



# The New York State District Report Card

**Accountability  
and Overview Report  
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #18**

District ID **33-18-00-01-0000**

Superintendent **BEVERLY WILKINS**

Telephone **(718) 566-6008**

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](mailto: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	443	439	453
Kindergarten	1266	1218	1349
Grade 1	1670	1544	1639
Grade 2	1629	1573	1648
Grade 3	1611	1619	1706
Grade 4	1671	1592	1795
Grade 5	1618	1571	1646
Grade 6	1285	1187	1472
Ungraded Elementary	813	836	63
Grade 7	1340	1328	1368
Grade 8	1374	1358	1494
Grade 9	1806	1399	1320
Grade 10	1411	1338	1281
Grade 11	768	584	847
Grade 12	974	881	618
Ungraded Secondary	939	824	47
<b>Total K-12</b>	20175	18852	18293

### Average Class Size

	2007-08	2008-09	2009-10
<b>Common Branch</b>	22	24	24
<b>Grade 8</b>			
English	26	27	28
Mathematics	26	28	29
Science	26	29	28
Social Studies	25	27	28
<b>Grade 10</b>			
English	28	25	25
Mathematics	26	25	22
Science	27	26	27
Social Studies	30	25	25

### Enrollment Information

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

### Average Class Size Information

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

## Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	12620	63%	12527	66%	12475	68%
Reduced-Price Lunch	1869	9%	1870	10%	1812	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1236	6%	1248	7%	981	5%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	76	0%	68	0%	60	0%
Black or African American	18176	90%	16886	90%	16586	91%
Hispanic or Latino	1357	7%	1336	7%	1192	7%
Asian or Native Hawaiian/Other Pacific Islander	252	1%	257	1%	209	1%
White	314	2%	305	2%	246	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	1359	6%	1337	7%	1381	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
<b>Total Number of Teachers</b>	1412	1403	1305
Percent with No Valid Teaching Certificate	3%	2%	3%
Percent Teaching Out of Certification	11%	7%	7%
Percent with Fewer Than Three Years of Experience	12%	13%	12%
Percentage with Master's Degree Plus 30 Hours or Doctorate	42%	42%	41%
<b>Total Number of Core Classes</b>	2857	2557	2395
Percent Not Taught by Highly Qualified Teachers in This District	12%	7%	8%
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%
<b>Total Number of Classes</b>	3372	3104	2916
Percent Taught by Teachers Without Appropriate Certification	12%	9%	9%

## Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		21%	23%
Turnover Rate of All Teachers		20%	20%

## 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

### 12<sup>th</sup> Graders

The count of 12<sup>th</sup> 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](http://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 12<sup>th</sup> 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 “12<sup>th</sup> 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](http://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 6)

ELA ▲ Improvement (Year 6) Science ▲ Good Standing

Math ▲ Good Standing Graduation Rate ▲ Improvement (Year 4)

### 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
<b>All Students</b>	✓	✓	✓	✗	✗	✗
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	—	✗	✗	—
Hispanic or Latino	✓	✓	—	✗	✗	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	—	—	—
White	✗	✓	—	—	—	—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	✗	✓	—	✗	✗	—
Limited English Proficient	✗	✓	—	✗	✓	—
Economically Disadvantaged	✓	✓	—	✗	✗	—
<b>Student groups making AYP in each subject</b>	✗ 5 of 8	✓ 8 of 8	✓ 1 of 1	✗ 0 of 6	✗ 1 of 6	✗ 0 of 1

#### AYP Status


- ✓ Made AYP
- ✓<sup>SH</sup> 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 6)

**Accountability Measures** 5 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 7) 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 6) in 2011-12. [210]

### 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
<b>Accountability Groups</b>							
<b>All Students</b> (9883:9252)			99%		157	154	
<b>Ethnicity</b>							
American Indian or Alaska Native (30:29)	—	—	—	—	—	—	—
Black or African American (9037:8482)			99%		158	154	
Hispanic or Latino (558:514)			99%		152	150	
Asian or Native Hawaiian/Other Pacific Islander (97:87)			99%		172	144	
White (142:123)			97%		132	146	145 104
Multiracial (19:17)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (1773:1656)			98%		120	152	130 87
Limited English Proficient (965:448)			96%		127	150	138 92
Economically Disadvantaged (8305:7755)			99%		156	154	
<b>Final AYP Determination</b>	 5 of 8						
<b>Non-Accountability Groups</b>							
Female (4814:4526)			99%		165	153	
Male (5069:4726)			99%		149	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
<b>Accountability Groups</b>							
<b>All Students</b> (9880:9288)			99%		176	134	
<b>Ethnicity</b>							
American Indian or Alaska Native (30:29)	—	—	—	—	—	—	—
Black or African American (9034:8513)			100%		176	134	
Hispanic or Latino (557:512)			99%		170	130	
Asian or Native Hawaiian/Other Pacific Islander (97:89)			100%		190	124	
White (143:128)			99%		167	126	
Multiracial (19:17)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (1774:1647)			98%		141	132	
Limited English Proficient (529:497)			100%		151	130	
Economically Disadvantaged (8302:7790)			100%		175	134	
<b>Final AYP Determination</b>	 8 of 8						
<b>Non-Accountability Groups</b>							
Female (4810:4545)			100%		180	133	
Male (5070:4743)			99%		171	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
<b>Accountability Groups</b>								
<b>All Students</b> (3439:3191)		Qualified		98%		161	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (11:10)	—	—	—	—	—	—	—	—
Black or African American (3156:2934)		Qualified		98%		161	100	
Hispanic or Latino (183:169)		Qualified		96%		162	100	
Asian or Native Hawaiian/Other Pacific Islander (33:31)		Qualified	—	—		184	100	
White (52:43)		Qualified		92%		160	100	
Multiracial (4:4)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (603:550)		Qualified		96%		136	100	
Limited English Proficient (185:183)		Qualified		98%		123	100	
Economically Disadvantaged (2865:2654)		Qualified		98%		160	100	
<b>Final AYP Determination</b>		1 of 1						
<b>Non-Accountability Groups</b>								
Female (1691:1585)				99%		164	100	
Male (1748:1606)				97%		158	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 6)

**Accountability Measures** 0 of 6 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 7) 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 6) in 2011-12. [210]

### 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
<b>Accountability Groups</b>							
<b>All Students (763:753)</b>			97%		120	173	124 <sup>‡</sup> 128
<b>Ethnicity</b>							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (667:647)			98%		118	173	121 <sup>‡</sup> 126
Hispanic or Latino (183:77)			94%		127	166	134    134
Asian or Native Hawaiian/Other Pacific Islander (11:9)	—	—	—	—	—	—	—
White (10:15)	—	—	—	—	—	—	—
Multiracial (3:2)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (233:155)			89%		71	169	87 <sup>‡</sup> 84
Limited English Proficient (94:65)			97%		89	165	121    100
Economically Disadvantaged (388:457)			97%		117	172	125 <sup>‡</sup> 125
<b>Final AYP Determination</b>	 0 of 6						
<b>Non-Accountability Groups</b>							
Female (323:361)			98%		125	171	
Male (440:392)			96%		114	171	
Migrant (0:0)							


