



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #17**
District ID **33-17-00-01-0000**
Superintendent **RHONDA HURDLE TAYLOR**
Telephone **(718) 221-4372**
Grades **PK-12, UE, US**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

Use this report to:

- 1 Get District Profile information.**
This section shows comprehensive data relevant to this district's learning environment.
- 2 Review District Accountability Status.**
This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.
- 3 View School Accountability Status.**
This section lists all schools in your district by 2010–11 accountability status.
- 4 Review an Overview of District Performance.**
This section has information about the district's performance on state assessments in English, mathematics, and science.

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2007-08	2008-09	2009-10
Pre-K	582	515	548
Kindergarten	1425	1444	1690
Grade 1	1979	1953	1939
Grade 2	1871	1852	2002
Grade 3	1773	1758	1957
Grade 4	1796	1735	1907
Grade 5	1704	1666	1831
Grade 6	1759	1869	2077
Ungraded Elementary	1238	1256	107
Grade 7	1965	1899	2085
Grade 8	1866	2050	2160
Grade 9	2703	2409	2436
Grade 10	2787	2773	2736
Grade 11	1732	1781	1853
Grade 12	1765	1717	2030
Ungraded Secondary	1022	1102	87
Total K-12	27385	27264	26897

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	23	25	25
Grade 8			
English	24	26	26
Mathematics	25	25	27
Science	26	26	25
Social Studies	25	24	26
Grade 10			
English	26	29	28
Mathematics	28	26	27
Science	27	26	30
Social Studies	28	29	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.

District NEW YORK CITY GEOGRAPHIC DISTRICT #17

District ID 33-17-00-01-0000

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	20506	75%	21679	80%	21447	80%
Reduced-Price Lunch	2166	8%	2086	8%	1865	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2322	8%	2400	9%	2468	9%
Racial/Ethnic Origin						
American Indian or Alaska Native	142	1%	125	0%	121	0%
Black or African American	23553	86%	23388	86%	22972	85%
Hispanic or Latino	2954	11%	3007	11%	3077	11%
Asian or Native Hawaiian/Other Pacific Islander	418	2%	411	2%	423	2%
White	318	1%	333	1%	304	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	1779	6%	2009	7%	2026	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	2090	2116	2008
Percent with No Valid Teaching Certificate	4%	2%	1%
Percent Teaching Out of Certification	11%	10%	7%
Percent with Fewer Than Three Years of Experience	16%	12%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	35%	38%	43%
Total Number of Core Classes	4638	4729	4387
Percent Not Taught by Highly Qualified Teachers in This District	12%	10%	6%
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	5456	5667	5254
Percent Taught by Teachers Without Appropriate Certification	13%	12%	8%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		25%	24%
Turnover Rate of All Teachers		16%	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 4)

ELA	Improvement (Year 4)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2008–09	2009–10	2010–11
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✗	✓	✗
Ethnicity						
American Indian or Alaska Native	✓	✓		–	–	
Black or African American	✓	✓		✓	✓	
Hispanic or Latino	✗	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✗	✗		✓ ^{SH}	✓ ^{SH}	
Multiracial	✓	✓		–	–	
Other Groups						
Students with Disabilities	✗	✓		✗	✗	
Limited English Proficient	✗	✓		✗	✗	
Economically Disadvantaged	✓	✓		✗	✓	
Student groups making AYP in each subject	✗ 6 of 10	✗ 9 of 10	✓ 1 of 1	✗ 3 of 8	✗ 5 of 8	✗ 0 of 1

AYP Status

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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2010–11)  Improvement (Year 4)

Accountability Measures 6 of 10 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be In Need of Improvement (Year 5) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will remain In Need of Improvement (Year 4) in 2011-12. [209]

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation		Test Performance		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (12873:11706)			98%		154	154	
Ethnicity							
American Indian or Alaska Native (62:56)			100%		146	142	
Black or African American (11011:10141)			99%		155	154	
Hispanic or Latino (1447:1250)			97%		149	152	152 117
Asian or Native Hawaiian/Other Pacific Islander (135:115)			97%		146	145	
White (313:117)			88%		147	145	
Multiracial (81:27)			96%	—	—	—	—
Other Groups							
Students with Disabilities (5156:2303)			96%		121	153	128 87
Limited English Proficient (1262:1228)			98%		132	152	144 96
Economically Disadvantaged (12028:11036)			99%		154	154	
Final AYP Determination	 6 of 10						
Non-Accountability Groups							
Female (6237:5733)			99%		160	154	
Male (6636:5973)			98%		148	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 9 of 10 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in mathematics 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 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 (12884:11823)			99%		172	134	
Ethnicity							
American Indian or Alaska Native (62:56)			100%		157	122	
Black or African American (11021:10219)			99%		172	134	
Hispanic or Latino (1447:1283)			98%		173	132	
Asian or Native Hawaiian/Other Pacific Islander (134:114)			97%		175	125	
White (312:121)			89%		175	126	
Multiracial (42:30)			98%		180	118	
Other Groups							
Students with Disabilities (2626:2321)			96%		139	133	
Limited English Proficient (1270:1319)			99%		159	132	
Economically Disadvantaged (12036:11117)			99%		172	134	
Final AYP Determination	 9 of 10						
Non-Accountability Groups							
Female (6248:5783)			99%		175	134	
Male (6636:6040)			99%		169	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 (4317:3836)		Qualified		95%		149	100	
Ethnicity								
American Indian or Alaska Native (20:16)	—	—	—	—	—	—	—	—
Black or African American (3686:3318)		Qualified		96%		149	100	
Hispanic or Latino (488:419)		Qualified		94%		154	100	
Asian or Native Hawaiian/Other Pacific Islander (52:40)		Qualified		88%		123	100	
White (106:35)		Qualified		84%		146	100	
Multiracial (14:8)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (872:722)		Qualified		89%		119	100	
Limited English Proficient (442:447)		Qualified		96%		126	100	
Economically Disadvantaged (4006:3595)		Qualified		96%		149	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (2085:1879)				97%		151	100	
Male (2232:1957)				94%		147	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)  Improvement (Year 4)

Accountability Measures 3 of 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be In Need of Improvement (Year 5) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will remain In Need of Improvement (Year 4) in 2011-12. [209]

