% of total

ACADEMY FOR SCHOLARSHIP AND ENTRENEURSHIP
ASPIRE PREPARATORY MIDDLE SCHOOL
ASTOR COLLEGIATE ACADEMY
BAYCHESTER ACADEMY
BRONX ACADEMY OF HEALTH CAREERS
BRONX AEROSPACE HIGH SCHOOL
BRONX GREEN MIDDLE SCHOOL
BRONX HEALTH SCIENCES HIGH SCHOOL
BRONX HIGH SCHOOL FOR THE VISUAL ARTS
BRONX HIGH SCHOOL FOR WRITING AND COMMUNICATION ARTS
COLLEGIATE INSTITUTE OF MATH AND SCIENCE
CORNERSTONE ACADEMY FOR SOCIAL ACTION
CORNERSTONE ACADEMY FOR SOCIAL ACTION MIDDLE SCHOOL
FORWARD SCHOOL
GLOBE SCHOOL FOR ENVIRONMENTAL RESEARCH
HIGH SCHOOL OF COMPUTERS AND TECHNOLOGY
HIGH SCHOOL OF CONTEMPORARY ARTS
IS 181 PABLO CASALS
JHS 127 THE CASTLE HILL
MS 180 DR DANIEL HALE WILLIAMS
NEW WORLD HIGH SCHOOL
PELHAM ACADEMY OF ACADEMICS AND COMMUNITY ENGAGEMENT
PELHAM PREPARATORY ACADEMY
PS 105 SENATOR ABRAHAM BERNSTEIN
PS 106 PARKCHESTER
PS 108 PHILIP J ABINANTI
PS 111 SETON FALLS
PS 121 THROOP
PS 153 HELEN KELLER
PS 16 WAKEFIELD
PS 160 WALT DISNEY
PS 175 CITY ISLAND
PS 178 DR SELMAN WAKSMAN
PS 21 PHILIP H SHERIDAN
PS 41 GUN HILL ROAD
PS 68
PS 76 THE BENNINGTON SCHOOL
PS 83 DONALD HERTZ
PS 87
PS 96 RICHARD RODGERS
PS 97 BRONX
PS/MS 194
YOUNG SCHOLARS ACADEMY OF THE BRONX

Improvement (year 1) Basic

2 schools identified 4% of total

BRONX LAB SCHOOL

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

District ID **32-11-00-01-0000**

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

Improvement (year 1) Basic (continued)

PS 19 JUDITH K WEISS

Improvement (year 1) Comprehensive

2 schools identified 4% of total

BRONX PREPARATORY ACADEMY
SCHOOL OF DIPLOMACY

Improvement (year 2) Comprehensive

1 school identified 2% of total

PS 78 ANNE HUTCHINSON

Corrective Action (year 1) Comprehensive

1 school identified 2% of total

GLOBAL ENTERPRISE HIGH SCHOOL

Corrective Action (year 2) Comprehensive

1 school identified 2% of total

PS 103 HECTOR FONTANEZ

Restructuring (year 1) Focused

1 school identified 2% of total

PS 89

Restructuring (year 2) Focused

1 school identified 2% of total

HARRY S TRUMAN HIGH SCHOOL

Restructuring (advanced) Focused

1 school identified 2% of total

PS 112 BRONXWOOD

Restructuring (advanced) Comprehensive

3 schools identified 5% of total







CHRISTOPHER COLUMBUS HIGH SCHOOL
JHS 144 MICHELANGELO
MS 142 JOHN PHILIP SOUSA

District NEW YORK CITY GEOGRAPHIC DISTRICT #11






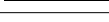
District ID 32-11-00-01-0000

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	40%			3168
Grade 4	36%			3227
Grade 5	41%			3180
Grade 6	33%			2991
Grade 7	28%			3011
Grade 8	28%			3152

Mathematics

Grade 3	47%		3236
Grade 4	53%		3265
Grade 5	55%		3238
Grade 6	43%		3069
Grade 7	39%		3090
Grade 8	28%		3199

Science

Grade 4	83%		3237
Grade 8	39%		3072

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	65%			2516
Mathematics	64%			2516

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.

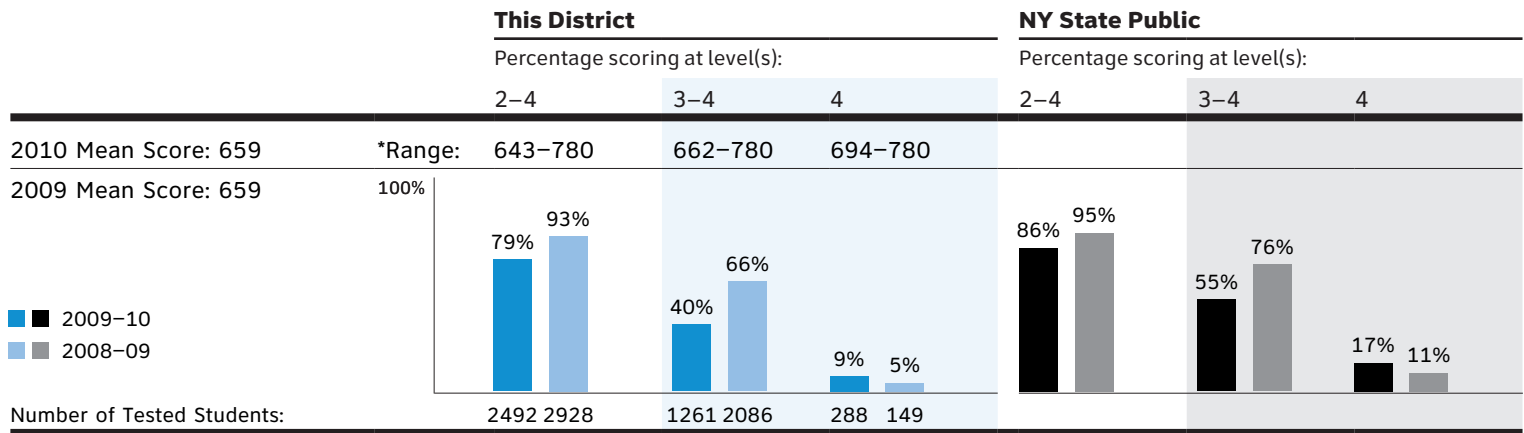
In this section, this district's performance is compared with that of public schools statewide.

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	3168	79%	40%	9%	3161	93%	66%	5%
Female	1510	83%	45%	11%	1490	95%	73%	6%
Male	1658	75%	35%	8%	1671	90%	60%	4%
American Indian or Alaska Native	22	64%	32%	14%	21	90%	67%	0%
Black or African American	1381	78%	38%	8%	1411	93%	64%	4%
Hispanic or Latino	1243	77%	37%	8%	1215	90%	62%	3%
Asian or Native Hawaiian/Other Pacific Islander	240	88%	54%	14%	232	97%	81%	8%
White	257	83%	49%	16%	260	97%	78%	12%
Multiracial	25	88%	60%	4%	22	100%	82%	14%
Small Group Totals								
General-Education Students	2520	87%	47%	11%	2580	97%	74%	6%
Students with Disabilities	648	45%	13%	2%	581	72%	29%	0%
English Proficient	2773	81%	42%	10%	2807	94%	69%	5%
Limited English Proficient	395	62%	22%	3%	354	79%	43%	1%
Economically Disadvantaged	3021	79%	40%	9%	2841	93%	65%	4%
Not Disadvantaged	147	80%	41%	10%	320	93%	71%	8%
Migrant								
Not Migrant	3168	79%	40%	9%	3161	93%	66%	5%

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.

