



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #14**

District ID **33-14-00-01-0000**

Superintendent **JAMES QUAIL**

Telephone **(718) 302-7600**

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	657	648	620
Kindergarten	1086	1161	1326
Grade 1	1358	1288	1363
Grade 2	1324	1279	1335
Grade 3	1282	1243	1337
Grade 4	1304	1230	1355
Grade 5	1230	1205	1263
Grade 6	1300	1265	1421
Ungraded Elementary	782	842	149
Grade 7	1401	1315	1393
Grade 8	1467	1374	1451
Grade 9	2413	2371	2487
Grade 10	1871	1838	2092
Grade 11	1060	1270	1447
Grade 12	715	812	1079
Ungraded Secondary	764	784	56
Total K-12	19357	19277	19554

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	21	23	23
Grade 8			
English	29	24	26
Mathematics	29	27	27
Science	27	26	28
Social Studies	27	27	26
Grade 10			
English	26	26	27
Mathematics	25	26	27
Science	26	25	26
Social Studies	28	28	28

Enrollment Information

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

Average Class Size Information

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

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	13507	70%	15526	81%	15910	81%
Reduced-Price Lunch	877	5%	1079	6%	851	4%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	2564	13%	2443	13%	2468	13%
Racial/Ethnic Origin						
American Indian or Alaska Native	75	0%	87	0%	82	0%
Black or African American	5578	29%	5644	29%	5702	29%
Hispanic or Latino	11659	60%	11420	59%	11541	59%
Asian or Native Hawaiian/Other Pacific Islander	493	3%	526	3%	581	3%
White	1552	8%	1600	8%	1648	8%
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	599	3%	718	4%	993	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	1552	1570	1498
Percent with No Valid Teaching Certificate	3%	3%	2%
Percent Teaching Out of Certification	12%	10%	8%
Percent with Fewer Than Three Years of Experience	18%	17%	11%
Percentage with Master's Degree Plus 30 Hours or Doctorate	31%	32%	37%
Total Number of Core Classes	3264	3776	3879
Percent Not Taught by Highly Qualified Teachers in This District	14%	11%	10%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	3916	4503	4637
Percent Taught by Teachers Without Appropriate Certification	14%	12%	10%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		20%	21%
Turnover Rate of All Teachers		16%	16%

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 HOUSS 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	✓	✓	✓	✓	✓ ^{SH}	✓
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 8	✓ 8 of 8	✓ 1 of 1	✗ 3 of 7	✗ 3 of 7	✓ 1 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 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 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 (8258:7791)	✓	✓	99%	✓	158	154	
Ethnicity							
American Indian or Alaska Native (20:19)	—	—	—	—	—	—	—
Black or African American (1644:1542)	✗	✓	99%	✗	146	152	152 117
Hispanic or Latino (5412:5118)	✓	✓	99%	✓	156	153	
Asian or Native Hawaiian/Other Pacific Islander (312:289)	✓	✓	99%	✓	179	149	
White (864:817)	✓	✓	97%	✓	181	151	
Multiracial (6:6)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (1604:1521)	✗	✓	97%	✗	126	152	131 90
Limited English Proficient (1208:1446)	✗	✓	100%	✗	138	152	148 103
Economically Disadvantaged (8005:7589)	✓	✓	99%	✓	158	154	
Final AYP Determination	✗ 5 of 8						
Non-Accountability Groups							
Female (4073:3858)			99%		163	153	
Male (4185:3933)			99%		153	153	
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

8 of 8

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 (8255:7842)	✓	✓	99%	✓	177	134	
Ethnicity							
American Indian or Alaska Native (20:19)	—	—	—	—	—	—	—
Black or African American (1643:1541)	✓	✓	99%	✓	167	132	
Hispanic or Latino (5408:5159)	✓	✓	100%	✓	176	133	
Asian or Native Hawaiian/Other Pacific Islander (313:297)	✓	✓	99%	✓	193	129	
White (865:820)	✓	✓	97%	✓	193	131	
Multiracial (6:6)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (1596:1519)	✓	✓	97%	✓	146	132	
Limited English Proficient (1209:1497)	✓	✓	100%	✓	162	132	
Economically Disadvantaged (8001:7636)	✓	✓	100%	✓	178	134	
Final AYP Determination	✓ 8 of 8						
Non-Accountability Groups							
Female (4069:3873)			99%		179	133	
Male (4186:3969)			99%		175	133	
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 (2801:2598)		Qualified		97%		157	100		
Ethnicity									
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—	—	—
Black or African American (510:458)	Qualified			95%		140	100		
Hispanic or Latino (1845:1727)	Qualified			98%		156	100		
Asian or Native Hawaiian/Other Pacific Islander (98:89)	Qualified			97%		179	100		
White (344:320)	Qualified			95%		184	100		
Multiracial (1:1)	—	—	—	—	—	—	—	—	—
Other Groups									
Students with Disabilities (527:465)	Qualified			93%		130	100		
Limited English Proficient (397:452)	Qualified			98%		136	100		
Economically Disadvantaged (2708:2529)	Qualified			97%		158	100		
Final AYP Determination	 1 of 1								
Non-Accountability Groups									
Female (1400:1306)				97%		158	100		
Male (1401:1292)				97%		157	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

3 of 7

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 (1235:1308)	✓	✓	100%	✓	174	174	
Ethnicity							
American Indian or Alaska Native (10:10)	—	—	—	—	—	—	—
Black or African American (579:614)	✓	✓	99%	✓	176	173	
Hispanic or Latino (589:621)	✗	✓	99%	✗	170	173	172 [‡] 173
Asian or Native Hawaiian/Other Pacific Islander (20:20)	—	—	—	—	—	—	—
White (35:42)	✓	—	—	✓	176	162	
Multiracial (2:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (132:207)	✗	✓	98%	✗	121	169	115 [‡] 129
Limited English Proficient (83:115)	✗	✓	99%	✗	132	167	151 [‡] 139
Economically Disadvantaged (1041:1098)	✗	✓	100%	✗	173	174	173 [‡] 176
Final AYP Determination	✗ 3 of 7						
Non-Accountability Groups							
Female (536:549)			100%		179	172	
Male (699:759)			99%		169	173	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓^{SH} 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 for This Subject (2010–11)



Good Standing

Accountability Measures

3 of 7

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 (1235:1308)	✓SH	✓	97%	✓SH	166	170	164	169
Ethnicity								
American Indian or Alaska Native (10:10)	–	–	–	–	–	–		–
Black or African American (579:614)	✓	✓	99%	✓	172	169		
Hispanic or Latino (589:621)	✗	✓	95%	✗	158	169	166†	162
Asian or Native Hawaiian/Other Pacific Islander (20:20)	–	–	–	–	–	–		–
White (35:42)	✓	–	–	✓	171	158		
Multiracial (2:1)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (132:207)	✗	✓	95%	✗	114	165	118†	123
Limited English Proficient (83:115)	✗	✓	95%	✗	143	163	160†	149
Economically Disadvantaged (1041:1098)	✗	✓	97%	✗	167	170	165†	170
Final AYP Determination	✗ 3 of 7							
Non-Accountability Groups								
Female (536:549)			97%		170	168		
Male (699:759)			98%		163	169		
Migrant (0:0)								

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 State Standard	Progress Target	
	AYP	Met Criterion	Graduation Rate		2009–102010–11	
Accountability Groups						
All Students (1347)	✓	✓	67%	80%	67%	70%
Ethnicity						
American Indian or Alaska Native (7)		–	–	–		
Black or African American (633)		✓	67%	80%	66%	70%
Hispanic or Latino (660)		✗	66%	80%	67%	69%
Asian or Native Hawaiian/Other Pacific Islander (10)		–	–	–		
White (36)		✗	53%	80%	66%	58%
Multiracial (1)		–	–	–		
Other Groups						
Students with Disabilities (197)		✗	28%	80%	43%	38%
Limited English Proficient (132)		✗	58%	80%	61%	62%
Economically Disadvantaged (1092)		✗	69%	80%	71%	71%
Final AYP Determination	✓ 1 of 1					
Non-Accountability Groups						
Female (582)			74%	80%		
Male (765)			61%	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 **72%** 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 #14**