#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12<sup>th</sup> 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** 1 of 6 Student groups making AYP in mathematics  
 Did not make AYP

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

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


Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10	2010–11
<b>Accountability Groups</b>								
<b>All Students</b> (763:753)			98%		133	169	136‡	140
<b>Ethnicity</b>								
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—	—
Black or African American (667:647)			98%		133	169	134‡	140
Hispanic or Latino (69:77)			97%		125	162	135	133
Asian or Native Hawaiian/Other Pacific Islander (11:9)	—	—	—	—	—	—	—	—
White (10:15)	—	—	—	—	—	—	—	—
Multiracial (3:2)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (233:155)			94%		84	165	93‡	96
Limited English Proficient (94:65)			99%		169	161		
Economically Disadvantaged (388:457)			99%		139	168	138‡	145
<b>Final AYP Determination</b>	 1 of 6							
<b>Non-Accountability Groups</b>								
Female (323:361)			99%		131	167		
Male (440:392)			98%		135	167		
Migrant (0:0)								


#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12<sup>th</sup> 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 4)

**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 5) in 2011-12. If this district makes AYP in 2010-11, the district will remain In Need of Improvement (Year 4) in 2011-12. [214]

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives State Standard	Progress Target	
	AYP	Met Criterion	Graduation Rate		2009–10	2010–11
<b>Accountability Groups</b>						
<b>All Students (1473)</b>			37%	80%	45%	46%
<b>Ethnicity</b>						
American Indian or Alaska Native (10)		—	—	—		
Black or African American (1256)			36%	80%	46%	45%
Hispanic or Latino (146)			38%	80%	36%	46%
Asian or Native Hawaiian/Other Pacific Islander (27)		—	—	—		
White (31)			52%	80%	16%	58%
Multiracial (3)		—	—	—		
<b>Other Groups</b>						
Students with Disabilities (269)			14%	80%	24%	27%
Limited English Proficient (215)			53%	80%	49%	58%
Economically Disadvantaged (758)			37%	80%	46%	46%
<b>Final AYP Determination</b>	 0 of 1					
<b>Non-Accountability Groups</b>						
Female (700)			41%	80%		
Male (773)			34%	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 **44%** 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 #18**

District ID **33-18-00-01-0000**

## 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**

32 schools identified 86% of total

ACADEMY FOR CONSERVATION AND THE ENVIRONMENT  
ARTS AND MEDIA PREPARATORY ACADEMY  
BROOKLYN GENERATION SCHOOL  
BROOKLYN THEATRE ARTS HIGH SCHOOL  
CULTURAL ACADEMY FOR THE ARTS AND SCIENCES  
EAST BROOKLYN COMMUNITY HIGH SCHOOL  
EAST FLATBUSH COMMUNITY RESEARCH SCHOOL  
HIGH SCHOOL FOR INNOVATION IN ADVERTISING AND MEDIA  
HIGH SCHOOL FOR MEDICAL PROFESSIONS  
IS 211 JOHN WILSON  
IS 285 MEYER LEVIN  
IT TAKES A VILLAGE ACADEMY  
KURT HAHN EXPEDITIONARY LEARNING SCHOOL  
MIDDLE SCHOOL FOR ART AND PHILOSOPHY  
MIDDLE SCHOOL OF MARKETING AND LEGAL STUDIES  
OLYMPUS ACADEMY  
PS 114 RYDER ELEMENTARY  
PS 115 DANIEL MUCATEL SCHOOL  
PS 135 SHELDON A BROOKNER  
PS 208 ELSA EBELING  
PS 219 KENNEDY-KING  
PS 233 LANGSTON HUGHES  
PS 235 JANICE MARIE KNIGHT SCHOOL  
PS 244 RICHARD R GREEN  
PS 268 EMMA LAZARUS  
PS 272 CURTIS ESTABROOK  
PS 276 LOUIS MARSHALL  
PS 279 HERMAN SCHREIBER  
PS 66  
THE SCIENCE AND MEDICINE MIDDLE SCHOOL  
URBAN ACTION ACADEMY  
VICTORY COLLEGIATE HIGH SCHOOL

---

### **Improvement (year 1) Comprehensive**

1 school identified 3% of total

BROOKLYN BRIDGE ACADEMY

---

### **Restructuring (advanced) Comprehensive**

4 schools identified 11% of total

CANARSIE HIGH SCHOOL  
IS 68 ISAAC BILDERSEE  
SAMUEL J TILDEN HIGH SCHOOL  
SOUTH SHORE HIGH SCHOOL

---



# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

District ID **33-18-00-01-0000**

## 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%	
<b>English Language Arts</b>				
Grade 3	44%			1683
Grade 4	39%			1788
Grade 5	45%			1670
Grade 6	31%			1464
Grade 7	30%			1363
Grade 8	27%			1507
<b>Mathematics</b>				
Grade 3	49%			1719
Grade 4	52%			1819
Grade 5	55%			1686
Grade 6	45%			1483
Grade 7	40%			1400
Grade 8	36%			1529
<b>Science</b>				
Grade 4	83%			1800
Grade 8	47%			1417

<b>Secondary Level</b>	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	44%			1070
Mathematics	46%			1070

### 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](http://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: 661	*Range: 643-780	662-780	694-780			
2009 Mean Score: 661						
Number of Tested Students:	1351	1639	733	1177	202	104

## 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
<b>All Students</b>	<b>1683</b>	<b>80%</b>	<b>44%</b>	<b>12%</b>	<b>1754</b>	<b>93%</b>	<b>67%</b>	<b>6%</b>
Female	817	86%	51%	15%	890	97%	74%	8%
Male	866	75%	36%	9%	864	90%	60%	3%
American Indian or Alaska Native	2	-	-	-	5	-	-	-
Black or African American	1537	81%	44%	12%	1595	94%	68%	6%
Hispanic or Latino	93	75%	41%	8%	104	89%	59%	4%
Asian or Native Hawaiian/Other Pacific Islander	16	94%	63%	25%	18	100%	72%	6%
White	30	63%	27%	3%	29	79%	45%	7%
Multiracial	5	-	-	-	3	-	-	-
Small Group Totals	7	100%	57%	0%	8	100%	38%	0%
General-Education Students	1391	88%	50%	14%	1482	98%	74%	7%
Students with Disabilities	292	43%	12%	3%	272	71%	27%	1%
English Proficient	1622	81%	45%	12%	1684	94%	68%	6%
Limited English Proficient	61	61%	15%	2%	70	80%	34%	0%
Economically Disadvantaged	1501	79%	42%	11%	1533	93%	66%	6%
Not Disadvantaged	182	89%	56%	19%	221	94%	75%	8%
Migrant								
Not Migrant	1683	80%	44%	12%	1754	93%	67%	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.

