



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #16**

District ID **33-16-00-01-0000**

Superintendent **EVELYN SANTIAGO**

Telephone **(718) 935-3900**

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	293	314	339
Kindergarten	650	618	756
Grade 1	877	790	814
Grade 2	829	822	836
Grade 3	805	745	884
Grade 4	819	779	840
Grade 5	686	721	856
Grade 6	682	539	593
Ungraded Elementary	603	604	52
Grade 7	720	669	617
Grade 8	746	698	801
Grade 9	694	510	716
Grade 10	635	706	621
Grade 11	875	571	946
Grade 12	1291	1045	599
Ungraded Secondary	746	673	35
Total K-12	11658	10490	9966

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	20	21	21
Grade 8			
English	25	25	22
Mathematics	25	24	23
Science	25	24	24
Social Studies	24	23	25
Grade 10			
English	30	34	29
Mathematics	33	31	26
Science	38		24
Social Studies	33	40	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	8198	70%	7746	74%	7540	76%
Reduced-Price Lunch	750	6%	660	6%	460	5%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	320	3%	318	3%	321	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	122	1%	93	1%	77	1%
Black or African American	9910	85%	8863	84%	8348	84%
Hispanic or Latino	1429	12%	1339	13%	1362	14%
Asian or Native Hawaiian/Other Pacific Islander	110	1%	111	1%	91	1%
White	87	1%	84	1%	88	1%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate				0%		0%
Student Suspensions	446	4%	429	4%	727	7%

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	842	836	801
Percent with No Valid Teaching Certificate	3%	2%	3%
Percent Teaching Out of Certification	15%	13%	10%
Percent with Fewer Than Three Years of Experience	14%	13%	9%
Percentage with Master's Degree Plus 30 Hours or Doctorate	28%	30%	34%
Total Number of Core Classes	1534	1503	1471
Percent Not Taught by Highly Qualified Teachers in This District	15%	14%	13%
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	1929	1915	1884
Percent Taught by Teachers Without Appropriate Certification	16%	16%	13%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		27%	21%
Turnover Rate of All Teachers		19%	15%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

12th Graders

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

2006 Cohort

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

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuous Enrollment

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation Rate

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

Graduation-Rate Total Cohort

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

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

Limited English Proficient

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

Non-Accountability Groups

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

Useful Terms for Understanding Accountability (continued)

Participation

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

Performance Index (PI)

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

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

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

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

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

Progress Targets

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

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

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

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

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2009–10 safe harbor targets are calculated using the following equation:
2008–09 PI + (200 – the 2008–09 PI) × 0.10

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

Safe Harbor Qualification (*)

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

State Standard

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

Students with Disabilities

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

Test Performance

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

Total

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2010–11)

Improvement (Year 3)

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Improvement (Year 3)

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	X	✓	✓	X	X	X
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	X	✓	—	X	X	—
Hispanic or Latino	X	✓	—	X	X	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	—	—	—
White	✓	✓	—	—	—	—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	X	✓	—	X	X	—
Limited English Proficient	✓ ^{SH}	✓	—	—	—	—
Economically Disadvantaged	X	✓	—	X	X	—
Student groups making AYP in each subject	X 3 of 8	✓ 8 of 8	✓ 1 of 1	X 0 of 5	X 0 of 5	X 0 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X 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 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 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 (4998:4506)			99%		149	153	153	120
Ethnicity								
American Indian or Alaska Native (31:28)	—	—	—	—	—	—	—	—
Black or African American (4034:3676)			99%		149	153	153	120
Hispanic or Latino (834:722)			97%		148	151	151	117
Asian or Native Hawaiian/Other Pacific Islander (45:39)			100%		169	139		
White (41:33)			100%		158	138		
Multiracial (13:8)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (1468:1263)			98%		119	152	126	81
Limited English Proficient (205:208)			97%		132	147	131	93
Economically Disadvantaged (4665:4207)			99%		149	153	153	119
Final AYP Determination	 3 of 8							
Non-Accountability Groups								
Female (2432:2222)			99%		155	153		
Male (2566:2284)			98%		144	153		
Migrant (0:0)								

Symbols

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

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

Elementary/Middle-Level Mathematics

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

Accountability Measures 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 (5003:4507)			99%		171	133	
Ethnicity							
American Indian or Alaska Native (31:27)	—	—	—	—	—	—	—
Black or African American (4031:3671)			99%		170	133	
Hispanic or Latino (842:729)			99%		171	131	
Asian or Native Hawaiian/Other Pacific Islander (45:39)			100%		190	119	
White (41:33)			100%		170	118	
Multiracial (13:8)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (1468:1262)			98%		140	132	
Limited English Proficient (208:214)			99%		161	127	
Economically Disadvantaged (4665:4207)			99%		170	133	
Final AYP Determination	 8 of 8						
Non-Accountability Groups							
Female (2437:2222)			99%		173	133	
Male (2566:2285)			99%		168	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 (1760:1524)		Qualified		95%		153	100	
Ethnicity								
American Indian or Alaska Native (8:7)	—	—	—	—	—	—	—	—
Black or African American (1429:1247)		Qualified		95%		153	100	
Hispanic or Latino (284:238)		Qualified		94%		154	100	
Asian or Native Hawaiian/Other Pacific Islander (23:20)	—	—	—	—	—	—	—	—
White (11:9)	—	—	—	—	—	—	—	—
Multiracial (5:3)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (514:419)		Qualified		93%		125	100	
Limited English Proficient (77:71)		Qualified		97%		137	100	
Economically Disadvantaged (1619:1397)		Qualified		95%		154	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (899:788)				95%		156	100	
Male (861:736)				95%		149	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 0 of 5 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 (511:522)			98%		151	172	142 [‡] 156
Ethnicity							
American Indian or Alaska Native (4:7)	—	—	—	—	—	—	—
Black or African American (463:466)			99%		155	172	145 [‡] 160
Hispanic or Latino (37:41)		—	—		127	162	121 [‡] 134
Asian or Native Hawaiian/Other Pacific Islander (3:3)	—	—	—	—	—	—	—
White (4:5)	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (67:107)			99%		73	167	74 [‡] 86
Limited English Proficient (7:14)	—	—	—	—	—	—	—
Economically Disadvantaged (348:362)			99%		149	171	142 [‡] 154
Final AYP Determination	 0 of 5						
Non-Accountability Groups							
Female (214:212)			99%		158	169	
Male (297:310)			98%		146	171	
Migrant (0:0)							

Symbols

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

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

Secondary-Level Mathematics

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

Accountability Measures 0 of 5 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 (511:522)			99%		148	168	137‡	153	
Ethnicity									
American Indian or Alaska Native (4:7)	—	—	—	—	—	—	—	—	
Black or African American (463:466)			99%		152	168	139‡	157	
Hispanic or Latino (37:41)		—	—		122	158	120‡	130	
Asian or Native Hawaiian/Other Pacific Islander (3:3)	—	—	—	—	—	—	—	—	
White (4:5)	—	—	—	—	—	—	—	—	
Multiracial (0:0)	—	—	—	—	—	—	—	—	
Other Groups									
Students with Disabilities (67:107)			99%		87	163	76‡	98	
Limited English Proficient (7:14)	—	—	—	—	—	—	—	—	
Economically Disadvantaged (348:362)			100%		148	167	138‡	153	
Final AYP Determination		0 of 5							
Non-Accountability Groups									
Female (214:212)			99%		151	165			
Male (297:310)			100%		146	167			
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)  Improvement (Year 3)