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 (2177:2032)				100%		171	175	163 [‡] 174
Ethnicity								
American Indian or Alaska Native (16:14)	—	—	—	—	—	—	—	—
Black or African American (1861:1761)				100%		175	174	
Hispanic or Latino (210:183)				100%		148	169	150 [‡] 153
Asian or Native Hawaiian/Other Pacific Islander (48:33)				100%		176	160	
White (37:38)		—		—		132	161	20 139
Multiracial (5:3)	—	—		—	—	—	—	—
Other Groups								
Students with Disabilities (165:202)				97%		99	169	106 [‡] 109
Limited English Proficient (146:134)				100%		137	168	125 [‡] 143
Economically Disadvantaged (1735:1665)				100%		171	174	166 [‡] 174
Final AYP Determination		3 of 8						
Non-Accountability Groups								
Female (1257:1188)				100%		177	174	
Male (920:844)				100%		164	173	
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 5 of 8 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in mathematics 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 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 (2177:2032)			100%		172	171	
Ethnicity							
American Indian or Alaska Native (16:14)	—	—	—	—	—	—	—
Black or African American (1861:1761)			100%		174	170	
Hispanic or Latino (210:183)			100%		155	165	160 [‡] 160
Asian or Native Hawaiian/Other Pacific Islander (48:33)			100%		191	156	
White (37:38)		—	—		155	157	20 160
Multiracial (5:3)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (165:202)			99%		115	165	116 [‡] 124
Limited English Proficient (146:134)			99%		154	164	157 [‡] 159
Economically Disadvantaged (1735:1665)			100%		171	170	
Final AYP Determination	 5 of 8						
Non-Accountability Groups							
Female (1257:1188)			99%		174	170	
Male (920:844)			100%		168	169	
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 0 of 1 Student groups making AYP in graduation rate
 Did not make AYP

Prospective Status A district that fails to make AYP in graduation rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP in 2010-11, the district will be in good standing in 2011-12. [203]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives		
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target	
					2009–10	2010–11
Accountability Groups						
All Students (2310)			62%	80%	67%	66%
Ethnicity						
American Indian or Alaska Native (14)		—	—	—		
Black or African American (1971)			63%	80%	67%	66%
Hispanic or Latino (246)			55%	80%	61%	60%
Asian or Native Hawaiian/Other Pacific Islander (57)			70%	80%	69%	72%
White (18)		—	—	—		
Multiracial (4)		—	—	—		
Other Groups						
Students with Disabilities (254)			26%	80%	35%	37%
Limited English Proficient (187)			53%	80%	61%	58%
Economically Disadvantaged (1889)			65%	80%	68%	68%
Final AYP Determination	 0 of 1					
Non-Accountability Groups						
Female (1334)			68%	80%		
Male (976)			54%	80%		
Migrant (0)						

Symbols

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

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

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **69%** 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 #17**

District ID **33-17-00-01-0000**

2010–11 Accountability Status of Schools in Your District

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

In Good Standing

33 schools identified 67% of total

ACAD FOR COLLEGE PREP & CAREER EXPLORATION: A COLLEGE BOARD SCH
ACADEMY OF HOSPITALITY AND TOURISM
BROOKLYN ACADEMY OF SCIENCE AND THE ENVIRONMENT
BROOKLYN SCHOOL FOR MUSIC & THEATER
BROWNSVILLE ACADEMY HIGH SCHOOL
CLARA BARTON HIGH SCHOOL
HIGH SCHOOL FOR GLOBAL CITIZENSHIP (THE)
HIGH SCHOOL FOR SERVICE AND LEARNING
HIGH SCHOOL FOR YOUTH AND COMMUNITY DEVELOPMENT
HS FOR PUBLIC SERVICE-HEROES OF TOMORROW
IS 340
MEDGAR EVERS COLLEGE PREPERATORY SCHOOL
MS 61 GLADSTONE H ATWELL
MS K394
PS 12
PS 138
PS 161 THE CROWN
PS 167 THE PARKWAY
PS 181
PS 189 LINCOLN TERRACE
PS 221 TOSSAINT L'OUVERTURE
PS 241 EMMA L JOHNSTON
PS 249 THE CATON
PS 289 GEORGE V BROWER
PS 316 ELIJAH STROUD
PS 397 FOSTER-LAURIE
PS 398 WALTER WEAVER
PS 399 STANLEY EUGENE CLARKE
PS 91 THE ALBANY AVENUE SCHOOL
PS 92 ADRIAN HEGEMAN
RONALD EDMONDS LEARNING CTR II
SCIENCE, TECH & RESEARCH HIGH SCHOOL
THE SCHOOL OF INTEGRATED LEARNING

Improvement (year 1) Basic

1 school identified 2% of total

PS 6

Improvement (year 1) Comprehensive

5 schools identified 10% of total

ELIJAH STROUD MIDDLE SCHOOL
INTERNATIONAL ARTS BUSINESS SCHOOL
INTERNATIONAL HIGH SCHOOL AT PROSPECT HEIGHTS
PS 22
SCHOOL FOR DEMOCRACY AND LEADERSHIP

Improvement (year 2) Basic

1 school identified 2% of total

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

District ID **33-17-00-01-0000**

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

Improvement (year 2) Basic (continued)

PS 191 PAUL ROBESON

Improvement (year 2) Comprehensive

2 schools identified 4% of total

MIDDLE SCHOOL FOR ACADEMIC AND SOCIAL EXCELLENCE
SCHOOL FOR HUMAN RIGHTS (THE)

Corrective Action (year 1) Comprehensive

2 schools identified 4% of total

MIDDLE SCHOOL FOR THE ARTS
W E B DUBOIS ACADEMIC HIGH SCHOOL

Corrective Action (year 2) Focused

1 school identified 2% of total

PS 375 JACKIE ROBINSON SCHOOL

Corrective Action (year 2) Comprehensive

1 school identified 2% of total

EBBETTS FIELD MIDDLE SCHOOL

Restructuring (year 2) Comprehensive

1 school identified 2% of total

PAUL ROBESON HIGH SCHOOL

Restructuring (advanced) Comprehensive

2 schools identified 4% of total

MS 2
MS 246 WALT WHITMAN

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

District ID **33-17-00-01-0000**

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	42%			2022
Grade 4	36%			1932
Grade 5	39%			1923
Grade 6	31%			2103
Grade 7	31%			2062
Grade 8	25%			2159
Mathematics				
Grade 3	49%			2074
Grade 4	46%			1970
Grade 5	48%			1981
Grade 6	40%			2158
Grade 7	42%			2115
Grade 8	34%			2208
Science				
Grade 4	76%			1955
Grade 8	38%			1975

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	74%			2342
Mathematics	72%			2342

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.p12.nysed.gov/irts.

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

This District's N/RC Category:

NYC Public Schools

This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 659	*Range: 643-780	662-780	694-780			
2009 Mean Score: 659						
Number of Tested Students:	1598	1785	851	1270	193	119

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	2022	79%	42%	10%	1950	92%	65%	6%
Female	970	83%	46%	12%	975	94%	70%	7%
Male	1052	76%	39%	8%	975	89%	60%	5%
American Indian or Alaska Native	11	73%	36%	0%	7	57%	43%	0%
Black or African American	1699	79%	43%	10%	1641	92%	66%	6%
Hispanic or Latino	253	77%	39%	7%	239	92%	63%	5%
Asian or Native Hawaiian/Other Pacific Islander	29	76%	34%	7%	25	76%	60%	12%
White	24	71%	54%	13%	32	88%	69%	9%
Multiracial	6	100%	33%	0%	6	83%	67%	0%
Small Group Totals								
General-Education Students	1624	86%	48%	11%	1600	96%	73%	7%
Students with Disabilities	398	51%	18%	3%	350	70%	29%	1%
English Proficient	1838	80%	43%	10%	1735	93%	67%	7%
Limited English Proficient	184	66%	29%	5%	215	83%	47%	2%
Economically Disadvantaged	1944	79%	42%	9%	1838	91%	65%	6%
Not Disadvantaged	78	79%	42%	14%	112	93%	68%	10%
Migrant								
Not Migrant	2022	79%	42%	10%	1950	92%	65%	6%

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.

