



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #12**

District ID **32-12-00-01-0000**

Superintendent **MYRNA RODRIGUEZ**

Telephone **(718) 328-2310**

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.

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

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.

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	746	711	714
Kindergarten	1548	1587	1808
Grade 1	1777	1779	2006
Grade 2	1760	1692	1909
Grade 3	1665	1619	1768
Grade 4	1638	1566	1819
Grade 5	1609	1597	1790
Grade 6	1509	1538	1818
Ungraded Elementary	1476	1521	111
Grade 7	1591	1546	1810
Grade 8	1687	1593	1797
Grade 9	1583	1390	1697
Grade 10	1226	1236	1580
Grade 11	1006	936	1161
Grade 12	541	863	992
Ungraded Secondary	1012	1045	45
Total K-12	21628	21508	22111

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	22	23	24
Grade 8			
English	27	26	28
Mathematics	27	26	28
Science	26	25	27
Social Studies	27	27	28
Grade 10			
English	23	24	25
Mathematics	25	24	24
Science	27	25	25
Social Studies	26	26	25

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 #12

District ID 32-12-00-01-0000

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	17465	81%	18616	87%	19421	88%
Reduced-Price Lunch	936	4%	1124	5%	998	5%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3792	18%	4018	19%	4219	19%
Racial/Ethnic Origin						
American Indian or Alaska Native	117	1%	115	1%	115	1%
Black or African American	6682	31%	6633	31%	6426	29%
Hispanic or Latino	14313	66%	14247	66%	15008	68%
Asian or Native Hawaiian/Other Pacific Islander	343	2%	356	2%	394	2%
White	173	1%	157	1%	168	1%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate				0%		0%
Student Suspensions	1009	5%	1183	5%	1335	6%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2007-08	2008-09	2009-10
Total Number of Teachers	1711	1736	1717
Percent with No Valid Teaching Certificate	4%	5%	4%
Percent Teaching Out of Certification	13%	12%	11%
Percent with Fewer Than Three Years of Experience	23%	22%	17%
Percentage with Master's Degree Plus 30 Hours or Doctorate	26%	29%	31%
Total Number of Core Classes	3148	3345	3503
Percent Not Taught by Highly Qualified Teachers in This District	15%	12%	11%
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	3856	4096	4265
Percent Taught by Teachers Without Appropriate Certification	16%	13%	12%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		32%	22%
Turnover Rate of All Teachers		22%	18%

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						
Student groups making AYP in each subject	3 of 10	10 of 10	1 of 1	0 of 6	0 of 6	1 of 1

AYP Status


- Made AYP
- 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 3 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 (11376:10324)			99%		146	154	154 115
Ethnicity							
American Indian or Alaska Native (57:55)			100%		145	142	
Black or African American (3324:3015)			99%		145	153	153 115
Hispanic or Latino (7633:6942)			99%		146	154	153 115
Asian or Native Hawaiian/Other Pacific Islander (222:195)			99%		153	147	
White (97:83)			100%		141	144	144 119
Multiracial (43:34)			100%		150	138	
Other Groups							
Students with Disabilities (2930:2609)			97%		114	153	122 79
Limited English Proficient (2176:2342)			99%		130	153	137 96
Economically Disadvantaged (10840:9857)			99%		146	154	154 115
Final AYP Determination	 3 of 10						
Non-Accountability Groups							
Female (5499:5043)			99%		151	153	
Male (5877:5281)			99%		141	153	
Migrant (0:0)							


Symbols

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

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
































Elementary/Middle-Level Mathematics

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




Accountability Measures 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 (11396:10414)			99%		167	134	
Ethnicity							
American Indian or Alaska Native (57:55)			100%		162	122	
Black or African American (3323:3017)			99%		163	133	
Hispanic or Latino (7650:7021)			99%		168	134	
Asian or Native Hawaiian/Other Pacific Islander (226:202)			99%		183	127	
White (97:83)			100%		173	124	
Multiracial (43:36)			95%		172	119	
Other Groups							
Students with Disabilities (2934:2610)			98%		133	133	
Limited English Proficient (2183:2444)			99%		159	133	
Economically Disadvantaged (10856:9936)			99%		167	134	
Final AYP Determination	 10 of 10						
Non-Accountability Groups							
Female (5514:5077)			99%		171	133	
Male (5882:5337)			99%		163	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 (3814:3422)		Qualified		97%		142	100	
Ethnicity								
American Indian or Alaska Native (16:15)	—	—	—	—	—	—	—	—
Black or African American (1064:947)		Qualified		96%		137	100	
Hispanic or Latino (2603:2344)		Qualified		97%		144	100	
Asian or Native Hawaiian/Other Pacific Islander (80:71)		Qualified		98%		156	100	
White (35:33)		Qualified	—	—		152	100	
Multiracial (16:12)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (1012:877)		Qualified		94%		114	100	
Limited English Proficient (707:757)		Qualified		96%		127	100	
Economically Disadvantaged (3638:3269)		Qualified		97%		142	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (1855:1685)				97%		143	100	
Male (1959:1737)				96%		142	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 0 of 6 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 (1205:1084)			98%		153	174	158 158
Ethnicity							
American Indian or Alaska Native (6:4)	—	—	—	—	—	—	—
Black or African American (424:375)			99%		152	171	155 157
Hispanic or Latino (748:677)			98%		153	173	158 [‡] 158
Asian or Native Hawaiian/Other Pacific Islander (14:16)	—	—	—	—	—	—	—
White (12:11)	—	—	—	—	—	—	—
Multiracial (1:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (168:228)			97%		100	170	116 [‡] 110
Limited English Proficient (162:179)			98%		142	169	142 [‡] 148
Economically Disadvantaged (1074:970)			98%		155	173	160 160
Final AYP Determination	 0 of 6						
Non-Accountability Groups							
Female (643:549)			99%		164	172	
Male (562:535)			98%		141	172	
Migrant (0:0)							


Symbols

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

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




















Secondary-Level Mathematics

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




Accountability Measures 0 of 6 Student groups making AYP in mathematics
 Did not make AYP

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

How did students in each accountability group perform on secondary-level mathematics accountability measures?


Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11	
Accountability Groups								
All Students (1205:1084)			97%		148	170	158	153
Ethnicity								
American Indian or Alaska Native (6:4)	—	—	—	—	—	—	—	—
Black or African American (424:375)			97%		144	167	152	150
Hispanic or Latino (748:677)			98%		148	169	161‡	153
Asian or Native Hawaiian/Other Pacific Islander (14:16)	—	—	—	—	—	—	—	—
White (12:11)	—	—	—	—	—	—	—	—
Multiracial (1:1)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (168:228)			97%		100	166	121‡	110
Limited English Proficient (162:179)			96%		140	165	160‡	146
Economically Disadvantaged (1074:970)			97%		150	169	161	155
Final AYP Determination	 0 of 6							
Non-Accountability Groups								
Female (643:549)			98%		151	168		
Male (562:535)			97%		144	168		
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 1 of 1 Student groups making AYP in graduation rate
 Made AYP

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

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 (1312)			53%	80%	53%	58%
Ethnicity						
American Indian or Alaska Native (5)		—	—	—		
Black or African American (488)			57%	80%	52%	62%
Hispanic or Latino (789)			50%	80%	53%	56%
Asian or Native Hawaiian/Other Pacific Islander (19)		—	—	—		
White (10)		—	—	—		
Multiracial (1)		—	—	—		
Other Groups						
Students with Disabilities (274)			28%	80%	31%	38%
Limited English Proficient (230)			52%	80%	55%	58%
Economically Disadvantaged (1074)			56%	80%	55%	61%
Final AYP Determination		1 of 1				
Non-Accountability Groups						
Female (635)			59%	80%		
Male (677)			47%	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 **60%** 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 #12**

District ID **32-12-00-01-0000**

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

35 schools identified 66% of total

ACCION ACADEMY
BRONX CAREER AND COLLEGE PREPARATORY HIGH SCHOOL
BRONX LATIN SCHOOL
BRONX LITTLE SCHOOL
EMOLIOR ACADEMY
ENTRADA ACADEMY
ESMT-IS 190
EXPLORATIONS ACADEMY
FANNIE LOU HAMER FREEDOM SCHOOL
FREDERICK DOUGLAS ACADEMY V MIDDLE SCHOOL
HIGH SCHOOL OF WORLD CULTURES
IS 318 MATH, SCIENCE & TECH THROUGH ARTS SCHOOL
KNOWLEDGE AND POWER PREPARATORY ACADEMY III
METROPOLITAN HIGH SCHOOL
MONROE ACADEMY FOR VISUAL ARTS & DESIGN
MOTT HALL V
PAN AMERICAN INTERNATIONAL HIGH SCHOOL AT MONROE
PS 129 TWINS PARKS UPPER
PS 134 GEORGE F BRISTOW
PS 150 CHARLES JAMES FOX
PS 196
PS 197
PS 198
PS 211
PS 214
PS 44 DAVID C FARRAGUT
PS 57 CRESCENT
PS 61 FRANCISCO OLLER
PS 66 SCHOOL OF HIGHER EXPECTATIONS
PS 67 MOHEGAN SCHOOL
PS 92 BRONX
THE CINEMA SCHOOL
URBAN ASSEMBLY SCHOOL FOR WILDLIFE CONSERVATION
URBAN SCHOLARS COMMUNITY SCHOOL
WINGS ACADEMY

Improvement (year 1) Basic

1 school identified 2% of total

PS 47 JOHN RANDOLPH

Improvement (year 1) Comprehensive

3 schools identified 6% of total

EAST BRONX ACADEMY FOR THE FUTURE
NEW DAY ACADEMY
PERFORMANCE CONSERVATORY HIGH SCHOOL

Improvement (year 2) Basic

1 school identified 2% of total

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

District ID **32-12-00-01-0000**

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

Improvement (year 2) Basic (continued)

FANNIE LOU HAMER MIDDLE SCHOOL

Improvement (year 2) Comprehensive

3 schools identified 6% of total

MONROE ACADEMY FOR BUSINESS & LAW

PEACE AND DIVERSITY ACADEMY

PS 212

Corrective Action (year 1) Comprehensive

2 schools identified 4% of total

BRONX COALITION COMMUNITY HIGH SCHOOL

SCHOOL OF SCIENCE AND APPLIED LEARNING

Restructuring (year 1) Comprehensive

2 schools identified 4% of total

BRONX REGIONAL HIGH SCHOOL

PS 50 CLARA BARTON

Restructuring (year 2) Comprehensive

2 schools identified 4% of total

PS 195

SCHOOL OF PERFORMING ARTS

Restructuring (advanced) Comprehensive

4 schools identified 8% of total

BUSINESS SCHOOL FOR ENTREPRENURIAL STUDIES

JHS 98 HERMAN RIDDER

PS 102 JOSEPH O LORETAN

PS 6 WEST FARMS

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

District ID **32-12-00-01-0000**

Summary of 2009–10 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	35%			1769
Grade 4	27%			1845
Grade 5	31%			1807
Grade 6	28%			1804
Grade 7	20%			1819
Grade 8	22%			1779
Mathematics				
Grade 3	40%			1813
Grade 4	41%			1871
Grade 5	38%			1853
Grade 6	37%			1846
Grade 7	35%			1853
Grade 8	31%			1802
Science				
Grade 4	71%			1852
Grade 8	37%			1676

	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
Secondary Level				
English	60%			1345
Mathematics	55%			1345

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: 656	*Range: 643-780	662-780	694-780			
2009 Mean Score: 651						
Number of Tested Students:	1278	1627	617	1004	130	66

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	1769	72%	35%	7%	1838	89%	55%	4%
Female	880	75%	36%	8%	907	92%	61%	4%
Male	889	70%	33%	7%	931	85%	48%	4%
American Indian or Alaska Native	14	86%	43%	14%	14	-	-	-
Black or African American	489	72%	31%	8%	535	88%	53%	2%
Hispanic or Latino	1192	72%	36%	7%	1240	88%	54%	4%
Asian or Native Hawaiian/Other Pacific Islander	40	83%	45%	15%	30	90%	77%	3%
White	22	73%	45%	14%	15	100%	87%	13%
Multiracial	12	75%	33%	0%	4	-	-	-
Small Group Totals					18	83%	50%	6%
General-Education Students	1388	82%	41%	9%	1411	95%	65%	4%
Students with Disabilities	381	36%	11%	2%	427	67%	21%	1%
English Proficient	1370	77%	38%	8%	1500	90%	58%	4%
Limited English Proficient	399	56%	24%	6%	338	81%	38%	1%
Economically Disadvantaged	1712	72%	35%	7%	1769	88%	54%	4%
Not Disadvantaged	57	81%	42%	7%	69	94%	61%	6%
Migrant								
Not Migrant	1769	72%	35%	7%	1838	89%	55%	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.