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

Prospective Status

To be removed from improvement status in graduation rate, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2010-11, the district will be In Need of Improvement (Year 4) in 2011-12. If this district makes AYP in 2010-11, the district will remain In Need of Improvement (Year 3) in 2011-12. [213]

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 (980)			44%	80%	50%	51%
Ethnicity						
American Indian or Alaska Native (12)		—	—	—		
Black or African American (881)			46%	80%	51%	53%
Hispanic or Latino (79)			29%	80%	37%	39%
Asian or Native Hawaiian/Other Pacific Islander (4)		—	—	—		
White (4)		—	—	—		
Multiracial (0)						
Other Groups						
Students with Disabilities (241)			11%	80%	21%	25%
Limited English Proficient (16)		—	—	—		
Economically Disadvantaged (681)			46%	80%	52%	53%
Final AYP Determination	 0 of 1					
Non-Accountability Groups						
Female (428)			52%	80%		
Male (552)			38%	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 **54%** 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 #16**

District ID **33-16-00-01-0000**

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

23 schools identified 92% of total

BRIGHTER CHOICE COMMUNITY SCHOOL
BROOKLYN BROWNSTONE SCHOOL
FREDERICK DOUGLASS ACADEMY IV SECONDARY SCHOOL
GOTHAM PROFESSIONAL ARTS ACADEMY
JHS 57 WHITELAW REID
MS 584
PS 21 CRISPUS ATTUCKS
PS 243 THE WEEKSVILLE SCHOOL
PS 25 EUBIE BLAKE SCHOOL
PS 26 JESSE OWENS
PS 262 EL HAJJ MALIK EL SHABAZZ ELEMENTARY SCHOOL
PS 28 THE WARREN PREP ACADEMY
PS 308 CLARA CARDWELL
PS 309 GEORGE E WIBECAN
PS 335 GRANVILLE T WOODS
PS 35 STEPHEN DECATUR
PS 40 GEORGE W CARVER
PS 5 DR RONALD MCNAIR
PS 81 THADDEUS STEVENS
SCHOOL OF BUSINESS FINANCE & ENTREPRENEURSHIP
THE BROOKLYN ACADEMY OF GLOBAL FINANCE
UPPER SCHOOL AT PS 25
YOUNG SCHOLARS' ACADEMY FOR DISCOVERY AND EXPLORATION

Restructuring (year 2) Comprehensive

1 school identified 4% of total

MS 267 MATH SCIENCE & TECHNOLOGY

Restructuring (advanced) Comprehensive

1 school identified 4% of total

BOYS AND GIRLS HIGH SCHOOL

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

District ID **33-16-00-01-0000**

Summary of 2009–10 District Performance

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

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	38%			903
Grade 4	41%			887
Grade 5	39%			900
Grade 6	18%			635
Grade 7	21%			684
Grade 8	19%			811

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	41%			909
Grade 4	57%			890
Grade 5	48%			902
Grade 6	31%			641
Grade 7	34%			685
Grade 8	27%			813

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	80%			880
Grade 8	41%			758

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	59%			647
Mathematics	54%			647

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.

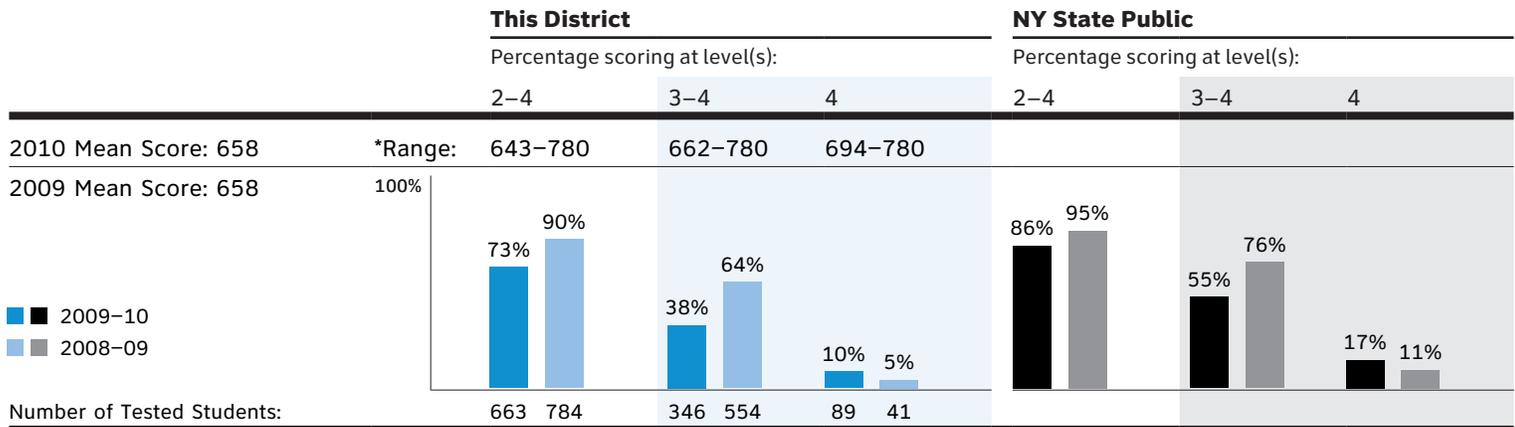
In this section, this district's performance is compared with that of public schools statewide.

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	903	73%	38%	10%	868	90%	64%	5%
Female	420	79%	40%	9%	464	95%	71%	6%
Male	483	69%	37%	10%	404	85%	55%	3%
American Indian or Alaska Native	6	67%	50%	17%	9	100%	56%	0%
Black or African American	727	73%	37%	9%	692	91%	66%	4%
Hispanic or Latino	145	77%	43%	12%	142	84%	52%	8%
Asian or Native Hawaiian/Other Pacific Islander	10	90%	70%	10%	18	94%	72%	6%
White	10	70%	40%	10%	6	-	-	-
Multiracial	5	60%	60%	0%	1	-	-	-
Small Group Totals					7	86%	71%	0%
General-Education Students	689	83%	47%	13%	641	97%	76%	6%
Students with Disabilities	214	44%	10%	0%	227	70%	31%	1%
English Proficient	879	74%	39%	10%	823	91%	66%	5%
Limited English Proficient	24	50%	8%	0%	45	71%	29%	0%
Economically Disadvantaged	873	73%	38%	10%	824	91%	64%	5%
Not Disadvantaged	30	77%	53%	10%	44	86%	66%	7%
Migrant								
Not Migrant	903	73%	38%	10%	868	90%	64%	5%