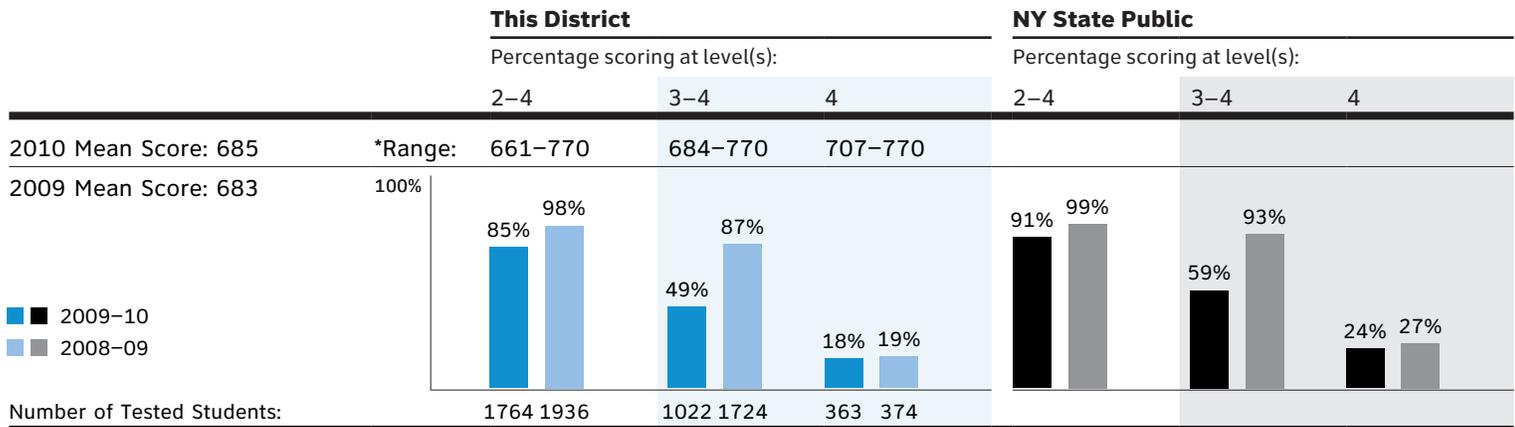
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	40	37	34	25	26	24	23	21
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	39	N/A	N/A	N/A	32	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	42	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	2074	85%	49%	18%	1978	98%	87%	19%
Female	990	87%	50%	17%	986	98%	89%	19%
Male	1084	83%	49%	18%	992	97%	85%	19%
American Indian or Alaska Native	11	73%	45%	18%	7	100%	71%	14%
Black or African American	1727	86%	50%	17%	1657	98%	87%	18%
Hispanic or Latino	271	82%	48%	19%	248	100%	89%	19%
Asian or Native Hawaiian/Other Pacific Islander	30	83%	60%	23%	26	96%	77%	31%
White	27	81%	37%	7%	33	97%	88%	33%
Multiracial	8	100%	38%	0%	7	100%	71%	14%
Small Group Totals								
General-Education Students	1668	90%	54%	20%	1630	99%	92%	21%
Students with Disabilities	406	65%	29%	7%	348	92%	64%	7%
English Proficient	1848	86%	51%	18%	1728	98%	89%	20%
Limited English Proficient	226	75%	34%	12%	250	96%	76%	8%
Economically Disadvantaged	1984	85%	49%	18%	1863	98%	87%	19%
Not Disadvantaged	90	86%	48%	16%	115	97%	90%	22%
Migrant								
Not Migrant	2074	85%	49%	18%	1978	98%	87%	19%

NOTES

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

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	40	39	34	26	26	26	24	21

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: 659	*Range: 637-775	668-775	720-775			
2009 Mean Score: 659						
Number of Tested Students:	1614	1840	695	1293	28	70

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	1932	84%	36%	1%	1961	94%	66%	4%
Female	958	87%	39%	2%	925	96%	73%	5%
Male	974	80%	33%	1%	1036	92%	60%	3%
American Indian or Alaska Native	7	71%	29%	0%	7	100%	57%	0%
Black or African American	1632	84%	38%	2%	1703	95%	67%	4%
Hispanic or Latino	237	80%	25%	1%	208	88%	55%	1%
Asian or Native Hawaiian/Other Pacific Islander	28	75%	36%	4%	14	86%	43%	0%
White	22	73%	32%	0%	23	91%	65%	0%
Multiracial	6	100%	50%	0%	6	83%	83%	0%
Small Group Totals								
General-Education Students	1573	90%	42%	2%	1611	98%	73%	4%
Students with Disabilities	359	54%	12%	1%	350	76%	31%	1%
English Proficient	1733	86%	38%	2%	1805	95%	68%	4%
Limited English Proficient	199	65%	14%	0%	156	83%	42%	1%
Economically Disadvantaged	1843	84%	36%	1%	1836	94%	66%	4%
Not Disadvantaged	89	83%	38%	7%	125	94%	67%	4%
Migrant								
Not Migrant	1932	84%	36%	1%	1961	94%	66%	4%

