



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #15**

District ID **33-15-00-01-0000**

Superintendent **ANITA SKOP**

Telephone **(718) 642-5868**

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	1159	1167	1142
Kindergarten	2284	2309	2614
Grade 1	2308	2377	2609
Grade 2	2227	2182	2557
Grade 3	1996	2066	2333
Grade 4	1976	1933	2303
Grade 5	1958	1923	2152
Grade 6	1563	1527	1684
Ungraded Elementary	1401	1527	164
Grade 7	1544	1495	1705
Grade 8	1516	1499	1740
Grade 9	1564	1446	1743
Grade 10	1603	1471	1517
Grade 11	948	895	1053
Grade 12	940	951	956
Ungraded Secondary	859	948	32
Total K-12	24687	24549	25162

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	22	23	23
Grade 8			
English	28	27	28
Mathematics	26	28	27
Science	27	28	28
Social Studies	27	28	27
Grade 10			
English	25	25	27
Mathematics	24	26	24
Science	27	27	28
Social Studies	27	29	29

Enrollment Information

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

Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #15

District ID 33-15-00-01-0000

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	14649	59%	15571	63%	14977	60%
Reduced-Price Lunch	2063	8%	1933	8%	1798	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3684	15%	3837	16%	4078	16%
Racial/Ethnic Origin						
American Indian or Alaska Native	114	0%	104	0%	81	0%
Black or African American	6554	27%	6184	25%	5751	23%
Hispanic or Latino	10966	44%	10821	44%	11040	44%
Asian or Native Hawaiian/Other Pacific Islander	2645	11%	2759	11%	3066	12%
White	4408	18%	4681	19%	5224	21%
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	776	3%	973	4%	980	4%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2007-08	2008-09	2009-10
Total Number of Teachers	2034	2015	1984
Percent with No Valid Teaching Certificate	2%	2%	1%
Percent Teaching Out of Certification	10%	10%	8%
Percent with Fewer Than Three Years of Experience	18%	15%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	31%	34%	37%
Total Number of Core Classes	4172	3947	4253
Percent Not Taught by Highly Qualified Teachers in This District	13%	10%	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	5082	4942	5367
Percent Taught by Teachers Without Appropriate Certification	12%	11%	11%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		22%	21%
Turnover Rate of All Teachers		17%	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 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	✓	✓	✓	✓ ^{SH}	✗	✓
Ethnicity						
American Indian or Alaska Native	✓	✓		–	–	
Black or African American	✓	✓		✓ ^{SH}	✓ ^{SH}	
Hispanic or Latino	✓	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✗	✓	
White	✓	✓		✗	✗	
Multiracial	✓	✓		–	–	
Other Groups						
Students with Disabilities	✗	✓		✗	✗	
Limited English Proficient	✗	✓		✗	✗	
Economically Disadvantaged	✓	✓		✓ ^{SH}	✗	
Student groups making AYP in each subject	✗ 8 of 10	✓ 10 of 10	✓ 1 of 1	✗ 3 of 8	✗ 2 of 8	✓ 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  Good Standing
for This Subject
(2010–11)

Accountability Measures 8 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 (11973:11277)			100%		169	154	
Ethnicity							
American Indian or Alaska Native (41:38)			95%		158	139	
Black or African American (1833:1760)			100%		165	152	
Hispanic or Latino (5687:5417)			100%		159	154	
Asian or Native Hawaiian/Other Pacific Islander (1657:1447)			100%		179	152	
White (2689:2557)			99%		189	153	
Multiracial (66:58)			100%		188	142	
Other Groups							
Students with Disabilities (2528:2526)			98%		141	153	143 107
Limited English Proficient (1961:2266)			100%		144	153	151 111
Economically Disadvantaged (8656:8086)			100%		161	154	
Final AYP Determination	 8 of 10						
Non-Accountability Groups							
Female (5918:5578)			100%		174	154	
Male (6055:5699)			99%		165	154	
Migrant (0:0)							

Symbols

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

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

Elementary/Middle-Level Mathematics

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

Accountability Measures 10 of 10 Student groups making AYP in mathematics
 Made AYP

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

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (11980:11424)			100%		185	134	
Ethnicity							
American Indian or Alaska Native (41:38)			95%		166	119	
Black or African American (1834:1756)			99%		180	132	
Hispanic or Latino (5691:5474)			100%		179	134	
Asian or Native Hawaiian/Other Pacific Islander (1658:1509)			100%		195	132	
White (2690:2586)			99%		195	133	
Multiracial (66:61)			100%		192	123	
Other Groups							
Students with Disabilities (2530:2535)			99%		160	133	
Limited English Proficient (1967:2408)			100%		173	133	
Economically Disadvantaged (8660:8213)			100%		181	134	
Final AYP Determination	 10 of 10						
Non-Accountability Groups							
Female (5919:5656)			100%		186	134	
Male (6061:5768)			99%		183	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 (4043:3801)		Qualified		98%		173	100	
Ethnicity								
American Indian or Alaska Native (19:18)	—		—	—	—	—	—	—
Black or African American (654:619)		Qualified		98%		163	100	
Hispanic or Latino (1913:1814)		Qualified		98%		165	100	
Asian or Native Hawaiian/Other Pacific Islander (562:504)		Qualified		99%		188	100	
White (878:834)		Qualified		98%		191	100	
Multiracial (17:12)	—		—	—	—	—	—	—
Other Groups								
Students with Disabilities (836:828)		Qualified		97%		144	100	
Limited English Proficient (659:766)		Qualified		99%		153	100	
Economically Disadvantaged (2932:2744)		Qualified		99%		167	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (1996:1879)				99%		172	100	
Male (2047:1922)				98%		174	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 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

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

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11	
Accountability Groups								
All Students (1124:1047)			99%		152	174	152 157	
Ethnicity								
American Indian or Alaska Native (7:5)	—	—	—	—	—	—	—	
Black or African American (705:606)			99%		162	173	158 166	
Hispanic or Latino (326:338)			100%		139	171	147 145	
Asian or Native Hawaiian/Other Pacific Islander (33:35)		—	—		157	161	161‡ 161	
White (48:60)			98%		120	165	136‡ 128	
Multiracial (5:3)	—	—	—	—	—	—	—	
Other Groups								
Students with Disabilities (129:186)			95%		100	169	97‡ 110	
Limited English Proficient (43:54)			100%		107	164	94‡ 116	
Economically Disadvantaged (808:790)			99%		152	173	151 157	
Final AYP Determination		3 of 8						
Non-Accountability Groups								
Female (627:573)			99%		165	172		
Male (497:474)			99%		136	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 2 of 8 Student groups making AYP in mathematics
 Did not make AYP

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

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11	
Accountability Groups								
All Students (1124:1047)			99%		152	170	157	157
Ethnicity								
American Indian or Alaska Native (7:5)	—	—	—	—	—	—	—	—
Black or African American (705:606)			99%		160	169	160	164
Hispanic or Latino (326:338)			98%		141	167	151	147
Asian or Native Hawaiian/Other Pacific Islander (33:35)		—	—		171	157		
White (48:60)			98%		122	161	149‡	130
Multiracial (5:3)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (129:186)			98%		103	165	106‡	113
Limited English Proficient (43:54)			100%		126	160	140‡	133
Economically Disadvantaged (808:790)			99%		152	169	156	157
Final AYP Determination	 2 of 8							
Non-Accountability Groups								
Female (627:573)			99%		161	168		
Male (497:474)			99%		142	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 (1346)			57%	80%	56%	62%
Ethnicity						
American Indian or Alaska Native (8)		—	—	—		
Black or African American (797)			63%	80%	61%	66%
Hispanic or Latino (403)			47%	80%	46%	54%
Asian or Native Hawaiian/Other Pacific Islander (45)			56%	80%	70%	61%
White (90)			46%	80%	60%	53%
Multiracial (3)		—	—	—		
Other Groups						
Students with Disabilities (245)			29%	80%	36%	39%
Limited English Proficient (54)			26%	80%	50%	37%
Economically Disadvantaged (905)			57%	80%	57%	62%
Final AYP Determination		1 of 1				
Non-Accountability Groups						
Female (721)			63%	80%		
Male (625)			49%	80%		
Migrant (0)						

Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

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

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **65%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

District ID **33-15-00-01-0000**

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

34 schools identified 76% of total

ACORN HIGH SCHOOL FOR SOCIAL JUSTICE
BROOKLYN HIGH SCHOOL OF THE ARTS
BROOKLYN SECONDARY SCHOOL FOR COLLABORATIVE STUDIES
JHS 88 PETER ROUGET
MAGNET SCHOOL FOR SCIENCE AND TECHNOLOGY
MAGNET SCHOOL OF MATH, SCIENCE & DESIGN TECH
MATH AND SCIENCE EXPLORATORY SCHOOL
MS 51 WILLIAM ALEXANDER
NEW HORIZONS SCHOOL
NEW VOICES SCHOOL OF ACADEMIC AND CREATIVE ARTS
PS 1 THE BERGEN
PS 107 JOHN W KIMBALL
PS 124 SILAS B DUTCHER
PS 130 THE PARKSIDE
PS 131
PS 146
PS 15 PATRICK F DALY
PS 169 SUNSET PARK
PS 172 BEACON SCHOOL OF EXCELLENCE
PS 230 DORIS L COHEN
PS 261 PHILIP LIVINGSTON
PS 29 JOHN M HARRIGAN
PS 295
PS 32 SAMUELS MILLS SPROLE
PS 321 WILLIAM PENN
PS 38 THE PACIFIC
PS 39 HENRY BRISTOW
PS 58 THE CARROLL
PS 94 THE HENRY LONGFELLOW
RED HOOK NEIGHBORHOOD SCHOOL
SECONDARY SCHOOL FOR LAW
SUNSET PARK HIGH SCHOOL
SUNSET PARK PREP
WEST BROOKLYN COMMUNITY HIGH SCHOOL

Improvement (year 1) Comprehensive

4 schools identified 9% of total

PACIFIC HIGH SCHOOL
SCHOOL FOR INTERNATIONAL STUDIES
SECONDARY SCHOOL FOR JOURNALISM
SECONDARY SCHOOL FOR RESEARCH

Corrective Action (year 1) Comprehensive

2 schools identified 4% of total

COBBLE HILL SCHOOL OF AMERICAN STUDIES
SOUTH BROOKLYN COMMUNITY HIGH SCHOOL

Restructuring (year 1) Comprehensive

1 school identified 2% of total

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

District ID **33-15-00-01-0000**

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

Restructuring (year 1) Comprehensive (continued)

BROOKLYN SCHOOL FOR GLOBAL STUDIES

Restructuring (advanced) Comprehensive

4 schools identified 9% of total

AGNES Y HUMPHREY SCHOOL FOR LEADERSHIP

IS 136 CHARLES O DEWEY

METROPOLITAN CORPORATE ACADEMY

PS 24

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

District ID **33-15-00-01-0000**

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	57%			2278
Grade 4	57%			2208
Grade 5	54%			2073
Grade 6	46%			1603
Grade 7	48%			1665
Grade 8	46%			1650
Mathematics				
Grade 3	61%			2347
Grade 4	68%			2308
Grade 5	67%			2128
Grade 6	60%			1624
Grade 7	60%			1687
Grade 8	48%			1673
Science				
Grade 4	87%			2294
Grade 8	63%			1637

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	63%			1220
Mathematics	61%			1220

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.

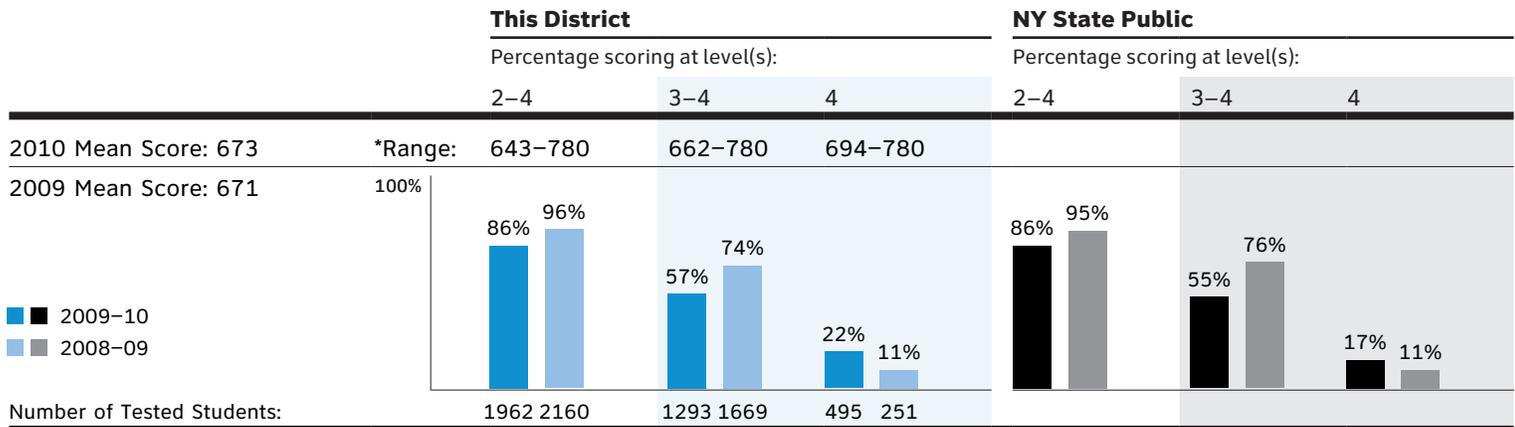
In this section, this district's performance is compared with that of public schools statewide.

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	2278	86%	57%	22%	2248	96%	74%	11%
Female	1123	89%	59%	22%	1099	97%	78%	13%
Male	1155	84%	54%	21%	1149	95%	71%	10%
American Indian or Alaska Native	3	-	-	-	8	100%	63%	0%
Black or African American	280	83%	51%	13%	309	95%	72%	8%
Hispanic or Latino	1004	80%	43%	13%	1021	94%	63%	4%
Asian or Native Hawaiian/Other Pacific Islander	363	89%	60%	19%	343	99%	84%	11%
White	605	96%	80%	41%	562	99%	91%	25%
Multiracial	23	-	-	-	5	100%	100%	80%
Small Group Totals	26	92%	77%	38%				
General-Education Students	1848	93%	63%	25%	1816	99%	81%	13%
Students with Disabilities	430	58%	28%	7%	432	84%	46%	4%
English Proficient	1814	92%	65%	26%	1786	97%	80%	13%
Limited English Proficient	464	64%	25%	6%	462	92%	51%	2%
Economically Disadvantaged	1705	82%	47%	14%	1665	95%	69%	7%
Not Disadvantaged	573	98%	85%	43%	583	99%	90%	22%
Migrant								
Not Migrant	2278	86%	57%	22%	2248	96%	74%	11%