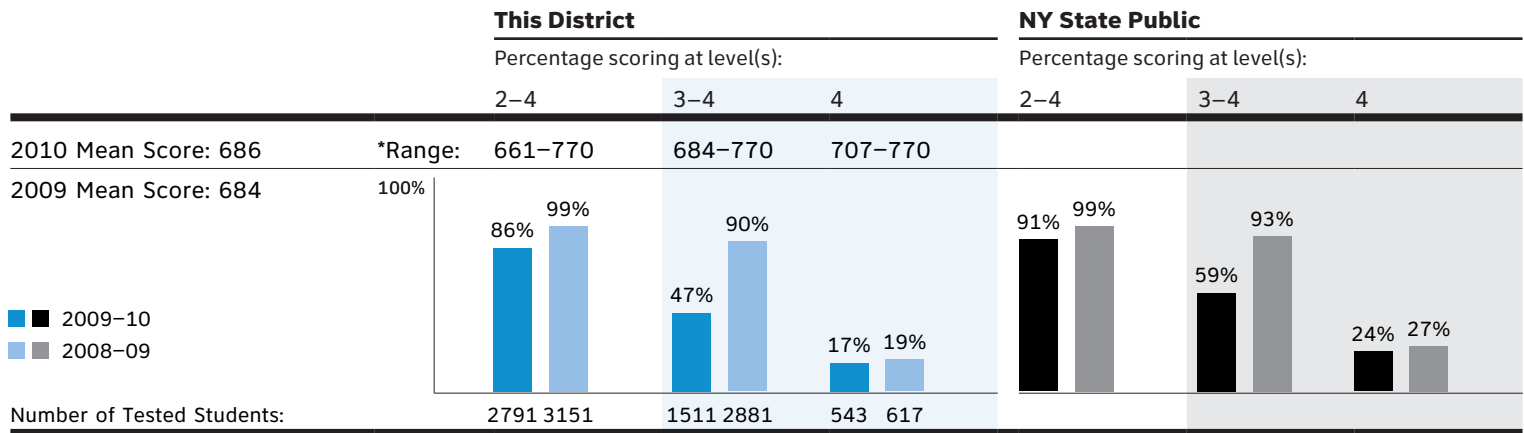
Other

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	65	62	56	46	69	62	60	54
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	44	N/A	N/A	N/A	32	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	45	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	3236	86%	47%	17%	3189	99%	90%	19%
Female	1538	87%	47%	17%	1507	99%	92%	21%
Male	1698	86%	46%	17%	1682	98%	89%	18%
American Indian or Alaska Native	24	79%	33%	21%	20	100%	90%	5%
Black or African American	1391	85%	40%	13%	1413	99%	89%	16%
Hispanic or Latino	1283	84%	44%	15%	1229	98%	89%	17%
Asian or Native Hawaiian/Other Pacific Islander	251	95%	73%	37%	238	100%	97%	41%
White	262	92%	66%	27%	268	99%	96%	31%
Multiracial	25	92%	64%	20%	21	100%	95%	29%
Small Group Totals								
General-Education Students	2568	92%	53%	20%	2607	100%	94%	23%
Students with Disabilities	668	64%	21%	4%	582	95%	72%	5%
English Proficient	2793	87%	49%	18%	2802	99%	91%	20%
Limited English Proficient	443	79%	35%	7%	387	97%	84%	14%
Economically Disadvantaged	3074	87%	47%	17%	2859	99%	90%	19%
Not Disadvantaged	162	81%	47%	20%	330	98%	90%	23%
Migrant								
Not Migrant	3236	86%	47%	17%	3189	99%	90%	19%

NOTES

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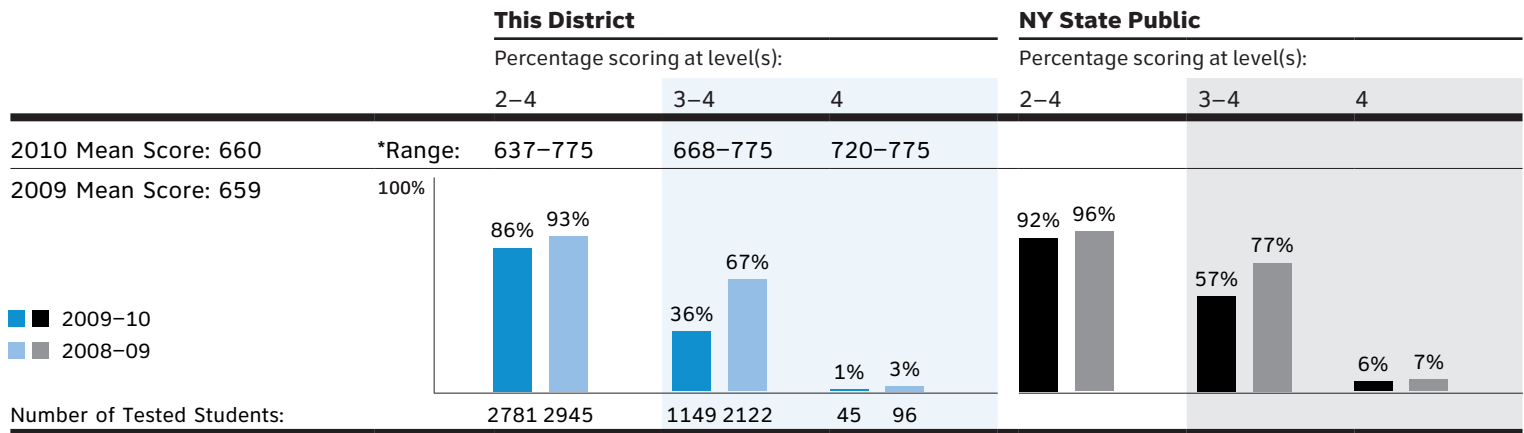
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	65	64	60	42	69	68	63	49

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	3227	86%	36%	1%	3161	93%	67%	3%
Female	1560	89%	39%	2%	1517	96%	72%	5%
Male	1667	83%	32%	1%	1644	91%	63%	2%
American Indian or Alaska Native	25	80%	12%	0%	17	82%	59%	6%
Black or African American	1448	85%	33%	1%	1519	94%	65%	2%
Hispanic or Latino	1273	85%	33%	0%	1191	91%	66%	3%
Asian or Native Hawaiian/Other Pacific Islander	217	95%	59%	4%	172	97%	78%	8%
White	254	91%	46%	6%	247	97%	80%	6%
Multiracial	10	100%	30%	0%	15	100%	80%	0%
Small Group Totals								
General-Education Students	2584	92%	41%	2%	2502	99%	77%	4%
Students with Disabilities	643	62%	13%	0%	659	72%	31%	0%
English Proficient	2901	88%	38%	2%	2886	94%	70%	3%
Limited English Proficient	326	68%	17%	0%	275	85%	41%	0%
Economically Disadvantaged	3053	86%	35%	1%	2817	93%	66%	3%
Not Disadvantaged	174	84%	44%	3%	344	94%	76%	3%
Migrant								
Not Migrant	3227	86%	36%	1%	3161	93%	67%	3%