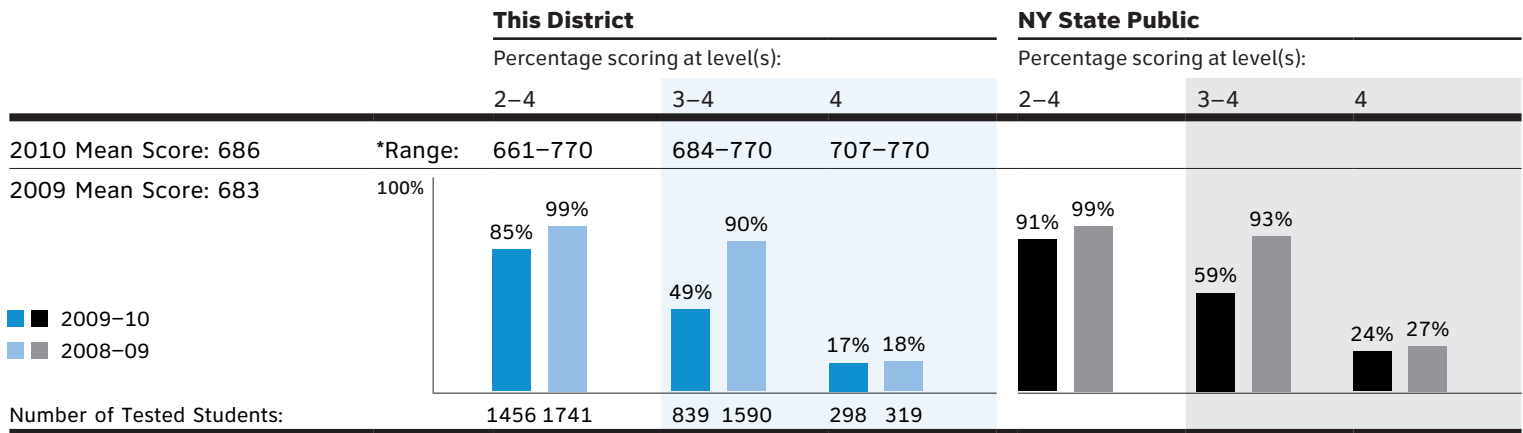
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## 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	32	29	26	23	38	34	32	26
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	19	N/A	N/A	N/A	12	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	19	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

	<b>2009-10 School Year</b>				<b>2008-09 School Year</b>			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1719</b>	<b>85%</b>	<b>49%</b>	<b>17%</b>	<b>1767</b>	<b>99%</b>	<b>90%</b>	<b>18%</b>
Female	828	88%	54%	20%	897	99%	92%	21%
Male	891	81%	44%	15%	870	98%	88%	15%
American Indian or Alaska Native	2	-	-	-	5	-	-	-
Black or African American	1568	85%	49%	17%	1613	99%	90%	18%
Hispanic or Latino	95	79%	41%	18%	101	95%	87%	13%
Asian or Native Hawaiian/Other Pacific Islander	18	89%	67%	56%	17	100%	100%	24%
White	31	68%	39%	10%	28	96%	71%	14%
Multiracial	5	-	-	-	3	-	-	-
Small Group Totals	7	100%	57%	14%	8	100%	75%	0%
General-Education Students	1427	90%	54%	20%	1497	99%	94%	21%
Students with Disabilities	292	58%	23%	5%	270	94%	66%	4%
English Proficient	1627	86%	50%	18%	1686	99%	91%	19%
Limited English Proficient	92	58%	25%	3%	81	93%	69%	4%
Economically Disadvantaged	1533	84%	47%	17%	1541	99%	90%	17%
Not Disadvantaged	186	90%	63%	23%	226	98%	92%	24%
Migrant								
Not Migrant	1719	85%	49%	17%	1767	99%	90%	18%

### 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

	<b>2009-10 School Year</b>				<b>2008-09 School Year</b>			
	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	32	32	30	22	39	38	36	25

## 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: 663						
Number of Tested Students:	1550	1651	704	1219	42	64

## 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
<b>All Students</b>	<b>1788</b>	<b>87%</b>	<b>39%</b>	<b>2%</b>	<b>1732</b>	<b>95%</b>	<b>70%</b>	<b>4%</b>
Female	917	90%	46%	3%	896	97%	78%	5%
Male	871	83%	32%	2%	836	93%	63%	3%
American Indian or Alaska Native	4	-	-	-	5	-	-	-
Black or African American	1641	88%	40%	2%	1600	95%	71%	4%
Hispanic or Latino	93	73%	37%	3%	90	97%	62%	6%
Asian or Native Hawaiian/Other Pacific Islander	19	89%	53%	0%	11	100%	45%	0%
White	29	69%	14%	0%	24	79%	58%	4%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	6	67%	33%	0%	7	100%	71%	0%
General-Education Students	1506	92%	45%	3%	1494	98%	78%	4%
Students with Disabilities	282	58%	11%	0%	238	78%	25%	0%
English Proficient	1713	88%	41%	2%	1674	96%	72%	4%
Limited English Proficient	75	56%	13%	0%	58	84%	33%	0%
Economically Disadvantaged	1555	86%	37%	2%	1468	95%	69%	3%
Not Disadvantaged	233	92%	53%	6%	264	96%	79%	5%
Migrant								
Not Migrant	1788	87%	39%	2%	1732	95%	70%	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.