NOTES

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

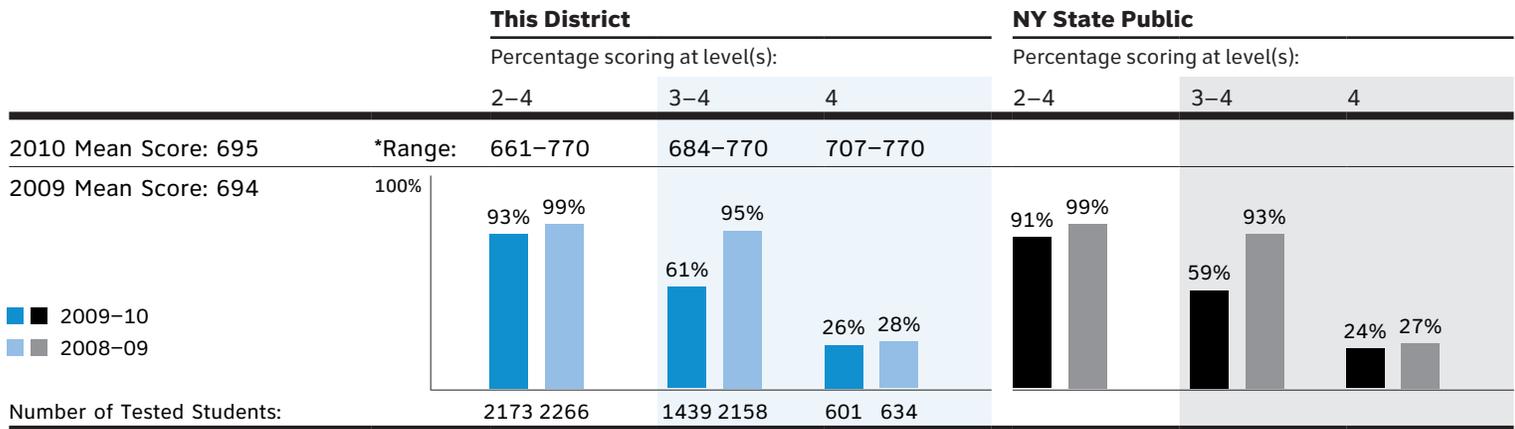
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	39	36	34	28	21	19	18	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	65	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 3	66	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	2347	93%	61%	26%	2283	99%	95%	28%
Female	1158	93%	61%	26%	1115	99%	95%	28%
Male	1189	92%	62%	26%	1168	99%	95%	28%
American Indian or Alaska Native	3	-	-	-	8	100%	100%	25%
Black or African American	279	87%	48%	16%	308	99%	89%	19%
Hispanic or Latino	1020	89%	50%	18%	1041	99%	93%	19%
Asian or Native Hawaiian/Other Pacific Islander	407	97%	74%	34%	353	100%	98%	45%
White	615	97%	77%	37%	568	100%	99%	38%
Multiracial	23	-	-	-	5	100%	100%	60%
Small Group Totals	26	100%	77%	19%				
General-Education Students	1914	96%	67%	29%	1849	100%	97%	31%
Students with Disabilities	433	77%	34%	11%	434	97%	82%	15%
English Proficient	1817	95%	68%	29%	1792	99%	95%	31%
Limited English Proficient	530	85%	40%	13%	491	98%	91%	15%
Economically Disadvantaged	1768	91%	55%	22%	1692	99%	93%	25%
Not Disadvantaged	579	98%	79%	37%	591	100%	97%	36%
Migrant								
Not Migrant	2347	93%	61%	26%	2283	99%	95%	28%

NOTES

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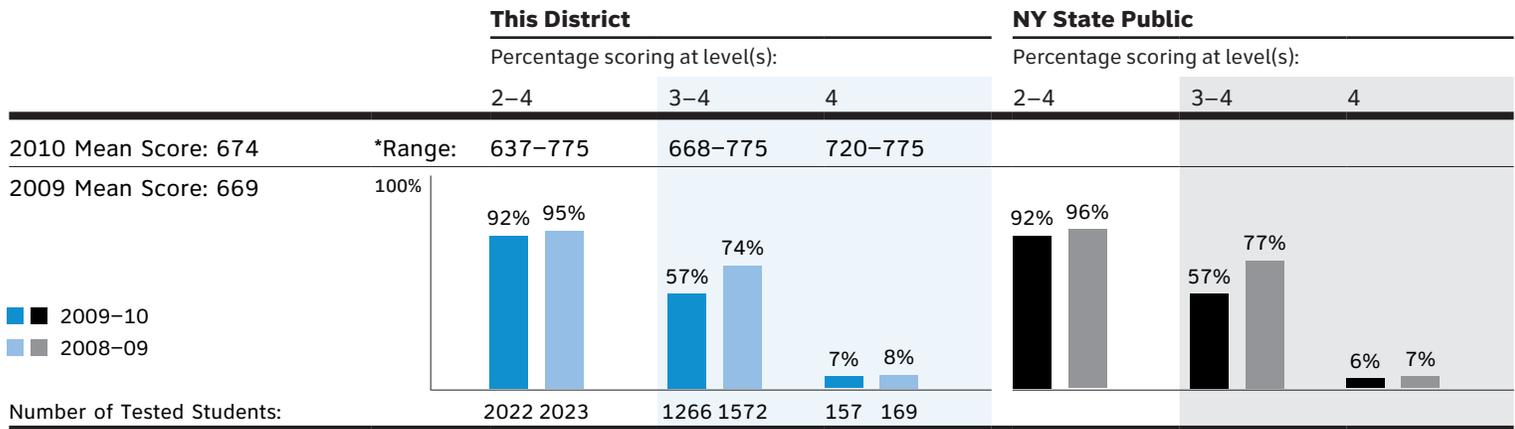
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	39	39	32	22	21	21	19	12

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	2208	92%	57%	7%	2126	95%	74%	8%
Female	1085	93%	62%	9%	1063	97%	77%	10%
Male	1123	90%	53%	6%	1063	93%	71%	6%
American Indian or Alaska Native	10	90%	30%	10%	5	80%	40%	40%
Black or African American	298	90%	47%	2%	304	94%	74%	4%
Hispanic or Latino	1006	87%	42%	2%	1033	93%	62%	3%
Asian or Native Hawaiian/Other Pacific Islander	336	96%	68%	11%	278	98%	84%	9%
White	548	98%	85%	17%	499	98%	92%	20%
Multiracial	10	100%	100%	20%	7	100%	100%	29%
Small Group Totals								
General-Education Students	1762	96%	64%	8%	1665	98%	82%	10%
Students with Disabilities	446	76%	32%	3%	461	84%	45%	2%
English Proficient	1806	95%	65%	8%	1753	98%	82%	10%
Limited English Proficient	402	77%	24%	1%	373	83%	37%	0%
Economically Disadvantaged	1603	89%	47%	4%	1598	94%	68%	4%
Not Disadvantaged	605	98%	84%	15%	528	98%	91%	20%
Migrant								
Not Migrant	2208	92%	57%	7%	2126	95%	74%	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.

