



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #19**

District ID **33-19-00-01-0000**

Superintendent **MARTIN WEINSTEIN**

Telephone **(718) 342-3625**

Grades **PK-12, UE, US**

This District's Report Card

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

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

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.

3 View School Accountability Status.

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

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science.

For more information:

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

District Profile

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

Enrollment

	2007-08	2008-09	2009-10
Pre-K	667	653	698
Kindergarten	1847	1702	2091
Grade 1	2298	2229	2160
Grade 2	2088	2158	2201
Grade 3	2067	2016	2159
Grade 4	2077	2020	2184
Grade 5	2018	1983	2059
Grade 6	1806	1753	1871
Ungraded Elementary	1176	1127	89
Grade 7	1794	1733	1908
Grade 8	1945	1833	1988
Grade 9	2319	2178	2099
Grade 10	2065	2147	2146
Grade 11	985	1061	1285
Grade 12	1043	1057	1329
Ungraded Secondary	1198	1109	88
Total K-12	26726	26106	25657

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	21	23	23
Grade 8			
English	26	27	29
Mathematics	26	27	28
Science	25	26	29
Social Studies	25	27	27
Grade 10			
English	28	23	28
Mathematics	27	26	31
Science	28	26	27
Social Studies	29	26	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 #19

District ID 33-19-00-01-0000

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	21442	80%	21180	81%	21178	83%
Reduced-Price Lunch	1471	6%	1529	6%	1445	6%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3371	13%	3275	13%	3275	13%
Racial/Ethnic Origin						
American Indian or Alaska Native	141	1%	159	1%	156	1%
Black or African American	14286	53%	13808	53%	13556	53%
Hispanic or Latino	10441	39%	10305	39%	10158	40%
Asian or Native Hawaiian/Other Pacific Islander	1527	6%	1503	6%	1479	6%
White	331	1%	331	1%	308	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	1088	4%	1227	5%	1295	5%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2007-08	2008-09	2009-10
Total Number of Teachers	2052	2063	1864
Percent with No Valid Teaching Certificate	3%	2%	2%
Percent Teaching Out of Certification	11%	9%	8%
Percent with Fewer Than Three Years of Experience	15%	12%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	32%	36%	40%
Total Number of Core Classes	4069	4125	3475
Percent Not Taught by Highly Qualified Teachers in This District	12%	9%	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%
Total Number of Classes	4888	5023	4218
Percent Taught by Teachers Without Appropriate Certification	13%	12%	9%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		24%	28%
Turnover Rate of All Teachers		16%	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

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 7)

ELA	Improvement (Year 7)	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	X	✓	✓	X	X	X
Ethnicity						
American Indian or Alaska Native	✓	✓		–	–	
Black or African American	X	✓		X	X	
Hispanic or Latino	X	✓		✓ ^{SH}	X	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	X	✓		–	–	
Multiracial	✓	✓		–	–	
Other Groups						
Students with Disabilities	X	X		X	X	
Limited English Proficient	X	✓		X	X	
Economically Disadvantaged	X	✓		✓ ^{SH}	✓ ^{SH}	
Student groups making AYP in each subject	X 3 of 10	X 9 of 10	✓ 1 of 1	X 3 of 7	X 2 of 7	X 0 of 1

AYP Status

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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2010–11)  Improvement (Year 7)