District ID **33-14-00-01-0000**

2010–11 Accountability Status of Schools in Your District

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

In Good Standing

33 schools identified 79% of total

ACADEMY FOR YOUNG WRITERS
BROOKLYN LATIN SCHOOL (THE)
BROOKLYN PREPARATORY HIGH SCHOOL
CONSELYEA PREPARATORY SCHOOL
FOUNDATIONS ACADEMY
FRANCES PERKINS ACADEMY
GREEN SCHOOL: AN ACADEMY FOR ENVIRONMENTAL CAREERS
HIGH SCHOOL OF ENTERPRISE, BUSINESS & TECHNOLOGY
JHS 318 EUGENO MARIA DEHOSTOS
JUAN MOREL CAMPOS SECONDARY SCHOOL
MS 582
PROGRESS HIGH SCHOOL FOR PROFESSIONAL CAREERS
PS 110 THE MONITOR
PS 120 CARLOS TAPIA
PS 132 THE CONSELYEA SCHOOL
PS 147 ISSAC REMSEN
PS 157 BENJAMIN FRANKLIN
PS 16 LEONARD DUNKLY
PS 17 HENRY D WOODWORTH
PS 18 EDWARD BUSH
PS 196 TEN EYCK
PS 23 CARTER G WOODSON
PS 250 GEORGE H LINDSEY
PS 257 JOHN F HYLAN
PS 31 SAMUEL F DUPONT
PS 319
PS 34 OLIVER H PERRY
PS 380 JOHN WAYNE ELEMENTARY
PS 59 WILLIAM FLOYD
THE URBAN ASSEMBLY SCHOOL FOR THE URBAN ENVIRONMENT
WILLIAMSBURG HIGH SCHOOL FOR ARCHITECTURE AND DESIGN
WILLIAMSBURG PREPARATORY SCHOOL
YOUNG WOMEN'S LEADERSHIP SCHOOL OF BROOKLYN

Improvement (year 1) Comprehensive

1 school identified 2% of total

PS 297 ABRAHAM STOCKTON

Improvement (year 2) Comprehensive

1 school identified 2% of total

LYONS COMMUNITY SCHOOL

Corrective Action (year 1) Comprehensive

1 school identified 2% of total

PS 84 JOSE DE DIEGO

Corrective Action (year 2) Focused

1 school identified 2% of total

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #14**

District ID **33-14-00-01-0000**

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

Corrective Action (year 2) Focused (continued)

HIGH SCHOOL FOR LEGAL STUDIES

Restructuring (year 2) Comprehensive

1 school identified 2% of total

EL PUENTE ACADEMY FOR PEACE AND JUSTICE

Restructuring (advanced) Comprehensive

4 schools identified 10% of total

AUTOMOTIVE HIGH SCHOOL

JHS 50 JOHN D WELLS

JOHN ERICSSON MIDDLE SCHOOL 126







PS 19 ROBERTO CLEMENTE

District NEW YORK CITY GEOGRAPHIC DISTRICT #14







District ID 33-14-00-01-0000

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	44%			1297
Grade 4	44%			1281
Grade 5	44%			1246
Grade 6	34%			1360
Grade 7	31%			1360
Grade 8	31%			1396

Mathematics

Grade 3	48%			1328
Grade 4	58%			1309
Grade 5	59%			1265
Grade 6	44%			1378
Grade 7	46%			1373
Grade 8	42%			1413

Science

Grade 4	80%			1304
Grade 8	42%			1229

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	75%			1500
Mathematics	69%			1500

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.

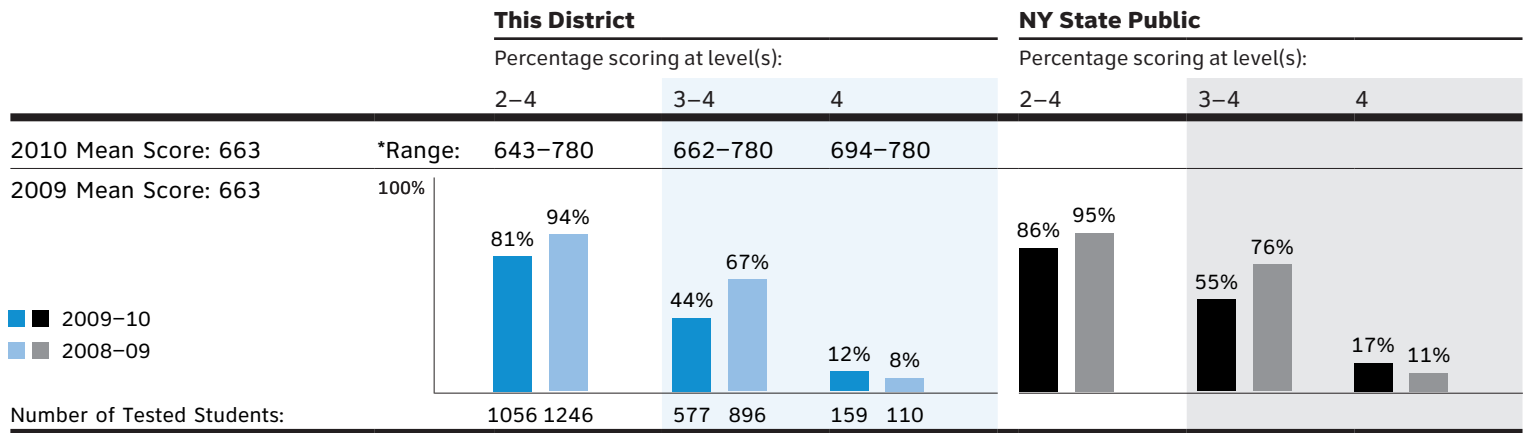
In this section, this district's performance is compared with that of public schools statewide.

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	1297	81%	44%	12%	1330	94%	67%	8%
Female	586	84%	46%	13%	677	96%	71%	10%
Male	711	80%	44%	11%	653	92%	63%	6%
American Indian or Alaska Native	3	—	—	—	3	—	—	—
Black or African American	262	76%	34%	6%	242	93%	59%	8%
Hispanic or Latino	830	80%	42%	10%	883	93%	65%	5%
Asian or Native Hawaiian/Other Pacific Islander	43	93%	63%	30%	37	100%	84%	30%
White	157	94%	70%	31%	163	99%	89%	20%
Multiracial	2	—	—	—	2	—	—	—
Small Group Totals	5	80%	60%	40%	5	100%	60%	0%
General-Education Students	1045	88%	51%	14%	1084	97%	75%	10%
Students with Disabilities	252	54%	19%	4%	246	77%	33%	1%
English Proficient	1061	86%	49%	14%	1102	96%	73%	10%
Limited English Proficient	236	61%	23%	3%	228	82%	42%	0%
Economically Disadvantaged	1275	81%	44%	12%	1272	94%	67%	8%
Not Disadvantaged	22	86%	55%	14%	58	90%	83%	22%
Migrant								
Not Migrant	1297	81%	44%	12%	1330	94%	67%	8%