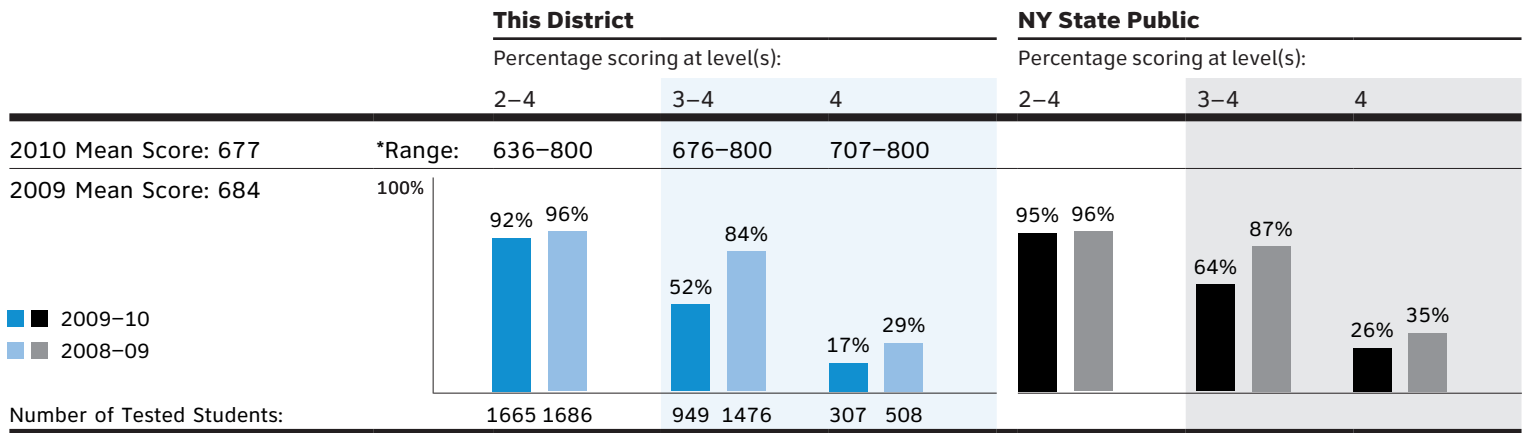
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## 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	34	32	28	25	35	34	31	25
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	18	N/A	N/A	N/A	19	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	19	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
<b>All Students</b>	<b>1819</b>	<b>92%</b>	<b>52%</b>	<b>17%</b>	<b>1757</b>	<b>96%</b>	<b>84%</b>	<b>29%</b>
Female	935	93%	56%	18%	905	98%	88%	32%
Male	884	90%	48%	16%	852	94%	80%	26%
American Indian or Alaska Native	4	-	-	-	5	-	-	-
Black or African American	1668	92%	53%	17%	1622	96%	84%	29%
Hispanic or Latino	94	82%	45%	12%	93	90%	82%	25%
Asian or Native Hawaiian/Other Pacific Islander	19	100%	79%	58%	11	100%	91%	45%
White	32	88%	38%	9%	24	88%	75%	17%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	6	100%	50%	0%	7	100%	100%	43%
General-Education Students	1536	95%	57%	19%	1518	98%	89%	32%
Students with Disabilities	283	73%	24%	7%	239	82%	51%	6%
English Proficient	1713	93%	54%	18%	1678	97%	85%	30%
Limited English Proficient	106	71%	18%	4%	79	81%	66%	11%
Economically Disadvantaged	1585	91%	50%	15%	1488	96%	84%	27%
Not Disadvantaged	234	94%	65%	26%	269	96%	87%	38%
Migrant								
Not Migrant	1819	92%	52%	17%	1757	96%	84%	29%

### NOTES

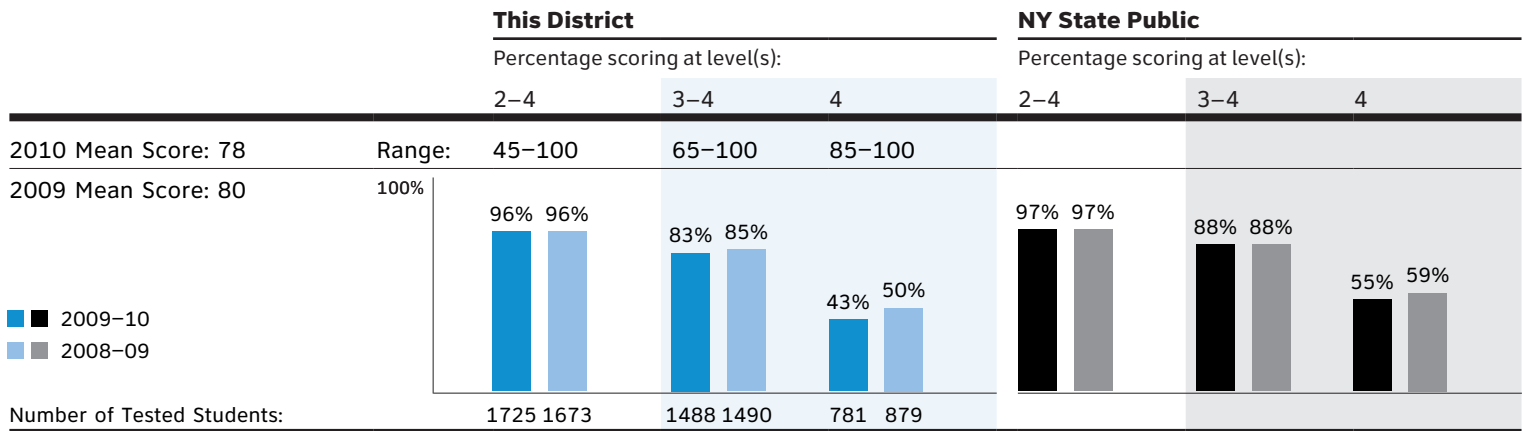
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\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## 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	34	32	28	18	37	37	34	20

## 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
<b>All Students</b>	<b>1800</b>	<b>96%</b>	<b>83%</b>	<b>43%</b>	<b>1750</b>	<b>96%</b>	<b>85%</b>	<b>50%</b>
Female	930	96%	84%	46%	905	98%	88%	53%
Male	870	96%	81%	41%	845	93%	82%	47%
American Indian or Alaska Native	4	-	-	-	5	-	-	-
Black or African American	1653	96%	83%	44%	1618	96%	86%	51%
Hispanic or Latino	91	90%	77%	37%	91	91%	79%	42%
Asian or Native Hawaiian/Other Pacific Islander	19	95%	89%	63%	11	100%	82%	55%
White	31	97%	74%	26%	24	83%	71%	38%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	6	83%	83%	50%	6	83%	83%	33%
General-Education Students	1525	97%	86%	48%	1515	97%	89%	55%
Students with Disabilities	275	88%	62%	19%	235	86%	59%	18%
English Proficient	1698	97%	85%	46%	1670	97%	87%	52%
Limited English Proficient	102	77%	51%	8%	80	68%	50%	20%
Economically Disadvantaged	1570	95%	82%	41%	1481	96%	85%	49%
Not Disadvantaged	230	98%	89%	59%	269	96%	88%	59%
Migrant								
Not Migrant	1800	96%	83%	43%	1750	96%	85%	50%

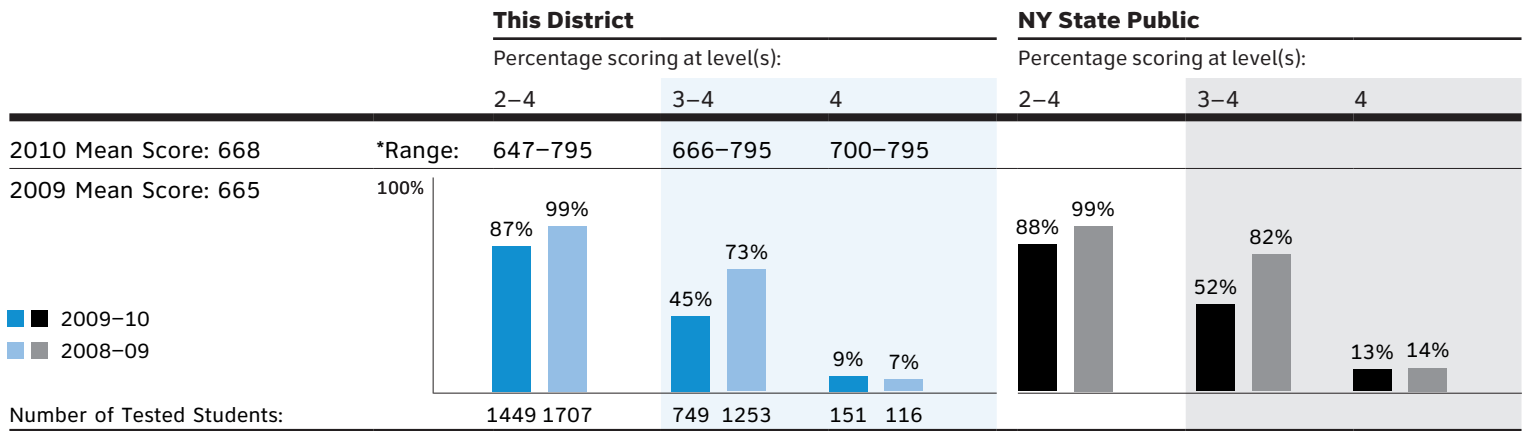
### NOTES

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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	34	34	33	24	35	35	35	31