NOTES

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

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

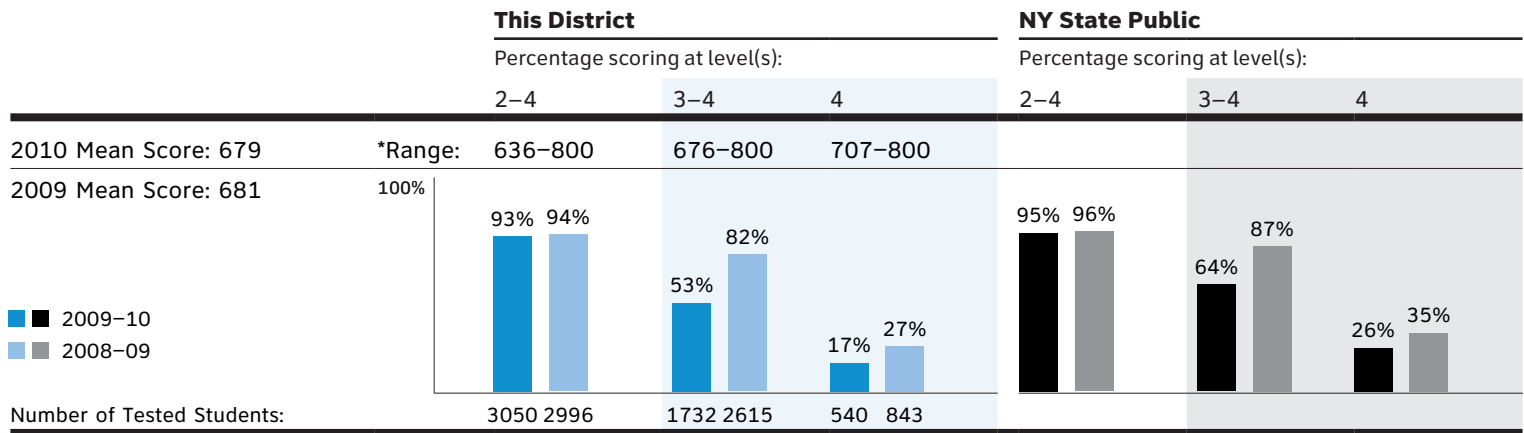
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	82	76	72	64	64	61	58	43
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	37	N/A	N/A	N/A	25	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	40	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	3265	93%	53%	17%	3171	94%	82%	27%
Female	1576	94%	53%	17%	1520	95%	85%	27%
Male	1689	93%	53%	16%	1651	94%	80%	26%
American Indian or Alaska Native	25	92%	48%	16%	17	76%	59%	18%
Black or African American	1453	93%	49%	12%	1523	95%	81%	23%
Hispanic or Latino	1286	92%	51%	14%	1190	93%	81%	24%
Asian or Native Hawaiian/Other Pacific Islander	230	97%	77%	44%	175	98%	93%	53%
White	261	97%	67%	27%	251	98%	89%	41%
Multiracial	10	100%	40%	0%	15	93%	80%	40%
Small Group Totals								
General-Education Students	2624	97%	59%	20%	2511	98%	90%	32%
Students with Disabilities	641	80%	27%	4%	660	81%	54%	7%
English Proficient	2901	94%	55%	18%	2871	95%	84%	28%
Limited English Proficient	364	86%	39%	6%	300	89%	71%	15%
Economically Disadvantaged	3089	94%	53%	17%	2827	94%	82%	26%
Not Disadvantaged	176	88%	55%	17%	344	95%	88%	33%
Migrant								
Not Migrant	3265	93%	53%	17%	3171	94%	82%	27%

NOTES

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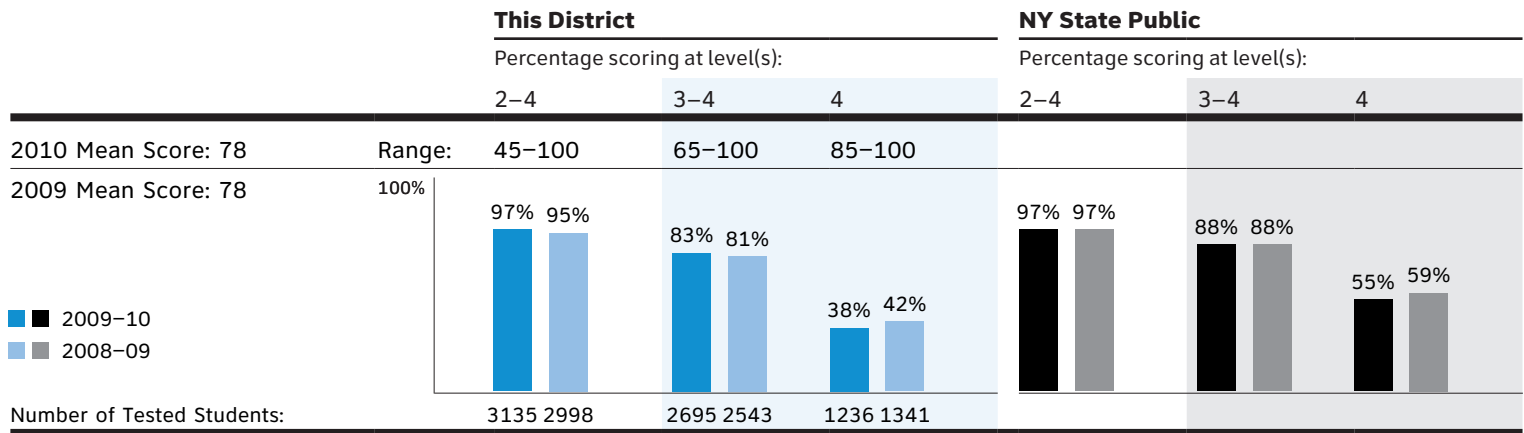
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 Accountability and Overview Reports.

Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	82	80	76	58	64	63	56	40

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	3237	97%	83%	38%	3156	95%	81%	42%
Female	1567	97%	83%	39%	1516	96%	82%	44%
Male	1670	97%	83%	38%	1640	95%	79%	41%
American Indian or Alaska Native	25	96%	72%	36%	17	94%	65%	29%
Black or African American	1434	97%	83%	36%	1518	96%	81%	39%
Hispanic or Latino	1276	96%	82%	36%	1175	94%	79%	42%
Asian or Native Hawaiian/Other Pacific Islander	232	96%	88%	54%	176	97%	90%	61%
White	260	99%	90%	48%	255	97%	85%	53%
Multiracial	10	90%	80%	30%	15	87%	80%	47%
Small Group Totals								
General-Education Students	2605	98%	87%	42%	2506	97%	86%	49%
Students with Disabilities	632	93%	69%	21%	650	88%	59%	19%
English Proficient	2880	98%	85%	41%	2866	96%	83%	45%
Limited English Proficient	357	89%	66%	15%	290	88%	58%	19%
Economically Disadvantaged	3063	97%	83%	38%	2806	95%	80%	41%
Not Disadvantaged	174	97%	86%	44%	350	94%	84%	53%
Migrant								
Not Migrant	3237	97%	83%	38%	3156	95%	81%	42%