NOTES

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

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

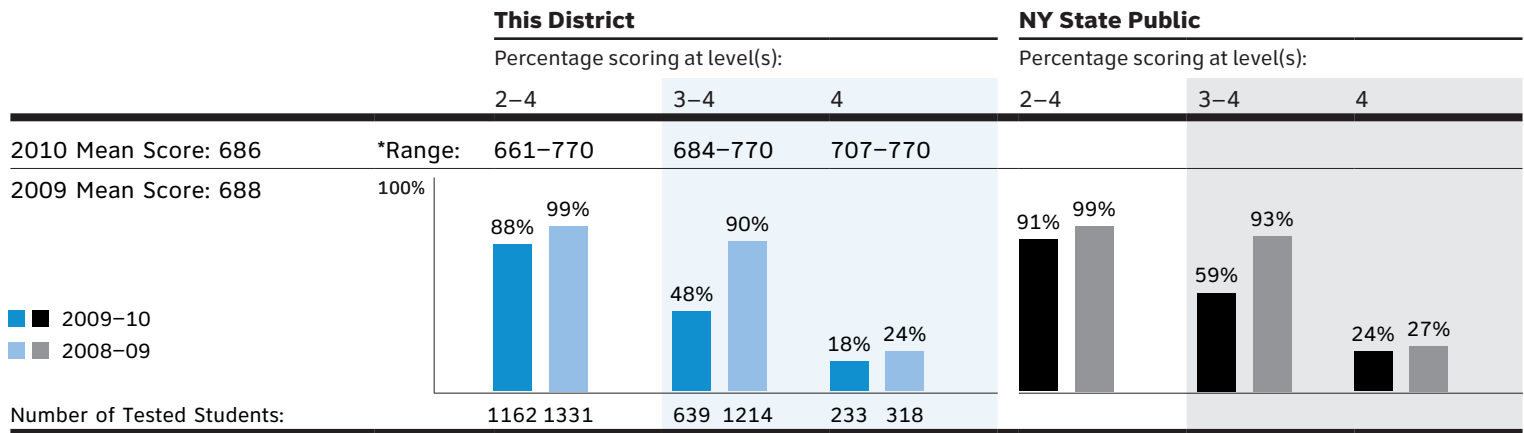
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	11	11	10	10	16	15	15	14
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	26	N/A	N/A	N/A	18	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	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 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	1328	88%	48%	18%	1348	99%	90%	24%
Female	600	88%	48%	17%	684	99%	91%	23%
Male	728	87%	48%	18%	664	99%	89%	24%
American Indian or Alaska Native	3	—	—	—	3	—	—	—
Black or African American	262	83%	35%	9%	241	98%	87%	12%
Hispanic or Latino	856	87%	45%	15%	899	99%	89%	22%
Asian or Native Hawaiian/Other Pacific Islander	43	98%	77%	49%	38	—	—	—
White	162	96%	76%	36%	166	100%	97%	45%
Multiracial	2	—	—	—	1	—	—	—
Small Group Totals	5	80%	60%	20%	42	100%	95%	48%
General-Education Students	1075	91%	53%	20%	1100	99%	95%	27%
Students with Disabilities	253	72%	29%	8%	248	96%	70%	9%
English Proficient	1065	91%	53%	20%	1102	99%	93%	27%
Limited English Proficient	263	75%	27%	10%	246	97%	78%	9%
Economically Disadvantaged	1306	88%	48%	17%	1287	99%	90%	23%
Not Disadvantaged	22	82%	64%	32%	61	93%	89%	39%
Migrant								
Not Migrant	1328	88%	48%	18%	1348	99%	90%	24%

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.

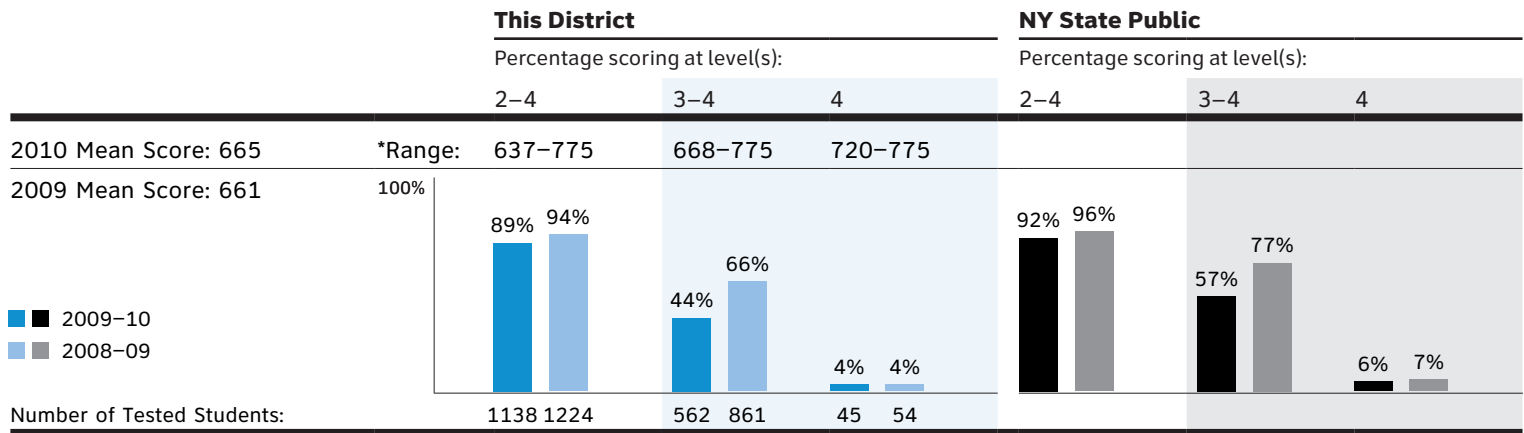
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	11	11	11	9	16	16	15	13

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	1281	89%	44%	4%	1304	94%	66%	4%
Female	648	91%	48%	5%	627	95%	69%	4%
Male	633	86%	40%	2%	677	93%	63%	4%
American Indian or Alaska Native	1	—	—	—	6	—	—	—
Black or African American	237	85%	30%	2%	244	92%	52%	3%
Hispanic or Latino	849	88%	41%	2%	881	94%	66%	3%
Asian or Native Hawaiian/Other Pacific Islander	37	—	—	—	56	98%	93%	11%
White	156	99%	73%	14%	116	98%	85%	13%
Multiracial	1	—	—	—	1	—	—	—
Small Group Totals	39	95%	79%	15%	7	86%	71%	0%
General-Education Students	1042	94%	49%	4%	1057	98%	74%	5%
Students with Disabilities	239	66%	22%	0%	247	77%	32%	0%
English Proficient	1079	92%	48%	4%	1116	95%	70%	5%
Limited English Proficient	202	71%	19%	0%	188	86%	40%	0%
Economically Disadvantaged	1261	89%	44%	3%	1256	94%	65%	4%
Not Disadvantaged	20	85%	30%	5%	48	96%	83%	10%
Migrant								
Not Migrant	1281	89%	44%	4%	1304	94%	66%	4%

NOTES

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

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

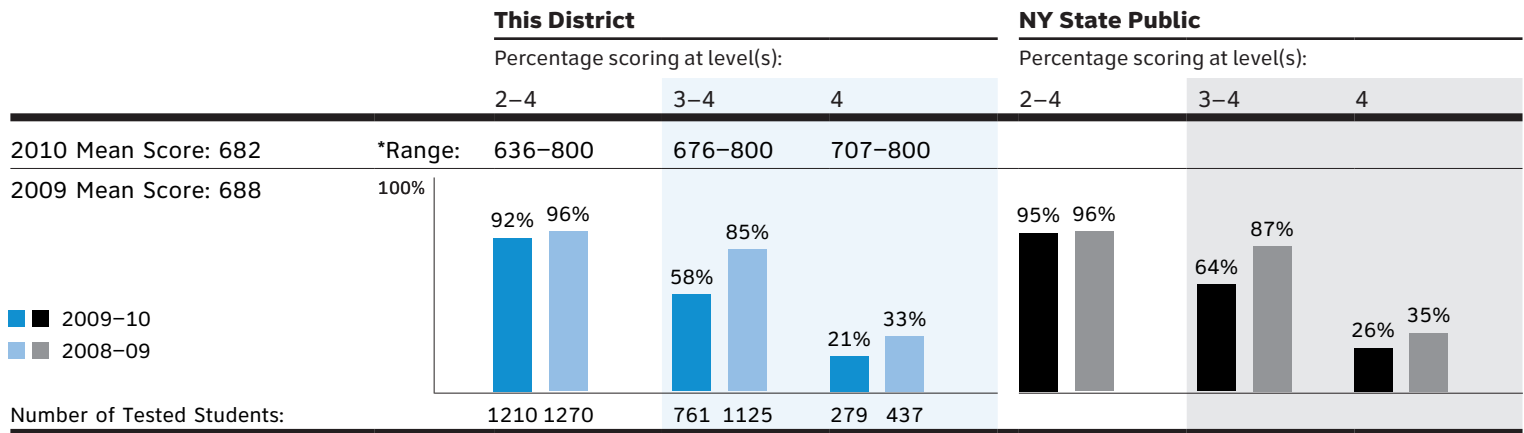
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	20	17	17	13	17	15	14	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	26	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 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	1309	92%	58%	21%	1324	96%	85%	33%
Female	662	92%	57%	20%	633	96%	86%	31%
Male	647	93%	59%	23%	691	96%	84%	34%
American Indian or Alaska Native	1	—	—	—	6	100%	83%	33%
Black or African American	236	91%	47%	14%	243	93%	74%	23%
Hispanic or Latino	870	92%	55%	18%	897	96%	86%	29%
Asian or Native Hawaiian/Other Pacific Islander	42	—	—	—	58	98%	95%	74%
White	159	98%	87%	42%	120	99%	97%	60%
Multiracial	1	—	—	—				
Small Group Totals	44	95%	80%	55%				
General-Education Students	1073	95%	62%	24%	1079	98%	90%	37%
Students with Disabilities	236	81%	39%	10%	245	85%	65%	14%
English Proficient	1081	95%	63%	25%	1112	97%	88%	36%
Limited English Proficient	228	79%	36%	5%	212	92%	71%	19%
Economically Disadvantaged	1288	92%	58%	21%	1276	96%	85%	32%
Not Disadvantaged	21	90%	52%	14%	48	92%	90%	54%
Migrant								
Not Migrant	1309	92%	58%	21%	1324	96%	85%	33%

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.