## 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
<b>All Students</b>	<b>1670</b>	<b>87%</b>	<b>45%</b>	<b>9%</b>	<b>1717</b>	<b>99%</b>	<b>73%</b>	<b>7%</b>
Female	870	90%	53%	12%	839	100%	77%	8%
Male	800	83%	36%	6%	878	99%	69%	5%
American Indian or Alaska Native	3	-	-	-	7	-	-	-
Black or African American	1544	87%	45%	9%	1574	99%	74%	7%
Hispanic or Latino	87	82%	36%	7%	96	99%	68%	5%
Asian or Native Hawaiian/Other Pacific Islander	10	90%	30%	10%	20	95%	85%	15%
White	21	86%	38%	19%	18	100%	39%	0%
Multiracial	5	-	-	-	2	-	-	-
Small Group Totals	8	100%	63%	25%	9	100%	67%	0%
General-Education Students	1428	92%	50%	11%	1439	100%	80%	8%
Students with Disabilities	242	56%	12%	0%	278	98%	37%	0%
English Proficient	1603	88%	46%	9%	1655	100%	75%	7%
Limited English Proficient	67	66%	13%	0%	62	97%	24%	0%
Economically Disadvantaged	1440	86%	43%	9%	1464	99%	73%	7%
Not Disadvantaged	230	90%	56%	12%	253	99%	74%	8%
Migrant								
Not Migrant	1670	87%	45%	9%	1717	99%	73%	7%

### NOTES

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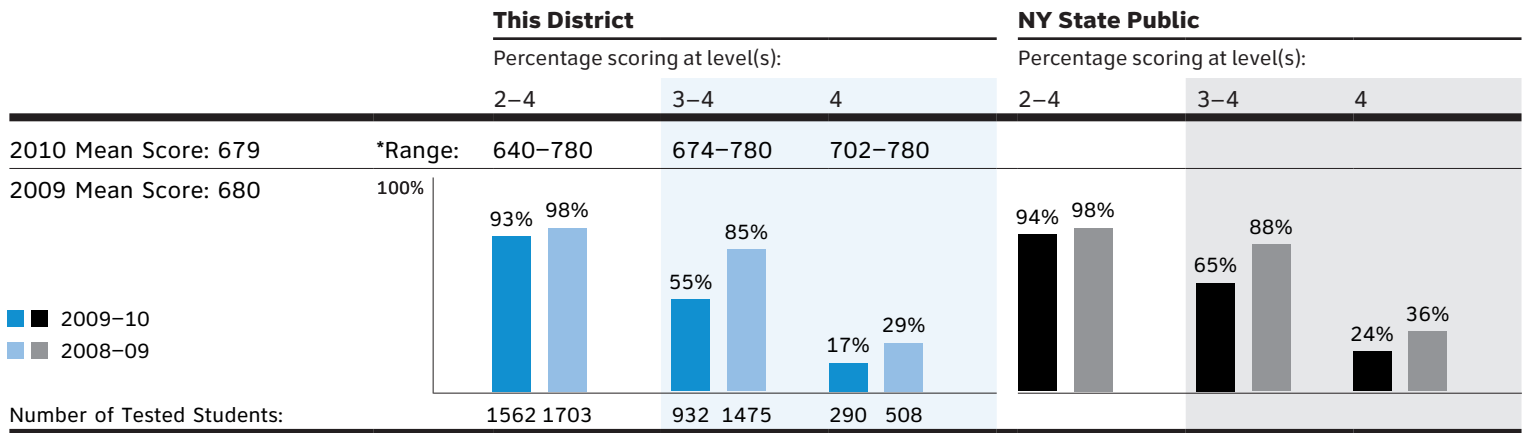
## Other

### 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 5 Equivalent	36	35	35	29	25	25	22	14
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	13	N/A	N/A	N/A	11	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	13	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
<b>All Students</b>	<b>1686</b>	<b>93%</b>	<b>55%</b>	<b>17%</b>	<b>1736</b>	<b>98%</b>	<b>85%</b>	<b>29%</b>
Female	879	96%	59%	18%	844	98%	88%	32%
Male	807	89%	51%	16%	892	98%	83%	26%
American Indian or Alaska Native	3	-	-	-	7	-	-	-
Black or African American	1554	93%	55%	17%	1589	98%	85%	29%
Hispanic or Latino	90	92%	51%	17%	97	97%	85%	24%
Asian or Native Hawaiian/Other Pacific Islander	11	91%	64%	9%	20	95%	90%	55%
White	23	96%	57%	22%	19	100%	68%	16%
Multiracial	5	-	-	-	4	-	-	-
Small Group Totals	8	100%	75%	25%	11	91%	73%	36%
General-Education Students	1445	96%	62%	20%	1459	100%	90%	33%
Students with Disabilities	241	73%	17%	3%	277	90%	57%	8%
English Proficient	1602	93%	57%	18%	1664	98%	86%	30%
Limited English Proficient	84	83%	25%	6%	72	93%	53%	6%
Economically Disadvantaged	1453	92%	53%	16%	1476	98%	85%	29%
Not Disadvantaged	233	94%	67%	26%	260	96%	87%	30%
Migrant								
Not Migrant	1686	93%	55%	17%	1736	98%	85%	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 5 Equivalent	35	32	31	29	25	24	23	15



## 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: 655	*Range: 644-785	662-785	694-785			
2009 Mean Score: 658						
Number of Tested Students:	1163	1322	453	878	34	43

## 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
<b>All Students</b>	<b>1464</b>	<b>79%</b>	<b>31%</b>	<b>2%</b>	<b>1323</b>	<b>100%</b>	<b>66%</b>	<b>3%</b>
Female	679	83%	37%	3%	631	100%	74%	4%
Male	785	77%	26%	2%	692	100%	60%	3%
American Indian or Alaska Native	5	-	-	-	7	-	-	-
Black or African American	1339	80%	31%	2%	1204	100%	66%	3%
Hispanic or Latino	86	80%	29%	1%	75	100%	72%	3%
Asian or Native Hawaiian/Other Pacific Islander	18	78%	67%	6%	18	100%	67%	6%
White	12	50%	8%	0%	18	100%	39%	0%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	9	56%	44%	0%	8	100%	63%	0%
General-Education Students	1206	86%	36%	3%	1076	100%	74%	4%
Students with Disabilities	258	51%	7%	0%	247	100%	35%	0%
English Proficient	1410	81%	32%	2%	1278	100%	68%	3%
Limited English Proficient	54	30%	6%	0%	45	100%	29%	0%
Economically Disadvantaged	1209	78%	30%	2%	1066	100%	65%	3%
Not Disadvantaged	255	84%	36%	2%	257	100%	73%	5%
Migrant								
Not Migrant	1464	79%	31%	2%	1323	100%	66%	3%