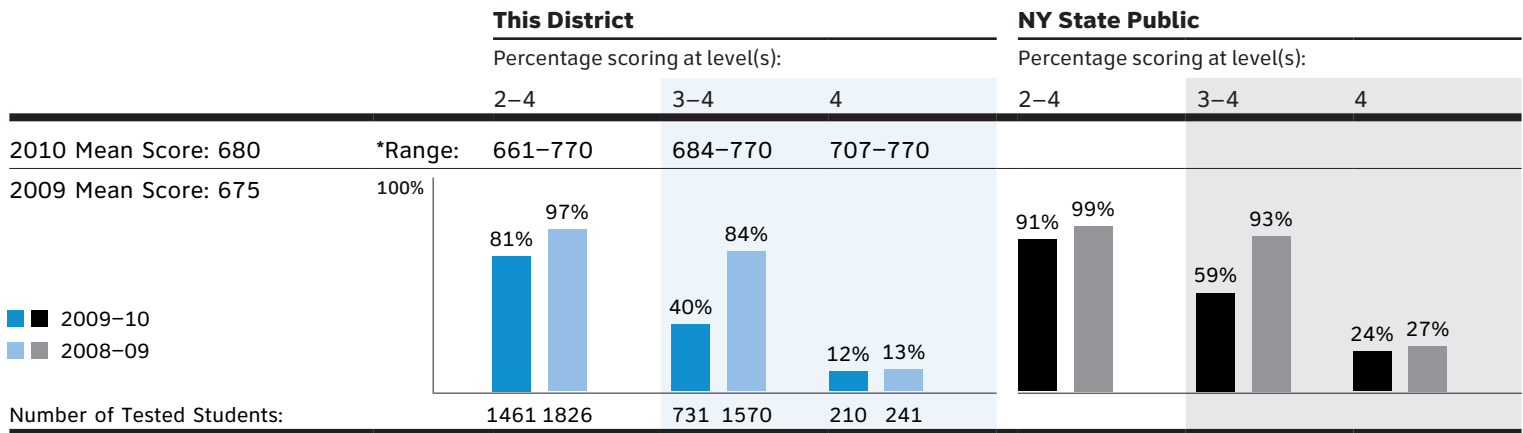
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	47	44	42	38	38	38	34	30
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	35	N/A	N/A	N/A	21	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	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 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	1813	81%	40%	12%	1875	97%	84%	13%
Female	900	82%	40%	11%	925	98%	85%	13%
Male	913	79%	40%	13%	950	97%	82%	13%
American Indian or Alaska Native	14	86%	57%	21%	14	-	-	-
Black or African American	495	78%	39%	10%	535	98%	82%	10%
Hispanic or Latino	1227	81%	40%	11%	1272	97%	84%	13%
Asian or Native Hawaiian/Other Pacific Islander	43	84%	60%	26%	33	97%	94%	27%
White	22	82%	45%	23%	17	100%	94%	29%
Multiracial	12	83%	42%	8%	4	-	-	-
Small Group Totals					18	100%	78%	17%
General-Education Students	1426	88%	46%	14%	1447	99%	91%	15%
Students with Disabilities	387	55%	18%	3%	428	91%	59%	4%
English Proficient	1373	84%	44%	13%	1508	97%	86%	14%
Limited English Proficient	440	70%	29%	7%	367	97%	75%	8%
Economically Disadvantaged	1756	81%	40%	11%	1799	97%	83%	13%
Not Disadvantaged	57	79%	39%	18%	76	97%	89%	17%
Migrant								
Not Migrant	1813	81%	40%	12%	1875	97%	84%	13%

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	48	48	46	37	38	38	37	28

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: 653	*Range: 637-775	668-775	720-775			
2009 Mean Score: 648						
Number of Tested Students:	1419	1599	499	959	18	23

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	1845	77%	27%	1%	1797	89%	53%	1%
Female	898	82%	30%	1%	875	93%	58%	2%
Male	947	72%	25%	1%	922	85%	49%	1%
American Indian or Alaska Native	13	77%	31%	8%	12	83%	42%	0%
Black or African American	531	75%	24%	1%	531	90%	52%	1%
Hispanic or Latino	1247	77%	28%	1%	1218	89%	54%	1%
Asian or Native Hawaiian/Other Pacific Islander	31	90%	35%	0%	24	100%	63%	4%
White	14	86%	43%	0%	8	-	-	-
Multiracial	9	89%	44%	0%	4	-	-	-
Small Group Totals					12	83%	50%	0%
General-Education Students	1383	87%	33%	1%	1357	96%	64%	2%
Students with Disabilities	462	47%	9%	0%	440	66%	19%	0%
English Proficient	1514	80%	31%	1%	1459	91%	58%	2%
Limited English Proficient	331	61%	10%	0%	338	79%	32%	0%
Economically Disadvantaged	1785	77%	27%	1%	1718	89%	53%	1%
Not Disadvantaged	60	80%	37%	2%	79	94%	56%	8%
Migrant								
Not Migrant	1845	77%	27%	1%	1797	89%	53%	1%

NOTES

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

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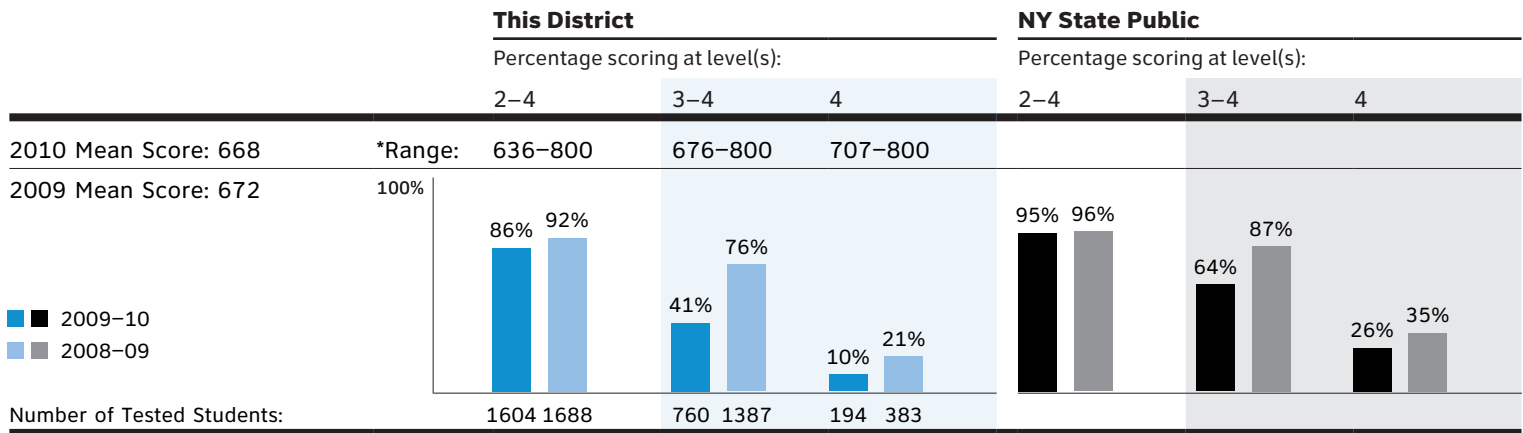
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	48	46	41	38	32	30	27	22
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	27	N/A	N/A	N/A	34	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	28	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	1871	86%	41%	10%	1835	92%	76%	21%
Female	907	87%	41%	10%	894	94%	78%	21%
Male	964	84%	41%	11%	941	90%	73%	21%
American Indian or Alaska Native	13	92%	69%	15%	12	92%	75%	25%
Black or African American	537	83%	38%	7%	535	90%	72%	19%
Hispanic or Latino	1267	87%	40%	11%	1251	93%	77%	22%
Asian or Native Hawaiian/Other Pacific Islander	31	94%	68%	23%	25	100%	92%	32%
White	14	100%	79%	43%	8	-	-	-
Multiracial	9	100%	33%	0%	4	-	-	-
Small Group Totals					12	92%	83%	17%
General-Education Students	1412	92%	48%	13%	1396	97%	83%	25%
Students with Disabilities	459	67%	19%	2%	439	77%	53%	7%
English Proficient	1512	88%	45%	12%	1462	93%	78%	23%
Limited English Proficient	359	76%	22%	3%	373	88%	68%	11%
Economically Disadvantaged	1811	86%	40%	10%	1752	92%	76%	20%
Not Disadvantaged	60	82%	45%	20%	83	90%	76%	31%
Migrant								
Not Migrant	1871	86%	41%	10%	1835	92%	76%	21%