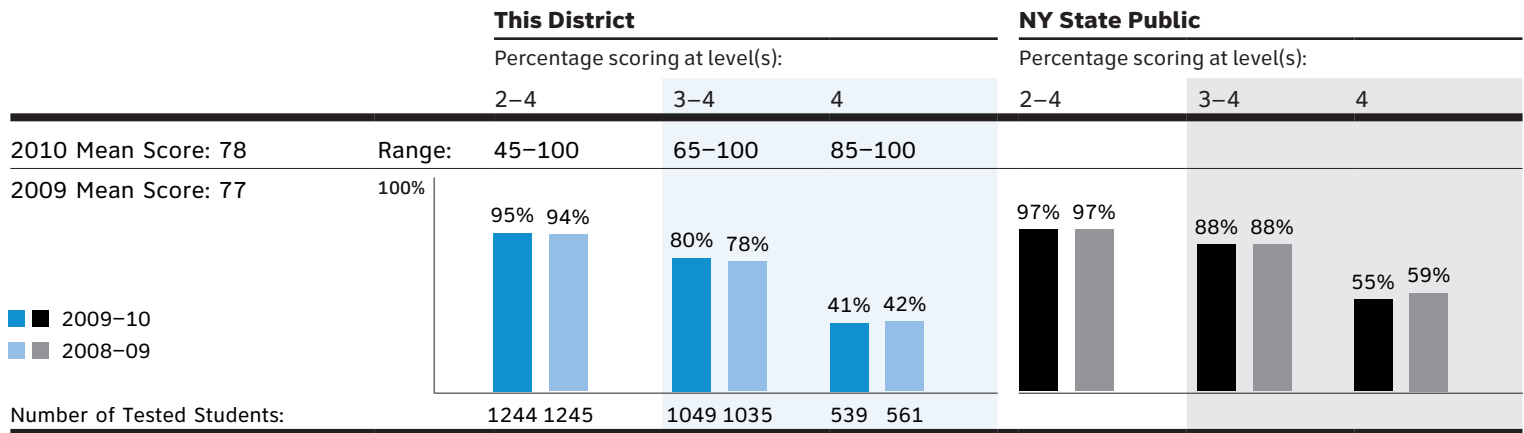
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	20	20	16	11	17	17	14	11

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	1304	95%	80%	41%	1326	94%	78%	42%
Female	659	95%	82%	42%	636	95%	78%	41%
Male	645	95%	79%	40%	690	93%	78%	43%
American Indian or Alaska Native	1	—	—	—	6	100%	83%	33%
Black or African American	237	95%	76%	29%	243	88%	63%	30%
Hispanic or Latino	865	95%	78%	39%	899	95%	79%	40%
Asian or Native Hawaiian/Other Pacific Islander	42	—	—	—	59	97%	95%	75%
White	158	99%	96%	66%	119	98%	97%	69%
Multiracial	1	—	—	—				
Small Group Totals	44	93%	86%	68%				
General-Education Students	1066	96%	85%	45%	1086	96%	83%	47%
Students with Disabilities	238	91%	59%	24%	240	83%	56%	21%
English Proficient	1077	98%	85%	47%	1115	95%	81%	47%
Limited English Proficient	227	85%	57%	16%	211	88%	60%	20%
Economically Disadvantaged	1283	96%	81%	41%	1275	94%	78%	41%
Not Disadvantaged	21	86%	76%	48%	51	94%	90%	63%
Migrant								
Not Migrant	1304	95%	80%	41%	1326	94%	78%	42%

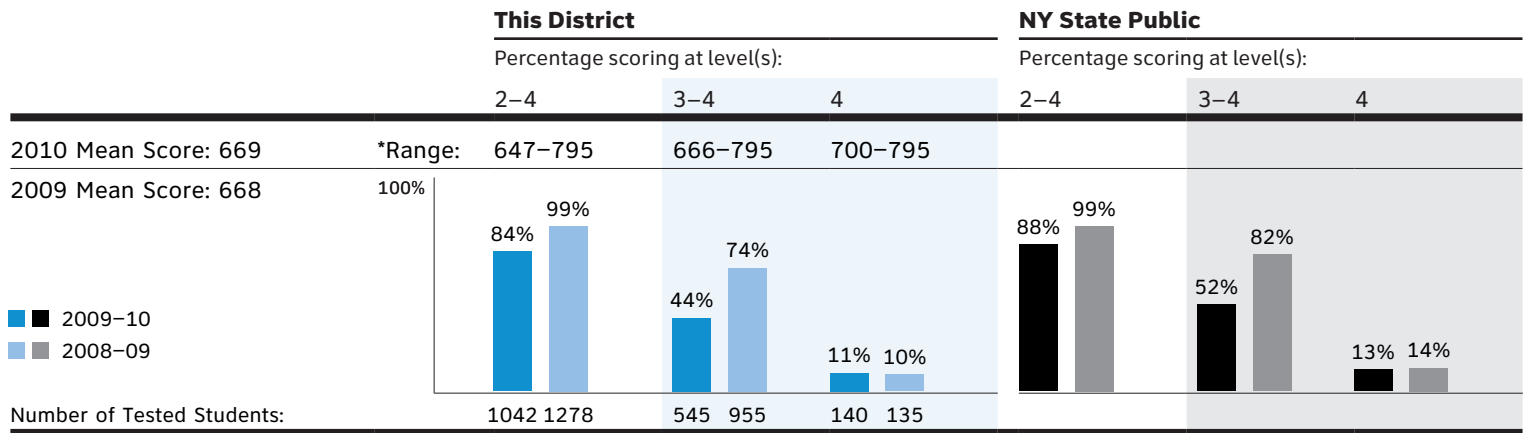
NOTES

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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	20	19	18	15	17	15	15	11

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	1246	84%	44%	11%	1296	99%	74%	10%
Female	597	87%	50%	13%	657	99%	76%	12%
Male	649	80%	38%	10%	639	98%	71%	9%
American Indian or Alaska Native	4	—	—	—	3	—	—	—
Black or African American	235	77%	38%	11%	246	97%	65%	5%
Hispanic or Latino	849	83%	40%	8%	874	99%	72%	8%
Asian or Native Hawaiian/Other Pacific Islander	58	—	—	—	44	98%	95%	18%
White	100	98%	73%	30%	127	100%	93%	33%
Multiracial					2	—	—	—
Small Group Totals	62	94%	76%	31%	5	100%	60%	0%
General-Education Students	1006	90%	51%	13%	1059	99%	82%	13%
Students with Disabilities	240	56%	14%	3%	237	96%	38%	1%
English Proficient	1092	87%	48%	13%	1104	99%	79%	12%
Limited English Proficient	154	60%	16%	1%	192	95%	43%	0%
Economically Disadvantaged	1227	84%	44%	11%	1245	99%	73%	10%
Not Disadvantaged	19	63%	21%	5%	51	96%	82%	27%
Migrant								
Not Migrant	1246	84%	44%	11%	1296	99%	74%	10%