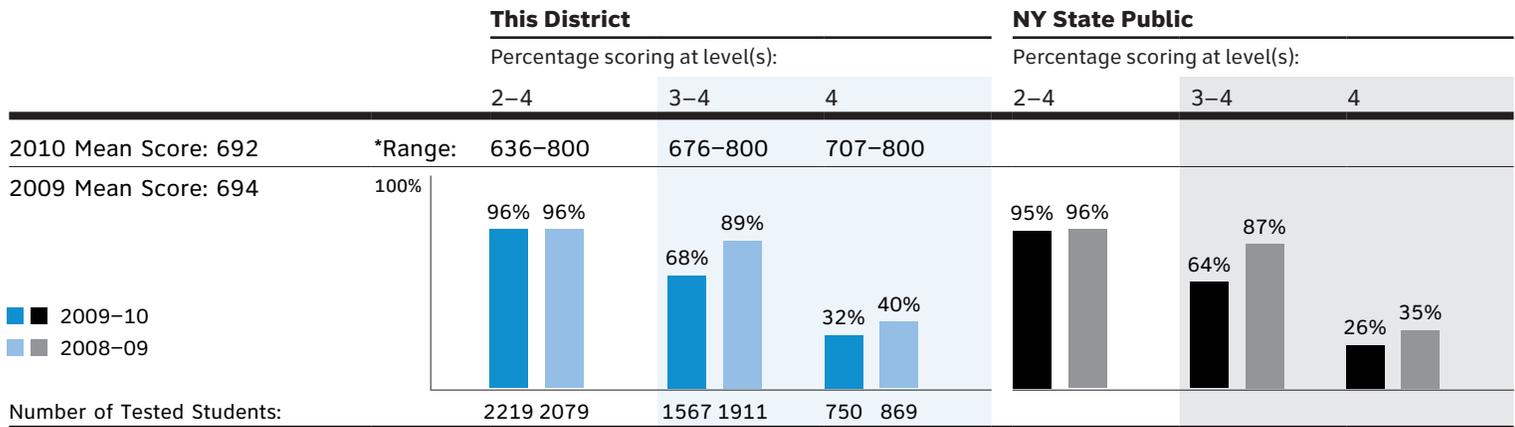
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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 4 Equivalent	25	23	22	17	21	20	15	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	91	N/A	N/A	N/A	30	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	91	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	2308	96%	68%	32%	2156	96%	89%	40%
Female	1129	96%	68%	31%	1082	98%	89%	40%
Male	1179	96%	68%	34%	1074	95%	88%	41%
American Indian or Alaska Native	10	90%	40%	20%	5	100%	80%	40%
Black or African American	301	93%	61%	20%	300	96%	87%	32%
Hispanic or Latino	1028	94%	54%	19%	1049	95%	84%	26%
Asian or Native Hawaiian/Other Pacific Islander	394	99%	82%	48%	289	99%	94%	57%
White	564	99%	87%	54%	505	99%	97%	64%
Multiracial	11	100%	82%	36%	8	88%	88%	50%
Small Group Totals								
General-Education Students	1854	98%	73%	36%	1703	99%	93%	46%
Students with Disabilities	454	87%	46%	17%	453	87%	72%	18%
English Proficient	1813	97%	74%	37%	1746	98%	92%	46%
Limited English Proficient	495	92%	45%	15%	410	90%	74%	16%
Economically Disadvantaged	1693	95%	61%	25%	1625	96%	86%	34%
Not Disadvantaged	615	99%	88%	52%	531	98%	95%	59%
Migrant								
Not Migrant	2308	96%	68%	32%	2156	96%	89%	40%

NOTES

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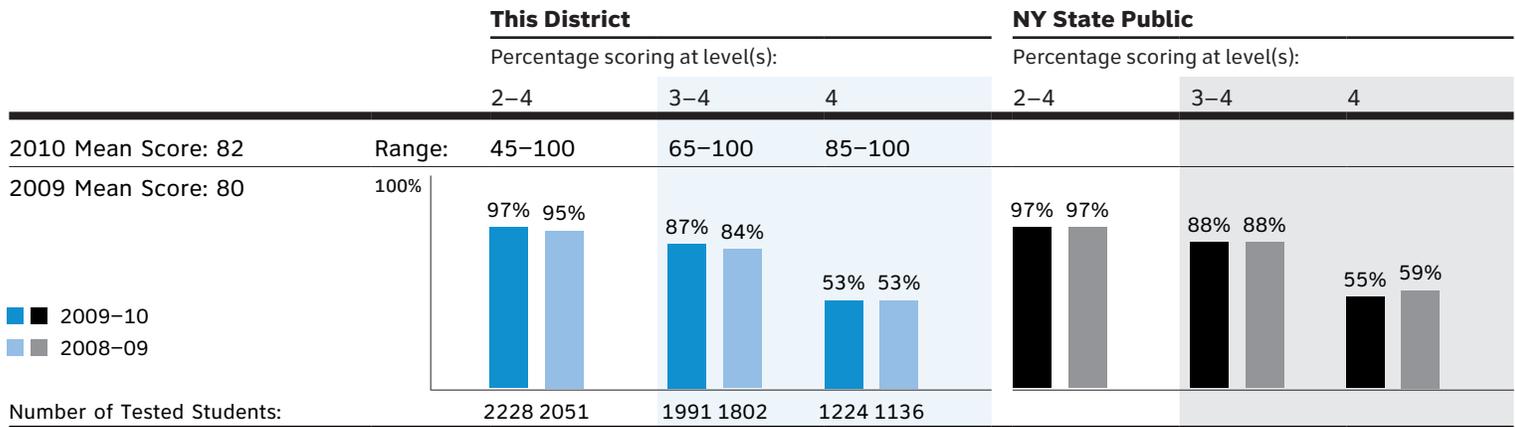
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	24	23	22	12	21	21	18	12

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	2294	97%	87%	53%	2149	95%	84%	53%
Female	1120	97%	87%	53%	1079	96%	84%	52%
Male	1174	97%	86%	54%	1070	95%	83%	53%
American Indian or Alaska Native	10	90%	60%	30%	5	100%	80%	60%
Black or African American	299	98%	86%	47%	302	94%	80%	48%
Hispanic or Latino	1019	96%	82%	37%	1042	94%	79%	41%
Asian or Native Hawaiian/Other Pacific Islander	392	98%	89%	67%	293	98%	88%	59%
White	562	98%	96%	77%	499	98%	94%	77%
Multiracial	12	100%	92%	75%	8	88%	88%	50%
Small Group Totals								
General-Education Students	1844	98%	90%	58%	1695	98%	88%	59%
Students with Disabilities	450	93%	72%	33%	454	88%	67%	29%
English Proficient	1804	99%	92%	61%	1742	98%	90%	61%
Limited English Proficient	490	91%	68%	24%	407	86%	59%	20%
Economically Disadvantaged	1683	96%	83%	44%	1621	94%	80%	46%
Not Disadvantaged	611	99%	96%	78%	528	98%	95%	75%
Migrant								
Not Migrant	2294	97%	87%	53%	2149	95%	84%	53%

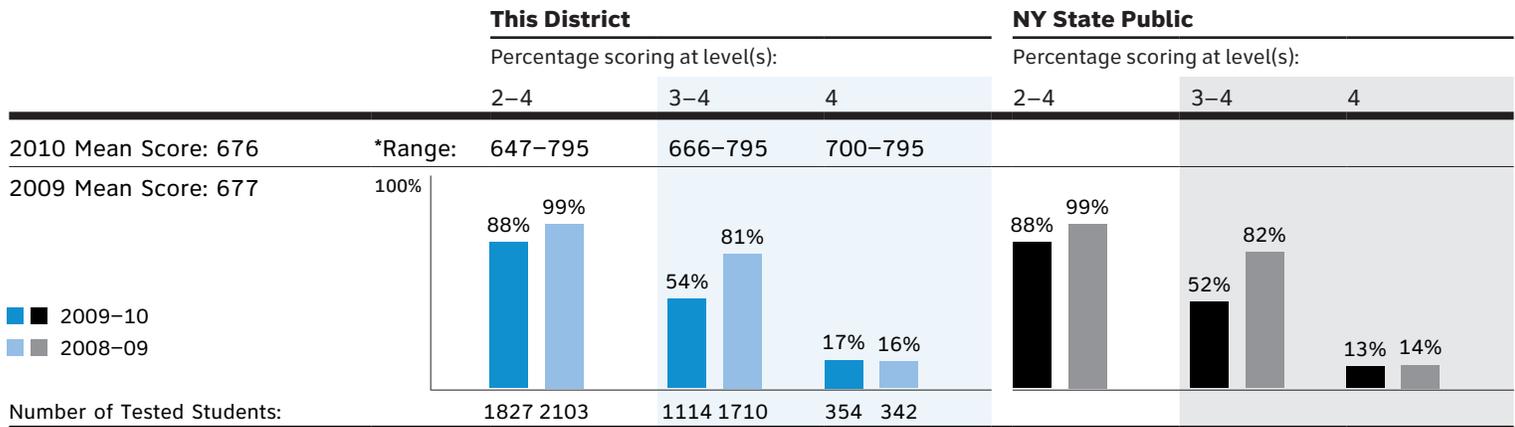
NOTES

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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	25	24	23	20	21	21	19	16