NOTES

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

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

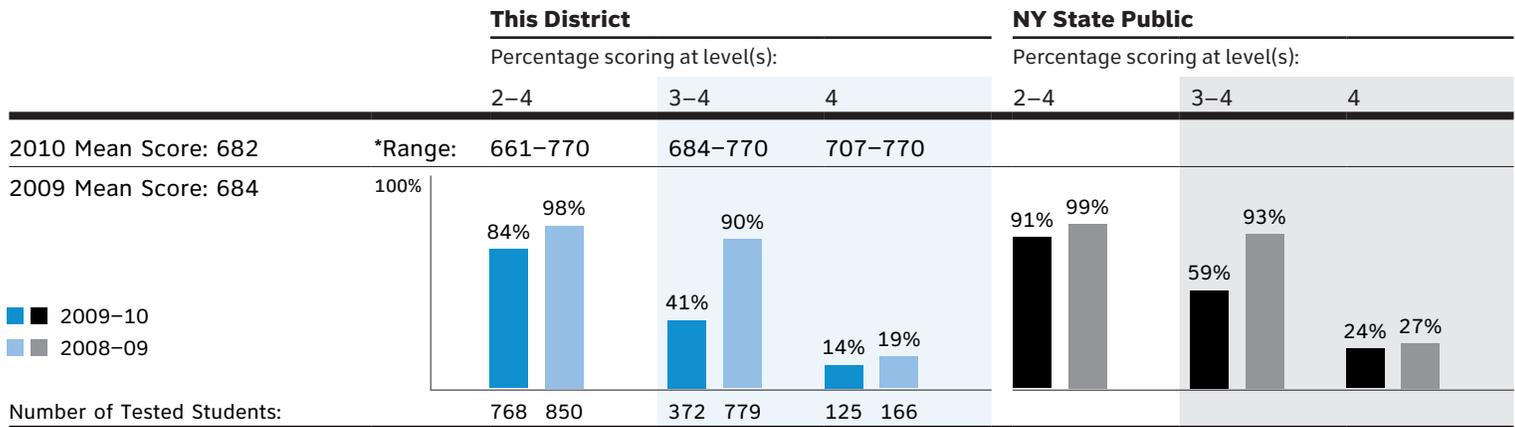
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	22	22	21	16	21	19	18	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	N/A	N/A	N/A	4	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	1	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	909	84%	41%	14%	869	98%	90%	19%
Female	426	86%	44%	14%	460	99%	93%	22%
Male	483	83%	39%	13%	409	96%	86%	16%
American Indian or Alaska Native	6	83%	33%	17%	9	100%	89%	0%
Black or African American	729	84%	40%	13%	692	98%	90%	19%
Hispanic or Latino	149	87%	44%	13%	143	96%	89%	17%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	80%	40%	19	100%	95%	37%
White	10	70%	50%	20%	5	-	-	-
Multiracial	5	80%	40%	20%	1	-	-	-
Small Group Totals					6	100%	83%	17%
General-Education Students	694	90%	48%	17%	639	100%	95%	23%
Students with Disabilities	215	66%	18%	3%	230	93%	75%	7%
English Proficient	881	85%	41%	14%	820	98%	90%	20%
Limited English Proficient	28	82%	29%	7%	49	94%	80%	8%
Economically Disadvantaged	879	84%	41%	14%	823	98%	90%	19%
Not Disadvantaged	30	93%	37%	17%	46	96%	85%	15%
Migrant								
Not Migrant	909	84%	41%	14%	869	98%	90%	19%

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 3 Equivalent	22	22	21	12	21	21	18	9

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 663	*Range: 637-775	668-775	720-775			
2009 Mean Score: 657						
Number of Tested Students:	763	837	364	570	21	20

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	887	86%	41%	2%	908	92%	63%	2%
Female	483	89%	47%	3%	441	96%	68%	3%
Male	404	82%	34%	1%	467	89%	58%	1%
American Indian or Alaska Native	7	100%	43%	0%	8	88%	38%	0%
Black or African American	715	85%	42%	2%	750	93%	65%	2%
Hispanic or Latino	144	90%	35%	2%	139	88%	55%	1%
Asian or Native Hawaiian/Other Pacific Islander	14	86%	64%	14%	6	100%	83%	0%
White	5	-	-	-	4	-	-	-
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	7	71%	43%	0%	5	80%	20%	0%
General-Education Students	651	93%	51%	3%	705	99%	73%	3%
Students with Disabilities	236	66%	13%	1%	203	69%	29%	1%
English Proficient	848	86%	42%	2%	875	93%	64%	2%
Limited English Proficient	39	79%	18%	0%	33	82%	33%	0%
Economically Disadvantaged	851	86%	41%	2%	858	92%	63%	2%
Not Disadvantaged	36	75%	39%	0%	50	92%	64%	2%
Migrant								
Not Migrant	887	86%	41%	2%	908	92%	63%	2%

NOTES

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

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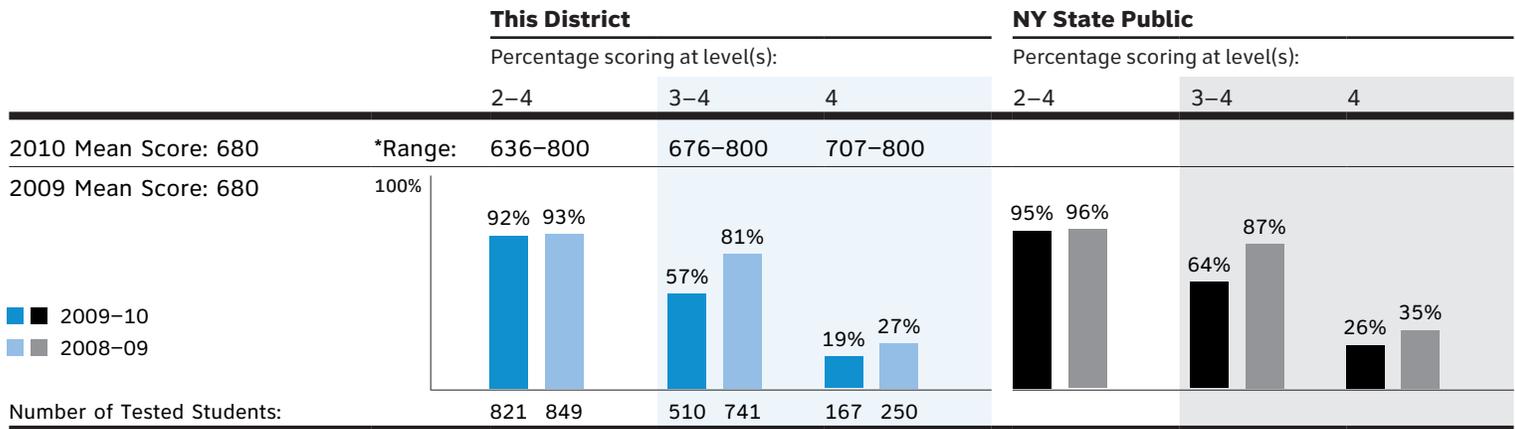
Other