NOTES

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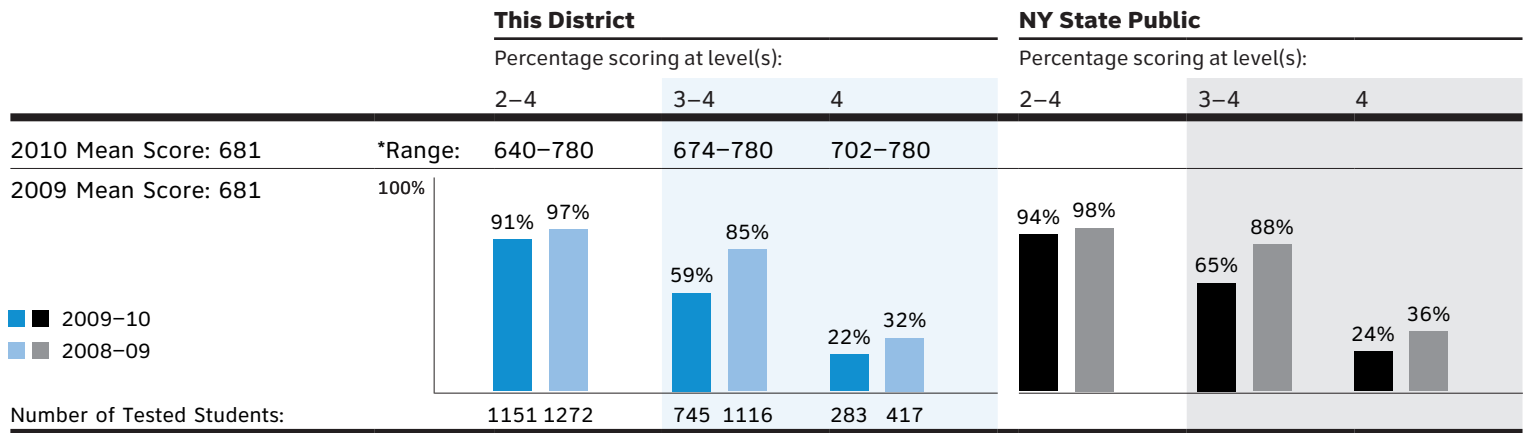
Other

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 5 Equivalent	18	18	17	16	20	19	18	15
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	21	N/A	N/A	N/A	15	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	22	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	1265	91%	59%	22%	1315	97%	85%	32%
Female	605	91%	61%	24%	665	98%	88%	33%
Male	660	91%	57%	21%	650	95%	82%	30%
American Indian or Alaska Native	4	—	—	—	3	—	—	—
Black or African American	234	85%	49%	17%	250	95%	76%	20%
Hispanic or Latino	866	91%	57%	19%	881	97%	85%	27%
Asian or Native Hawaiian/Other Pacific Islander	59	—	—	—	46	98%	98%	70%
White	102	98%	81%	42%	133	98%	97%	71%
Multiracial					2	—	—	—
Small Group Totals	63	100%	90%	60%	5	100%	80%	40%
General-Education Students	1024	95%	66%	27%	1076	99%	91%	37%
Students with Disabilities	241	75%	30%	4%	239	89%	58%	7%
English Proficient	1091	93%	63%	25%	1104	98%	89%	36%
Limited English Proficient	174	77%	30%	4%	211	89%	65%	10%
Economically Disadvantaged	1245	91%	59%	22%	1260	97%	85%	30%
Not Disadvantaged	20	80%	55%	25%	55	96%	84%	60%
Migrant								
Not Migrant	1265	91%	59%	22%	1315	97%	85%	32%

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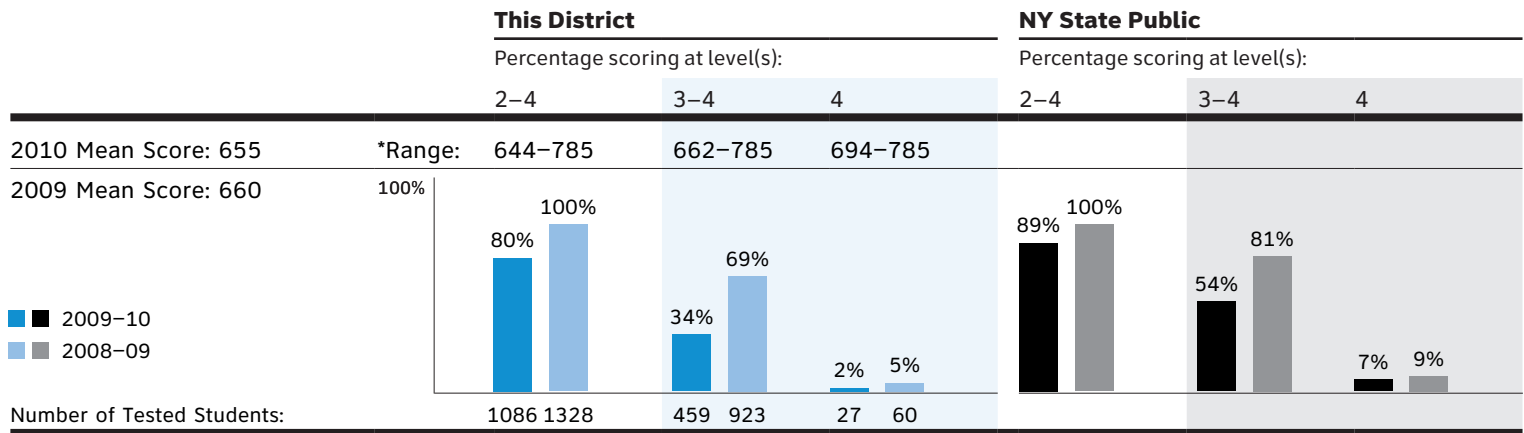
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	18	17	16	16	20	17	16	13

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	1360	80%	34%	2%	1331	100%	69%	5%
Female	711	84%	37%	2%	683	100%	73%	6%
Male	649	76%	31%	2%	648	100%	65%	3%
American Indian or Alaska Native	6	—	—	—	4	—	—	—
Black or African American	316	76%	24%	1%	290	100%	63%	2%
Hispanic or Latino	878	79%	31%	1%	859	100%	67%	3%
Asian or Native Hawaiian/Other Pacific Islander	48	85%	58%	8%	54	100%	83%	17%
White	109	97%	71%	7%	123	100%	91%	16%
Multiracial	3	—	—	—	1	—	—	—
Small Group Totals	9	89%	56%	0%	5	100%	60%	0%
General-Education Students	1131	88%	39%	2%	1079	100%	78%	5%
Students with Disabilities	229	40%	6%	0%	252	99%	33%	0%
English Proficient	1199	84%	38%	2%	1164	100%	74%	5%
Limited English Proficient	161	45%	3%	0%	167	99%	34%	0%
Economically Disadvantaged	1324	80%	34%	2%	1318	100%	70%	5%
Not Disadvantaged	36	78%	19%	0%	13	100%	38%	0%
Migrant								
Not Migrant	1360	80%	34%	2%	1331	100%	69%	5%

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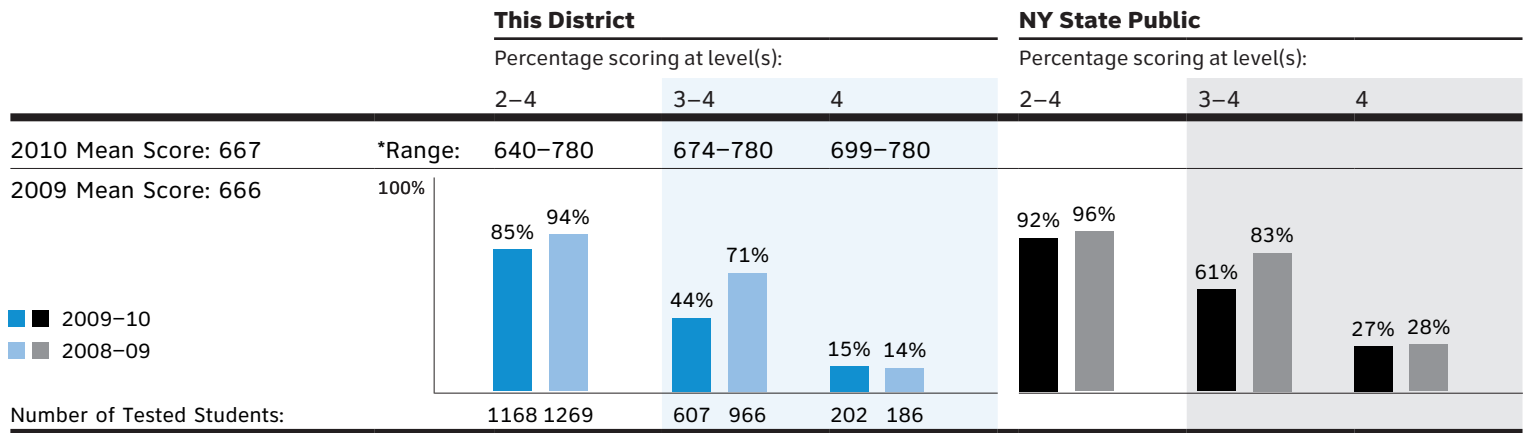
Other