NOTES

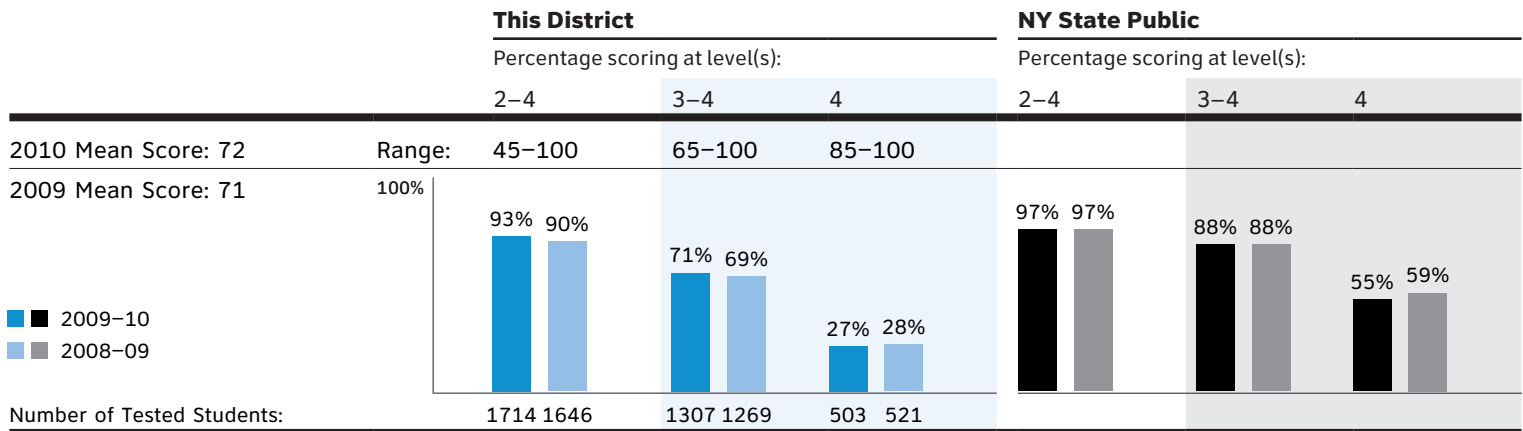
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* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	47	47	44	40	32	32	28	19

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	1852	93%	71%	27%	1834	90%	69%	28%
Female	903	94%	73%	26%	889	91%	70%	28%
Male	949	91%	68%	28%	945	88%	68%	29%
American Indian or Alaska Native	12	92%	83%	33%	11	91%	73%	27%
Black or African American	531	91%	66%	23%	536	89%	69%	28%
Hispanic or Latino	1255	93%	72%	28%	1248	90%	69%	28%
Asian or Native Hawaiian/Other Pacific Islander	31	94%	81%	45%	27	96%	89%	41%
White	14	93%	93%	50%	8	-	-	-
Multiracial	9	89%	67%	33%	4	-	-	-
Small Group Totals					12	92%	75%	25%
General-Education Students	1397	95%	78%	32%	1395	94%	75%	33%
Students with Disabilities	455	84%	47%	11%	439	77%	51%	13%
English Proficient	1498	94%	74%	30%	1466	92%	74%	33%
Limited English Proficient	354	87%	56%	14%	368	81%	49%	12%
Economically Disadvantaged	1791	93%	70%	27%	1752	90%	69%	28%
Not Disadvantaged	61	90%	75%	36%	82	94%	73%	41%
Migrant								
Not Migrant	1852	93%	71%	27%	1834	90%	69%	28%

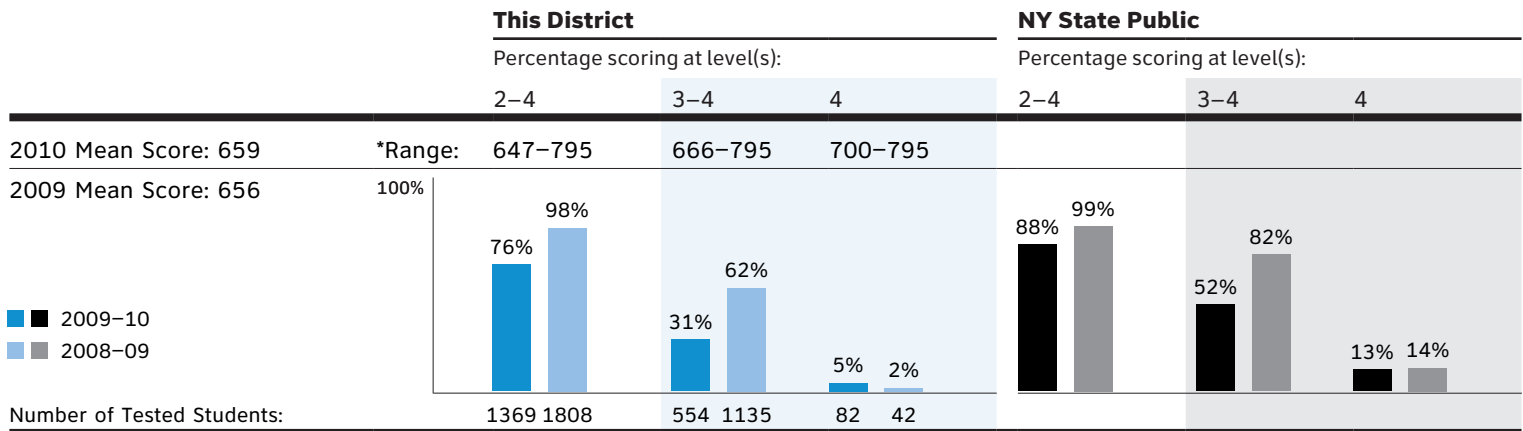
NOTES

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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	47	45	45	42	32	31	31	22