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	28	27	21	18	17	15	15	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	2	N/A	N/A	N/A	5	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	2	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	890	92%	57%	19%	917	93%	81%	27%
Female	482	94%	60%	18%	447	95%	81%	30%
Male	408	91%	55%	19%	470	91%	81%	25%
American Indian or Alaska Native	7	100%	43%	0%	9	89%	78%	11%
Black or African American	714	92%	58%	19%	752	92%	81%	28%
Hispanic or Latino	148	94%	56%	17%	144	94%	77%	22%
Asian or Native Hawaiian/Other Pacific Islander	14	93%	64%	50%	7	100%	100%	71%
White	5	-	-	-	4	-	-	-
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	7	100%	57%	14%	5	80%	80%	0%
General-Education Students	654	96%	66%	23%	708	97%	87%	33%
Students with Disabilities	236	81%	33%	6%	209	77%	60%	8%
English Proficient	847	92%	58%	19%	880	93%	81%	28%
Limited English Proficient	43	88%	42%	5%	37	92%	76%	16%
Economically Disadvantaged	854	92%	57%	19%	865	93%	81%	27%
Not Disadvantaged	36	92%	53%	25%	52	90%	73%	27%
Migrant								
Not Migrant	890	92%	57%	19%	917	93%	81%	27%

NOTES

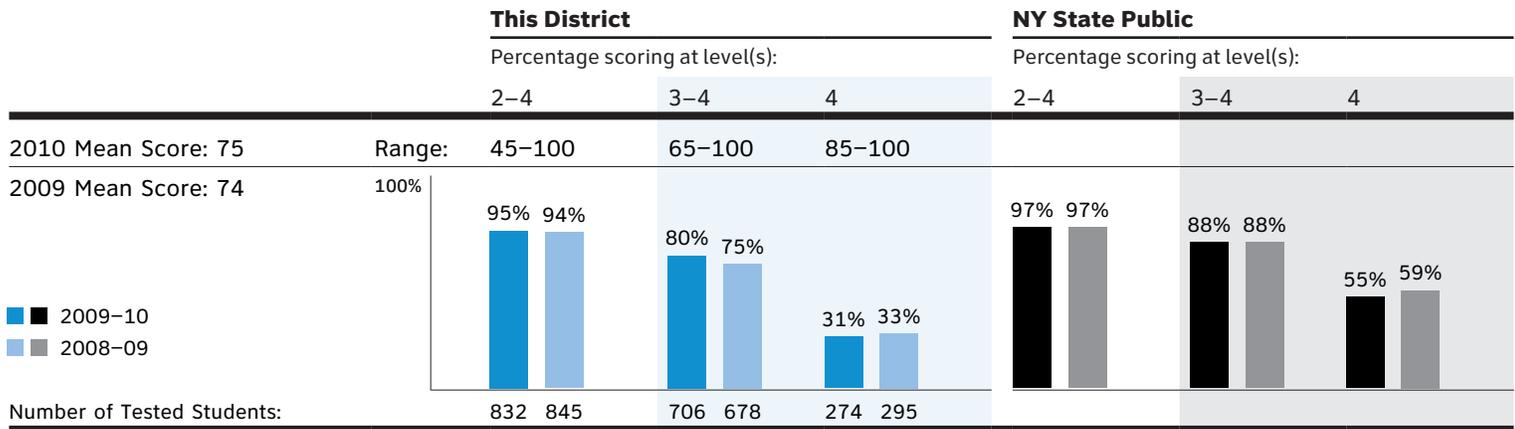
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* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	28	28	26	14	16	16	16	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	880	95%	80%	31%	903	94%	75%	33%
Female	482	95%	81%	30%	446	94%	76%	33%
Male	398	94%	79%	32%	457	93%	74%	32%
American Indian or Alaska Native	7	100%	86%	43%	9	78%	67%	33%
Black or African American	707	94%	80%	29%	740	94%	75%	32%
Hispanic or Latino	145	95%	81%	39%	141	91%	74%	33%
Asian or Native Hawaiian/Other Pacific Islander	14	93%	86%	64%	7	100%	71%	57%
White	5	-	-	-	5	-	-	-
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	7	100%	86%	29%	6	100%	83%	17%
General-Education Students	651	97%	86%	37%	697	96%	82%	38%
Students with Disabilities	229	88%	65%	16%	206	85%	52%	15%
English Proficient	837	95%	81%	32%	867	94%	76%	33%
Limited English Proficient	43	86%	56%	19%	36	78%	47%	25%
Economically Disadvantaged	846	95%	81%	31%	850	94%	75%	32%
Not Disadvantaged	34	85%	68%	38%	53	89%	74%	38%
Migrant								
Not Migrant	880	95%	80%	31%	903	94%	75%	33%

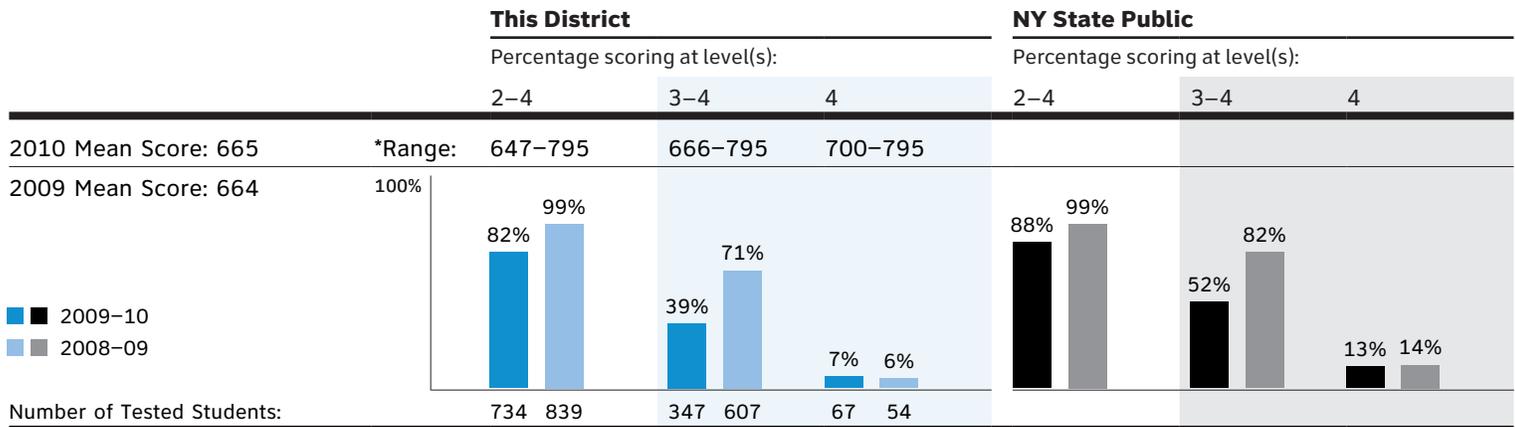
NOTES

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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	27	27	26	21	17	17	17	15