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	26	25	21	16	14	14	11	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	15	N/A	N/A	N/A	18	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	14	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	1378	85%	44%	15%	1354	94%	71%	14%
Female	719	89%	44%	14%	700	95%	74%	14%
Male	659	80%	44%	16%	654	92%	69%	14%
American Indian or Alaska Native	6	—	—	—	4	—	—	—
Black or African American	319	79%	31%	7%	290	94%	65%	8%
Hispanic or Latino	890	85%	42%	12%	878	93%	70%	9%
Asian or Native Hawaiian/Other Pacific Islander	50	94%	80%	50%	57	93%	89%	61%
White	110	98%	81%	40%	124	98%	92%	39%
Multiracial	3	—	—	—	1	—	—	—
Small Group Totals	9	89%	67%	22%	5	80%	40%	0%
General-Education Students	1149	91%	50%	17%	1103	97%	79%	17%
Students with Disabilities	229	55%	14%	2%	251	79%	37%	2%
English Proficient	1201	89%	49%	17%	1167	96%	76%	16%
Limited English Proficient	177	59%	12%	1%	187	77%	41%	2%
Economically Disadvantaged	1341	85%	44%	15%	1343	94%	72%	14%
Not Disadvantaged	37	76%	32%	0%	11	82%	27%	18%
Migrant								
Not Migrant	1378	85%	44%	15%	1354	94%	71%	14%

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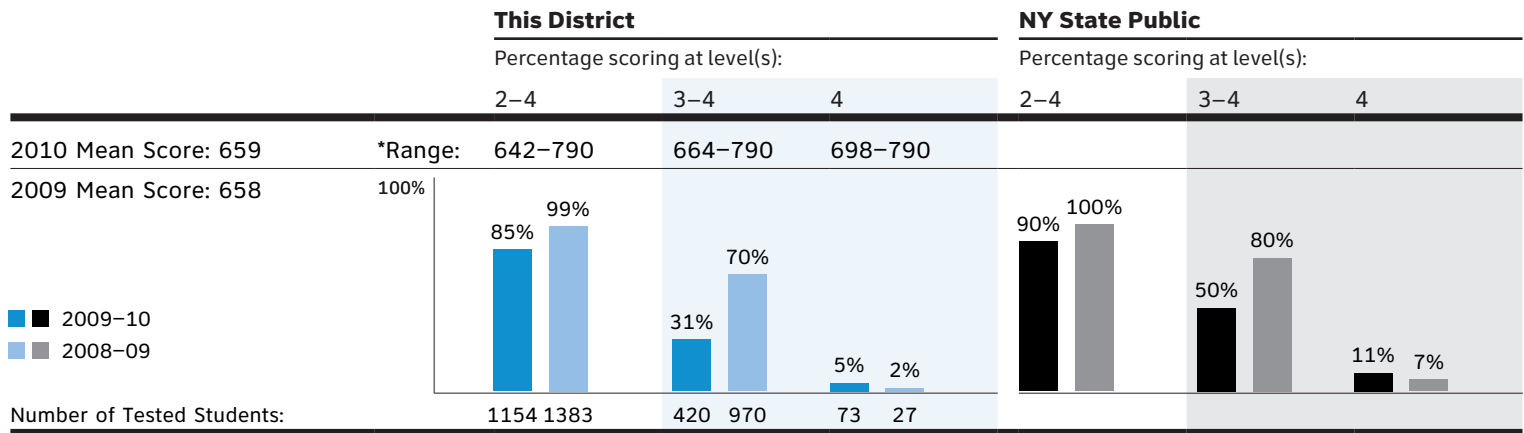
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Other

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	26	26	20	14	14	12	10	6

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	1360	85%	31%	5%	1392	99%	70%	2%
Female	706	88%	34%	7%	693	99%	75%	2%
Male	654	81%	28%	3%	699	99%	64%	2%
American Indian or Alaska Native	4	—	—	—	3	—	—	—
Black or African American	295	85%	22%	2%	267	99%	61%	1%
Hispanic or Latino	882	83%	27%	3%	918	99%	68%	1%
Asian or Native Hawaiian/Other Pacific Islander	56	—	—	—	42	—	—	—
White	123	97%	63%	20%	162	100%	90%	6%
Multiracial								
Small Group Totals	60	92%	58%	27%	45	98%	87%	7%
General-Education Students	1106	91%	36%	7%	1163	100%	78%	2%
Students with Disabilities	254	58%	8%	0%	229	98%	29%	0%
English Proficient	1199	90%	35%	6%	1262	100%	75%	2%
Limited English Proficient	161	49%	2%	0%	130	97%	19%	0%
Economically Disadvantaged	1308	85%	31%	6%	1372	99%	70%	2%
Not Disadvantaged	52	79%	25%	2%	20	95%	45%	0%
Migrant								
Not Migrant	1360	85%	31%	5%	1392	99%	70%	2%

NOTES

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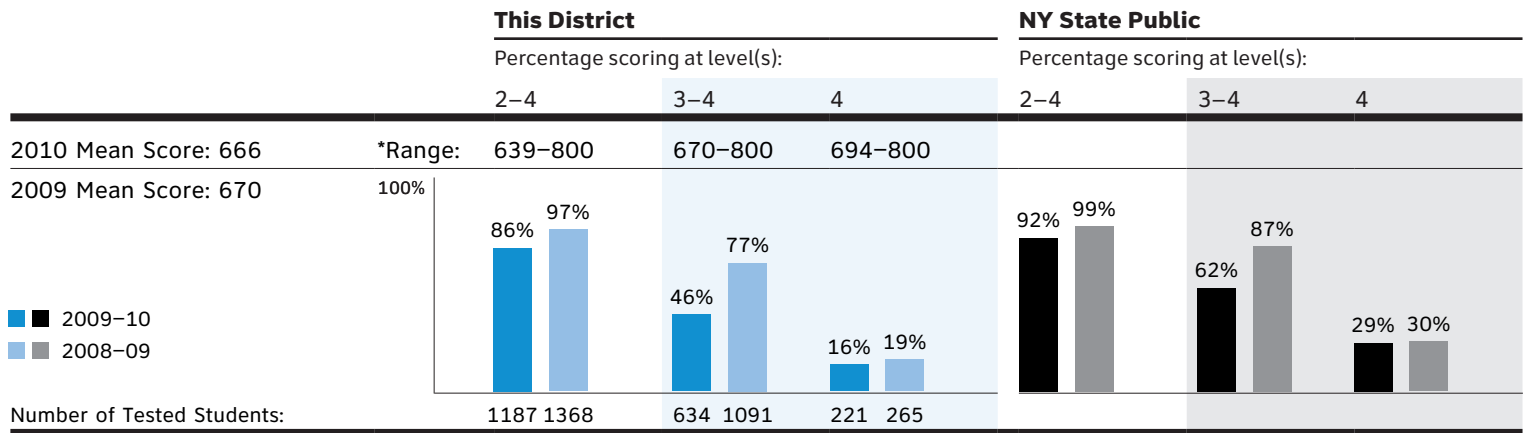
Other

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	17	17	16	16	26	26	24	18
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	13	N/A	N/A	N/A	17	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	15	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	1373	86%	46%	16%	1413	97%	77%	19%
Female	708	87%	45%	15%	702	97%	80%	18%
Male	665	86%	47%	17%	711	96%	75%	19%
American Indian or Alaska Native	4	—	—	—	3	—	—	—
Black or African American	296	85%	35%	6%	266	94%	64%	8%
Hispanic or Latino	890	85%	43%	12%	932	97%	78%	15%
Asian or Native Hawaiian/Other Pacific Islander	59	—	—	—	48	—	—	—
White	124	97%	81%	45%	164	99%	93%	46%
Multiracial								
Small Group Totals	63	92%	83%	65%	51	94%	86%	59%
General-Education Students	1118	92%	53%	19%	1182	98%	84%	22%
Students with Disabilities	255	64%	18%	3%	231	89%	40%	3%
English Proficient	1201	90%	50%	18%	1263	98%	81%	20%
Limited English Proficient	172	62%	17%	2%	150	91%	49%	5%
Economically Disadvantaged	1321	87%	47%	17%	1393	97%	78%	19%
Not Disadvantaged	52	75%	23%	4%	20	75%	40%	15%
Migrant								
Not Migrant	1373	86%	46%	16%	1413	97%	77%	19%