NOTES

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

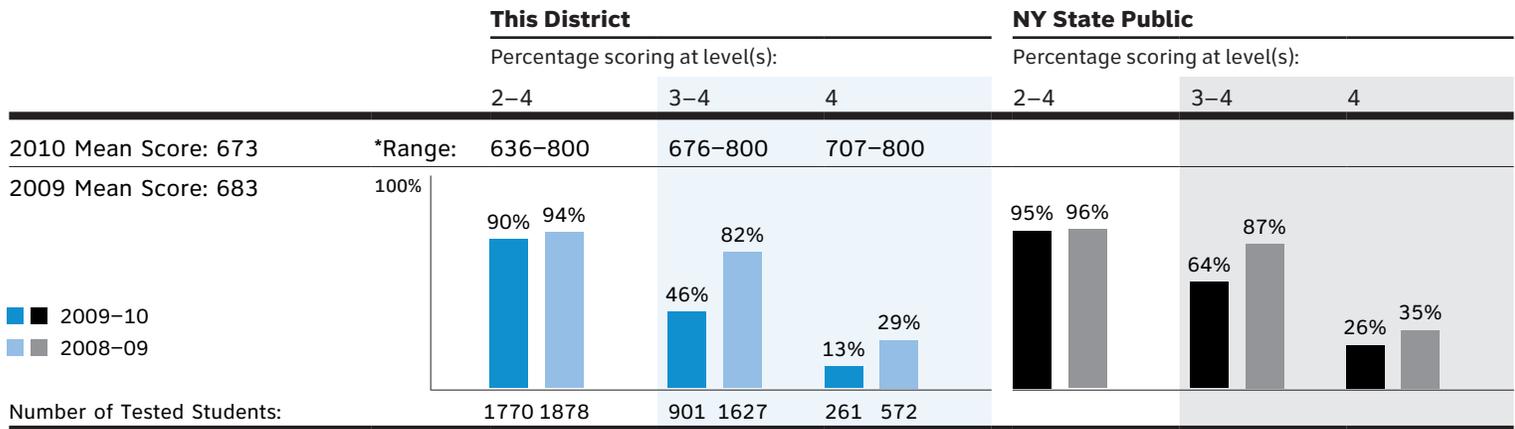
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	39	37	34	26	36	31	24	18
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	35	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 4	38	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	1970	90%	46%	13%	1993	94%	82%	29%
Female	978	91%	47%	13%	938	96%	85%	31%
Male	992	89%	45%	13%	1055	93%	79%	27%
American Indian or Alaska Native	7	71%	43%	0%	7	71%	71%	29%
Black or African American	1663	89%	46%	14%	1722	95%	83%	30%
Hispanic or Latino	241	93%	45%	9%	221	92%	72%	20%
Asian or Native Hawaiian/Other Pacific Islander	30	83%	57%	13%	14	86%	71%	36%
White	22	100%	50%	14%	23	91%	87%	17%
Multiracial	7	100%	43%	0%	6	100%	83%	67%
Small Group Totals								
General-Education Students	1612	94%	51%	15%	1640	97%	88%	33%
Students with Disabilities	358	71%	23%	5%	353	80%	54%	9%
English Proficient	1736	91%	48%	15%	1804	95%	84%	30%
Limited English Proficient	234	82%	28%	3%	189	88%	63%	12%
Economically Disadvantaged	1873	90%	46%	13%	1861	94%	82%	29%
Not Disadvantaged	97	82%	46%	16%	132	93%	83%	31%
Migrant								
Not Migrant	1970	90%	46%	13%	1993	94%	82%	29%

NOTES

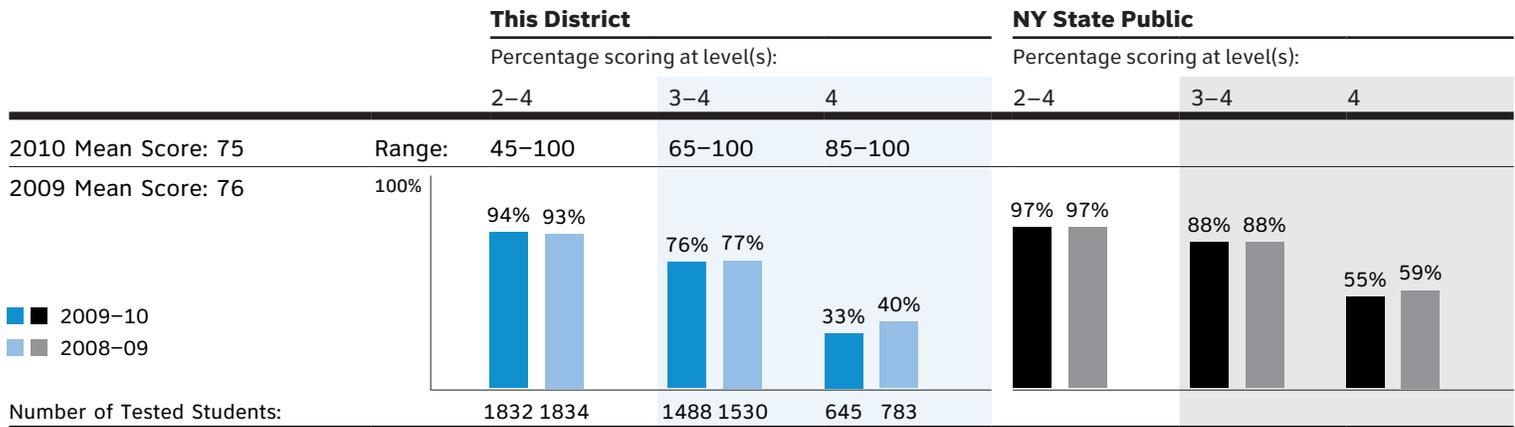
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Other Assessments

	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	39	39	35	21	36	35	27	16

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	1955	94%	76%	33%	1977	93%	77%	40%
Female	971	95%	79%	33%	934	94%	79%	40%
Male	984	92%	73%	33%	1043	92%	76%	39%
American Indian or Alaska Native	7	71%	57%	29%	6	83%	83%	50%
Black or African American	1651	94%	77%	33%	1707	93%	78%	40%
Hispanic or Latino	239	95%	76%	33%	221	89%	70%	35%
Asian or Native Hawaiian/Other Pacific Islander	29	76%	55%	24%	14	93%	79%	57%
White	22	100%	82%	18%	23	91%	87%	43%
Multiracial	7	86%	71%	29%	6	100%	83%	83%
Small Group Totals								
General-Education Students	1602	96%	82%	37%	1635	95%	83%	44%
Students with Disabilities	353	86%	51%	14%	342	81%	53%	20%
English Proficient	1723	95%	79%	35%	1791	94%	80%	41%
Limited English Proficient	232	81%	58%	18%	186	81%	55%	22%
Economically Disadvantaged	1857	94%	77%	33%	1840	93%	77%	40%
Not Disadvantaged	98	87%	68%	35%	137	95%	78%	41%
Migrant								
Not Migrant	1955	94%	76%	33%	1977	93%	77%	40%

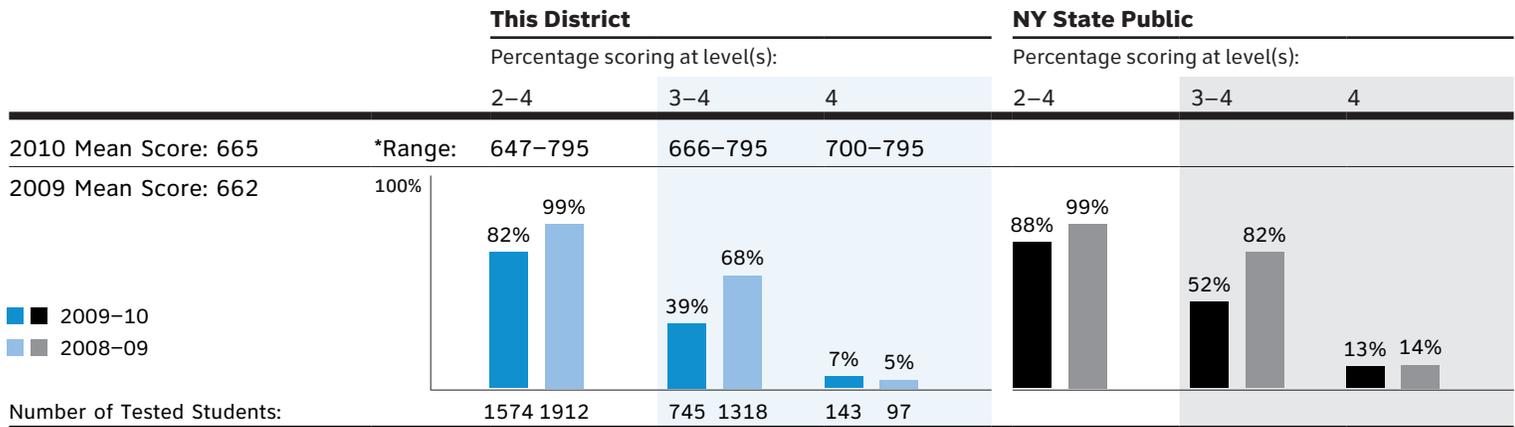
NOTES

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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	39	38	37	31	35	33	31	20