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	900	82%	39%	7%	849	99%	71%	6%
Female	435	86%	43%	9%	429	99%	76%	7%
Male	465	78%	34%	6%	420	99%	67%	6%
American Indian or Alaska Native	6	-	-	-	4	-	-	-
Black or African American	735	83%	41%	8%	704	99%	73%	7%
Hispanic or Latino	143	75%	30%	6%	131	98%	66%	2%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	50%	17%	5	-	-	-
White	9	78%	11%	0%	5	100%	60%	40%
Multiracial	1	-	-	-				
Small Group Totals	7	86%	29%	0%	9	89%	44%	11%
General-Education Students	670	90%	47%	10%	656	100%	80%	8%
Students with Disabilities	230	57%	15%	1%	193	96%	42%	0%
English Proficient	868	82%	40%	8%	815	99%	73%	7%
Limited English Proficient	32	63%	13%	3%	34	91%	26%	0%
Economically Disadvantaged	871	82%	38%	7%	816	99%	71%	6%
Not Disadvantaged	29	83%	48%	14%	33	97%	79%	12%
Migrant								
Not Migrant	900	82%	39%	7%	849	99%	71%	6%

NOTES

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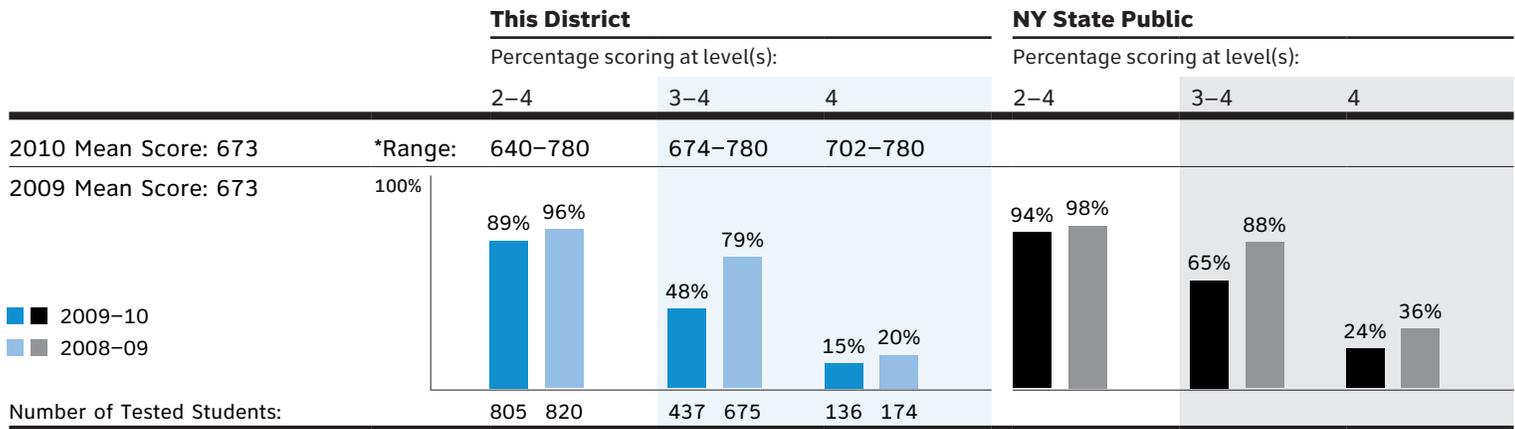
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	19	18	15	12	15	15	13	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	1	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	902	89%	48%	15%	855	96%	79%	20%
Female	438	91%	52%	17%	431	97%	81%	23%
Male	464	88%	45%	14%	424	95%	77%	17%
American Indian or Alaska Native	6	-	-	-	4	-	-	-
Black or African American	734	90%	50%	16%	713	96%	78%	20%
Hispanic or Latino	146	88%	42%	8%	127	96%	87%	23%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	83%	33%	5	-	-	-
White	9	67%	22%	11%	6	100%	67%	33%
Multiracial	1	-	-	-				
Small Group Totals	7	100%	29%	14%	9	78%	67%	22%
General-Education Students	674	95%	56%	18%	657	99%	86%	25%
Students with Disabilities	228	74%	25%	5%	198	87%	56%	6%
English Proficient	869	90%	49%	16%	819	96%	79%	21%
Limited English Proficient	33	82%	33%	3%	36	92%	78%	14%
Economically Disadvantaged	870	90%	49%	15%	823	96%	79%	20%
Not Disadvantaged	32	81%	38%	16%	32	94%	81%	25%
Migrant								
Not Migrant	902	89%	48%	15%	855	96%	79%	20%

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	20	20	17	15	15	14	10

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: 649	*Range: 644-785		662-785	694-785				
2009 Mean Score: 652								
Number of Tested Students:	446	690	117	396	2	13		

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	635	70%	18%	0%	694	99%	57%	2%
Female	305	75%	23%	0%	332	100%	61%	2%
Male	330	65%	14%	0%	362	99%	54%	1%
American Indian or Alaska Native	4	-	-	-	7	100%	43%	14%
Black or African American	507	70%	17%	0%	560	99%	59%	2%
Hispanic or Latino	117	74%	25%	0%	117	99%	49%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	5	100%	80%	0%
White	4	-	-	-	5	100%	80%	0%
Multiracial								
Small Group Totals	11	64%	18%	9%				
General-Education Students	434	83%	25%	0%	461	100%	74%	3%
Students with Disabilities	201	43%	4%	0%	233	98%	24%	0%
English Proficient	602	72%	19%	0%	670	100%	59%	2%
Limited English Proficient	33	45%	3%	0%	24	96%	17%	0%
Economically Disadvantaged	585	69%	17%	0%	616	99%	56%	2%
Not Disadvantaged	50	88%	34%	0%	78	100%	63%	4%
Migrant								
Not Migrant	635	70%	18%	0%	694	99%	57%	2%