Accountability Measures 3 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 8) 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 7) 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	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 (13030:11841)			99%		149	154	154 120
Ethnicity							
American Indian or Alaska Native (56:51)			96%		159	142	
Black or African American (6830:6246)			99%		148	154	154 118
Hispanic or Latino (5164:4662)			98%		149	153	153 119
Asian or Native Hawaiian/Other Pacific Islander (784:714)			99%		170	151	
White (149:128)			99%		141	146	146 122
Multiracial (47:40)			100%		158	140	
Other Groups							
Students with Disabilities (2737:2418)			98%		115	153	124 79
Limited English Proficient (1629:1651)			97%		132	152	144 98
Economically Disadvantaged (12558:11405)			99%		149	154	154 120
Final AYP Determination	 3 of 10						
Non-Accountability Groups							
Female (6310:5773)			99%		154	154	
Male (6720:6068)			99%		145	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 (13042:11915)			99%		170	134	
Ethnicity							
American Indian or Alaska Native (57:52)			98%		177	122	
Black or African American (6831:6219)			99%		167	134	
Hispanic or Latino (5174:4754)			99%		171	133	
Asian or Native Hawaiian/Other Pacific Islander (785:726)			100%		189	131	
White (149:126)			99%		171	126	
Multiracial (46:38)			98%		166	119	
Other Groups							
Students with Disabilities (2738:2413)			98%		132	133	133 97
Limited English Proficient (1633:1759)			99%		163	132	
Economically Disadvantaged (12569:11474)			99%		170	134	
Final AYP Determination	 9 of 10						
Non-Accountability Groups							
Female (6317:5802)			99%		173	134	
Male (6725:6113)			99%		167	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 (4487:3946)		Qualified		95%		146	100	
Ethnicity								
American Indian or Alaska Native (21:20)	—		—	—	—	—	—	—
Black or African American (2389:2091)		Qualified		95%		141	100	
Hispanic or Latino (1733:1532)		Qualified		95%		150	100	
Asian or Native Hawaiian/Other Pacific Islander (260:235)		Qualified		98%		169	100	
White (72:59)		Qualified		94%		149	100	
Multiracial (12:9)	—		—	—	—	—	—	—
Other Groups								
Students with Disabilities (966:791)		Qualified		93%		120	100	
Limited English Proficient (573:568)		Qualified		96%		142	100	
Economically Disadvantaged (4331:3806)		Qualified		95%		146	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (2214:1980)				96%		147	100	
Male (2273:1966)				95%		145	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 7)

Accountability Measures 3 of 7 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 8) 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 7) 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
Accountability Groups								
All Students (1522:1463)			99%		151	174	145 [‡]	156
Ethnicity								
American Indian or Alaska Native (10:9)	—	—	—	—	—	—	—	—
Black or African American (811:822)			99%		158	173	154 [‡]	162
Hispanic or Latino (568:533)			98%		135	172	131	142
Asian or Native Hawaiian/Other Pacific Islander (99:74)			99%		169	166	—	—
White (32:24)	—	—	—	—	—	—	—	—
Multiracial (2:1)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (183:245)			96%		92	170	88 [‡]	103
Limited English Proficient (237:216)			96%		99	169	88 [‡]	109
Economically Disadvantaged (1184:1193)			99%		154	174	149	159
Final AYP Determination	 3 of 7							
Non-Accountability Groups								
Female (721:688)			99%		155	173		
Male (801:775)			99%		147	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 for This Subject (2010–11)  Good Standing

Accountability Measures 2 of 7 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 (1522:1463)			100%		157	170	154 [‡]	161
Ethnicity								
American Indian or Alaska Native (10:9)	—	—	—	—	—	—	—	—
Black or African American (811:822)			100%		158	169	155 [‡]	162
Hispanic or Latino (568:533)			100%		152	168	153	157
Asian or Native Hawaiian/Other Pacific Islander (99:74)			100%		181	162		
White (32:24)	—	—	—	—	—	—	—	—
Multiracial (2:1)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (183:245)			98%		98	166	97 [‡]	108
Limited English Proficient (237:216)			100%		141	165	141 [‡]	147
Economically Disadvantaged (1184:1193)			100%		160	170	158	164
Final AYP Determination	 2 of 7							
Non-Accountability Groups								
Female (721:688)			100%		158	169		
Male (801:775)			100%		156	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 (1795)			51%	80%	53%	57%
Ethnicity						
American Indian or Alaska Native (7)		—	—	—		
Black or African American (993)			54%	80%	58%	59%
Hispanic or Latino (691)			46%	80%	46%	53%
Asian or Native Hawaiian/Other Pacific Islander (79)			56%	80%	67%	61%
White (21)		—	—	—		
Multiracial (4)		—	—	—		
Other Groups						
Students with Disabilities (325)			18%	80%	29%	30%
Limited English Proficient (256)			34%	80%	46%	43%
Economically Disadvantaged (1276)			54%	80%	54%	59%
Final AYP Determination	 0 of 1					
Non-Accountability Groups						
Female (831)			58%	80%		
Male (964)			45%	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 **57%** 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 #19**