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	1807	76%	31%	5%	1843	98%	62%	2%
Female	883	81%	35%	6%	910	99%	65%	3%
Male	924	71%	27%	3%	933	98%	58%	2%
American Indian or Alaska Native	10	70%	20%	0%	9	-	-	-
Black or African American	533	74%	30%	4%	562	97%	63%	2%
Hispanic or Latino	1214	77%	31%	5%	1224	98%	61%	2%
Asian or Native Hawaiian/Other Pacific Islander	34	74%	47%	9%	34	100%	74%	6%
White	11	55%	18%	0%	10	100%	50%	0%
Multiracial	5	80%	60%	0%	4	-	-	-
Small Group Totals					13	100%	62%	0%
General-Education Students	1374	85%	37%	5%	1391	99%	71%	3%
Students with Disabilities	433	47%	11%	2%	452	94%	33%	0%
English Proficient	1482	79%	34%	5%	1499	99%	68%	3%
Limited English Proficient	325	60%	15%	1%	344	96%	32%	0%
Economically Disadvantaged	1736	76%	30%	4%	1778	98%	62%	2%
Not Disadvantaged	71	75%	39%	11%	65	95%	57%	0%
Migrant								
Not Migrant	1807	76%	31%	5%	1843	98%	62%	2%

NOTES

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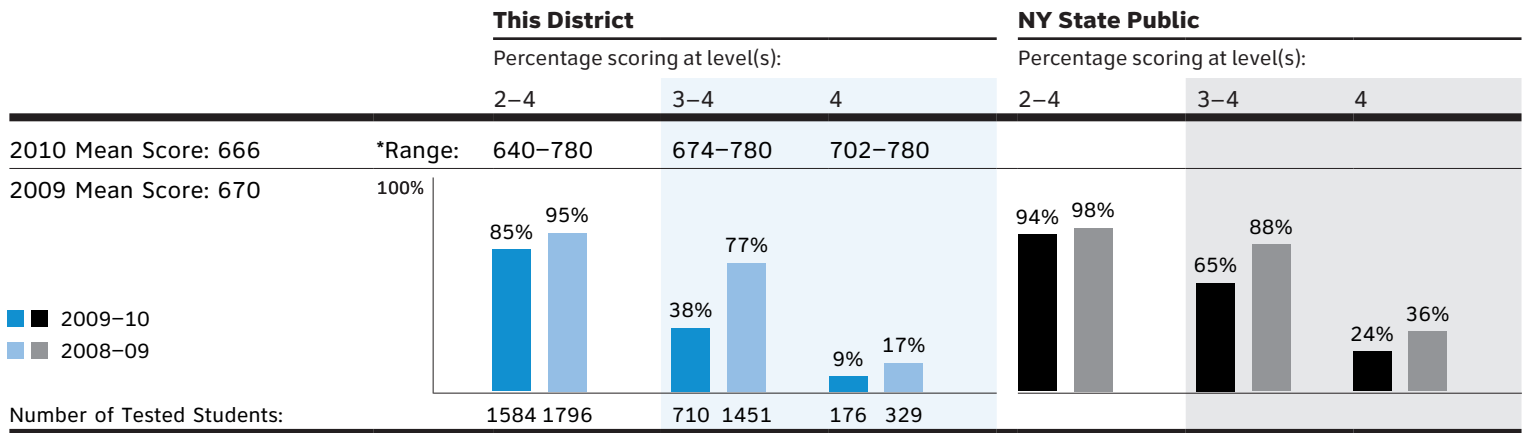
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	39	38	37	25	32	32	31	18
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	42	N/A	N/A	N/A	26	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	41	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	1853	85%	38%	9%	1886	95%	77%	17%
Female	898	89%	38%	9%	920	97%	78%	18%
Male	955	82%	38%	10%	966	94%	76%	17%
American Indian or Alaska Native	10	80%	40%	10%	9	-	-	-
Black or African American	540	84%	37%	6%	566	93%	76%	15%
Hispanic or Latino	1249	86%	38%	10%	1260	96%	78%	18%
Asian or Native Hawaiian/Other Pacific Islander	38	95%	66%	24%	36	97%	83%	17%
White	11	73%	27%	0%	11	91%	73%	27%
Multiracial	5	80%	60%	20%	4	-	-	-
Small Group Totals					13	92%	62%	31%
General-Education Students	1418	91%	45%	12%	1424	99%	85%	21%
Students with Disabilities	435	66%	17%	2%	462	85%	53%	8%
English Proficient	1485	88%	42%	11%	1504	96%	81%	20%
Limited English Proficient	368	76%	23%	3%	382	91%	61%	8%
Economically Disadvantaged	1778	85%	38%	9%	1816	95%	77%	17%
Not Disadvantaged	75	85%	47%	19%	70	90%	77%	21%
Migrant								
Not Migrant	1853	85%	38%	9%	1886	95%	77%	17%

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	39	37	37	26	32	32	30	19

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: 653						
Number of Tested Students:	1391	1813	502	1077	11	20

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	1804	77%	28%	1%	1823	99%	59%	1%
Female	899	81%	29%	1%	874	100%	63%	2%
Male	905	73%	27%	0%	949	99%	55%	1%
American Indian or Alaska Native	7	43%	14%	0%	8	88%	50%	0%
Black or African American	569	79%	28%	1%	642	99%	61%	1%
Hispanic or Latino	1182	76%	28%	1%	1126	100%	58%	1%
Asian or Native Hawaiian/Other Pacific Islander	29	90%	28%	0%	30	100%	63%	0%
White	12	83%	33%	0%	17	100%	65%	0%
Multiracial	5	100%	20%	0%				
Small Group Totals								
General-Education Students	1362	88%	35%	1%	1372	100%	68%	1%
Students with Disabilities	442	44%	7%	0%	451	98%	31%	0%
English Proficient	1498	83%	32%	1%	1558	100%	64%	1%
Limited English Proficient	306	48%	8%	0%	265	98%	29%	0%
Economically Disadvantaged	1710	76%	27%	1%	1738	99%	59%	1%
Not Disadvantaged	94	93%	36%	1%	85	100%	66%	5%
Migrant								
Not Migrant	1804	77%	28%	1%	1823	99%	59%	1%