NOTES

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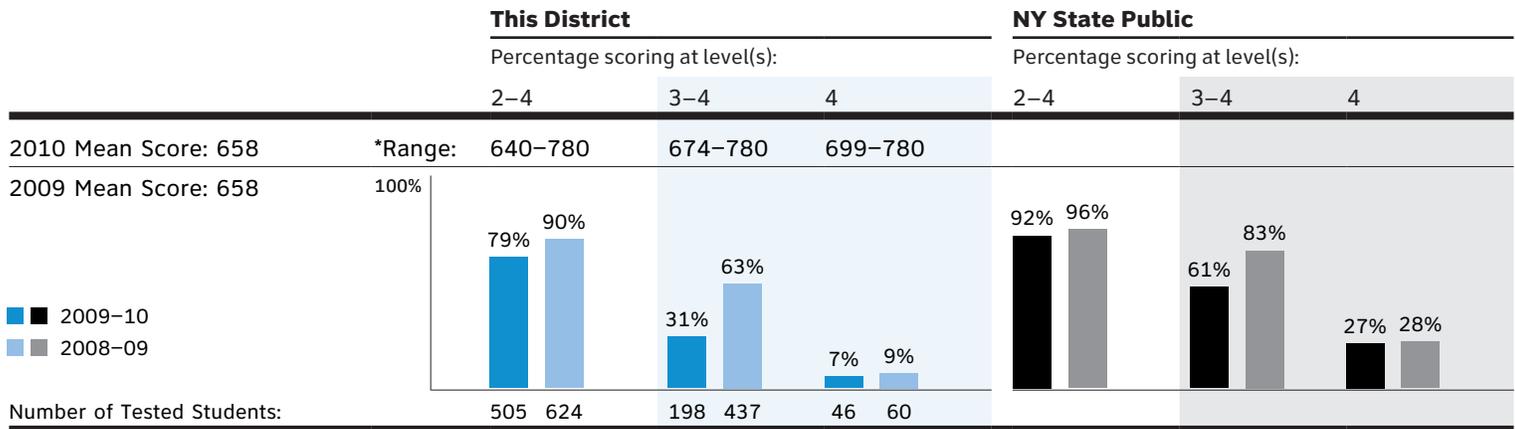
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	16	15	13	9	18	17	12	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	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	641	79%	31%	7%	693	90%	63%	9%
Female	307	81%	33%	8%	331	91%	64%	6%
Male	334	77%	29%	6%	362	90%	62%	11%
American Indian or Alaska Native	3	-	-	-	7	86%	43%	14%
Black or African American	509	79%	30%	6%	559	90%	64%	8%
Hispanic or Latino	120	78%	35%	12%	117	90%	59%	10%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	5	100%	100%	60%
White	4	-	-	-	5	100%	60%	0%
Multiracial	2	-	-	-				
Small Group Totals	12	67%	42%	0%				
General-Education Students	438	89%	39%	10%	460	96%	77%	13%
Students with Disabilities	203	56%	12%	1%	233	78%	36%	1%
English Proficient	608	80%	31%	7%	668	90%	64%	9%
Limited English Proficient	33	58%	21%	3%	25	80%	36%	0%
Economically Disadvantaged	588	78%	31%	7%	617	90%	62%	8%
Not Disadvantaged	53	91%	32%	8%	76	91%	70%	16%
Migrant								
Not Migrant	641	79%	31%	7%	693	90%	63%	9%

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	16	16	15	11	18	18	18	11

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: 651	*Range: 642-790	664-790	698-790			
2009 Mean Score: 652						
Number of Tested Students:	507	809	143	485	8	4

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	684	74%	21%	1%	813	100%	60%	0%
Female	336	77%	23%	1%	401	100%	65%	0%
Male	348	72%	19%	1%	412	100%	55%	0%
American Indian or Alaska Native	7	71%	14%	14%	4	-	-	-
Black or African American	553	76%	21%	1%	678	100%	60%	1%
Hispanic or Latino	116	64%	16%	1%	120	99%	56%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	6	100%	83%	0%
White	5	-	-	-	4	-	-	-
Multiracial					1	-	-	-
Small Group Totals	8	100%	63%	0%	9	100%	67%	0%
General-Education Students	474	87%	28%	2%	577	100%	70%	1%
Students with Disabilities	210	45%	6%	0%	236	98%	35%	0%
English Proficient	657	76%	22%	1%	787	99%	61%	1%
Limited English Proficient	27	33%	4%	0%	26	100%	27%	0%
Economically Disadvantaged	621	73%	20%	1%	702	99%	59%	1%
Not Disadvantaged	63	83%	33%	2%	111	100%	67%	0%
Migrant								
Not Migrant	684	74%	21%	1%	813	100%	60%	0%

NOTES

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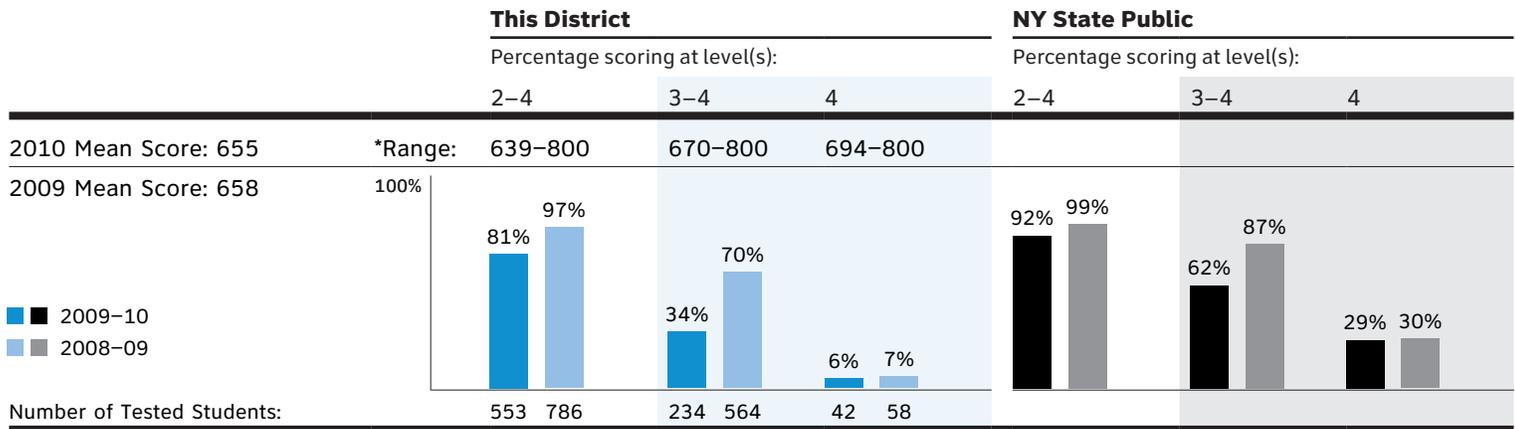
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	16	16	14	14	7	7	7	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	2	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	2	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	685	81%	34%	6%	811	97%	70%	7%
Female	338	81%	33%	8%	396	98%	72%	8%
Male	347	80%	35%	4%	415	95%	67%	7%
American Indian or Alaska Native	7	71%	29%	14%	4	-	-	-
Black or African American	547	82%	34%	6%	673	97%	70%	7%
Hispanic or Latino	123	76%	37%	6%	121	96%	64%	5%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	8	100%	88%	25%
White	5	-	-	-	4	-	-	-
Multiracial					1	-	-	-
Small Group Totals	8	100%	38%	25%	9	89%	78%	22%
General-Education Students	475	92%	44%	8%	576	100%	82%	9%
Students with Disabilities	210	55%	11%	3%	235	90%	39%	3%
English Proficient	654	82%	35%	6%	782	97%	70%	7%
Limited English Proficient	31	58%	10%	0%	29	93%	55%	3%
Economically Disadvantaged	621	80%	33%	6%	698	97%	68%	6%
Not Disadvantaged	64	88%	48%	3%	113	98%	76%	12%
Migrant								
Not Migrant	685	81%	34%	6%	811	97%	70%	7%