District ID **33-19-00-01-0000**

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 73% of total

ACADEMY OF INNOVATIVE TECHNOLOGY
BROOKLYN LAB SCHOOL
CYPRESS HILLS COLLEGIATE PREPARATORY SCHOOL
EAST NEW YORK ELEMENTARY SCHOOL OF EXCELLENCE
EAST NEW YORK FAMILY ACADEMY
EAST NEW YORK MIDDLE SCHOOL OF EXCELLENCE
ESSENCE SCHOOL
FREDERICK DOUGHLASS ACADEMY VIII MIDDLE SCHOOL
IS 171 ABRAHAM LINCOLN
IS 364 GATEWAY
JHS 218 JAMES P SINNOTT
MULTICULTURAL HIGH SCHOOL
PERFORMING ARTS AND TECHNOLOGY HIGH SCHOOL
PS 108 SAL ABBRACCIAMENTO
PS 149 DANNY KAYE
PS 158 WARWICK
PS 174 DUMONT
PS 190 SHEFFIELD
PS 202 ERNEST S JENKYNS
PS 213 NEW LOTS
PS 224 HALE A WOODRUFF
PS 260 BREUCKELEN
PS 273 WORTMAN
PS 290 JUAN MOREL CAMPOS
PS 306 ETHAN ALLEN
PS 345 PATROLMAN ROBERT BOLDEN
PS 346 ABE STARK
PS 65 THE LITTLE RED SCHOOL HOUSE
PS 7 ABRAHAM LINCOLN
PS 89 CYPRESS HILLS
PS/IS 72 ANNETTE P GOLDMAN
WORLD ACADEMY FOR TOTAL COMMUNITY HEALTH

Improvement (year 1) Basic

1 school identified 2% of total

TRANSIT TECH CAREER AND TECHNICAL EDUCATION

Improvement (year 1) Comprehensive

2 schools identified 5% of total

FDNY HIGH SCHOOL FOR FIRE AND LIFE SAFETY
HIGH SCHOOL FOR CIVIL RIGHTS

Improvement (year 2) Focused

1 school identified 2% of total

PS 159 ISAAC PITKIN

Corrective Action (year 1) Focused

1 school identified 2% of total

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

District ID **33-19-00-01-0000**

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

Corrective Action (year 1) Focused (continued)

PS 214 MICHAEL FRIEDSAM

Restructuring (year 2) Comprehensive

1 school identified 2% of total

JHS 166 GEORGE GERSHWIN

Restructuring (advanced) Comprehensive

6 schools identified 14% of total

FRANKLIN K LANE HIGH SCHOOL

JHS 292 MARGARET S DOUGLAS

JHS 302 RAFAEL CORDERO

PS 13 ROBERTO CLEMENTE

PS 328 PHYLLIS WHEATLEY

W H MAXWELL CAREER AND TECHNICAL EDUCATION HIGH SCHOOL

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

District ID **33-19-00-01-0000**

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	39%			2190
Grade 4	32%			2221
Grade 5	34%			2106
Grade 6	27%			1917
Grade 7	24%			1920
Grade 8	22%			2049
Mathematics				
Grade 3	44%			2224
Grade 4	48%			2252
Grade 5	45%			2156
Grade 6	39%			1954
Grade 7	39%			1959
Grade 8	31%			2086
Science				
Grade 4	76%			2220
Grade 8	34%			1974

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	61%			1759
Mathematics	61%			1759

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: 658	*Range: 643-780	662-780	694-780			
2009 Mean Score: 657						
Number of Tested Students:	1665	2071	865	1393	189	93