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	2073	88%	54%	17%	2119	99%	81%	16%
Female	1060	91%	57%	20%	1058	100%	82%	17%
Male	1013	85%	51%	14%	1061	99%	79%	16%
American Indian or Alaska Native	5	80%	40%	40%	2	-	-	-
Black or African American	286	86%	51%	13%	329	100%	80%	14%
Hispanic or Latino	999	84%	41%	9%	1035	99%	75%	8%
Asian or Native Hawaiian/Other Pacific Islander	281	93%	60%	17%	287	-	-	-
White	487	95%	78%	37%	464	99%	91%	34%
Multiracial	15	100%	80%	13%	2	-	-	-
Small Group Totals					291	100%	83%	18%
General-Education Students	1637	94%	62%	21%	1722	100%	87%	19%
Students with Disabilities	436	68%	24%	4%	397	97%	53%	5%
English Proficient	1751	92%	60%	20%	1812	100%	86%	19%
Limited English Proficient	322	65%	21%	2%	307	97%	47%	1%
Economically Disadvantaged	1549	85%	45%	11%	1623	99%	77%	12%
Not Disadvantaged	524	97%	80%	36%	496	99%	93%	29%
Migrant								
Not Migrant	2073	88%	54%	17%	2119	99%	81%	16%

NOTES

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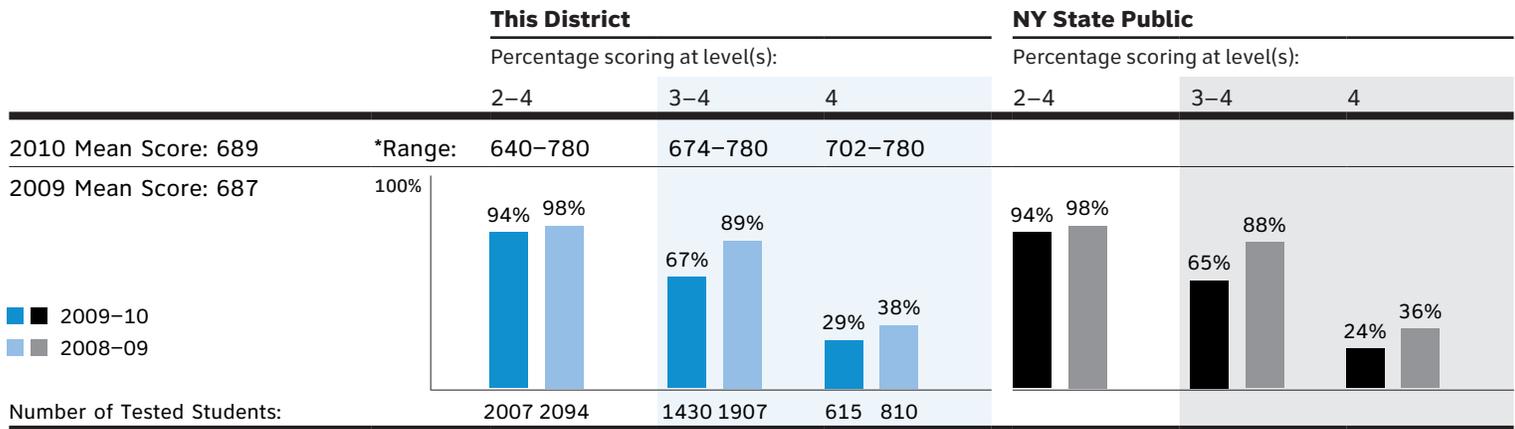
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	20	20	18	10	23	21	21	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	50	N/A	N/A	N/A	27	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	51	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	2128	94%	67%	29%	2143	98%	89%	38%
Female	1088	94%	67%	30%	1066	97%	90%	38%
Male	1040	95%	68%	27%	1077	98%	88%	38%
American Indian or Alaska Native	5	100%	80%	20%	3	-	-	-
Black or African American	286	93%	62%	21%	329	96%	86%	30%
Hispanic or Latino	1009	92%	56%	18%	1041	97%	85%	28%
Asian or Native Hawaiian/Other Pacific Islander	318	97%	78%	37%	302	99%	94%	49%
White	495	98%	86%	50%	465	99%	96%	59%
Multiracial	15	93%	73%	27%	3	-	-	-
Small Group Totals					6	100%	67%	17%
General-Education Students	1686	98%	75%	33%	1745	99%	94%	43%
Students with Disabilities	442	82%	38%	12%	398	91%	66%	14%
English Proficient	1755	96%	73%	33%	1806	98%	92%	43%
Limited English Proficient	373	85%	42%	9%	337	94%	74%	12%
Economically Disadvantaged	1596	93%	61%	22%	1642	97%	88%	33%
Not Disadvantaged	532	97%	86%	50%	501	99%	94%	53%
Migrant								
Not Migrant	2128	94%	67%	29%	2143	98%	89%	38%

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	20	18	17	14	23	21	20	11

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: 660	*Range: 644-785	662-785	694-785			
2009 Mean Score: 665						
Number of Tested Students:	1375	1657	733	1280	67	123

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	1603	86%	46%	4%	1659	100%	77%	7%
Female	788	89%	49%	6%	806	100%	82%	10%
Male	815	83%	42%	3%	853	100%	72%	5%
American Indian or Alaska Native	5	-	-	-	6	-	-	-
Black or African American	284	85%	46%	5%	316	100%	76%	6%
Hispanic or Latino	840	81%	32%	1%	813	100%	70%	3%
Asian or Native Hawaiian/Other Pacific Islander	161	91%	60%	2%	177	100%	86%	12%
White	310	95%	74%	14%	343	100%	89%	17%
Multiracial	3	-	-	-	4	-	-	-
Small Group Totals	8	88%	38%	0%	10	100%	80%	0%
General-Education Students	1280	94%	54%	5%	1306	100%	86%	9%
Students with Disabilities	323	55%	11%	0%	353	100%	44%	1%
English Proficient	1420	91%	51%	5%	1496	100%	82%	8%
Limited English Proficient	183	44%	6%	1%	163	99%	33%	0%
Economically Disadvantaged	1106	81%	33%	2%	1203	100%	72%	4%
Not Disadvantaged	497	95%	74%	10%	456	100%	90%	17%
Migrant								
Not Migrant	1603	86%	46%	4%	1659	100%	77%	7%