NOTES

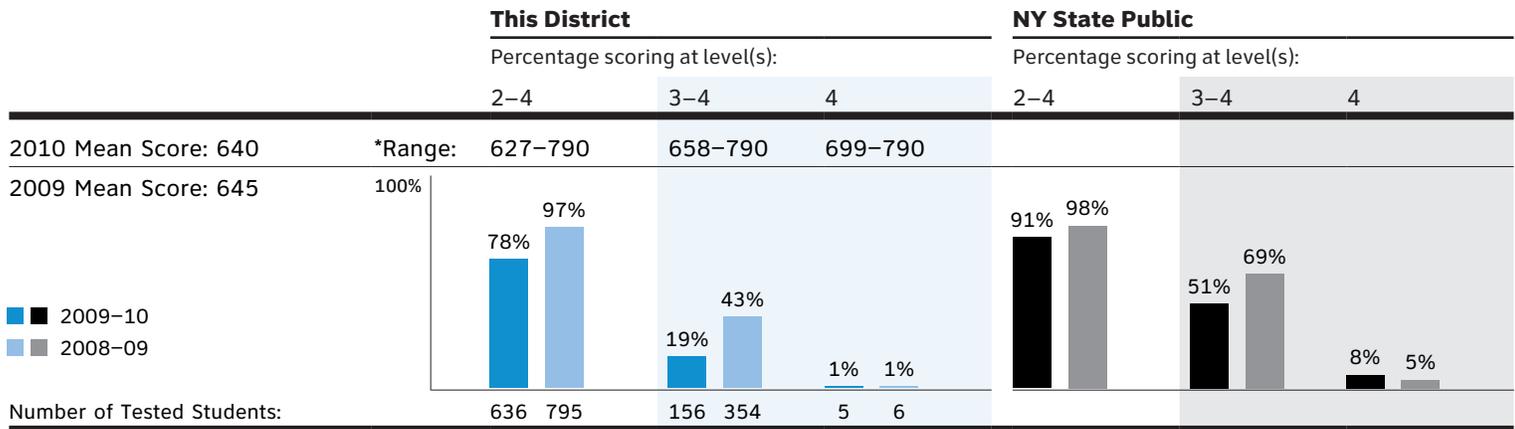
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	16	14	14	7	7	7	6	4

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	811	78%	19%	1%	819	97%	43%	1%
Female	400	82%	23%	1%	396	97%	50%	1%
Male	411	75%	16%	0%	423	97%	37%	0%
American Indian or Alaska Native	1	-	-	-	14	93%	43%	0%
Black or African American	671	79%	20%	1%	663	97%	46%	1%
Hispanic or Latino	122	79%	12%	0%	127	97%	34%	0%
Asian or Native Hawaiian/Other Pacific Islander	9	78%	33%	0%	10	90%	10%	0%
White	6	-	-	-	5	100%	20%	0%
Multiracial	2	-	-	-				
Small Group Totals	9	67%	44%	0%				
General-Education Students	578	90%	25%	1%	638	100%	52%	1%
Students with Disabilities	233	49%	6%	0%	181	88%	12%	0%
English Proficient	783	79%	20%	1%	787	97%	45%	1%
Limited English Proficient	28	57%	4%	0%	32	88%	6%	0%
Economically Disadvantaged	710	79%	18%	0%	703	97%	42%	1%
Not Disadvantaged	101	77%	28%	2%	116	96%	52%	1%
Migrant								
Not Migrant	811	78%	19%	1%	819	97%	43%	1%

NOTES

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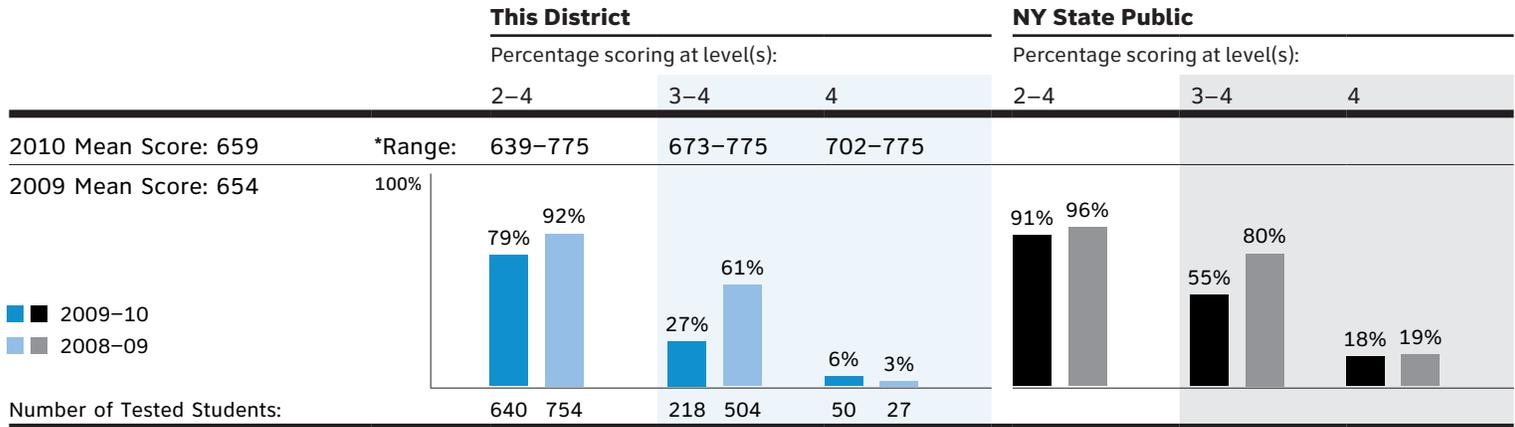
Other

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	8	8	8	7	29	29	28	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	1	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	1	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	813	79%	27%	6%	822	92%	61%	3%
Female	397	81%	30%	7%	400	94%	69%	4%
Male	416	77%	24%	6%	422	90%	54%	3%
American Indian or Alaska Native	1	-	-	-	14	93%	43%	0%
Black or African American	670	79%	26%	7%	664	93%	62%	3%
Hispanic or Latino	124	78%	27%	3%	128	88%	63%	3%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	56%	11%	10	90%	60%	20%
White	6	-	-	-	6	67%	17%	0%
Multiracial	3	-	-	-				
Small Group Totals	10	60%	40%	10%				
General-Education Students	582	87%	34%	8%	637	98%	70%	4%
Students with Disabilities	231	58%	9%	0%	185	70%	30%	0%
English Proficient	783	79%	27%	6%	790	92%	62%	3%
Limited English Proficient	30	70%	27%	0%	32	84%	56%	0%
Economically Disadvantaged	711	78%	27%	6%	705	92%	60%	4%
Not Disadvantaged	102	81%	25%	5%	117	92%	68%	2%
Migrant								
Not Migrant	813	79%	27%	6%	822	92%	61%	3%

NOTES

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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	8	8	8	3	29	29	27	10