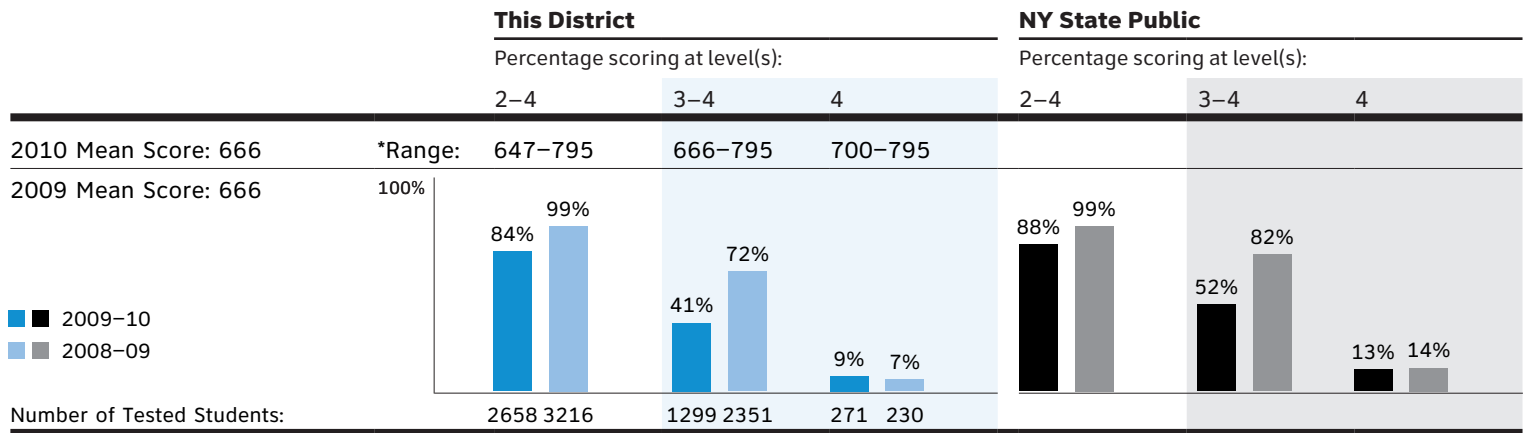
NOTES

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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	81	79	78	73	64	60	60	47

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	3180	84%	41%	9%	3243	99%	72%	7%
Female	1541	87%	47%	11%	1594	99%	74%	8%
Male	1639	80%	35%	6%	1649	99%	71%	6%
American Indian or Alaska Native	18	56%	11%	0%	15	100%	67%	7%
Black or African American	1536	83%	37%	8%	1564	99%	72%	6%
Hispanic or Latino	1187	82%	39%	7%	1196	99%	69%	6%
Asian or Native Hawaiian/Other Pacific Islander	176	91%	64%	18%	223	100%	86%	17%
White	253	91%	57%	16%	238	99%	86%	9%
Multiracial	10	80%	50%	10%	7	100%	71%	14%
Small Group Totals								
General-Education Students	2500	91%	48%	10%	2562	100%	81%	9%
Students with Disabilities	680	56%	16%	2%	681	97%	41%	2%
English Proficient	2937	85%	42%	9%	2975	99%	75%	8%
Limited English Proficient	243	62%	21%	4%	268	97%	43%	0%
Economically Disadvantaged	2994	84%	40%	8%	2870	99%	72%	6%
Not Disadvantaged	186	84%	49%	10%	373	99%	78%	12%
Migrant								
Not Migrant	3180	84%	41%	9%	3243	99%	72%	7%

NOTES

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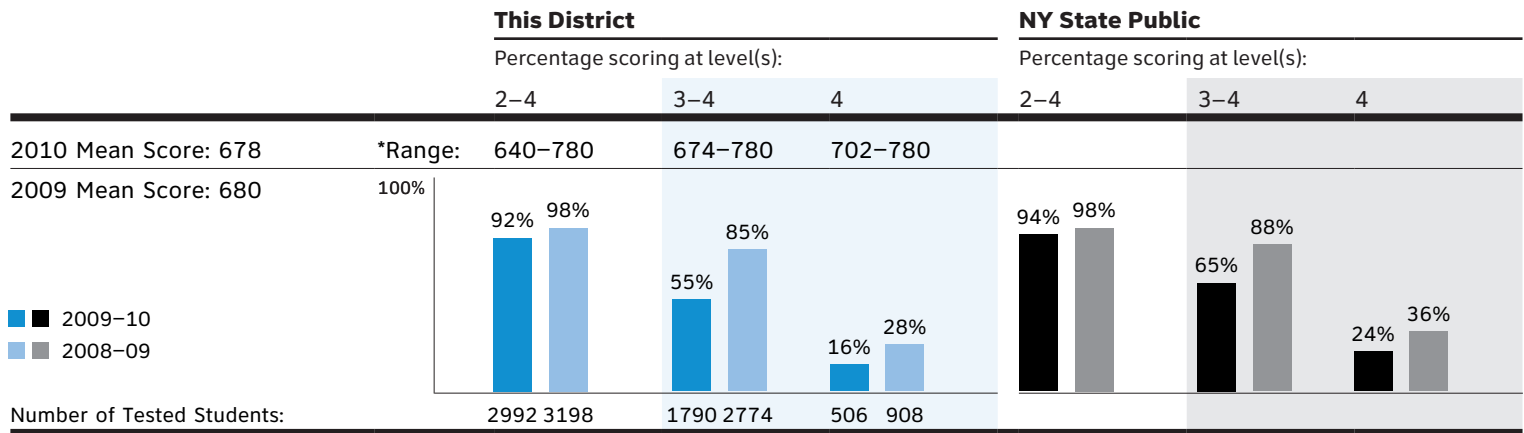
Other

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	66	65	63	48	70	65	59	36
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	49	N/A	N/A	N/A	25	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	50	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	3238	92%	55%	16%	3277	98%	85%	28%
Female	1568	94%	56%	16%	1610	98%	86%	28%
Male	1670	91%	54%	16%	1667	97%	84%	27%
American Indian or Alaska Native	19	84%	37%	5%	15	100%	93%	13%
Black or African American	1544	93%	51%	13%	1568	97%	82%	22%
Hispanic or Latino	1216	91%	54%	13%	1220	97%	83%	25%
Asian or Native Hawaiian/Other Pacific Islander	189	95%	76%	37%	226	100%	99%	61%
White	260	95%	73%	26%	242	99%	93%	45%
Multiracial	10	100%	70%	30%	6	100%	100%	33%
Small Group Totals								
General-Education Students	2548	97%	63%	19%	2595	99%	91%	33%
Students with Disabilities	690	77%	28%	4%	682	91%	61%	9%
English Proficient	2942	93%	57%	17%	2977	98%	86%	29%
Limited English Proficient	296	82%	37%	5%	300	93%	73%	16%
Economically Disadvantaged	3046	92%	55%	15%	2898	98%	84%	27%
Not Disadvantaged	192	91%	64%	21%	379	97%	87%	36%
Migrant								
Not Migrant	3238	92%	55%	16%	3277	98%	85%	28%

NOTES

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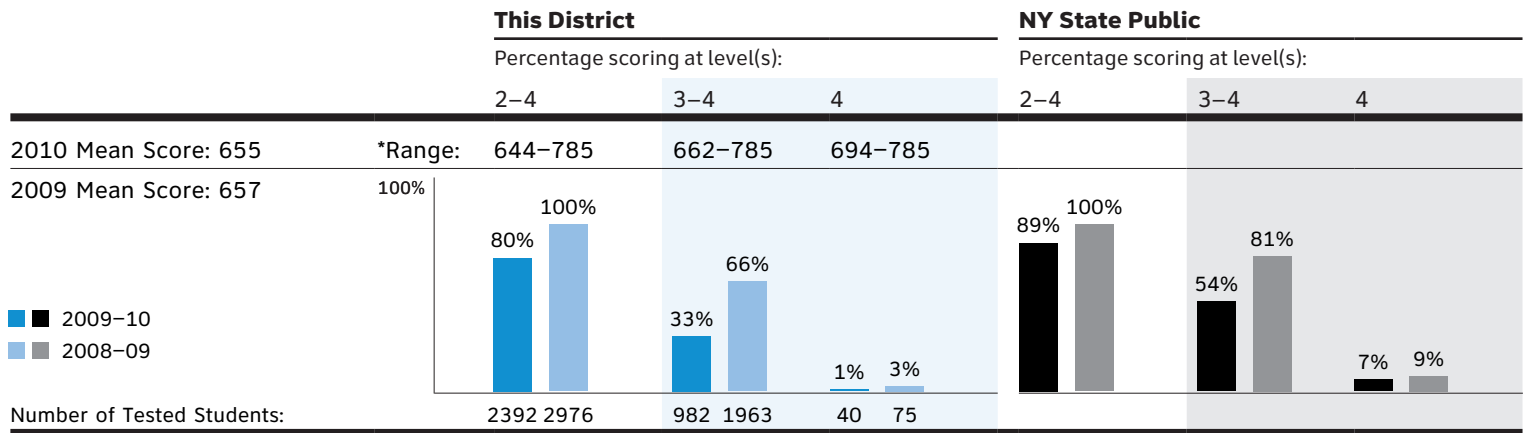
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	66	65	65	48	70	69	62	39