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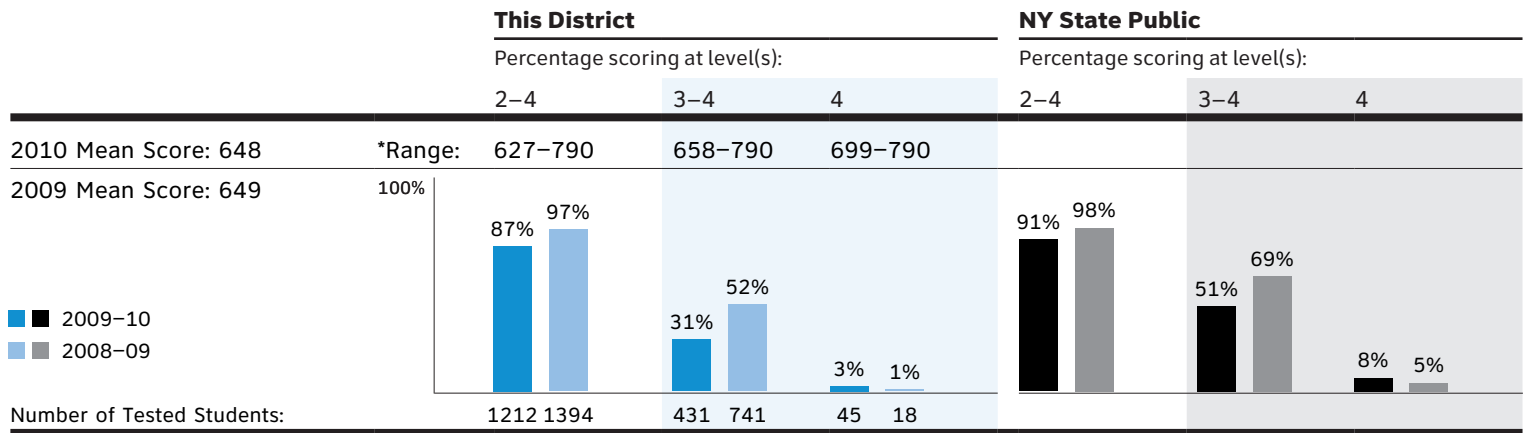
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	17	16	16	11	26	24	23	17

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	1396	87%	31%	3%	1438	97%	52%	1%
Female	692	91%	36%	3%	725	98%	56%	2%
Male	704	82%	25%	3%	713	96%	47%	1%
American Indian or Alaska Native	2	—	—	—	3	—	—	—
Black or African American	260	81%	20%	2%	295	96%	40%	0%
Hispanic or Latino	925	87%	29%	2%	977	97%	51%	1%
Asian or Native Hawaiian/Other Pacific Islander	50	—	—	—	42	—	—	—
White	159	96%	50%	10%	121	98%	79%	2%
Multiracial								
Small Group Totals	52	94%	67%	15%	45	91%	67%	9%
General-Education Students	1175	92%	36%	4%	1229	99%	57%	1%
Students with Disabilities	221	57%	4%	0%	209	86%	18%	0%
English Proficient	1266	91%	34%	4%	1315	98%	56%	1%
Limited English Proficient	130	46%	4%	0%	123	87%	9%	0%
Economically Disadvantaged	1347	87%	31%	3%	1422	97%	52%	1%
Not Disadvantaged	49	84%	24%	0%	16	69%	19%	0%
Migrant								
Not Migrant	1396	87%	31%	3%	1438	97%	52%	1%

NOTES

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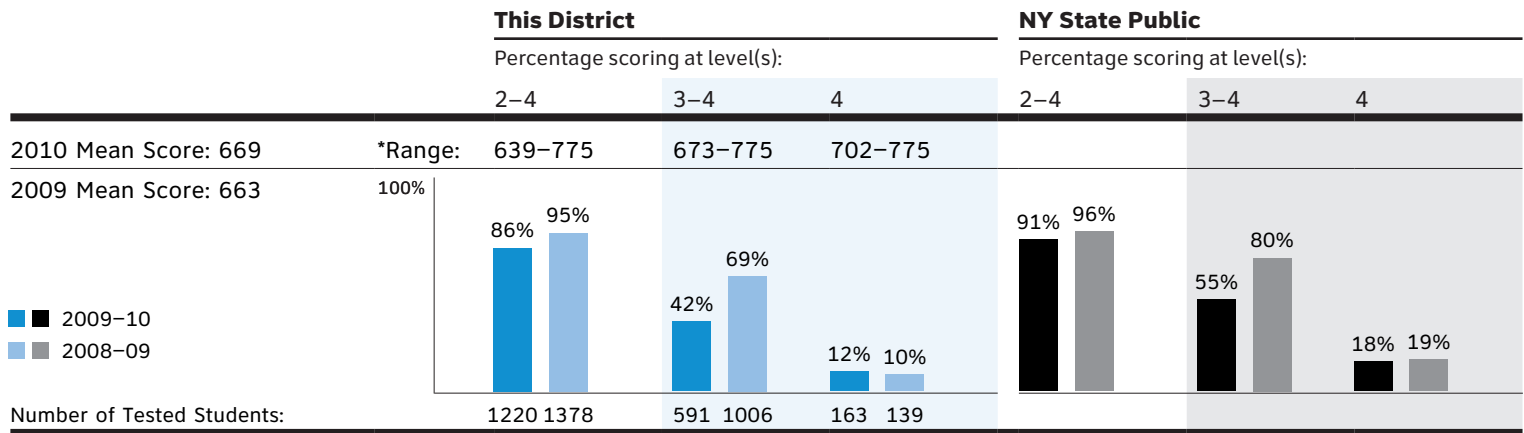
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	27	27	26	25	24	23	22	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	19	N/A	N/A	N/A	18	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	20	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	1413	86%	42%	12%	1452	95%	69%	10%
Female	701	90%	44%	12%	730	97%	72%	9%
Male	712	82%	39%	11%	722	93%	67%	10%
American Indian or Alaska Native	2	—	—	—	3	—	—	—
Black or African American	258	81%	27%	8%	295	92%	57%	3%
Hispanic or Latino	940	86%	40%	8%	988	96%	70%	9%
Asian or Native Hawaiian/Other Pacific Islander	55	—	—	—	43	—	—	—
White	158	93%	63%	24%	122	98%	91%	21%
Multiracial	1	—	—	—	1	—	—	—
Small Group Totals	57	96%	84%	46%	47	89%	79%	36%
General-Education Students	1193	92%	48%	13%	1245	98%	76%	11%
Students with Disabilities	220	57%	9%	3%	207	76%	31%	1%
English Proficient	1263	88%	44%	13%	1308	96%	71%	10%
Limited English Proficient	150	73%	22%	1%	144	88%	54%	6%
Economically Disadvantaged	1361	86%	43%	12%	1436	95%	70%	10%
Not Disadvantaged	52	83%	23%	2%	16	69%	38%	6%
Migrant								
Not Migrant	1413	86%	42%	12%	1452	95%	69%	10%

NOTES

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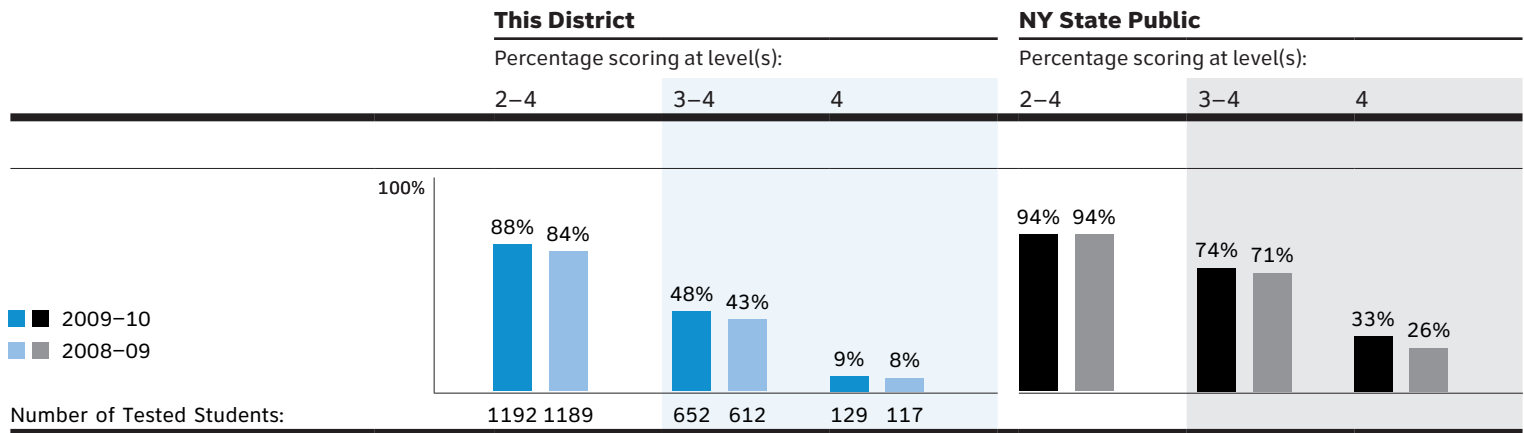
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Other