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	2190	76%	39%	9%	2227	93%	63%	4%
Female	1070	79%	41%	9%	1110	96%	69%	5%
Male	1120	74%	38%	8%	1117	90%	56%	3%
American Indian or Alaska Native	12	75%	58%	8%	13	92%	62%	23%
Black or African American	1089	75%	38%	8%	1200	93%	60%	3%
Hispanic or Latino	890	76%	39%	8%	820	93%	63%	4%
Asian or Native Hawaiian/Other Pacific Islander	165	85%	50%	15%	147	96%	82%	8%
White	21	95%	43%	10%	31	65%	42%	10%
Multiracial	13	69%	31%	8%	16	100%	63%	0%
Small Group Totals								
General-Education Students	1824	83%	45%	10%	1847	97%	71%	5%
Students with Disabilities	366	40%	12%	2%	380	73%	23%	1%
English Proficient	1900	78%	42%	9%	1949	94%	65%	5%
Limited English Proficient	290	63%	24%	5%	278	88%	48%	1%
Economically Disadvantaged	2112	76%	39%	9%	2114	93%	62%	4%
Not Disadvantaged	78	76%	41%	5%	113	92%	65%	3%
Migrant								
Not Migrant	2190	76%	39%	9%	2227	93%	63%	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.

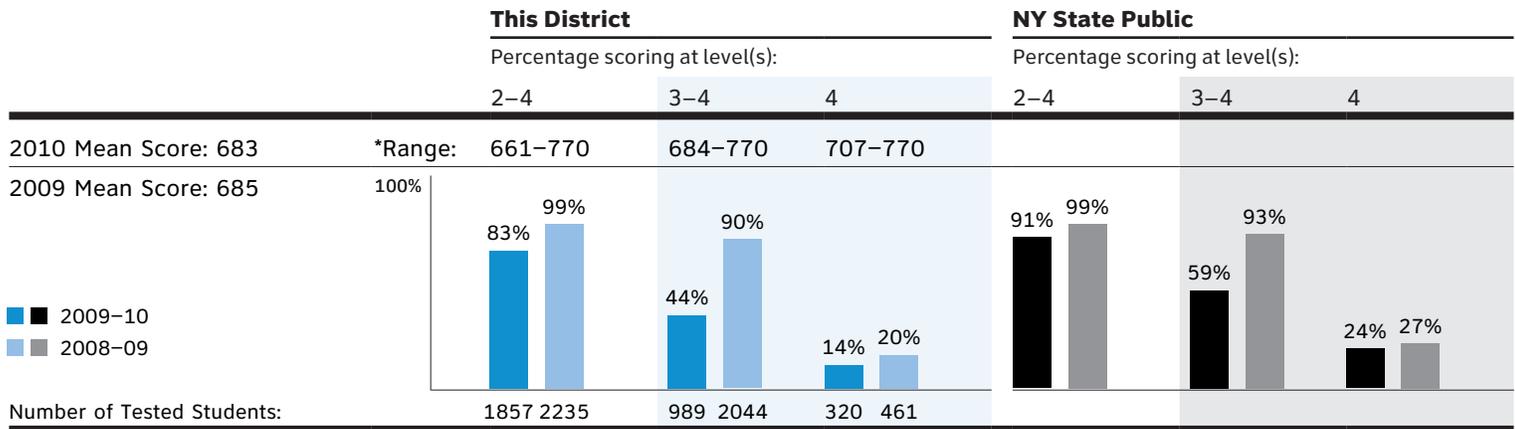
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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 3 Equivalent	49	42	39	33	35	34	32	23
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	26	N/A	N/A	N/A	19	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	27	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	2224	83%	44%	14%	2261	99%	90%	20%
Female	1093	85%	45%	15%	1133	99%	92%	21%
Male	1131	82%	44%	14%	1128	98%	89%	20%
American Indian or Alaska Native	12	92%	67%	25%	13	100%	92%	38%
Black or African American	1095	81%	39%	11%	1208	98%	90%	16%
Hispanic or Latino	911	84%	47%	15%	844	99%	92%	22%
Asian or Native Hawaiian/Other Pacific Islander	172	91%	64%	30%	151	100%	93%	46%
White	21	90%	52%	5%	29	93%	72%	14%
Multiracial	13	69%	38%	8%	16	100%	94%	13%
Small Group Totals								
General-Education Students	1855	88%	50%	16%	1884	100%	95%	23%
Students with Disabilities	369	59%	19%	4%	377	95%	69%	6%
English Proficient	1905	85%	46%	15%	1955	99%	91%	22%
Limited English Proficient	319	76%	33%	12%	306	99%	86%	12%
Economically Disadvantaged	2146	84%	45%	15%	2140	99%	90%	21%
Not Disadvantaged	78	78%	35%	10%	121	99%	91%	14%
Migrant								
Not Migrant	2224	83%	44%	14%	2261	99%	90%	20%