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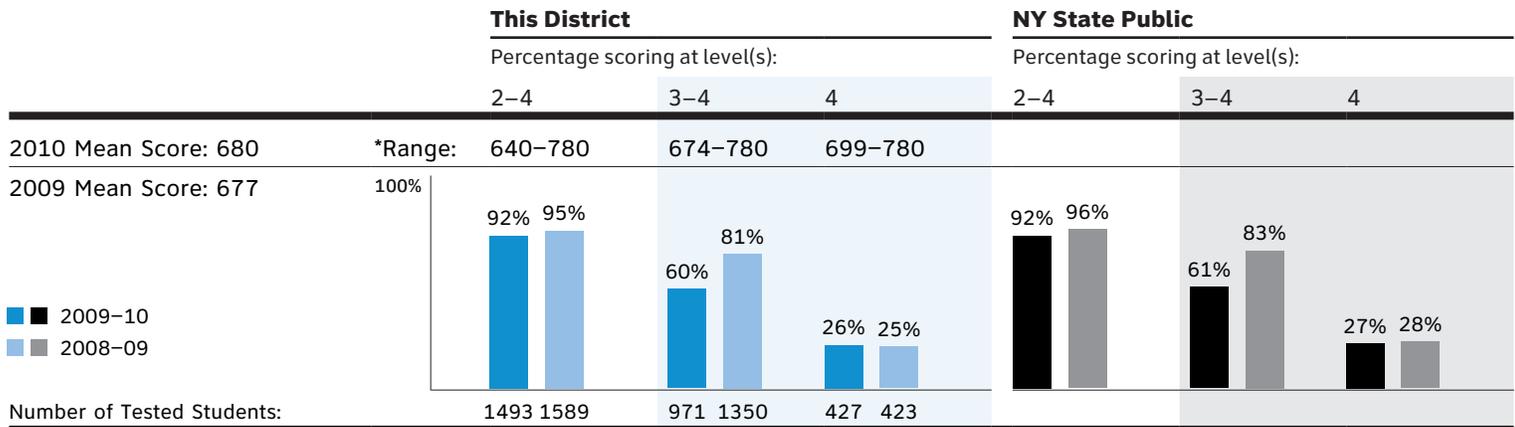
Other

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	28	26	24	17	22	21	19	15
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	20	N/A	N/A	N/A	11	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	21	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	1624	92%	60%	26%	1666	95%	81%	25%
Female	797	93%	62%	28%	807	96%	84%	26%
Male	827	91%	57%	25%	859	95%	78%	24%
American Indian or Alaska Native	5	-	-	-	6	-	-	-
Black or African American	283	92%	52%	23%	312	95%	79%	20%
Hispanic or Latino	853	89%	50%	15%	820	94%	75%	15%
Asian or Native Hawaiian/Other Pacific Islander	167	97%	81%	51%	179	99%	93%	48%
White	313	98%	82%	48%	345	97%	92%	44%
Multiracial	3	-	-	-	4	-	-	-
Small Group Totals	8	88%	50%	25%	10	90%	90%	20%
General-Education Students	1300	97%	69%	31%	1313	99%	90%	31%
Students with Disabilities	324	70%	22%	6%	353	81%	49%	6%
English Proficient	1420	95%	65%	29%	1493	97%	85%	28%
Limited English Proficient	204	72%	24%	7%	173	83%	46%	3%
Economically Disadvantaged	1126	89%	51%	18%	1210	95%	77%	19%
Not Disadvantaged	498	98%	80%	44%	456	98%	93%	41%
Migrant								
Not Migrant	1624	92%	60%	26%	1666	95%	81%	25%

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	28	28	27	23	22	21	19	14

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: 667	*Range: 642-790	664-790	698-790			
2009 Mean Score: 664						
Number of Tested Students:	1465	1642	805	1257	190	107

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	1665	88%	48%	11%	1650	100%	76%	6%
Female	810	91%	57%	16%	818	100%	79%	8%
Male	855	85%	40%	7%	832	100%	73%	5%
American Indian or Alaska Native	7	86%	29%	0%	6	-	-	-
Black or African American	314	87%	46%	9%	343	100%	74%	3%
Hispanic or Latino	819	84%	34%	5%	848	99%	70%	3%
Asian or Native Hawaiian/Other Pacific Islander	182	93%	63%	10%	153	99%	90%	11%
White	335	95%	77%	30%	297	100%	90%	18%
Multiracial	8	100%	88%	13%	3	-	-	-
Small Group Totals					9	100%	78%	22%
General-Education Students	1308	95%	58%	14%	1299	100%	85%	8%
Students with Disabilities	357	62%	15%	1%	351	98%	43%	0%
English Proficient	1524	92%	53%	12%	1519	100%	81%	7%
Limited English Proficient	141	45%	2%	0%	131	95%	18%	0%
Economically Disadvantaged	1126	83%	36%	5%	1243	99%	71%	3%
Not Disadvantaged	539	98%	74%	25%	407	100%	91%	17%
Migrant								
Not Migrant	1665	88%	48%	11%	1650	100%	76%	6%

NOTES

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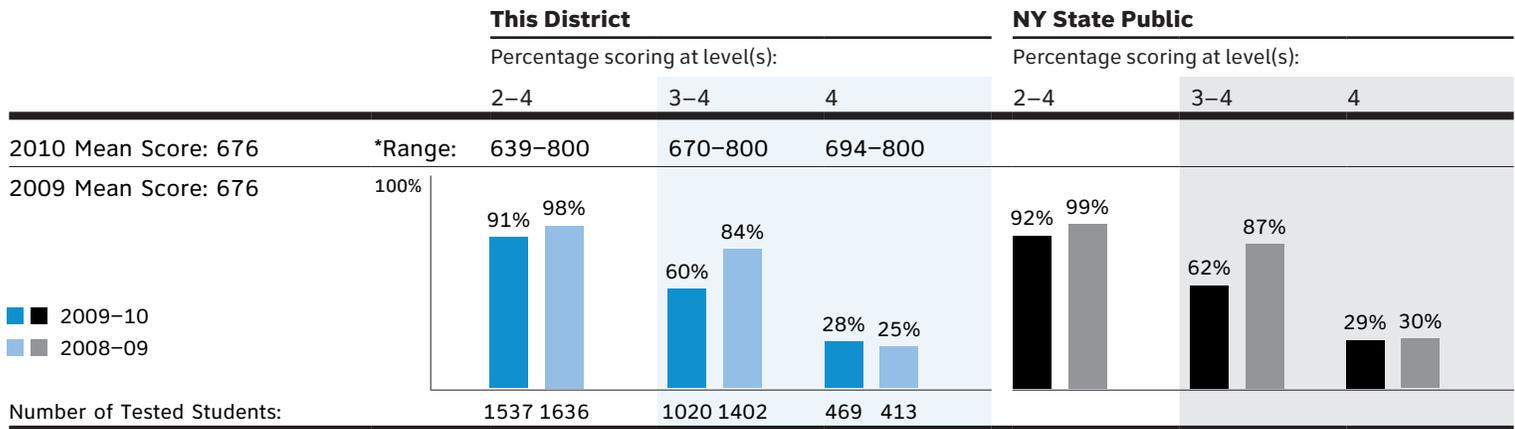
Other

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	26	26	22	20	17	17	14	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	25	N/A	N/A	N/A	16	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	25	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	1687	91%	60%	28%	1667	98%	84%	25%
Female	821	93%	65%	30%	828	99%	85%	26%
Male	866	89%	56%	26%	839	98%	84%	24%
American Indian or Alaska Native	7	71%	29%	14%	6	-	-	-
Black or African American	313	89%	54%	24%	341	98%	80%	17%
Hispanic or Latino	836	89%	49%	14%	865	98%	81%	14%
Asian or Native Hawaiian/Other Pacific Islander	186	96%	83%	48%	156	99%	95%	53%
White	336	96%	83%	54%	296	98%	93%	49%
Multiracial	9	100%	67%	33%	3	-	-	-
Small Group Totals					9	100%	78%	33%
General-Education Students	1331	97%	70%	34%	1316	100%	92%	30%
Students with Disabilities	356	70%	26%	6%	351	93%	53%	5%
English Proficient	1522	94%	66%	31%	1514	99%	88%	27%
Limited English Proficient	165	63%	14%	2%	153	91%	48%	5%
Economically Disadvantaged	1145	88%	51%	19%	1259	98%	81%	18%
Not Disadvantaged	542	97%	80%	47%	408	99%	93%	47%
Migrant								
Not Migrant	1687	91%	60%	28%	1667	98%	84%	25%