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 8 Equivalent	28	27	26	18	24	23	19	13

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	1229	86%	42%	6%	1414	84%	43%	8%
Female	600	88%	40%	5%	719	86%	40%	7%
Male	629	84%	45%	7%	695	82%	46%	10%
American Indian or Alaska Native	2	—	—	—	2	—	—	—
Black or African American	232	78%	27%	5%	282	80%	29%	2%
Hispanic or Latino	851	87%	43%	4%	966	84%	42%	6%
Asian or Native Hawaiian/Other Pacific Islander	35	—	—	—	43	—	—	—
White	109	94%	62%	13%	121	94%	75%	29%
Multiracial								
Small Group Totals	37	86%	70%	27%	45	82%	76%	36%
General-Education Students	1022	90%	47%	7%	1216	88%	47%	9%
Students with Disabilities	207	68%	20%	1%	198	59%	18%	3%
English Proficient	1084	89%	46%	7%	1277	86%	46%	9%
Limited English Proficient	145	67%	17%	1%	137	66%	19%	4%
Economically Disadvantaged	1183	86%	42%	6%	1401	84%	44%	8%
Not Disadvantaged	46	87%	39%	4%	13	69%	15%	0%
Migrant								
Not Migrant	1229	86%	42%	6%	1414	84%	43%	8%

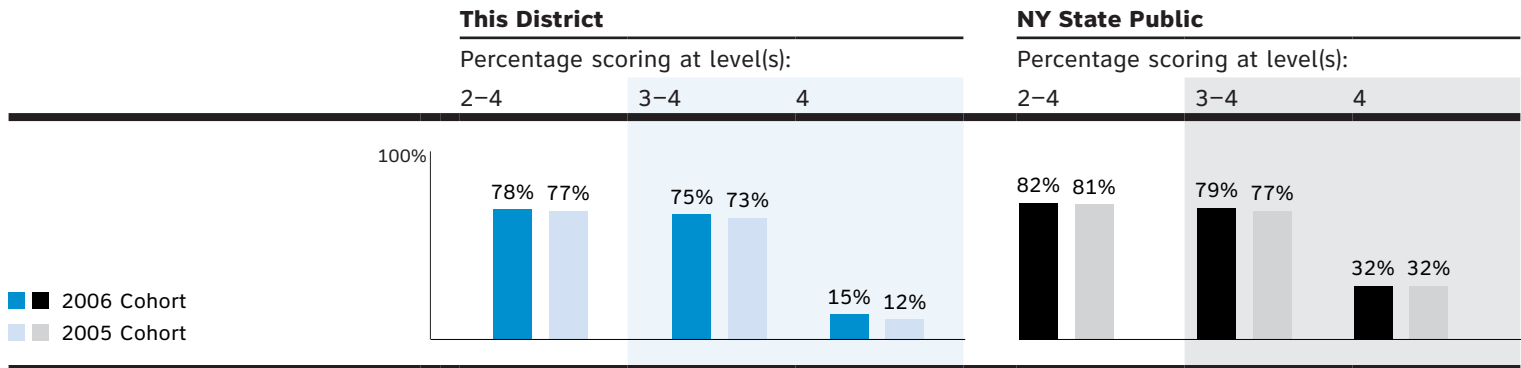
NOTES

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

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	27	26	25	21	25	23	20	17
Regents Science	133	133	132	56	0			

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	1500	78%	75%	15%	1326	77%	73%	12%
Female	608	84%	81%	21%	574	82%	80%	15%
Male	892	74%	71%	11%	752	74%	68%	9%
American Indian or Alaska Native	10	–	–	–	7	–	–	–
Black or African American	714	79%	75%	12%	625	78%	73%	13%
Hispanic or Latino	709	77%	74%	15%	647	78%	74%	10%
Asian or Native Hawaiian/Other Pacific Islander	20	90%	90%	40%	10	90%	80%	30%
White	46	72%	72%	30%	36	56%	56%	19%
Multiracial	1	–	–	–	1	–	–	–
Small Group Totals	11	100%	100%	27%	8	75%	75%	0%
General-Education Students	1253	86%	83%	17%	1143	85%	81%	14%
Students with Disabilities	247	37%	32%	2%	183	27%	20%	0%
English Proficient	1382	80%	77%	16%	1216	79%	75%	13%
Limited English Proficient	118	53%	44%	3%	110	58%	49%	0%
Economically Disadvantaged	1221	81%	77%	15%	1082	80%	76%	13%
Not Disadvantaged	279	66%	64%	15%	244	67%	61%	7%
Migrant								
Not Migrant	1500	78%	75%	15%	1326	77%	73%	12%

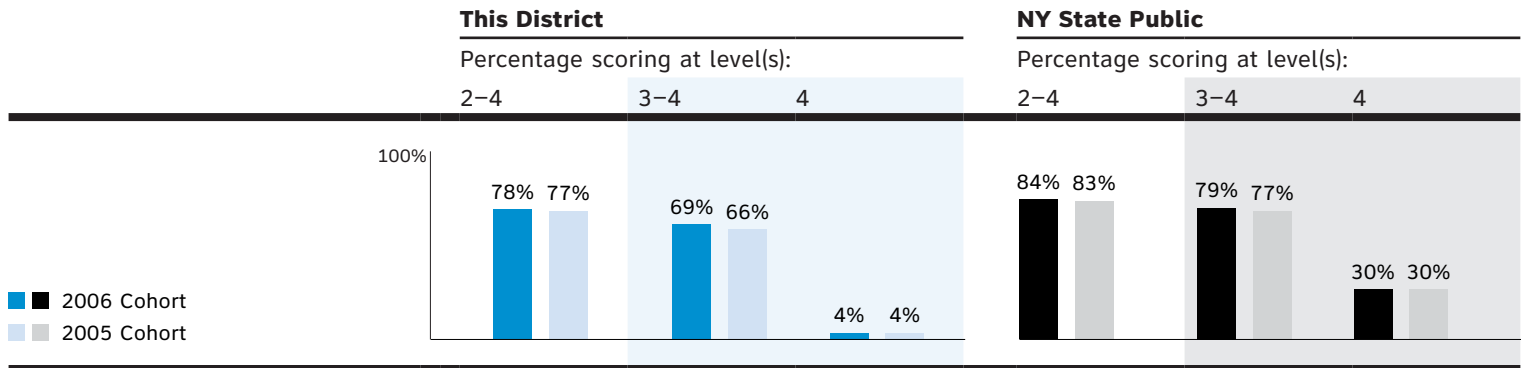
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* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students 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	1500	78%	69%	4%	1326	77%	66%	4%
Female	608	82%	74%	6%	574	81%	72%	5%
Male	892	75%	66%	3%	752	74%	61%	4%
American Indian or Alaska Native	10	–	–	–	7	–	–	–
Black or African American	714	81%	72%	3%	625	79%	64%	3%
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White	46	70%	67%	15%	36	58%	56%	8%
Multiracial	1	–	–	–	1	–	–	–
Small Group Totals	11	91%	91%	0%	8	75%	63%	13%
General-Education Students	1253	86%	78%	5%	1143	84%	73%	5%
Students with Disabilities	247	38%	25%	0%	183	31%	19%	1%
English Proficient	1382	80%	71%	5%	1216	78%	67%	4%
Limited English Proficient	118	59%	48%	0%	110	66%	51%	2%
Economically Disadvantaged	1221	81%	72%	4%	1082	79%	68%	4%
Not Disadvantaged	279	66%	57%	5%	244	66%	57%	4%
Migrant								
Not Migrant	1500	78%	69%	4%	1326	77%	66%	4%

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