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	2991	80%	33%	1%	2981	100%	66%	3%
Female	1454	83%	37%	2%	1389	100%	71%	4%
Male	1537	77%	29%	1%	1592	100%	61%	2%
American Indian or Alaska Native	17	71%	35%	0%	19	100%	68%	0%
Black or African American	1447	78%	30%	1%	1366	100%	65%	2%
Hispanic or Latino	1091	77%	28%	1%	1190	100%	61%	2%
Asian or Native Hawaiian/Other Pacific Islander	199	93%	59%	3%	178	99%	82%	8%
White	227	90%	51%	3%	221	100%	80%	6%
Multiracial	10	100%	70%	0%	7	100%	86%	14%
Small Group Totals								
General-Education Students	2367	88%	39%	2%	2339	100%	75%	3%
Students with Disabilities	624	50%	8%	0%	642	99%	31%	0%
English Proficient	2773	83%	35%	1%	2736	100%	69%	3%
Limited English Proficient	218	48%	4%	0%	245	100%	31%	0%
Economically Disadvantaged	2608	79%	31%	1%	2662	100%	65%	2%
Not Disadvantaged	383	87%	46%	2%	319	100%	76%	5%
Migrant								
Not Migrant	2991	80%	33%	1%	2981	100%	66%	3%

NOTES

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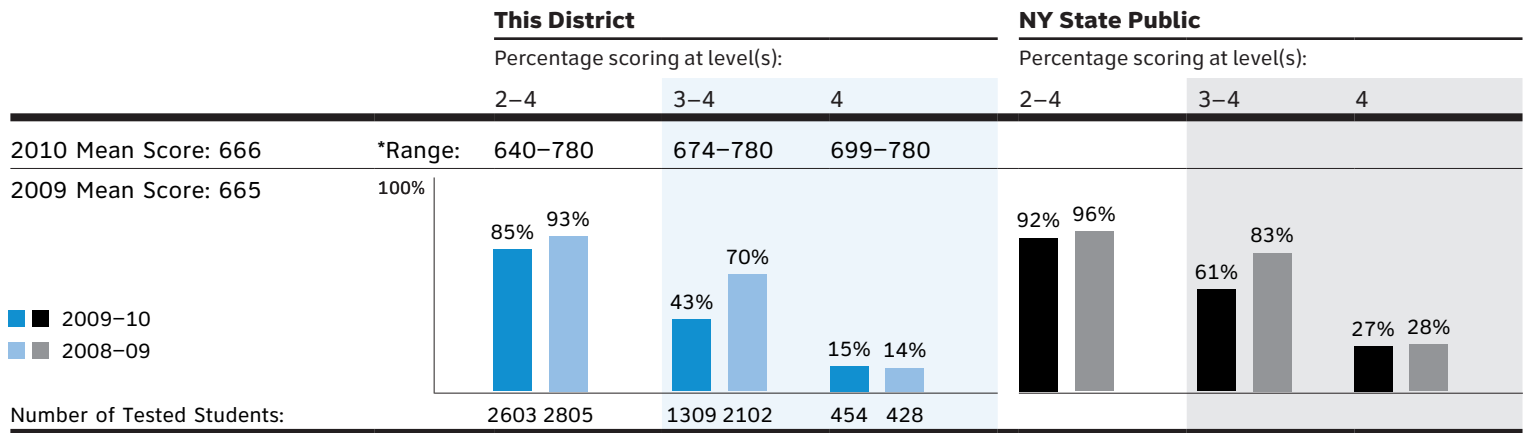
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	79	76	67	54	58	55	47	31
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	39	N/A	N/A	N/A	28	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	40	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	3069	85%	43%	15%	3015	93%	70%	14%
Female	1479	87%	43%	15%	1411	95%	75%	16%
Male	1590	83%	42%	14%	1604	91%	65%	13%
American Indian or Alaska Native	18	83%	33%	11%	18	89%	67%	6%
Black or African American	1462	84%	37%	10%	1360	94%	68%	9%
Hispanic or Latino	1130	82%	39%	12%	1210	91%	66%	12%
Asian or Native Hawaiian/Other Pacific Islander	217	97%	77%	45%	187	96%	88%	43%
White	231	94%	67%	29%	232	95%	81%	34%
Multiracial	11	91%	45%	18%	8	100%	100%	13%
Small Group Totals								
General-Education Students	2413	91%	50%	18%	2367	98%	79%	17%
Students with Disabilities	656	62%	14%	3%	648	77%	36%	3%
English Proficient	2799	86%	45%	16%	2738	94%	72%	15%
Limited English Proficient	270	68%	21%	6%	277	83%	48%	7%
Economically Disadvantaged	2671	84%	41%	14%	2686	93%	69%	14%
Not Disadvantaged	398	89%	57%	21%	329	93%	76%	19%
Migrant								
Not Migrant	3069	85%	43%	15%	3015	93%	70%	14%

NOTES

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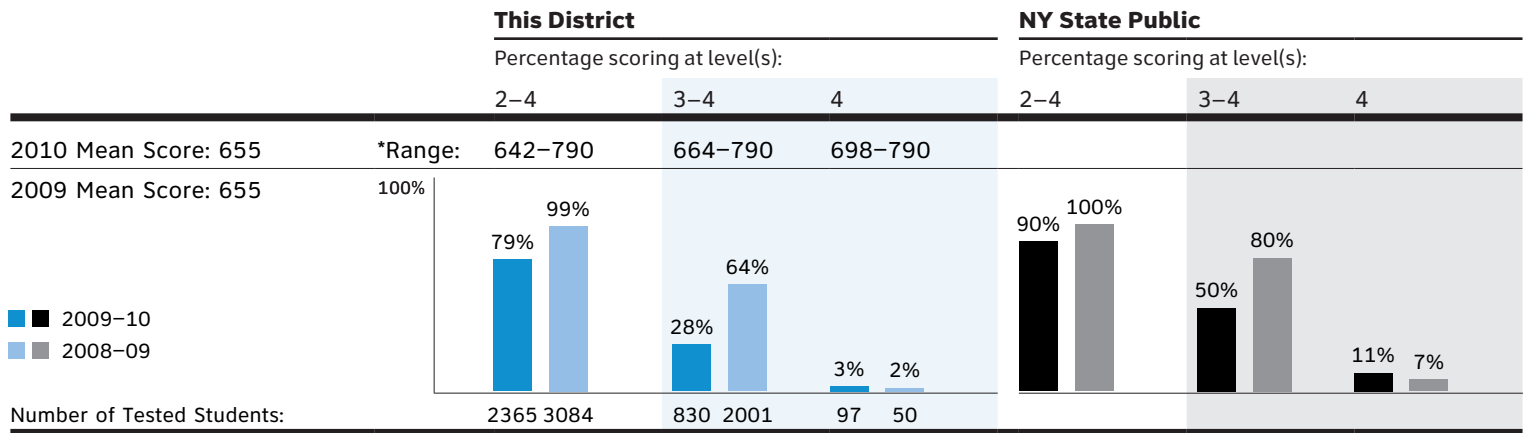
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Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	79	79	77	59	58	57	55	35