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	49	46	41	29	35	35	32	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: 657	*Range: 637-775	668-775	720-775			
2009 Mean Score: 654						
Number of Tested Students:	1851	2057	712	1322	28	47

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	2221	83%	32%	1%	2230	92%	59%	2%
Female	1118	87%	35%	2%	1077	96%	64%	3%
Male	1103	80%	29%	1%	1153	89%	55%	1%
American Indian or Alaska Native	15	73%	27%	0%	7	71%	29%	0%
Black or African American	1186	82%	30%	1%	1151	92%	58%	2%
Hispanic or Latino	835	84%	31%	1%	873	92%	57%	1%
Asian or Native Hawaiian/Other Pacific Islander	138	96%	61%	3%	167	97%	80%	5%
White	35	74%	34%	0%	18	94%	44%	0%
Multiracial	12	83%	17%	0%	14	100%	71%	0%
Small Group Totals								
General-Education Students	1782	91%	38%	2%	1837	97%	66%	3%
Students with Disabilities	439	53%	9%	0%	393	70%	26%	0%
English Proficient	1948	85%	35%	1%	1982	93%	62%	2%
Limited English Proficient	273	73%	14%	0%	248	83%	35%	0%
Economically Disadvantaged	2150	83%	32%	1%	2111	92%	59%	2%
Not Disadvantaged	71	90%	41%	0%	119	90%	56%	0%
Migrant								
Not Migrant	2221	83%	32%	1%	2230	92%	59%	2%