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	1923	82%	39%	7%	1933	99%	68%	5%
Female	916	87%	47%	10%	979	99%	72%	5%
Male	1007	77%	31%	5%	954	99%	65%	5%
American Indian or Alaska Native	8	75%	38%	0%	8	100%	63%	0%
Black or African American	1660	83%	39%	8%	1683	99%	69%	5%
Hispanic or Latino	220	74%	35%	5%	198	97%	65%	5%
Asian or Native Hawaiian/Other Pacific Islander	13	92%	54%	23%	19	95%	68%	11%
White	15	93%	40%	7%	18	100%	61%	6%
Multiracial	7	71%	43%	14%	7	86%	57%	0%
Small Group Totals								
General-Education Students	1571	88%	44%	9%	1544	100%	77%	6%
Students with Disabilities	352	54%	17%	2%	389	96%	32%	2%
English Proficient	1776	84%	41%	8%	1777	99%	70%	5%
Limited English Proficient	147	59%	14%	0%	156	96%	42%	2%
Economically Disadvantaged	1825	82%	39%	7%	1792	99%	68%	5%
Not Disadvantaged	98	84%	43%	11%	141	99%	71%	6%
Migrant								
Not Migrant	1923	82%	39%	7%	1933	99%	68%	5%

NOTES

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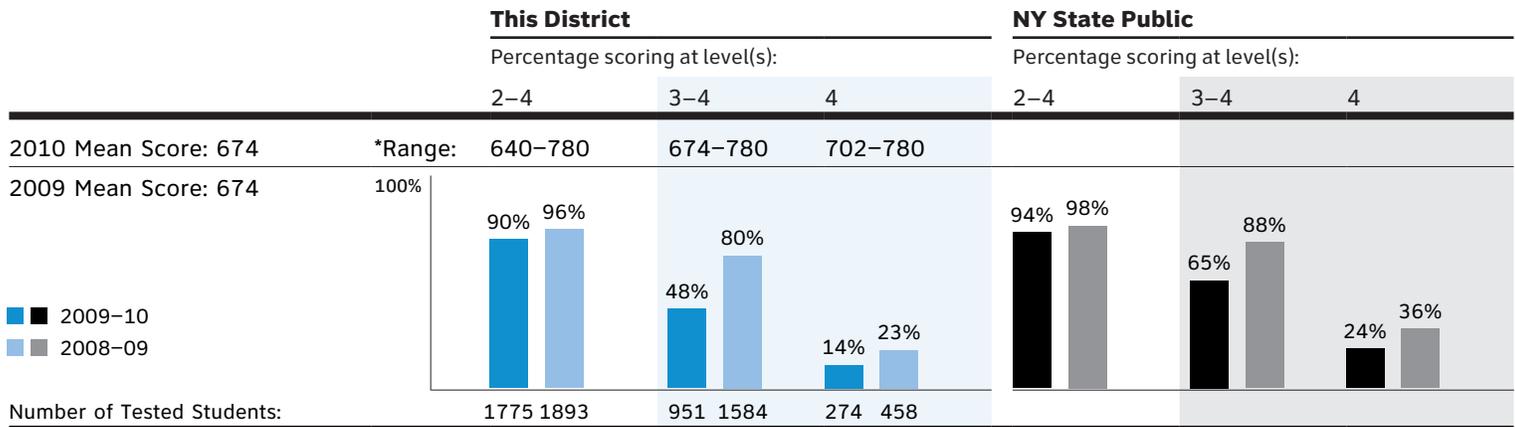
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	42	39	37	22	31	29	23	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	41	N/A	N/A	N/A	32	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	42	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	1981	90%	48%	14%	1981	96%	80%	23%
Female	943	92%	50%	15%	1006	95%	82%	23%
Male	1038	87%	46%	13%	975	96%	78%	23%
American Indian or Alaska Native	8	88%	38%	25%	8	88%	88%	25%
Black or African American	1707	90%	49%	14%	1713	96%	80%	23%
Hispanic or Latino	228	85%	43%	15%	212	95%	79%	26%
Asian or Native Hawaiian/Other Pacific Islander	13	92%	69%	23%	21	90%	76%	24%
White	17	82%	59%	18%	19	89%	74%	26%
Multiracial	8	100%	38%	0%	8	63%	63%	0%
Small Group Totals								
General-Education Students	1624	94%	53%	16%	1589	98%	88%	28%
Students with Disabilities	357	72%	24%	3%	392	86%	49%	5%
English Proficient	1790	91%	50%	15%	1787	97%	82%	24%
Limited English Proficient	191	80%	31%	7%	194	86%	60%	13%
Economically Disadvantaged	1875	90%	48%	14%	1832	96%	81%	23%
Not Disadvantaged	106	90%	49%	16%	149	93%	72%	25%
Migrant								
Not Migrant	1981	90%	48%	14%	1981	96%	80%	23%

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	42	37	35	23	29	28	21	16

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: 654	*Range: 644-785	662-785	694-785			
2009 Mean Score: 657						
Number of Tested Students:	1656 2023	658 1382	37 50			

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	2103	79%	31%	2%	2030	100%	68%	2%
Female	1086	83%	35%	2%	990	100%	75%	3%
Male	1017	74%	27%	1%	1040	99%	61%	2%
American Indian or Alaska Native	11	-	-	-	12	100%	92%	8%
Black or African American	1843	80%	32%	2%	1767	100%	69%	2%
Hispanic or Latino	212	72%	28%	2%	202	100%	58%	3%
Asian or Native Hawaiian/Other Pacific Islander	15	60%	27%	0%	16	100%	75%	6%
White	19	89%	21%	11%	21	100%	67%	0%
Multiracial	3	-	-	-	12	92%	67%	0%
Small Group Totals	14	64%	29%	0%				
General-Education Students	1709	86%	37%	2%	1629	100%	77%	3%
Students with Disabilities	394	45%	7%	0%	401	99%	30%	0%
English Proficient	1937	82%	34%	2%	1883	100%	70%	3%
Limited English Proficient	166	43%	5%	0%	147	99%	41%	0%
Economically Disadvantaged	1960	79%	31%	2%	1866	100%	68%	2%
Not Disadvantaged	143	82%	37%	1%	164	100%	74%	4%
Migrant								
Not Migrant	2103	79%	31%	2%	2030	100%	68%	2%