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	3011	79%	28%	3%	3104	99%	64%	2%
Female	1413	84%	34%	4%	1470	100%	70%	2%
Male	1598	73%	22%	2%	1634	99%	60%	1%
American Indian or Alaska Native	19	63%	16%	0%	18	94%	39%	0%
Black or African American	1449	78%	25%	2%	1497	99%	61%	1%
Hispanic or Latino	1146	75%	24%	2%	1131	99%	62%	1%
Asian or Native Hawaiian/Other Pacific Islander	175	84%	45%	11%	210	100%	80%	5%
White	216	92%	51%	9%	239	100%	82%	5%
Multiracial	6	100%	33%	17%	9	100%	78%	0%
Small Group Totals								
General-Education Students	2347	87%	34%	4%	2445	100%	74%	2%
Students with Disabilities	664	48%	6%	0%	659	97%	31%	0%
English Proficient	2771	82%	30%	3%	2908	100%	67%	2%
Limited English Proficient	240	43%	3%	1%	196	97%	27%	0%
Economically Disadvantaged	2642	78%	26%	3%	2703	99%	64%	1%
Not Disadvantaged	369	85%	38%	7%	401	99%	69%	3%
Migrant								
Not Migrant	3011	79%	28%	3%	3104	99%	64%	2%

NOTES

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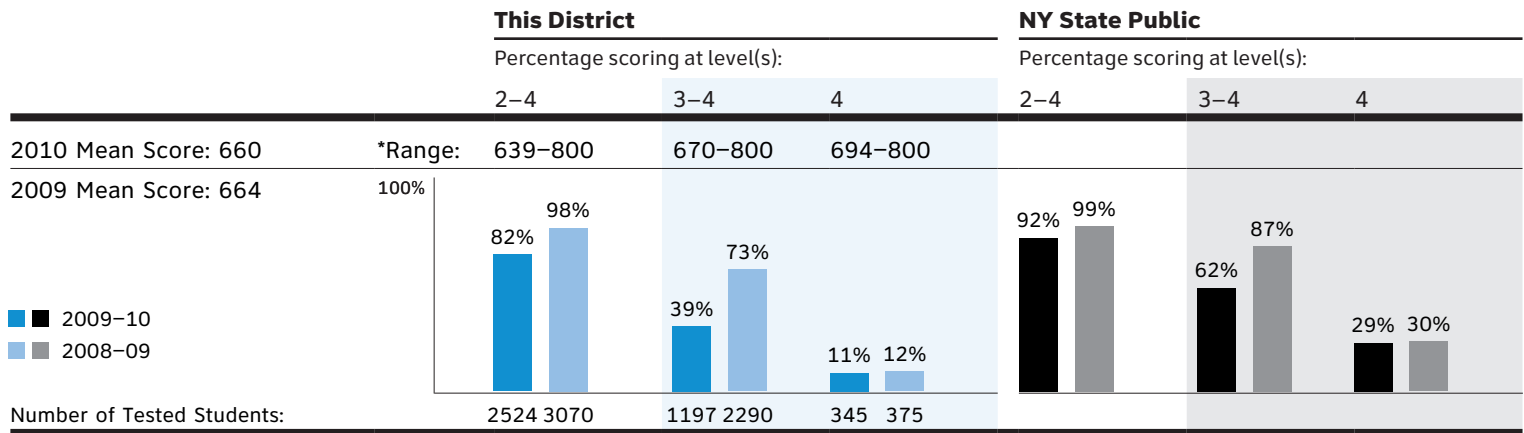
Other

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	65	65	60	54	70	68	64	55
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	37	N/A	N/A	N/A	27	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	38	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	3090	82%	39%	11%	3140	98%	73%	12%
Female	1447	83%	43%	13%	1483	99%	75%	12%
Male	1643	80%	35%	10%	1657	97%	71%	12%
American Indian or Alaska Native	20	80%	30%	10%	17	100%	65%	0%
Black or African American	1465	81%	34%	8%	1506	98%	70%	7%
Hispanic or Latino	1182	79%	34%	7%	1137	97%	70%	10%
Asian or Native Hawaiian/Other Pacific Islander	195	90%	68%	39%	218	100%	89%	39%
White	221	96%	67%	31%	251	99%	87%	29%
Multiracial	7	100%	43%	14%	11	100%	82%	9%
Small Group Totals								
General-Education Students	2409	89%	46%	14%	2481	100%	81%	15%
Students with Disabilities	681	57%	13%	1%	659	91%	44%	2%
English Proficient	2809	84%	41%	12%	2914	98%	75%	12%
Limited English Proficient	281	56%	16%	2%	226	96%	49%	6%
Economically Disadvantaged	2705	81%	38%	10%	2732	98%	72%	11%
Not Disadvantaged	385	87%	46%	16%	408	98%	78%	16%
Migrant								
Not Migrant	3090	82%	39%	11%	3140	98%	73%	12%

NOTES

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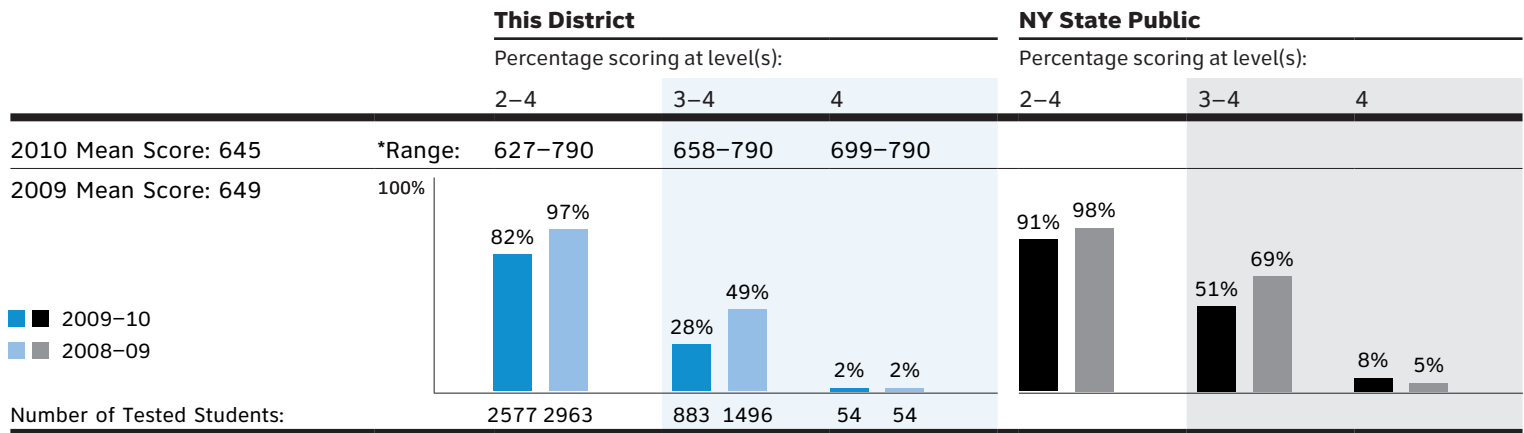
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	65	63	60	42	70	67	65	41