NOTES

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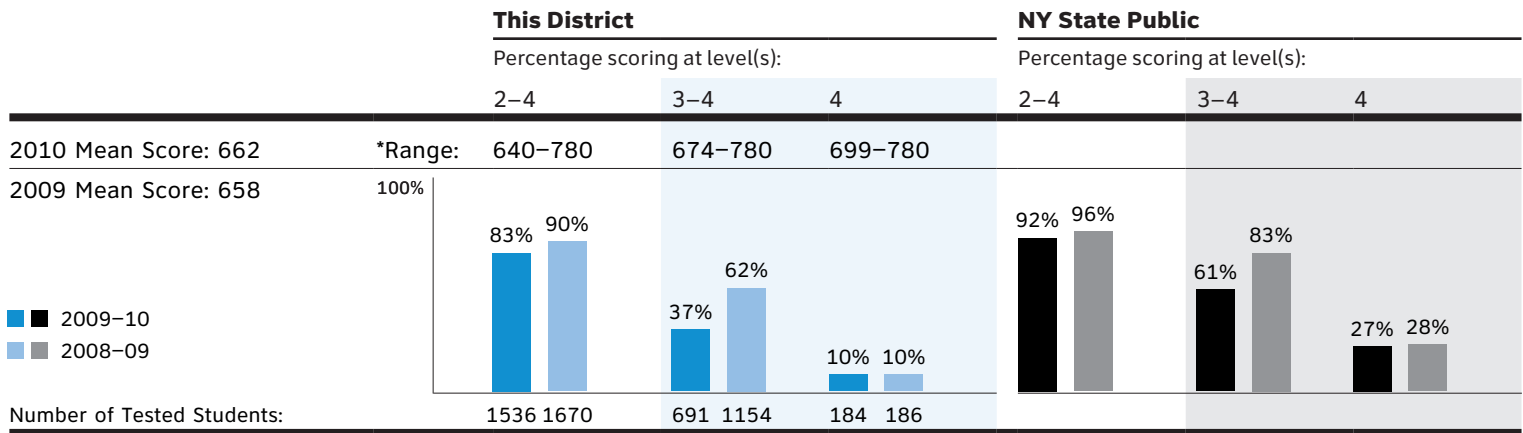
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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 6 Equivalent	33	31	27	24	25	25	22	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	32	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	33	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1846	83%	37%	10%	1850	90%	62%	10%
Female	914	84%	37%	11%	882	92%	64%	10%
Male	932	82%	38%	9%	968	88%	61%	10%
American Indian or Alaska Native	7	57%	14%	14%	9	78%	56%	22%
Black or African American	575	82%	37%	9%	637	90%	63%	9%
Hispanic or Latino	1216	84%	38%	10%	1158	91%	62%	10%
Asian or Native Hawaiian/Other Pacific Islander	29	97%	34%	14%	31	94%	55%	19%
White	13	85%	54%	23%	15	93%	73%	13%
Multiracial	6	83%	17%	0%				
Small Group Totals								
General-Education Students	1398	92%	45%	12%	1401	96%	71%	12%
Students with Disabilities	448	56%	14%	2%	449	72%	35%	3%
English Proficient	1507	86%	41%	12%	1557	92%	66%	12%
Limited English Proficient	339	71%	21%	2%	293	80%	43%	2%
Economically Disadvantaged	1750	83%	37%	10%	1763	90%	62%	10%
Not Disadvantaged	96	86%	36%	11%	87	90%	61%	15%
Migrant								
Not Migrant	1846	83%	37%	10%	1850	90%	62%	10%

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	33	33	31	28	25	25	25	17

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: 652	*Range: 642-790	664-790	698-790			
2009 Mean Score: 650						
Number of Tested Students:	1423	1752	371	955	29	14

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	1819	78%	20%	2%	1781	98%	54%	1%
Female	857	84%	23%	2%	885	99%	58%	1%
Male	962	73%	18%	2%	896	98%	50%	1%
American Indian or Alaska Native	8	-	-	-	11	-	-	-
Black or African American	581	79%	22%	1%	527	98%	57%	1%
Hispanic or Latino	1182	78%	19%	2%	1189	99%	52%	1%
Asian or Native Hawaiian/Other Pacific Islander	32	75%	38%	6%	35	97%	66%	0%
White	14	86%	14%	7%	15	87%	53%	0%
Multiracial	2	-	-	-	4	-	-	-
Small Group Totals	10	60%	40%	0%	15	100%	33%	0%
General-Education Students	1357	88%	26%	2%	1341	99%	62%	1%
Students with Disabilities	462	50%	4%	0%	440	95%	27%	0%
English Proficient	1564	83%	23%	2%	1494	99%	60%	1%
Limited English Proficient	255	49%	3%	0%	287	96%	22%	0%
Economically Disadvantaged	1718	78%	20%	2%	1683	98%	54%	1%
Not Disadvantaged	101	88%	28%	2%	98	99%	53%	1%
Migrant								
Not Migrant	1819	78%	20%	2%	1781	98%	54%	1%

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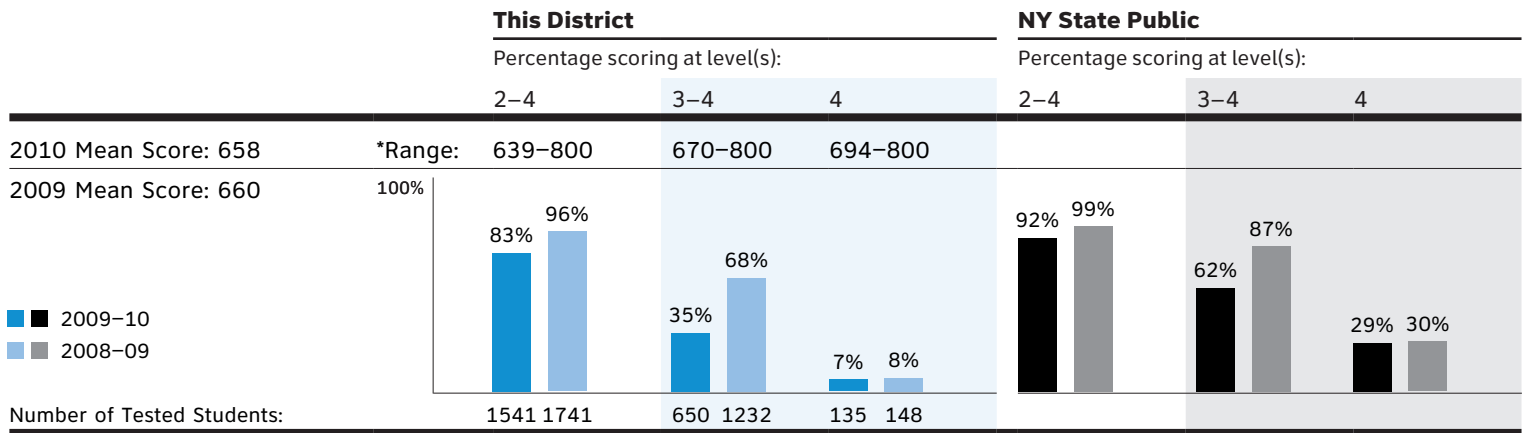
Other