NOTES

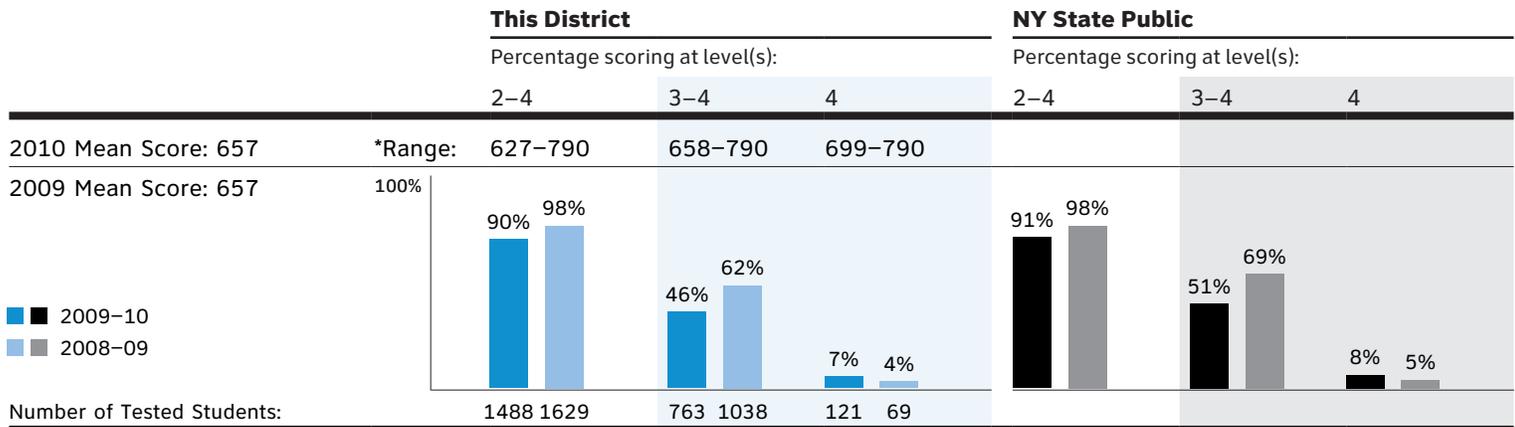
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Other Assessments

	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	26	24	23	12	18	16	15	11

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	1650	90%	46%	7%	1669	98%	62%	4%
Female	835	91%	53%	10%	823	98%	67%	7%
Male	815	89%	40%	4%	846	97%	57%	2%
American Indian or Alaska Native	6	-	-	-	6	100%	100%	0%
Black or African American	342	91%	41%	3%	382	98%	58%	2%
Hispanic or Latino	849	87%	36%	3%	859	97%	56%	2%
Asian or Native Hawaiian/Other Pacific Islander	159	94%	67%	17%	156	99%	76%	7%
White	290	97%	73%	19%	266	98%	80%	13%
Multiracial	4	-	-	-				
Small Group Totals	10	80%	50%	20%				
General-Education Students	1320	96%	55%	9%	1317	99%	73%	5%
Students with Disabilities	330	67%	10%	0%	352	91%	24%	0%
English Proficient	1521	94%	50%	8%	1520	99%	68%	5%
Limited English Proficient	129	43%	1%	0%	149	87%	5%	0%
Economically Disadvantaged	1174	87%	35%	3%	1220	97%	56%	2%
Not Disadvantaged	476	97%	73%	17%	449	99%	78%	10%
Migrant								
Not Migrant	1650	90%	46%	7%	1669	98%	62%	4%

NOTES

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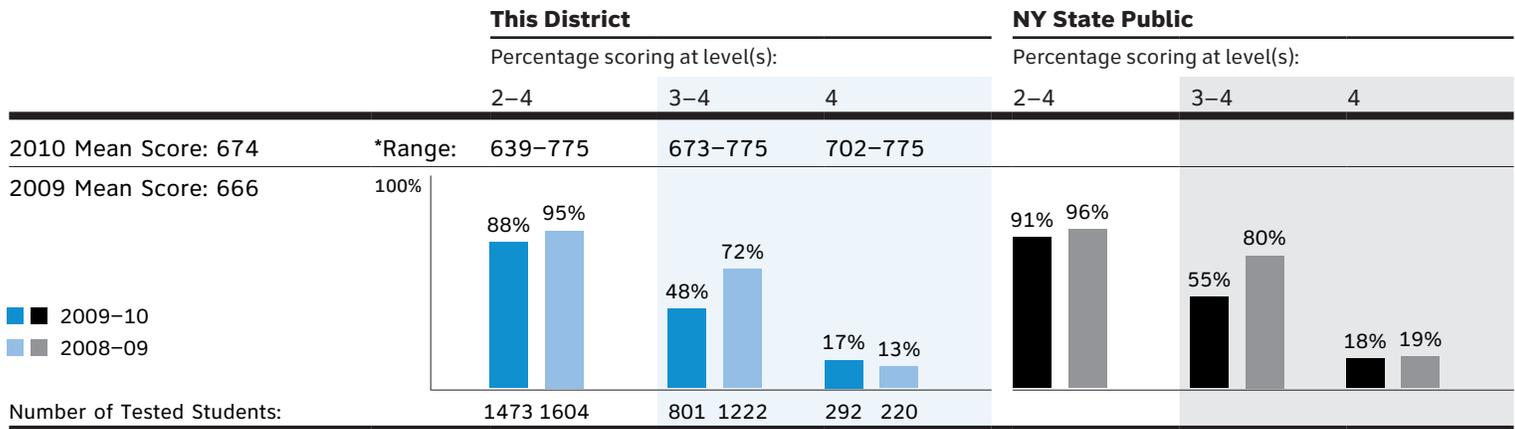
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Other Assessments

	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	19	19	17	11	21	20	20	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	28	N/A	N/A	N/A	13	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	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 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	1673	88%	48%	17%	1686	95%	72%	13%
Female	849	89%	52%	20%	835	95%	74%	15%
Male	824	88%	44%	14%	851	95%	71%	11%
American Indian or Alaska Native	6	83%	33%	17%	6	100%	83%	0%
Black or African American	343	86%	41%	10%	382	94%	69%	8%
Hispanic or Latino	864	85%	37%	8%	875	95%	66%	7%
Asian or Native Hawaiian/Other Pacific Islander	163	98%	79%	48%	157	97%	91%	38%
White	292	96%	73%	36%	266	97%	87%	27%
Multiracial	5	80%	20%	20%				
Small Group Totals								
General-Education Students	1346	95%	58%	21%	1332	99%	82%	16%
Students with Disabilities	327	61%	8%	2%	354	82%	36%	1%
English Proficient	1517	91%	52%	19%	1522	96%	76%	14%
Limited English Proficient	156	58%	12%	3%	164	88%	37%	1%
Economically Disadvantaged	1198	86%	38%	10%	1237	95%	68%	10%
Not Disadvantaged	475	94%	73%	36%	449	96%	84%	21%
Migrant								
Not Migrant	1673	88%	48%	17%	1686	95%	72%	13%