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	3152	82%	28%	2%	3056	97%	49%	2%
Female	1494	86%	33%	2%	1444	98%	57%	2%
Male	1658	78%	23%	1%	1612	96%	42%	1%
American Indian or Alaska Native	20	75%	15%	0%	27	96%	33%	0%
Black or African American	1582	80%	24%	1%	1481	98%	47%	1%
Hispanic or Latino	1102	80%	26%	1%	1118	95%	47%	1%
Asian or Native Hawaiian/Other Pacific Islander	213	89%	47%	7%	199	98%	60%	6%
White	222	91%	48%	4%	226	99%	63%	7%
Multiracial	13	100%	62%	0%	5	100%	40%	0%
Small Group Totals								
General-Education Students	2508	88%	33%	2%	2441	99%	58%	2%
Students with Disabilities	644	56%	7%	0%	615	87%	14%	0%
English Proficient	2964	84%	30%	2%	2854	98%	52%	2%
Limited English Proficient	188	53%	3%	1%	202	89%	9%	0%
Economically Disadvantaged	2701	81%	27%	1%	2675	97%	48%	1%
Not Disadvantaged	451	85%	35%	4%	381	97%	58%	5%
Migrant								
Not Migrant	3152	82%	28%	2%	3056	97%	49%	2%

NOTES

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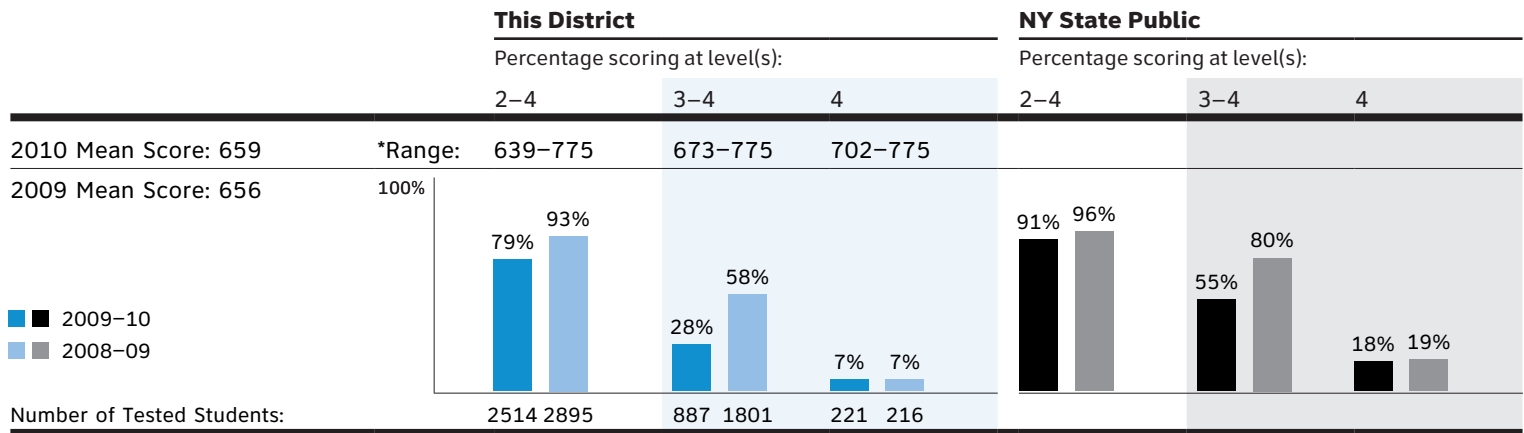
Other

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	75	74	70	61	80	79	75	64
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	37	N/A	N/A	N/A	28	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	37	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	3199	79%	28%	7%	3098	93%	58%	7%
Female	1513	82%	30%	7%	1460	95%	62%	8%
Male	1686	76%	26%	7%	1638	92%	55%	6%
American Indian or Alaska Native	21	48%	10%	0%	27	93%	33%	7%
Black or African American	1583	77%	23%	4%	1494	93%	54%	4%
Hispanic or Latino	1126	76%	24%	5%	1134	93%	56%	5%
Asian or Native Hawaiian/Other Pacific Islander	221	91%	63%	27%	207	96%	78%	24%
White	233	89%	50%	18%	230	97%	78%	18%
Multiracial	15	80%	40%	13%	6	100%	50%	0%
Small Group Totals								
General-Education Students	2541	85%	33%	9%	2483	98%	67%	8%
Students with Disabilities	658	56%	8%	0%	615	76%	24%	1%
English Proficient	2975	80%	29%	7%	2862	94%	59%	7%
Limited English Proficient	224	66%	7%	2%	236	90%	47%	4%
Economically Disadvantaged	2728	78%	27%	6%	2709	94%	58%	6%
Not Disadvantaged	471	80%	32%	10%	389	92%	62%	12%
Migrant								
Not Migrant	3199	79%	28%	7%	3098	93%	58%	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.

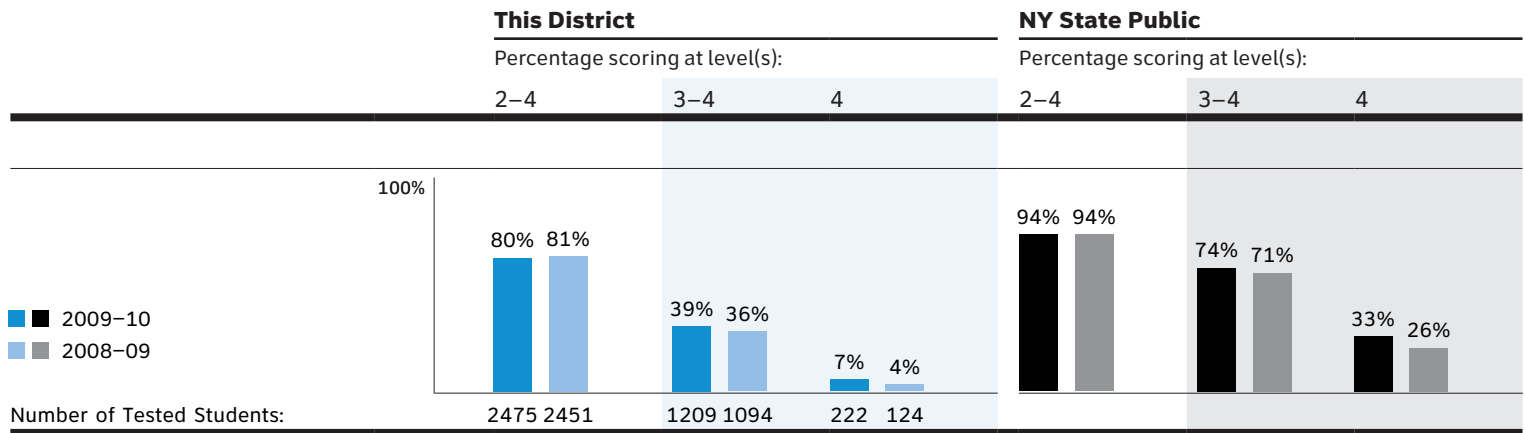
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 Accountability and Overview Reports.