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	32	32	31	28	42	42	37	31
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	28	N/A	N/A	N/A	31	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	31	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	1853	83%	35%	7%	1805	96%	68%	8%
Female	877	84%	37%	8%	895	97%	71%	8%
Male	976	83%	34%	7%	910	96%	65%	8%
American Indian or Alaska Native	8	-	-	-	10	-	-	-
Black or African American	584	81%	33%	8%	523	97%	66%	8%
Hispanic or Latino	1210	84%	36%	7%	1217	96%	69%	8%
Asian or Native Hawaiian/Other Pacific Islander	34	88%	53%	12%	37	92%	81%	27%
White	14	79%	43%	7%	14	100%	86%	7%
Multiracial	3	-	-	-	4	-	-	-
Small Group Totals	11	82%	36%	9%	14	93%	50%	0%
General-Education Students	1387	89%	43%	9%	1370	99%	77%	10%
Students with Disabilities	466	64%	13%	1%	435	89%	40%	2%
English Proficient	1569	86%	39%	9%	1484	98%	72%	10%
Limited English Proficient	284	70%	16%	0%	321	92%	50%	1%
Economically Disadvantaged	1745	83%	34%	7%	1703	96%	69%	8%
Not Disadvantaged	108	84%	44%	12%	102	97%	64%	6%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	1853	83%	35%	7%	1805	96%	68%	8%

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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	33	33	33	25	41	37	35	23

This District's Results in Grade 8 English Language Arts

	This District				NY State Public			
	Percentage scoring at level(s):				Percentage scoring at level(s):			
	2-4	3-4	4		2-4	3-4	4	
2010 Mean Score: 641	*Range: 627-790	658-790	699-790					
2009 Mean Score: 643								
Number of Tested Students:	1407	1747	394	756	13	10		

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	1779	79%	22%	1%	1816	96%	42%	1%
Female	874	84%	26%	1%	870	98%	49%	1%
Male	905	74%	19%	1%	946	95%	35%	1%
American Indian or Alaska Native	4	-	-	-	7	100%	43%	0%
Black or African American	485	79%	21%	1%	580	98%	42%	1%
Hispanic or Latino	1220	79%	22%	1%	1196	96%	41%	1%
Asian or Native Hawaiian/Other Pacific Islander	44	82%	43%	0%	23	91%	52%	4%
White	20	80%	25%	0%	10	80%	50%	0%
Multiracial	6	-	-	-				
Small Group Totals	10	60%	0%	0%				
General-Education Students	1352	86%	28%	1%	1381	98%	50%	1%
Students with Disabilities	427	57%	5%	0%	435	90%	15%	0%
English Proficient	1482	85%	26%	1%	1550	98%	47%	1%
Limited English Proficient	297	48%	3%	0%	266	85%	12%	0%
Economically Disadvantaged	1687	79%	22%	1%	1705	96%	42%	1%
Not Disadvantaged	92	88%	29%	3%	111	95%	40%	0%
Migrant								
Not Migrant	1779	79%	22%	1%	1816	96%	42%	1%

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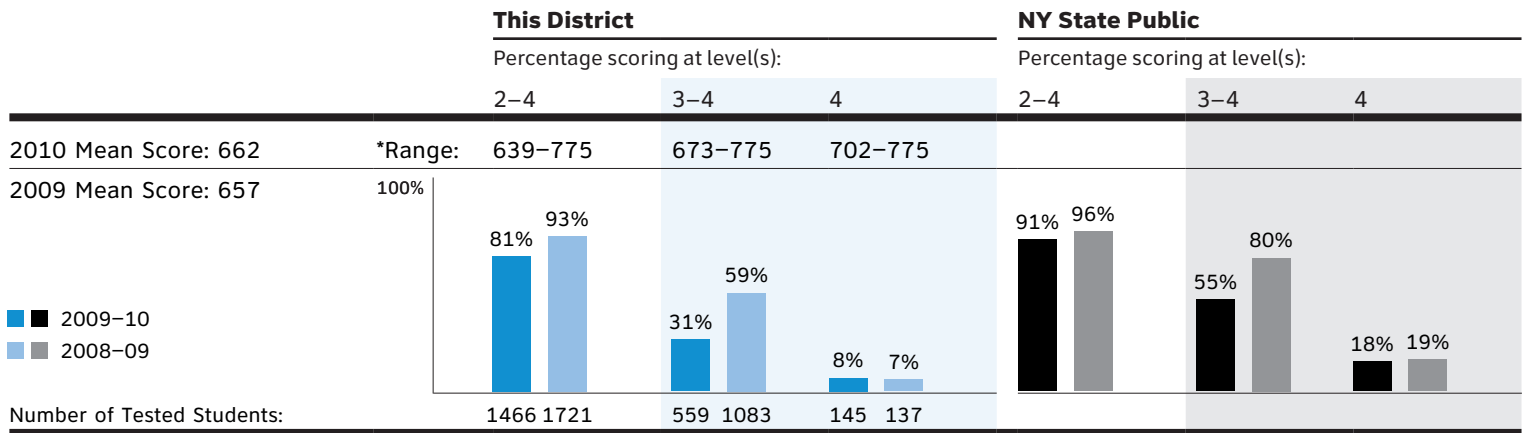
Other

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	39	39	36	32	34	34	34	27
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	30	N/A	N/A	N/A	34	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	32	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	1802	81%	31%	8%	1845	93%	59%	7%
Female	889	84%	33%	9%	885	94%	61%	8%
Male	913	79%	29%	7%	960	92%	57%	7%
American Indian or Alaska Native	4	-	-	-	7	100%	43%	0%
Black or African American	478	79%	29%	8%	572	94%	59%	7%
Hispanic or Latino	1246	82%	30%	8%	1230	93%	59%	7%
Asian or Native Hawaiian/Other Pacific Islander	48	94%	63%	23%	27	93%	52%	22%
White	20	75%	30%	0%	9	100%	33%	11%
Multiracial	6	-	-	-				
Small Group Totals	10	70%	30%	10%				
General-Education Students	1375	88%	38%	10%	1413	97%	68%	9%
Students with Disabilities	427	59%	10%	2%	432	81%	28%	1%
English Proficient	1476	84%	34%	9%	1537	94%	62%	9%
Limited English Proficient	326	71%	16%	2%	308	90%	43%	2%
Economically Disadvantaged	1706	82%	31%	8%	1731	93%	59%	8%
Not Disadvantaged	96	75%	31%	6%	114	92%	59%	4%
Migrant								
Not Migrant	1802	81%	31%	8%	1845	93%	59%	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 8 Equivalent	41	38	35	25	34	32	31	17

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

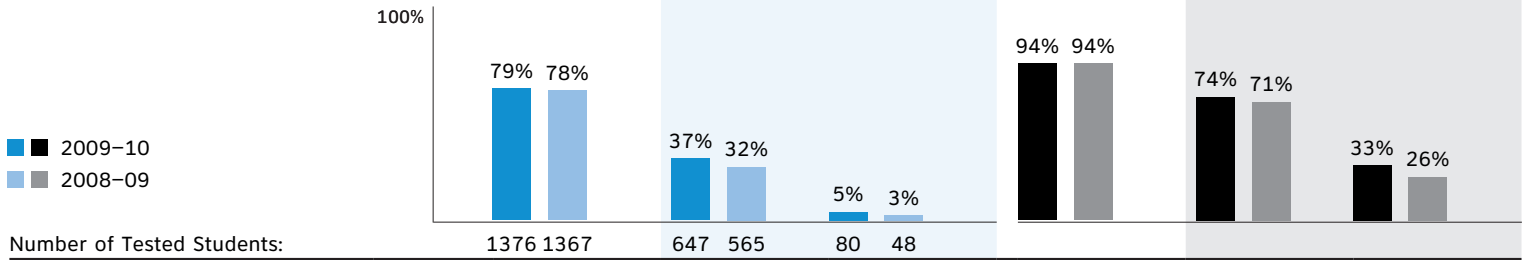
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