NOTES

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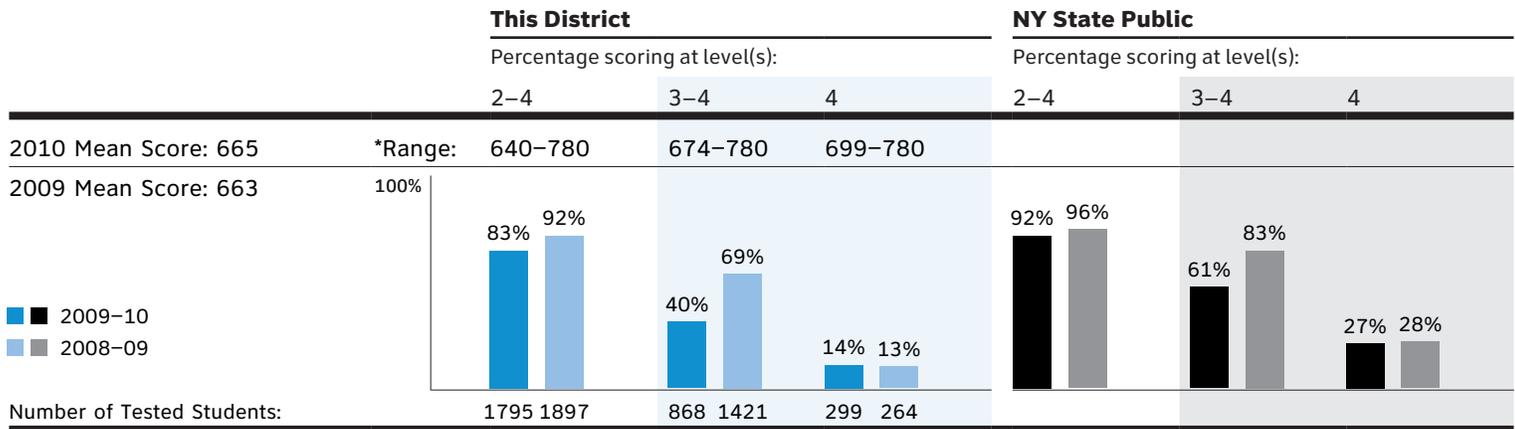
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	36	34	28	19	36	33	26	19
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	32	N/A	N/A	N/A	31	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	37	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	2158	83%	40%	14%	2066	92%	69%	13%
Female	1112	85%	44%	15%	1007	95%	73%	14%
Male	1046	81%	36%	12%	1059	89%	65%	11%
American Indian or Alaska Native	11	-	-	-	12	92%	75%	25%
Black or African American	1880	84%	41%	14%	1793	92%	68%	12%
Hispanic or Latino	226	81%	37%	15%	209	91%	71%	18%
Asian or Native Hawaiian/Other Pacific Islander	15	73%	53%	7%	16	100%	94%	19%
White	22	77%	27%	9%	23	96%	83%	9%
Multiracial	4	-	-	-	13	85%	62%	0%
Small Group Totals	15	73%	40%	20%				
General-Education Students	1761	89%	47%	17%	1667	96%	76%	15%
Students with Disabilities	397	56%	12%	2%	399	75%	38%	4%
English Proficient	1951	85%	43%	15%	1889	93%	70%	13%
Limited English Proficient	207	65%	18%	4%	177	79%	52%	11%
Economically Disadvantaged	2009	83%	40%	14%	1897	92%	69%	13%
Not Disadvantaged	149	79%	44%	13%	169	95%	66%	8%
Migrant								
Not Migrant	2158	83%	40%	14%	2066	92%	69%	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 6 Equivalent	35	33	29	21	35	34	31	22

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: 657	*Range: 642-790	664-790	698-790			
2009 Mean Score: 656						
Number of Tested Students:	1725	2079	646	1355	64	29

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	2062	84%	31%	3%	2091	99%	65%	1%
Female	1003	89%	39%	4%	1003	99%	70%	2%
Male	1059	79%	24%	2%	1088	100%	60%	1%
American Indian or Alaska Native	11	91%	55%	0%	13	100%	38%	0%
Black or African American	1816	84%	32%	3%	1845	100%	66%	1%
Hispanic or Latino	186	76%	24%	1%	208	99%	60%	1%
Asian or Native Hawaiian/Other Pacific Islander	20	95%	25%	0%	15	93%	47%	0%
White	22	91%	36%	5%	9	-	-	-
Multiracial	7	86%	14%	0%	1	-	-	-
Small Group Totals					10	90%	30%	0%
General-Education Students	1693	90%	36%	4%	1697	100%	73%	2%
Students with Disabilities	369	56%	8%	0%	394	98%	28%	0%
English Proficient	1916	86%	33%	3%	1946	99%	68%	1%
Limited English Proficient	146	53%	3%	0%	145	99%	26%	1%
Economically Disadvantaged	1941	84%	31%	3%	1938	99%	64%	1%
Not Disadvantaged	121	85%	35%	5%	153	99%	69%	1%
Migrant								
Not Migrant	2062	84%	31%	3%	2091	99%	65%	1%

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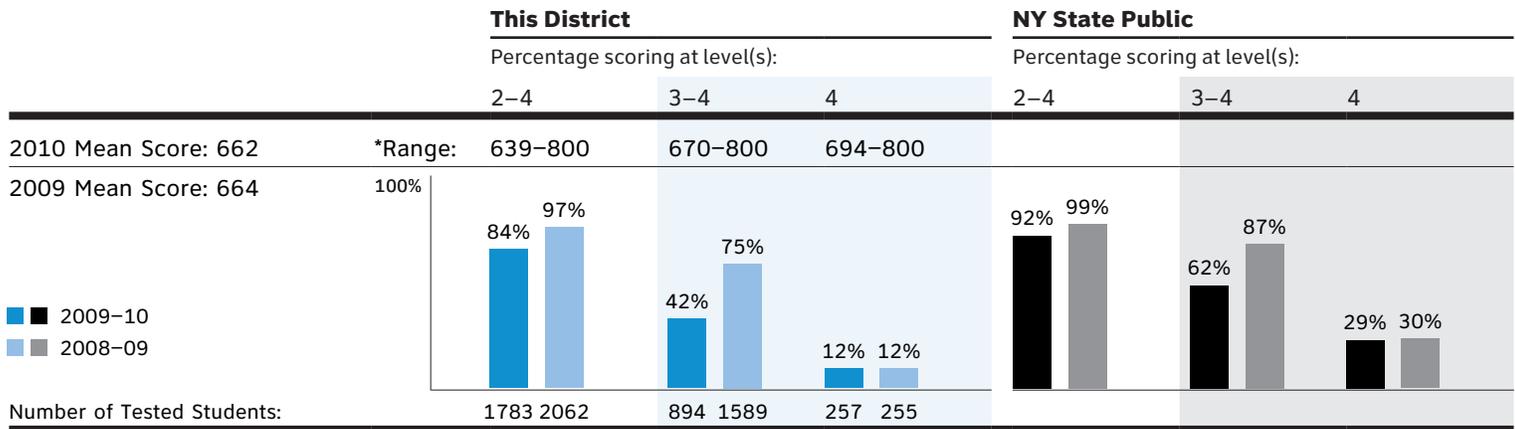
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	40	38	33	26	26	25	22	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	33	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 7	35	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	2115	84%	42%	12%	2129	97%	75%	12%
Female	1029	87%	46%	14%	1028	97%	76%	13%
Male	1086	82%	39%	10%	1101	97%	74%	11%
American Indian or Alaska Native	11	82%	45%	27%	15	93%	67%	13%
Black or African American	1852	85%	42%	12%	1871	97%	75%	12%
Hispanic or Latino	197	81%	41%	15%	219	96%	70%	12%
Asian or Native Hawaiian/Other Pacific Islander	20	95%	70%	30%	14	100%	79%	14%
White	27	81%	37%	7%	8	-	-	-
Multiracial	8	88%	25%	0%	2	-	-	-
Small Group Totals					10	90%	70%	0%
General-Education Students	1739	89%	47%	14%	1731	98%	81%	14%
Students with Disabilities	376	61%	18%	2%	398	91%	45%	2%
English Proficient	1930	86%	44%	13%	1958	97%	77%	12%
Limited English Proficient	185	67%	21%	5%	171	91%	52%	6%
Economically Disadvantaged	1988	84%	42%	12%	1971	97%	75%	12%
Not Disadvantaged	127	88%	43%	9%	158	95%	74%	10%
Migrant								
Not Migrant	2115	84%	42%	12%	2129	97%	75%	12%