NOTES

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

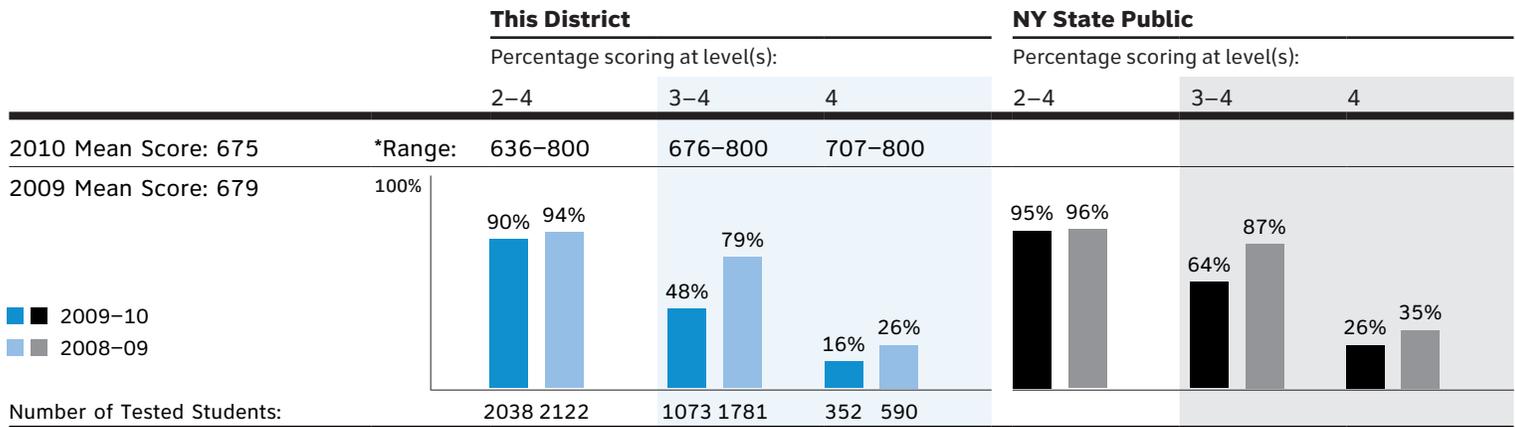
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	47	46	43	39	45	44	40	26
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	20	N/A	N/A	N/A	23	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	20	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	2252	90%	48%	16%	2261	94%	79%	26%
Female	1137	92%	48%	16%	1087	95%	81%	28%
Male	1115	89%	47%	15%	1174	93%	77%	24%
American Indian or Alaska Native	15	93%	53%	27%	7	86%	57%	29%
Black or African American	1185	89%	44%	12%	1158	93%	76%	22%
Hispanic or Latino	862	92%	49%	17%	891	94%	80%	27%
Asian or Native Hawaiian/Other Pacific Islander	143	96%	72%	38%	173	98%	94%	49%
White	35	71%	29%	11%	19	89%	74%	11%
Multiracial	12	83%	33%	17%	13	100%	85%	54%
Small Group Totals								
General-Education Students	1815	95%	55%	19%	1866	98%	85%	30%
Students with Disabilities	437	71%	18%	2%	395	76%	49%	8%
English Proficient	1948	91%	50%	18%	1986	95%	80%	28%
Limited English Proficient	304	86%	34%	4%	275	89%	67%	12%
Economically Disadvantaged	2180	90%	48%	16%	2140	94%	79%	26%
Not Disadvantaged	72	96%	46%	15%	121	89%	82%	23%
Migrant								
Not Migrant	2252	90%	48%	16%	2261	94%	79%	26%

NOTES

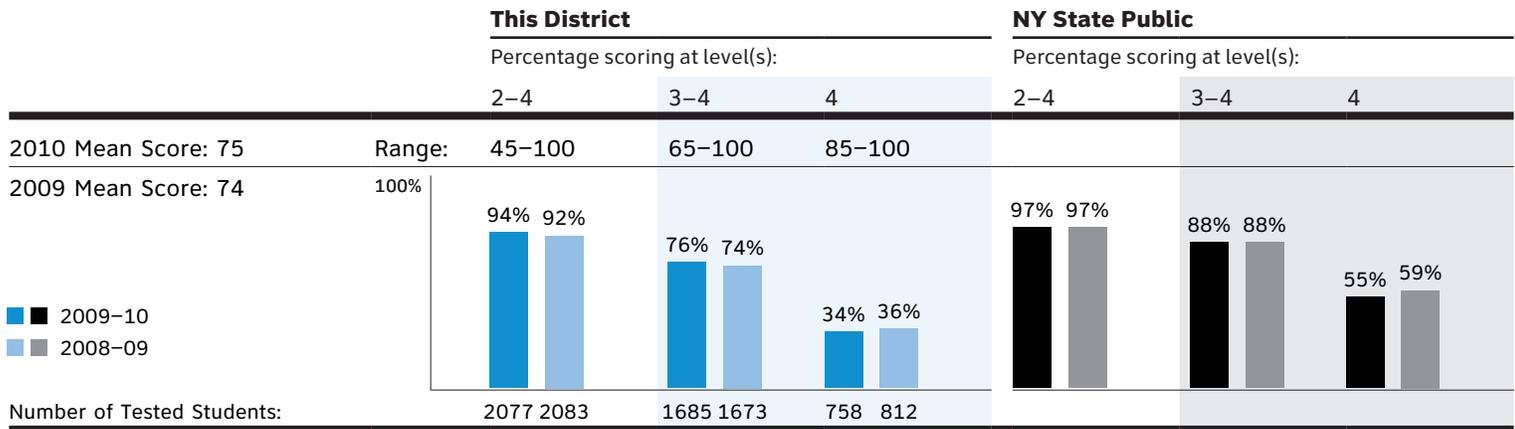
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Other Assessments