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	1676	79%	37%	5%	1737	77%	31%	3%
Female	837	80%	34%	4%	833	79%	31%	2%
Male	839	78%	40%	5%	904	75%	32%	3%
American Indian or Alaska Native	4	-	-	-	7	86%	43%	0%
Black or African American	441	76%	34%	4%	542	79%	32%	2%
Hispanic or Latino	1161	80%	37%	4%	1154	76%	30%	3%
Asian or Native Hawaiian/Other Pacific Islander	45	82%	64%	24%	26	73%	46%	15%
White	19	74%	42%	5%	8	88%	38%	0%
Multiracial	6	-	-	-				
Small Group Totals	10	70%	30%	0%				
General-Education Students	1281	85%	44%	6%	1327	84%	37%	3%
Students with Disabilities	395	60%	15%	0%	410	56%	13%	1%
English Proficient	1374	83%	41%	6%	1444	80%	35%	3%
Limited English Proficient	302	62%	16%	0%	293	62%	11%	1%
Economically Disadvantaged	1583	79%	36%	4%	1622	77%	31%	3%
Not Disadvantaged	93	82%	49%	11%	115	80%	31%	2%
Migrant								
Not Migrant	1676	79%	37%	5%	1737	77%	31%	3%

NOTES

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

Other Assessments

2009-10 School Year

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

New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	41	39	36	30	34	33	30	24
Regents Science	69	51	31	0	24	24	24	4

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

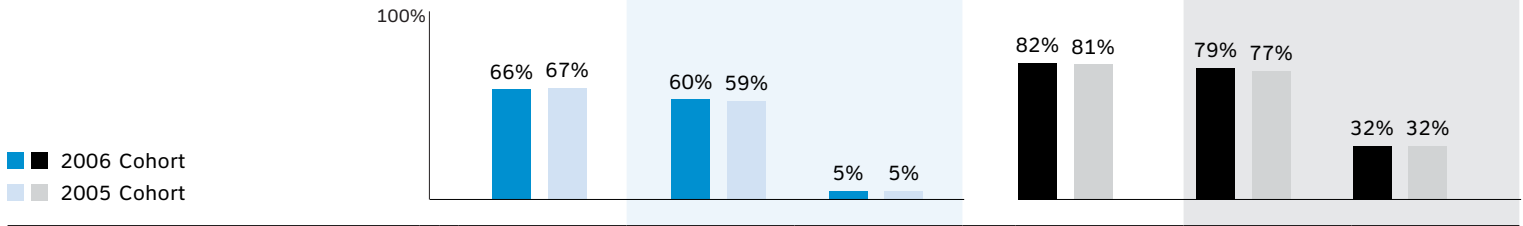
NY State Public

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	1345	66%	60%	5%	1302	67%	59%	5%
Female	681	74%	67%	7%	627	72%	64%	6%
Male	664	58%	52%	3%	675	62%	54%	4%
American Indian or Alaska Native	5	-	-	-	5	-	-	-
Black or African American	466	66%	61%	5%	486	69%	59%	6%
Hispanic or Latino	845	65%	59%	5%	780	66%	58%	4%
Asian or Native Hawaiian/Other Pacific Islander	16	81%	81%	6%	19	84%	84%	21%
White	12	67%	67%	8%	11	64%	64%	9%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	6	50%	50%	0%	6	67%	67%	0%
General-Education Students	1048	76%	71%	6%	1033	77%	68%	6%
Students with Disabilities	297	29%	23%	1%	269	30%	25%	1%
English Proficient	1149	68%	62%	6%	1099	69%	61%	5%
Limited English Proficient	196	53%	45%	2%	203	57%	48%	0%
Economically Disadvantaged	1129	71%	64%	5%	1065	70%	62%	5%
Not Disadvantaged	216	39%	37%	3%	237	54%	45%	4%
Migrant								
Not Migrant	1345	66%	60%	5%	1302	67%	59%	5%

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

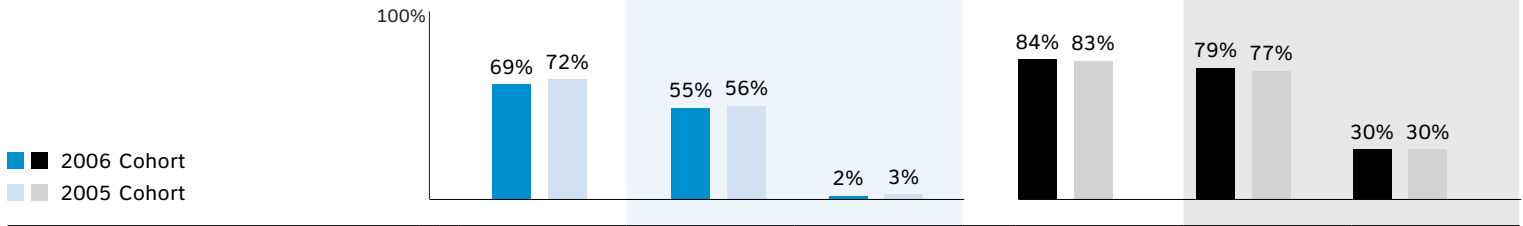
NY State Public

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	1345	69%	55%	2%	1302	72%	56%	3%
Female	681	74%	58%	2%	627	74%	56%	3%
Male	664	63%	52%	1%	675	69%	56%	3%
American Indian or Alaska Native	5	–	–	–	5	–	–	–
Black or African American	466	68%	54%	1%	486	71%	56%	3%
Hispanic or Latino	845	69%	55%	2%	780	71%	56%	3%
Asian or Native Hawaiian/Other Pacific Islander	16	81%	81%	13%	19	79%	79%	5%
White	12	75%	75%	8%	11	73%	64%	18%
Multiracial	1	–	–	–	1	–	–	–
Small Group Totals	6	67%	67%	0%	6	100%	67%	0%
General-Education Students	1048	78%	65%	2%	1033	80%	64%	4%
Students with Disabilities	297	35%	21%	0%	269	38%	25%	1%
English Proficient	1149	70%	57%	2%	1099	72%	57%	4%
Limited English Proficient	196	59%	42%	2%	203	68%	53%	1%
Economically Disadvantaged	1129	73%	60%	2%	1065	75%	60%	3%
Not Disadvantaged	216	48%	32%	1%	237	55%	40%	2%
Migrant								
Not Migrant	1345	69%	55%	2%	1302	72%	56%	3%

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