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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	40	38	34	26	27	22	18	5

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 644	*Range: 627-790	658-790	699-790			
2009 Mean Score: 647						
Number of Tested Students:	1772	2139	543	1076	30	17

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	2159	82%	25%	1%	2214	97%	49%	1%
Female	1050	85%	30%	2%	1093	98%	56%	1%
Male	1109	79%	20%	0%	1121	96%	42%	0%
American Indian or Alaska Native	12	-	-	-	10	-	-	-
Black or African American	1895	83%	25%	1%	1947	97%	50%	1%
Hispanic or Latino	219	78%	26%	1%	214	94%	40%	0%
Asian or Native Hawaiian/Other Pacific Islander	16	75%	19%	0%	20	90%	60%	0%
White	15	60%	7%	0%	20	90%	35%	0%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	14	71%	21%	0%	13	92%	46%	8%
General-Education Students	1780	88%	29%	2%	1828	99%	55%	1%
Students with Disabilities	379	55%	5%	0%	386	88%	18%	0%
English Proficient	1999	85%	27%	2%	2050	97%	51%	1%
Limited English Proficient	160	44%	4%	0%	164	86%	13%	0%
Economically Disadvantaged	2014	81%	25%	1%	2003	96%	49%	1%
Not Disadvantaged	145	90%	28%	1%	211	99%	49%	2%
Migrant								
Not Migrant	2159	82%	25%	1%	2214	97%	49%	1%

NOTES

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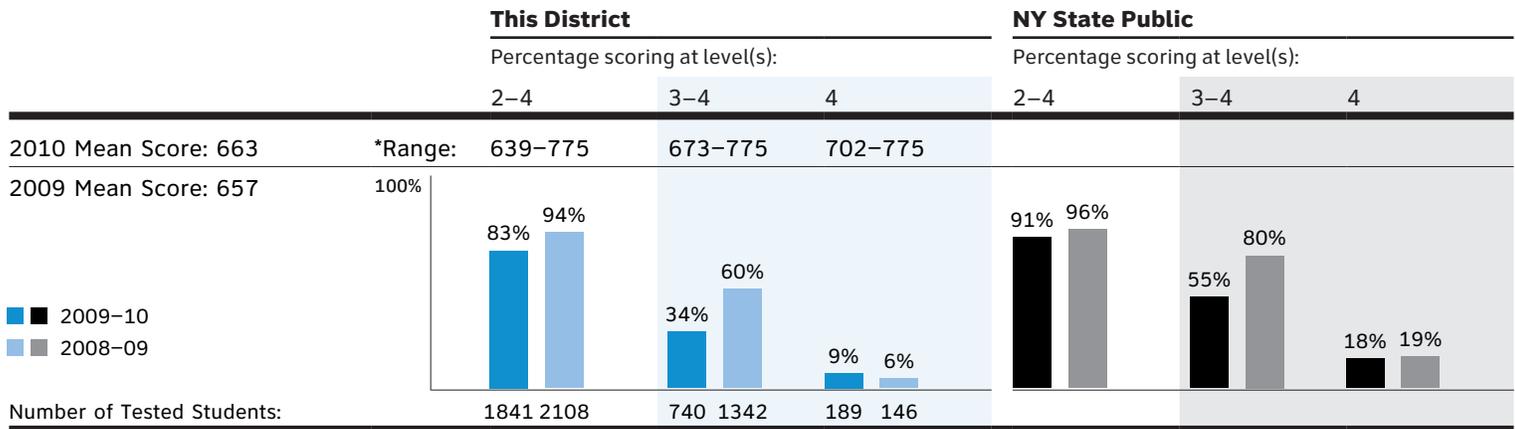
Other

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	30	29	25	23	39	39	37	28
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	39	N/A	N/A	N/A	17	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	40	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	2208	83%	34%	9%	2247	94%	60%	6%
Female	1069	85%	37%	10%	1120	94%	63%	8%
Male	1139	82%	30%	7%	1127	94%	56%	5%
American Indian or Alaska Native	12	75%	17%	0%	10	100%	50%	10%
Black or African American	1924	84%	34%	9%	1974	94%	61%	6%
Hispanic or Latino	233	80%	33%	9%	218	92%	54%	7%
Asian or Native Hawaiian/Other Pacific Islander	17	76%	24%	18%	19	95%	74%	21%
White	16	94%	19%	0%	21	95%	38%	5%
Multiracial	6	67%	17%	0%	5	60%	20%	0%
Small Group Totals								
General-Education Students	1821	89%	39%	10%	1861	97%	66%	8%
Students with Disabilities	387	59%	9%	2%	386	78%	27%	1%
English Proficient	2005	85%	35%	9%	2062	95%	61%	7%
Limited English Proficient	203	65%	18%	4%	185	83%	47%	3%
Economically Disadvantaged	2055	83%	33%	8%	2029	94%	60%	7%
Not Disadvantaged	153	88%	36%	12%	218	94%	55%	5%
Migrant								
Not Migrant	2208	83%	34%	9%	2247	94%	60%	6%