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

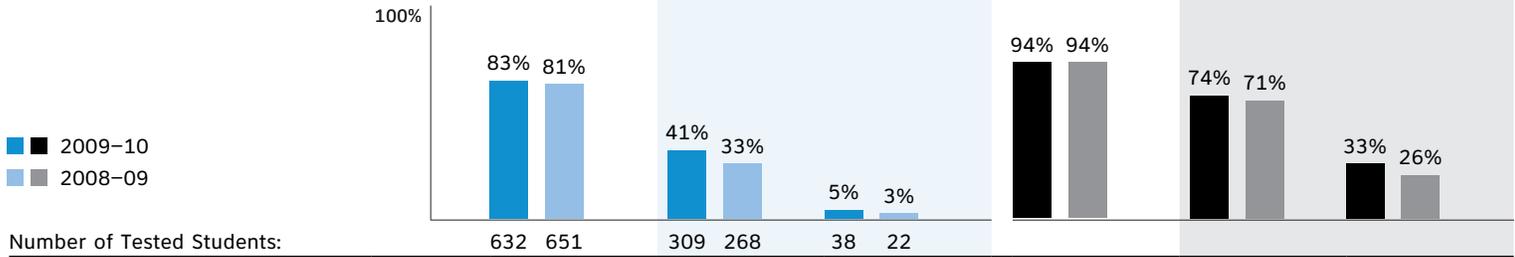
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2009-10 School Year

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

2008-09 School Year

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

	2009-10 School Year				2008-09 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	758	83%	41%	5%	805	81%	33%	3%
Female	366	85%	41%	4%	394	85%	35%	3%
Male	392	82%	41%	6%	411	77%	31%	2%
American Indian or Alaska Native	1	-	-	-	14	71%	14%	0%
Black or African American	628	83%	42%	5%	647	81%	32%	2%
Hispanic or Latino	113	85%	36%	4%	127	82%	41%	4%
Asian or Native Hawaiian/Other Pacific Islander	9	78%	33%	11%	11	55%	36%	9%
White	5	-	-	-	6	83%	17%	0%
Multiracial	2	-	-	-				
Small Group Totals	8	75%	50%	13%				
General-Education Students	544	91%	49%	6%	631	86%	40%	3%
Students with Disabilities	214	64%	20%	2%	174	61%	10%	1%
English Proficient	730	84%	42%	5%	774	81%	34%	3%
Limited English Proficient	28	68%	7%	4%	31	74%	26%	0%
Economically Disadvantaged	660	83%	39%	5%	687	80%	33%	3%
Not Disadvantaged	98	87%	51%	3%	118	86%	35%	3%
Migrant								
Not Migrant	758	83%	41%	5%	805	81%	33%	3%

NOTES

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Other Assessments

2009-10 School Year

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

2008-09 School Year

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

New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	8	7	7	5	28	28	24	16
Regents Science	0				0			

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

This District

Percentage scoring at level(s):

2-4

3-4

4

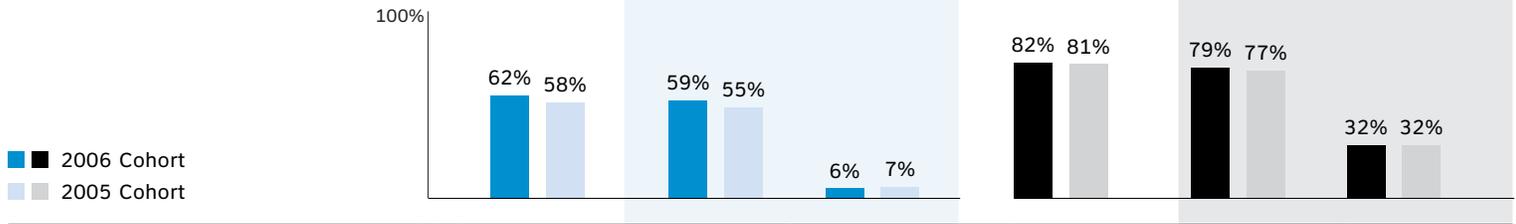
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

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	647	62%	59%	6%	949	58%	55%	7%
Female	259	66%	62%	7%	415	67%	64%	9%
Male	388	59%	57%	5%	534	51%	48%	6%
American Indian or Alaska Native	7	43%	29%	0%	12	42%	42%	8%
Black or African American	570	64%	62%	6%	854	60%	56%	8%
Hispanic or Latino	61	43%	36%	3%	75	43%	40%	4%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	4	-	-	-
White	6	-	-	-	4	-	-	-
Multiracial								
Small Group Totals	9	67%	67%	11%	8	50%	38%	13%
General-Education Students	489	76%	73%	8%	720	72%	68%	10%
Students with Disabilities	158	18%	16%	0%	229	15%	12%	0%
English Proficient	627	63%	60%	6%	934	59%	55%	7%
Limited English Proficient	20	25%	15%	0%	15	20%	20%	0%
Economically Disadvantaged	418	65%	62%	6%	662	60%	56%	8%
Not Disadvantaged	229	57%	54%	5%	287	56%	52%	7%
Migrant								
Not Migrant	647	62%	59%	6%	949	58%	55%	7%

NOTES

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

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

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

This District

Percentage scoring at level(s):

2-4

3-4

4

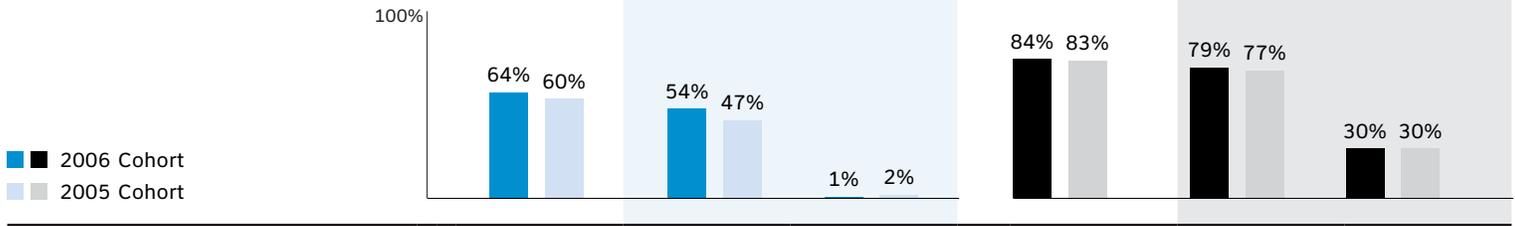
NY State Public

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	647	64%	54%	1%	949	60%	47%	2%
Female	259	65%	56%	2%	415	68%	52%	2%
Male	388	64%	52%	1%	534	55%	43%	2%
American Indian or Alaska Native	7	29%	29%	0%	12	50%	33%	0%
Black or African American	570	67%	56%	1%	854	62%	48%	2%
Hispanic or Latino	61	43%	31%	2%	75	44%	37%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	4	-	-	-
White	6	-	-	-	4	-	-	-
Multiracial								
Small Group Totals	9	67%	67%	0%	8	50%	38%	0%
General-Education Students	489	79%	66%	1%	720	74%	59%	2%
Students with Disabilities	158	20%	16%	0%	229	17%	9%	0%
English Proficient	627	66%	55%	1%	934	61%	47%	2%
Limited English Proficient	20	25%	10%	0%	15	20%	13%	0%
Economically Disadvantaged	418	69%	57%	1%	662	63%	48%	2%
Not Disadvantaged	229	56%	47%	1%	287	54%	43%	1%
Migrant								
Not Migrant	647	64%	54%	1%	949	60%	47%	2%

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