### NOTES

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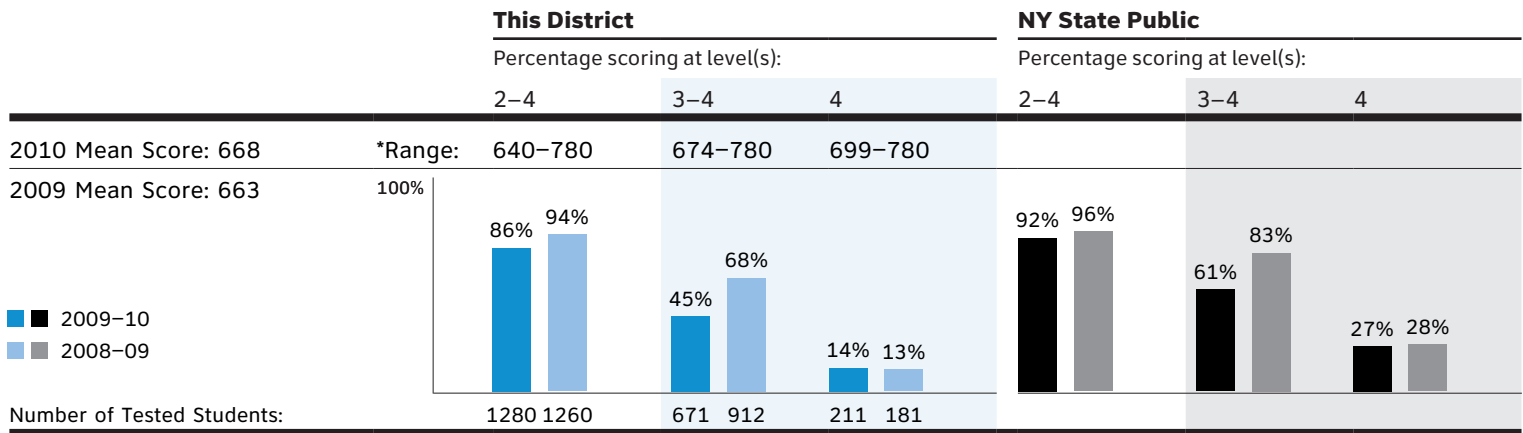
## Other

### 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 6 Equivalent	26	26	24	18	23	21	17	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	17	N/A	N/A	N/A	15	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	16	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
<b>All Students</b>	<b>1483</b>	<b>86%</b>	<b>45%</b>	<b>14%</b>	<b>1344</b>	<b>94%</b>	<b>68%</b>	<b>13%</b>
Female	687	89%	52%	17%	640	96%	70%	14%
Male	796	84%	40%	12%	704	92%	66%	13%
American Indian or Alaska Native	5	-	-	-	7	-	-	-
Black or African American	1357	86%	45%	14%	1222	94%	68%	13%
Hispanic or Latino	86	87%	38%	9%	76	96%	68%	17%
Asian or Native Hawaiian/Other Pacific Islander	19	100%	68%	53%	18	89%	72%	50%
White	12	83%	42%	8%	20	95%	55%	5%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	9	78%	44%	0%	8	100%	63%	0%
General-Education Students	1222	91%	51%	17%	1098	97%	76%	16%
Students with Disabilities	261	67%	17%	2%	246	77%	32%	3%
English Proficient	1412	87%	47%	15%	1284	95%	70%	14%
Limited English Proficient	71	65%	14%	4%	60	77%	32%	2%
Economically Disadvantaged	1228	86%	44%	13%	1085	93%	66%	12%
Not Disadvantaged	255	90%	52%	19%	259	95%	76%	22%
Migrant								
Not Migrant	1483	86%	45%	14%	1344	94%	68%	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	26	25	22	20	23	21	19	15

## 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: 657						
Number of Tested Students:	1116	1471	406	989	49	28

## 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
<b>All Students</b>	<b>1363</b>	<b>82%</b>	<b>30%</b>	<b>4%</b>	<b>1480</b>	<b>99%</b>	<b>67%</b>	<b>2%</b>
Female	666	86%	36%	4%	708	100%	74%	2%
Male	697	77%	24%	3%	772	99%	61%	2%
American Indian or Alaska Native	8	-	-	-	7	-	-	-
Black or African American	1236	82%	29%	3%	1348	99%	68%	2%
Hispanic or Latino	83	83%	36%	4%	95	100%	59%	2%
Asian or Native Hawaiian/Other Pacific Islander	15	87%	60%	20%	15	100%	67%	0%
White	20	75%	15%	0%	14	100%	50%	0%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	9	67%	11%	0%	8	88%	38%	13%
General-Education Students	1128	88%	35%	4%	1239	100%	72%	2%
Students with Disabilities	235	51%	6%	0%	241	97%	38%	0%
English Proficient	1305	84%	31%	4%	1429	100%	69%	2%
Limited English Proficient	58	41%	5%	0%	51	96%	20%	0%
Economically Disadvantaged	1083	81%	27%	3%	1149	100%	66%	1%
Not Disadvantaged	280	87%	39%	5%	331	98%	69%	3%
Migrant								
Not Migrant	1363	82%	30%	4%	1480	99%	67%	2%