NOTES

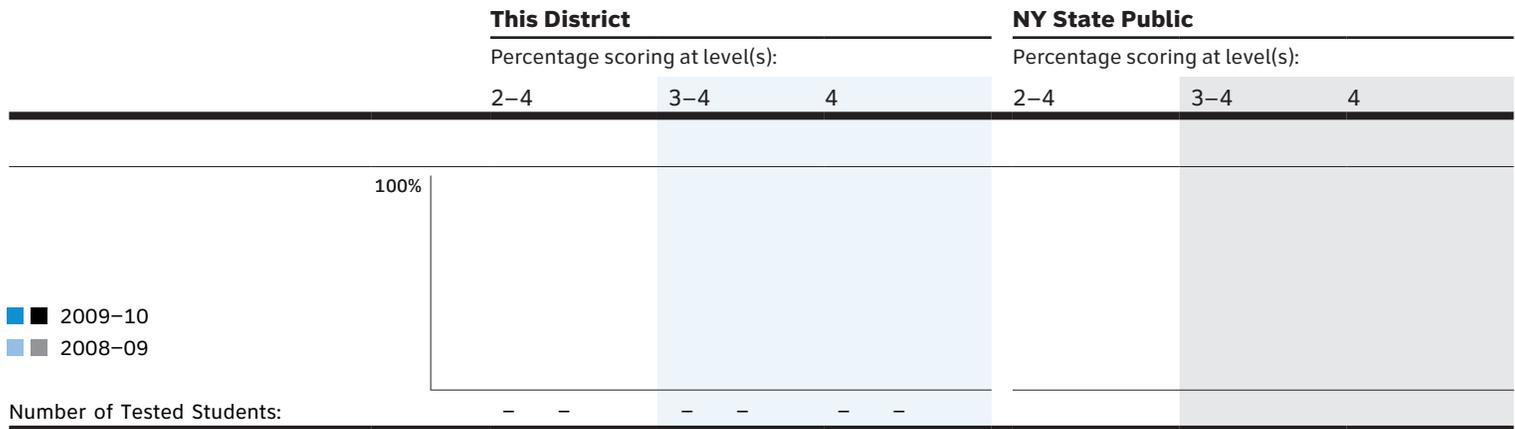
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Other Assessments

	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	19	19	16	10	21	17	17	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	1637	92%	63%	23%	1662	89%	58%	15%
Female	833	92%	61%	23%	825	88%	58%	15%
Male	804	92%	65%	23%	837	89%	59%	15%
American Indian or Alaska Native	6	-	-	-	6	100%	67%	17%
Black or African American	337	89%	52%	15%	374	86%	50%	7%
Hispanic or Latino	839	90%	57%	12%	861	87%	51%	7%
Asian or Native Hawaiian/Other Pacific Islander	162	96%	85%	44%	157	93%	76%	36%
White	289	99%	83%	52%	264	95%	84%	39%
Multiracial	4	-	-	-				
Small Group Totals	10	90%	50%	20%				
General-Education Students	1321	96%	72%	28%	1320	94%	68%	18%
Students with Disabilities	316	74%	28%	3%	342	68%	23%	4%
English Proficient	1486	95%	68%	25%	1495	92%	63%	17%
Limited English Proficient	151	60%	15%	1%	167	59%	14%	0%
Economically Disadvantaged	1171	90%	55%	12%	1220	87%	51%	9%
Not Disadvantaged	466	97%	85%	50%	442	93%	78%	31%
Migrant								
Not Migrant	1637	92%	63%	23%	1662	89%	58%	15%

NOTES

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

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	19	16	16	15	21	19	19	18
Regents Science	2	-	-	-	2	-	-	-

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

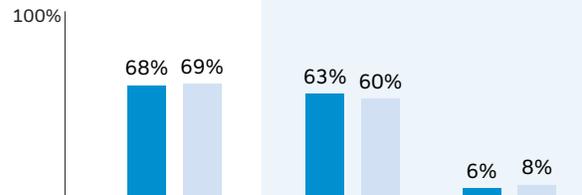
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2006 Cohort
■ 2005 Cohort

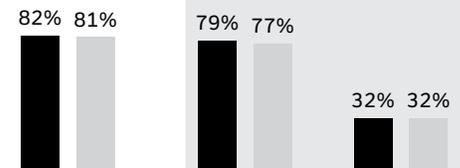
NY State Public

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	1220	68%	63%	6%	1329	69%	60%	8%
Female	655	76%	71%	9%	711	74%	67%	12%
Male	565	59%	54%	3%	618	62%	52%	4%
American Indian or Alaska Native	5	–	–	–	8	–	–	–
Black or African American	701	73%	67%	6%	782	73%	64%	8%
Hispanic or Latino	408	61%	56%	5%	401	64%	54%	8%
Asian or Native Hawaiian/Other Pacific Islander	36	78%	75%	11%	45	71%	67%	13%
White	67	57%	51%	12%	90	57%	50%	13%
Multiracial	3	–	–	–	3	–	–	–
Small Group Totals	8	88%	88%	13%	11	36%	18%	0%
General-Education Students	1002	77%	71%	7%	1097	78%	69%	10%
Students with Disabilities	218	31%	26%	1%	232	26%	19%	0%
English Proficient	1155	70%	65%	6%	1284	70%	62%	9%
Limited English Proficient	65	37%	28%	2%	45	24%	13%	0%
Economically Disadvantaged	898	71%	65%	6%	899	70%	61%	9%
Not Disadvantaged	322	61%	57%	6%	430	66%	59%	7%
Migrant								
Not Migrant	1220	68%	63%	6%	1329	69%	60%	8%

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

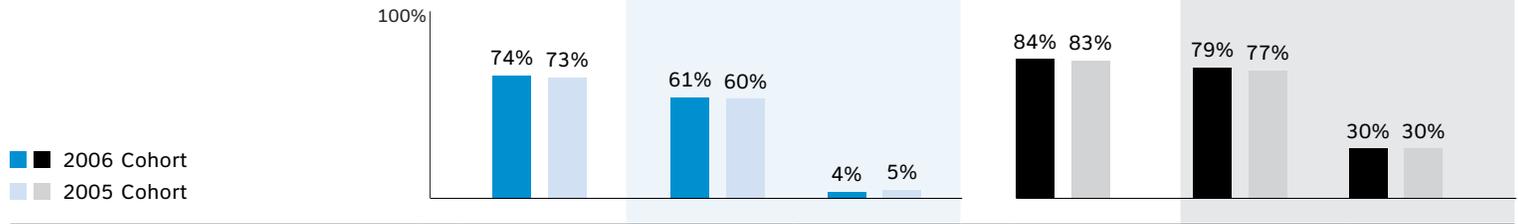
NY State Public

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	1220	74%	61%	4%	1329	73%	60%	5%
Female	655	79%	66%	5%	711	78%	63%	6%
Male	565	67%	55%	3%	618	68%	57%	5%
American Indian or Alaska Native	5	–	–	–	8	–	–	–
Black or African American	701	77%	65%	4%	782	77%	63%	5%
Hispanic or Latino	408	67%	53%	2%	401	68%	55%	4%
Asian or Native Hawaiian/Other Pacific Islander	36	92%	81%	19%	45	73%	64%	13%
White	67	66%	52%	6%	90	62%	57%	11%
Multiracial	3	–	–	–	3	–	–	–
Small Group Totals	8	63%	50%	0%	11	45%	18%	0%
General-Education Students	1002	81%	69%	4%	1097	82%	68%	6%
Students with Disabilities	218	37%	23%	0%	232	31%	20%	0%
English Proficient	1155	75%	62%	4%	1284	74%	61%	6%
Limited English Proficient	65	45%	32%	0%	45	47%	33%	0%
Economically Disadvantaged	898	76%	62%	4%	899	74%	61%	6%
Not Disadvantaged	322	68%	57%	4%	430	71%	59%	5%
Migrant								
Not Migrant	1220	74%	61%	4%	1329	73%	60%	5%

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