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	75	70	65	50	78	76	73	48

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	3072	80%	39%	7%	3015	81%	36%	4%
Female	1460	82%	38%	7%	1431	83%	35%	3%
Male	1612	79%	40%	8%	1584	80%	37%	5%
American Indian or Alaska Native	20	65%	25%	0%	24	71%	38%	0%
Black or African American	1526	80%	34%	5%	1469	79%	31%	3%
Hispanic or Latino	1069	78%	37%	5%	1100	80%	35%	3%
Asian or Native Hawaiian/Other Pacific Islander	215	90%	65%	22%	196	90%	55%	9%
White	227	90%	61%	16%	220	91%	58%	11%
Multiracial	15	80%	40%	7%	6	100%	33%	0%
Small Group Totals								
General-Education Students	2468	85%	45%	9%	2433	88%	42%	5%
Students with Disabilities	604	62%	15%	1%	582	54%	11%	0%
English Proficient	2857	83%	42%	8%	2790	83%	38%	4%
Limited English Proficient	215	52%	9%	0%	225	62%	10%	1%
Economically Disadvantaged	2617	80%	38%	7%	2627	81%	34%	3%
Not Disadvantaged	455	84%	48%	11%	388	86%	51%	9%
Migrant								
Not Migrant	3072	80%	39%	7%	3015	81%	36%	4%

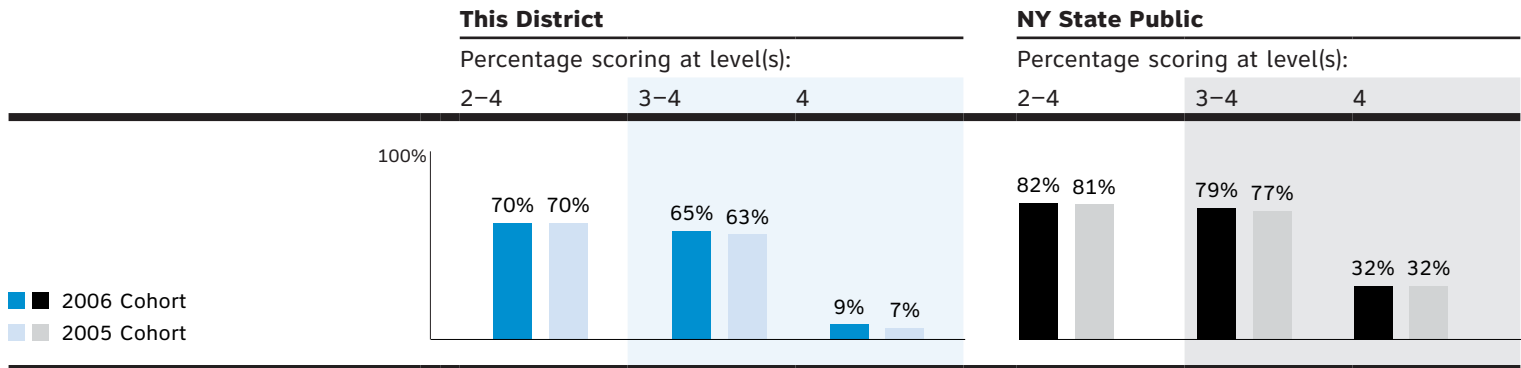
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Other Assessments

	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	75	66	62	58	79	76	70	61
Regents Science	6	4	3	0	21	3	3	3

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	2516	70%	65%	9%	2544	70%	63%	7%
Female	1117	76%	72%	12%	1132	78%	71%	11%
Male	1399	66%	60%	6%	1412	64%	56%	5%
American Indian or Alaska Native	20	50%	45%	5%	12	75%	75%	8%
Black or African American	1151	73%	68%	9%	1176	72%	65%	7%
Hispanic or Latino	1131	67%	62%	8%	1145	69%	61%	7%
Asian or Native Hawaiian/Other Pacific Islander	93	81%	76%	11%	78	78%	74%	13%
White	113	68%	64%	5%	111	59%	50%	7%
Multiracial	8	88%	63%	0%	22	82%	73%	14%
Small Group Totals								
General-Education Students	1960	81%	77%	11%	2042	81%	73%	9%
Students with Disabilities	556	31%	26%	1%	502	27%	20%	1%
English Proficient	2227	73%	68%	9%	2292	72%	65%	8%
Limited English Proficient	289	48%	42%	2%	252	54%	42%	1%
Economically Disadvantaged	1747	73%	68%	9%	1560	72%	64%	8%
Not Disadvantaged	769	63%	60%	7%	984	68%	62%	6%
Migrant								
Not Migrant	2516	70%	65%	9%	2544	70%	63%	7%

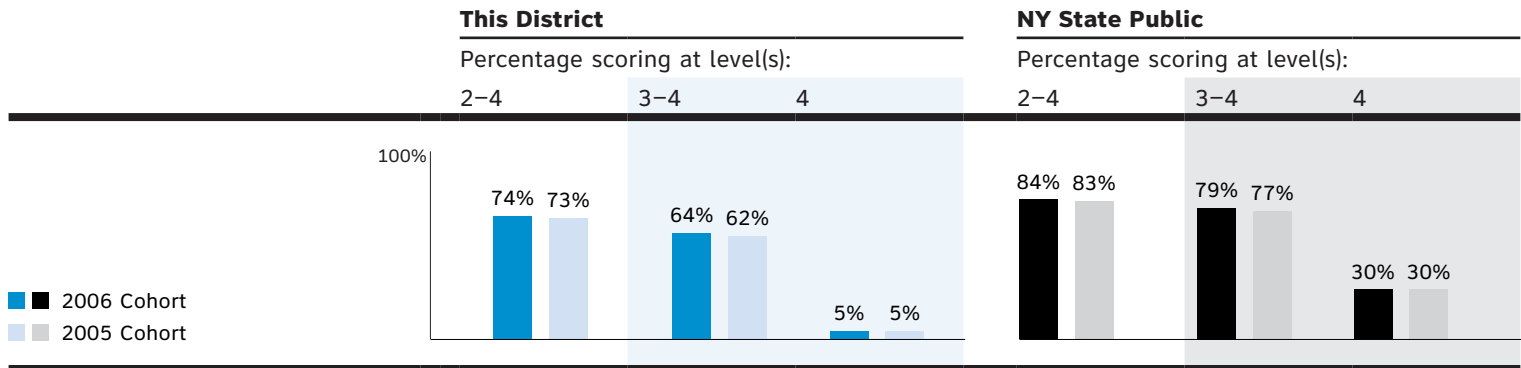
NOTES

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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



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	2516	74%	64%	5%	2544	73%	62%	5%
Female	1117	78%	69%	6%	1132	79%	69%	5%
Male	1399	70%	60%	4%	1412	68%	56%	4%
American Indian or Alaska Native	20	60%	55%	5%	12	92%	67%	0%
Black or African American	1151	74%	64%	4%	1176	73%	61%	4%
Hispanic or Latino	1131	72%	62%	5%	1145	72%	62%	4%
Asian or Native Hawaiian/Other Pacific Islander	93	88%	86%	14%	78	81%	77%	17%
White	113	80%	67%	7%	111	69%	60%	10%
Multiracial	8	100%	75%	13%	22	86%	82%	14%
Small Group Totals								
General-Education Students	1960	83%	75%	6%	2042	84%	72%	6%
Students with Disabilities	556	39%	26%	1%	502	30%	18%	0%
English Proficient	2227	75%	66%	5%	2292	74%	62%	5%
Limited English Proficient	289	62%	52%	2%	252	68%	56%	2%
Economically Disadvantaged	1747	77%	67%	5%	1560	76%	64%	5%
Not Disadvantaged	769	65%	58%	5%	984	69%	58%	4%
Migrant								
Not Migrant	2516	74%	64%	5%	2544	73%	62%	5%

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