### NOTES

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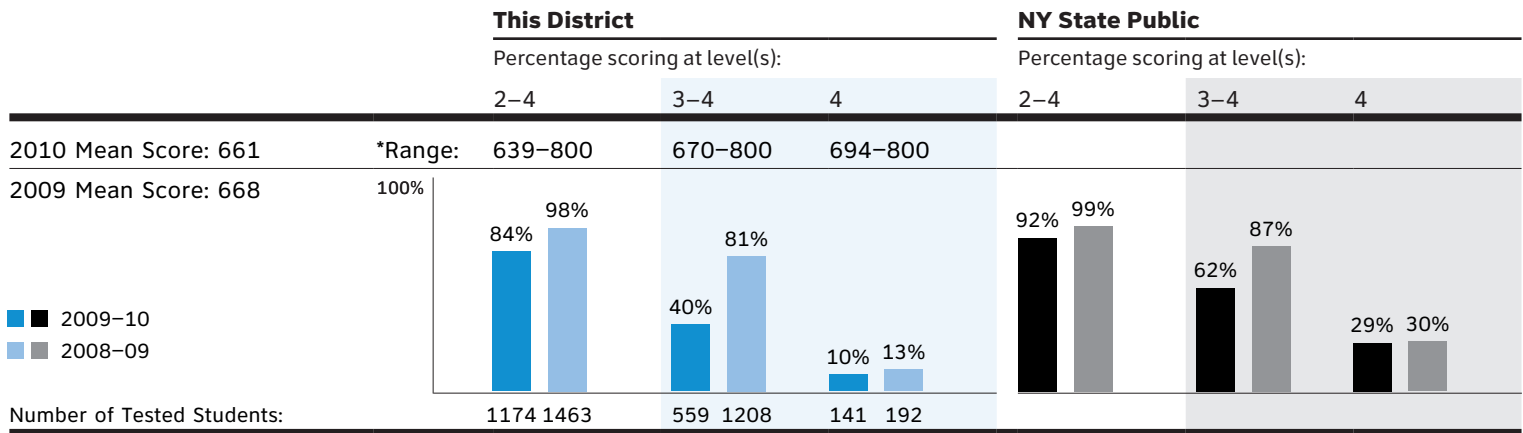
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	27	27	25	21	40	38	34	32
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	30	N/A	N/A	N/A	7	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	30	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
<b>All Students</b>	<b>1400</b>	<b>84%</b>	<b>40%</b>	<b>10%</b>	<b>1495</b>	<b>98%</b>	<b>81%</b>	<b>13%</b>
Female	681	86%	42%	12%	713	99%	83%	15%
Male	719	82%	38%	8%	782	97%	78%	11%
American Indian or Alaska Native	8	-	-	-	7	-	-	-
Black or African American	1268	84%	40%	9%	1362	98%	81%	13%
Hispanic or Latino	86	81%	38%	15%	97	99%	76%	9%
Asian or Native Hawaiian/Other Pacific Islander	16	88%	75%	38%	14	93%	93%	21%
White	21	76%	33%	5%	14	100%	64%	14%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	9	78%	22%	11%	8	100%	63%	0%
General-Education Students	1164	89%	46%	12%	1254	99%	86%	15%
Students with Disabilities	236	58%	12%	0%	241	90%	53%	3%
English Proficient	1313	86%	42%	11%	1432	98%	82%	13%
Limited English Proficient	87	52%	13%	0%	63	87%	43%	0%
Economically Disadvantaged	1120	82%	37%	8%	1160	98%	80%	11%
Not Disadvantaged	280	93%	51%	16%	335	98%	82%	18%
Migrant								
Not Migrant	1400	84%	40%	10%	1495	98%	81%	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 7 Equivalent	26	24	22	12	39	37	37	25

## 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: 646	*Range: 627-790	658-790	699-790			
2009 Mean Score: 649						
Number of Tested Students:	1293	1445	404	757	35	22

## 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
<b>All Students</b>	<b>1507</b>	<b>86%</b>	<b>27%</b>	<b>2%</b>	<b>1483</b>	<b>97%</b>	<b>51%</b>	<b>1%</b>
Female	709	89%	34%	3%	702	99%	60%	2%
Male	798	83%	21%	2%	781	96%	43%	1%
American Indian or Alaska Native	8	-	-	-	3	-	-	-
Black or African American	1385	86%	27%	2%	1363	97%	51%	1%
Hispanic or Latino	82	83%	26%	1%	83	98%	46%	1%
Asian or Native Hawaiian/Other Pacific Islander	14	93%	43%	0%	20	100%	75%	5%
White	16	81%	19%	0%	14	-	-	-
Multiracial	2	-	-	-				
Small Group Totals	10	80%	0%	0%	17	94%	29%	0%
General-Education Students	1267	90%	31%	3%	1227	99%	58%	2%
Students with Disabilities	240	62%	7%	0%	256	89%	18%	0%
English Proficient	1453	87%	28%	2%	1427	98%	53%	2%
Limited English Proficient	54	46%	4%	0%	56	88%	7%	0%
Economically Disadvantaged	1195	85%	26%	2%	1146	97%	50%	1%
Not Disadvantaged	312	88%	28%	2%	337	99%	55%	2%
Migrant								
Not Migrant	1507	86%	27%	2%	1483	97%	51%	1%

### NOTES

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

\* 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	38	36	35	29	25	23	22	21
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	23	N/A	N/A	N/A	13	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	24	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

	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: 665	*Range: 639-775			673-775 702-775		
2009 Mean Score: 661						
Number of Tested Students:	1306	1442	551	1016	128	100

## 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
<b>All Students</b>	<b>1529</b>	<b>85%</b>	<b>36%</b>	<b>8%</b>	<b>1498</b>	<b>96%</b>	<b>68%</b>	<b>7%</b>
Female	724	87%	40%	11%	708	96%	73%	7%
Male	805	84%	32%	6%	790	96%	63%	6%
American Indian or Alaska Native	8	-	-	-	3	-	-	-
Black or African American	1405	85%	36%	8%	1373	96%	68%	6%
Hispanic or Latino	82	83%	35%	10%	84	98%	64%	7%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	71%	29%	21	100%	90%	43%
White	18	72%	33%	6%	17	-	-	-
Multiracial	2	-	-	-				
Small Group Totals	10	100%	40%	10%	20	95%	60%	15%
General-Education Students	1291	89%	40%	9%	1244	98%	74%	8%
Students with Disabilities	238	64%	14%	3%	254	85%	37%	1%
English Proficient	1451	86%	37%	9%	1425	96%	68%	7%
Limited English Proficient	78	67%	18%	4%	73	95%	63%	7%
Economically Disadvantaged	1213	85%	34%	7%	1162	96%	68%	7%
Not Disadvantaged	316	88%	42%	12%	336	97%	67%	7%
Migrant								
Not Migrant	1529	85%	36%	8%	1498	96%	68%	7%

### 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	38	35	35	23	25	23	22	15

## This District's Results in Grade 8 Science

### This District

Percentage scoring at level(s):

2-4

3-4

4

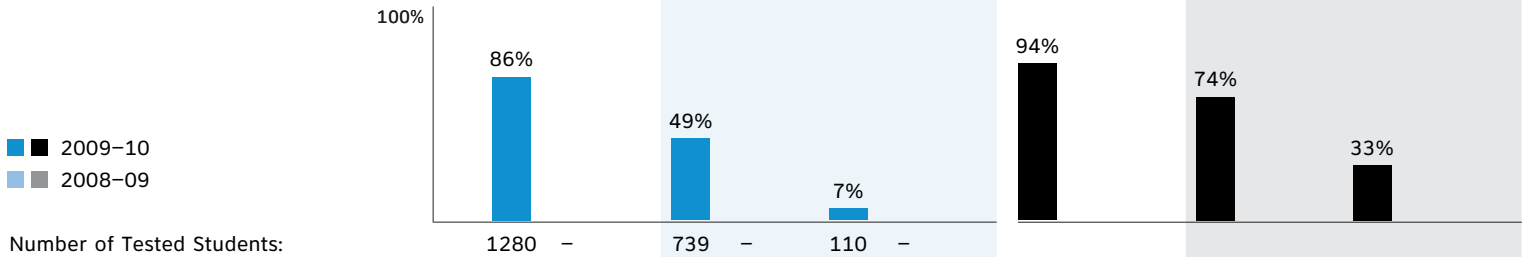
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Number of Tested Students:

1280

-

739

-

110

-

## 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
<b>All Students</b>	<b>1417</b>	<b>85%</b>	<b>47%</b>	<b>6%</b>	<b>1475</b>	<b>82%</b>	<b>39%</b>	<b>6%</b>
Female	674	87%	47%	6%	703	86%	42%	6%
Male	743	83%	47%	6%	772	79%	36%	5%
American Indian or Alaska Native	7	-	-	-	3	-	-	-
Black or African American	1303	85%	46%	6%	1355	82%	39%	5%
Hispanic or Latino	77	90%	56%	1%	81	84%	35%	4%
Asian or Native Hawaiian/Other Pacific Islander	13	92%	85%	23%	20	95%	75%	30%
White	15	87%	47%	7%	16	-	-	-
Multiracial	2	-	-	-				
Small Group Totals	9	100%	44%	11%	19	68%	16%	5%
General-Education Students	1187	88%	51%	7%	1235	86%	44%	7%
Students with Disabilities	230	69%	28%	2%	240	63%	16%	0%
English Proficient	1340	87%	49%	6%	1404	83%	41%	6%
Limited English Proficient	77	57%	17%	0%	71	65%	4%	0%
Economically Disadvantaged	1134	84%	44%	5%	1143	82%	39%	5%
Not Disadvantaged	283	90%	59%	7%	332	83%	40%	7%
Migrant								
Not Migrant	1417	85%	47%	6%	1475	82%	39%	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.

## 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

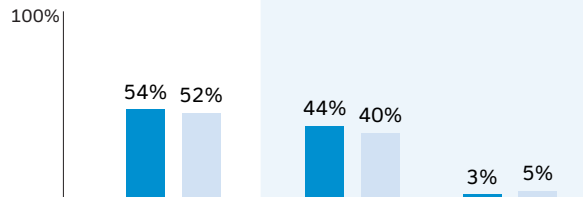
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	38	34	33	31	25	24	23	21
Regents Science	77	75	73	28	2	-	-	-

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

### This District

Percentage scoring at level(s):

2-4 3-4 4

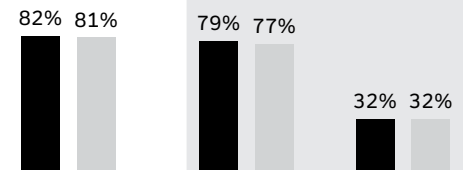


■ 2006 Cohort  
■ 2005 Cohort

### NY State Public

Percentage scoring at level(s):

2-4 3-4 4



## Results by Student Group

### 2006 Cohort

Number of Students Percentage scoring at level(s):

2-4 3-4 4

### 2005 Cohort\*\*

Number of Students Percentage scoring at level(s):

2-4 3-4 4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>1070</b>	<b>54%</b>	<b>44%</b>	<b>3%</b>	<b>1432</b>	<b>52%</b>	<b>40%</b>	<b>5%</b>
Female	501	59%	49%	4%	678	55%	45%	5%
Male	569	49%	39%	2%	754	49%	36%	4%
American Indian or Alaska Native	3	–	–	–	11	–	–	–
Black or African American	922	54%	44%	2%	1231	51%	40%	5%
Hispanic or Latino	107	48%	43%	6%	132	52%	42%	4%
Asian or Native Hawaiian/Other Pacific Islander	12	50%	50%	0%	25	80%	68%	0%
White	20	55%	45%	5%	30	60%	47%	3%
Multiracial	6	–	–	–	3	–	–	–
Small Group Totals	9	67%	33%	0%	14	43%	36%	0%
General-Education Students	851	63%	52%	3%	1173	60%	47%	5%
Students with Disabilities	219	16%	11%	0%	259	14%	10%	1%
English Proficient	958	53%	45%	3%	1270	51%	41%	5%
Limited English Proficient	112	57%	34%	0%	162	56%	36%	2%
Economically Disadvantaged	612	57%	45%	3%	740	53%	43%	6%
Not Disadvantaged	458	50%	42%	3%	692	51%	38%	3%
Migrant								
Not Migrant	1070	54%	44%	3%	1432	52%	40%	5%

### NOTES

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

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



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

### This District

Percentage scoring at level(s):

2-4

3-4

4

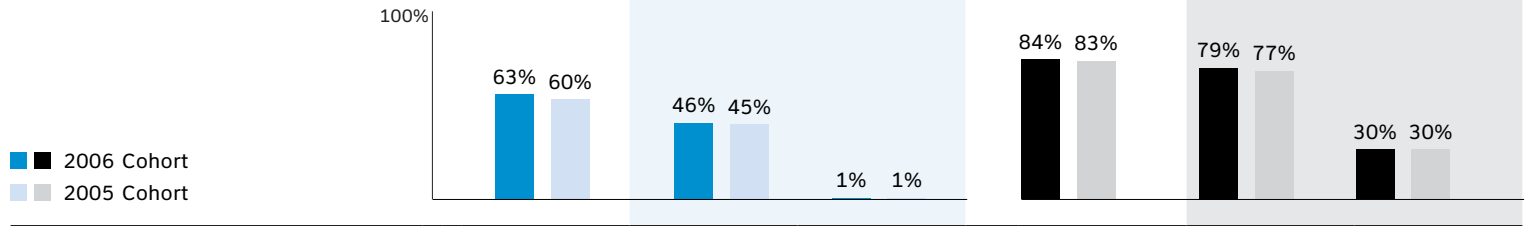
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

### 2005 Cohort\*\*

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>1070</b>	<b>63%</b>	<b>46%</b>	<b>1%</b>	<b>1432</b>	<b>60%</b>	<b>45%</b>	<b>1%</b>
Female	501	65%	50%	1%	678	62%	47%	1%
Male	569	61%	43%	1%	754	57%	43%	1%
American Indian or Alaska Native	3	-	-	-	11	-	-	-
Black or African American	922	64%	47%	1%	1231	60%	45%	1%
Hispanic or Latino	107	55%	38%	1%	132	54%	41%	1%
Asian or Native Hawaiian/Other Pacific Islander	12	67%	67%	0%	25	76%	60%	8%
White	20	55%	50%	5%	30	63%	57%	0%
Multiracial	6	-	-	-	3	-	-	-
Small Group Totals	9	56%	44%	0%	14	57%	50%	0%
General-Education Students	851	73%	55%	1%	1173	68%	52%	1%
Students with Disabilities	219	24%	11%	0%	259	22%	12%	0%
English Proficient	958	61%	43%	1%	1270	58%	42%	1%
Limited English Proficient	112	77%	71%	2%	162	75%	64%	1%
Economically Disadvantaged	612	68%	52%	1%	740	61%	47%	1%
Not Disadvantaged	458	56%	39%	1%	692	58%	43%	1%
Migrant								
Not Migrant	1070	63%	46%	1%	1432	60%	45%	1%

### NOTES

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

\* 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.

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