NOTES

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

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

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	31	28	25	19	39	35	30	21

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

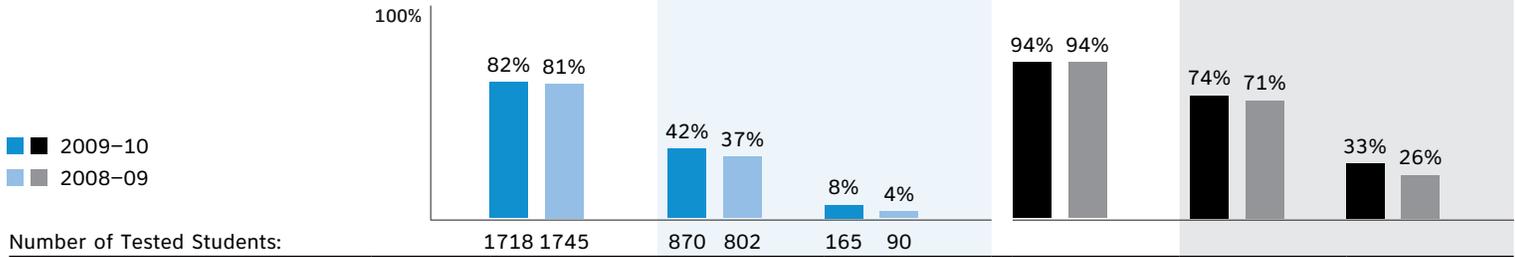
NY State Public

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	1975	81%	38%	7%	2025	80%	34%	3%
Female	941	82%	37%	6%	1004	81%	33%	2%
Male	1034	80%	39%	8%	1021	79%	34%	4%
American Indian or Alaska Native	11	82%	18%	9%	7	-	-	-
Black or African American	1720	81%	38%	7%	1769	80%	34%	3%
Hispanic or Latino	208	84%	44%	12%	205	80%	33%	5%
Asian or Native Hawaiian/Other Pacific Islander	16	56%	38%	6%	16	81%	44%	19%
White	15	67%	13%	0%	24	79%	29%	0%
Multiracial	5	60%	40%	0%	4	-	-	-
Small Group Totals					11	82%	45%	0%
General-Education Students	1628	84%	43%	8%	1675	84%	38%	3%
Students with Disabilities	347	67%	16%	1%	350	59%	14%	0%
English Proficient	1787	84%	40%	7%	1846	82%	35%	3%
Limited English Proficient	188	52%	20%	6%	179	56%	20%	4%
Economically Disadvantaged	1839	81%	38%	8%	1836	80%	34%	3%
Not Disadvantaged	136	85%	40%	1%	189	79%	32%	2%
Migrant								
Not Migrant	1975	81%	38%	7%	2025	80%	34%	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	31	29	27	22	39	34	29	26
Regents Science	116	116	115	23	129	123	119	32

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

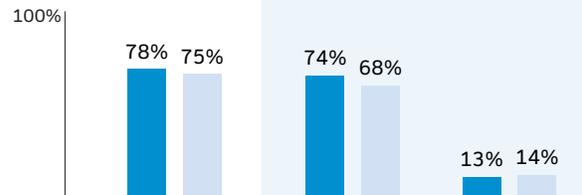
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2006 Cohort
■ 2005 Cohort

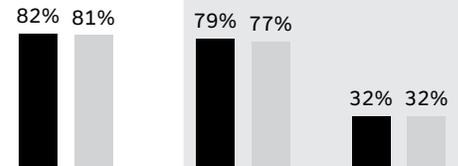
NY State Public

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	2342	78%	74%	13%	2300	75%	68%	14%
Female	1331	83%	79%	16%	1330	81%	75%	17%
Male	1011	71%	68%	10%	970	67%	59%	9%
American Indian or Alaska Native	19	-	-	-	13	-	-	-
Black or African American	2020	79%	76%	14%	1961	77%	70%	14%
Hispanic or Latino	220	64%	63%	11%	245	68%	57%	10%
Asian or Native Hawaiian/Other Pacific Islander	37	81%	81%	16%	57	72%	67%	16%
White	42	64%	60%	5%	20	50%	25%	5%
Multiracial	4	-	-	-	4	-	-	-
Small Group Totals	23	70%	70%	4%	17	59%	53%	6%
General-Education Students	2050	85%	82%	15%	2050	81%	74%	15%
Students with Disabilities	292	29%	22%	1%	250	29%	22%	0%
English Proficient	2196	79%	76%	14%	2137	77%	71%	15%
Limited English Proficient	146	55%	50%	1%	163	53%	35%	1%
Economically Disadvantaged	1854	80%	77%	13%	1885	78%	71%	14%
Not Disadvantaged	488	68%	65%	14%	415	63%	56%	13%
Migrant								
Not Migrant	2342	78%	74%	13%	2300	75%	68%	14%

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

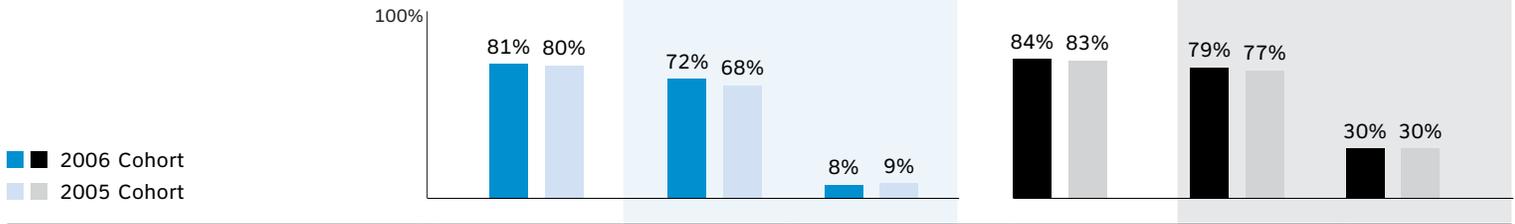
NY State Public

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	2342	81%	72%	8%	2300	80%	68%	9%
Female	1331	85%	75%	9%	1330	84%	73%	10%
Male	1011	77%	66%	7%	970	75%	62%	8%
American Indian or Alaska Native	19	-	-	-	13	-	-	-
Black or African American	2020	83%	73%	9%	1961	81%	69%	9%
Hispanic or Latino	220	72%	60%	6%	245	74%	63%	10%
Asian or Native Hawaiian/Other Pacific Islander	37	89%	84%	19%	57	91%	79%	25%
White	42	79%	64%	0%	20	60%	35%	5%
Multiracial	4	-	-	-	4	-	-	-
Small Group Totals	23	70%	61%	4%	17	71%	53%	12%
General-Education Students	2050	88%	79%	10%	2050	86%	74%	10%
Students with Disabilities	292	36%	20%	0%	250	35%	22%	1%
English Proficient	2196	82%	73%	9%	2137	81%	69%	9%
Limited English Proficient	146	71%	49%	1%	163	72%	58%	6%
Economically Disadvantaged	1854	83%	73%	9%	1885	83%	71%	9%
Not Disadvantaged	488	74%	64%	8%	415	67%	55%	8%
Migrant								
Not Migrant	2342	81%	72%	8%	2300	80%	68%	9%

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