	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	47	47	41	36	45	44	39	23

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	2220	94%	76%	34%	2262	92%	74%	36%
Female	1131	94%	77%	34%	1087	94%	76%	37%
Male	1089	93%	75%	35%	1175	90%	72%	35%
American Indian or Alaska Native	15	87%	60%	53%	7	86%	71%	43%
Black or African American	1168	93%	72%	29%	1164	91%	71%	31%
Hispanic or Latino	848	94%	80%	37%	882	92%	74%	35%
Asian or Native Hawaiian/Other Pacific Islander	142	96%	91%	61%	176	97%	90%	68%
White	35	94%	71%	29%	20	95%	75%	35%
Multiracial	12	83%	75%	33%	13	92%	85%	46%
Small Group Totals								
General-Education Students	1803	95%	81%	39%	1865	95%	79%	41%
Students with Disabilities	417	86%	55%	14%	397	79%	52%	14%
English Proficient	1922	95%	77%	36%	1991	93%	76%	38%
Limited English Proficient	298	87%	68%	20%	271	83%	58%	17%
Economically Disadvantaged	2149	93%	76%	34%	2137	92%	74%	36%
Not Disadvantaged	71	96%	86%	32%	125	89%	71%	33%
Migrant								
Not Migrant	2220	94%	76%	34%	2262	92%	74%	36%

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	47	45	45	39	43	43	42	33

This District's Results in Grade 5 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: 647-795	666-795	700-795			
2009 Mean Score: 660						
Number of Tested Students:	1651	2152	714	1423	103	93

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	2106	78%	34%	5%	2176	99%	65%	4%
Female	1011	83%	40%	7%	1103	99%	70%	5%
Male	1095	74%	29%	3%	1073	99%	61%	3%
American Indian or Alaska Native	6	50%	0%	0%	10	100%	90%	0%
Black or African American	1078	77%	31%	4%	1188	99%	65%	4%
Hispanic or Latino	835	79%	34%	4%	831	99%	64%	5%
Asian or Native Hawaiian/Other Pacific Islander	160	90%	54%	15%	117	99%	78%	6%
White	19	74%	32%	5%	20	100%	55%	0%
Multiracial	8	88%	63%	0%	10	100%	50%	10%
Small Group Totals								
General-Education Students	1702	86%	40%	6%	1781	100%	74%	5%
Students with Disabilities	404	48%	8%	0%	395	96%	28%	0%
English Proficient	1878	81%	37%	5%	1965	99%	68%	4%
Limited English Proficient	228	58%	12%	1%	211	97%	36%	2%
Economically Disadvantaged	2000	78%	34%	5%	2081	99%	65%	4%
Not Disadvantaged	106	84%	26%	1%	95	99%	68%	2%
Migrant								
Not Migrant	2106	78%	34%	5%	2176	99%	65%	4%

NOTES

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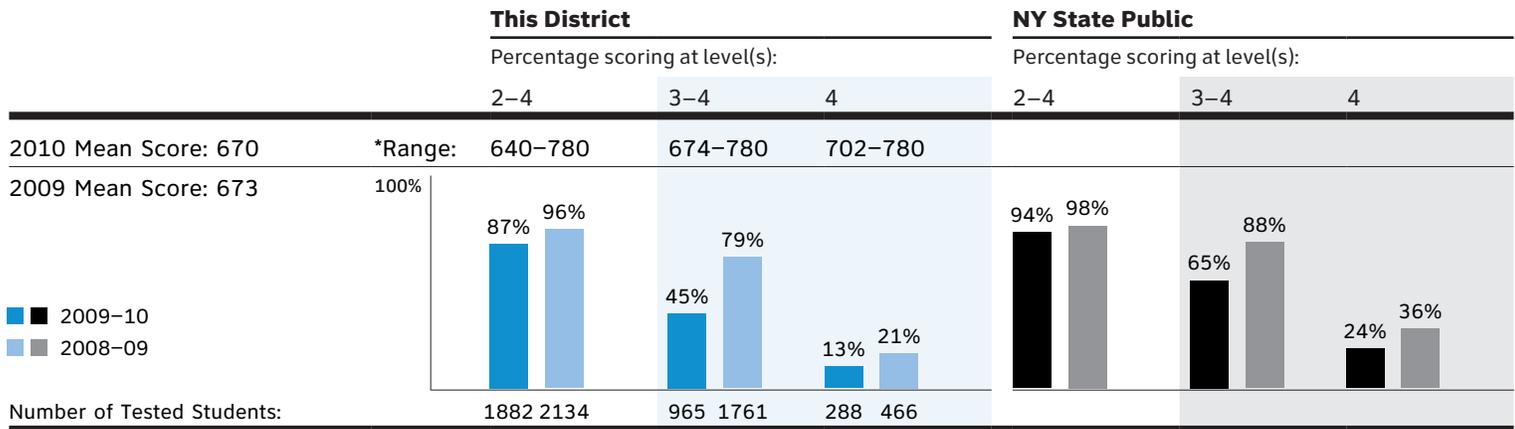
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	54	48	47	34	49	45	40	28
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	31	N/A	N/A	N/A	27	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	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 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	2156	87%	45%	13%	2232	96%	79%	21%
Female	1031	90%	47%	13%	1123	97%	81%	23%
Male	1125	85%	43%	14%	1109	94%	76%	19%
American Indian or Alaska Native	6	100%	50%	0%	10	100%	100%	10%
Black or African American	1080	86%	42%	12%	1210	96%	76%	17%
Hispanic or Latino	876	87%	43%	12%	862	96%	81%	23%
Asian or Native Hawaiian/Other Pacific Islander	168	96%	70%	27%	120	97%	90%	51%
White	19	89%	42%	11%	20	90%	65%	10%
Multiracial	7	71%	57%	14%	10	100%	90%	10%
Small Group Totals								
General-Education Students	1748	93%	51%	16%	1828	98%	85%	24%
Students with Disabilities	408	64%	16%	2%	404	84%	50%	6%
English Proficient	1888	89%	48%	15%	1992	96%	81%	22%
Limited English Proficient	268	79%	21%	3%	240	88%	63%	11%
Economically Disadvantaged	2048	87%	45%	14%	2129	96%	79%	21%
Not Disadvantaged	108	92%	39%	7%	103	95%	76%	20%
Migrant								
Not Migrant	2156	87%	45%	13%	2232	96%	79%	21%

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	54	51	49	39	49	48	46	32

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: 652	*Range: 644-785	662-785	694-785			
2009 Mean Score: 656						
Number of Tested Students:	1471	1948	519	1287	17	53

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	1917	77%	27%	1%	1957	100%	66%	3%
Female	964	80%	32%	1%	946	100%	71%	4%
Male	953	73%	22%	1%	1011	99%	61%	2%
American Indian or Alaska Native	8	88%	38%	0%	9	-	-	-
Black or African American	1038	77%	26%	0%	1091	100%	65%	2%
Hispanic or Latino	764	76%	27%	1%	745	99%	64%	3%
Asian or Native Hawaiian/Other Pacific Islander	81	90%	48%	5%	92	100%	85%	7%
White	16	56%	19%	0%	18	100%	56%	6%
Multiracial	10	70%	40%	0%	2	-	-	-
Small Group Totals					11	91%	64%	0%
General-Education Students	1526	86%	32%	1%	1566	100%	74%	3%
Students with Disabilities	391	42%	7%	0%	391	98%	35%	0%
English Proficient	1745	80%	30%	1%	1777	100%	69%	3%
Limited English Proficient	172	42%	1%	0%	180	98%	30%	0%
Economically Disadvantaged	1871	77%	27%	1%	1816	100%	66%	3%
Not Disadvantaged	46	83%	46%	2%	141	100%	60%	2%
Migrant								
Not Migrant	1917	77%	27%	1%	1957	100%	66%	3%

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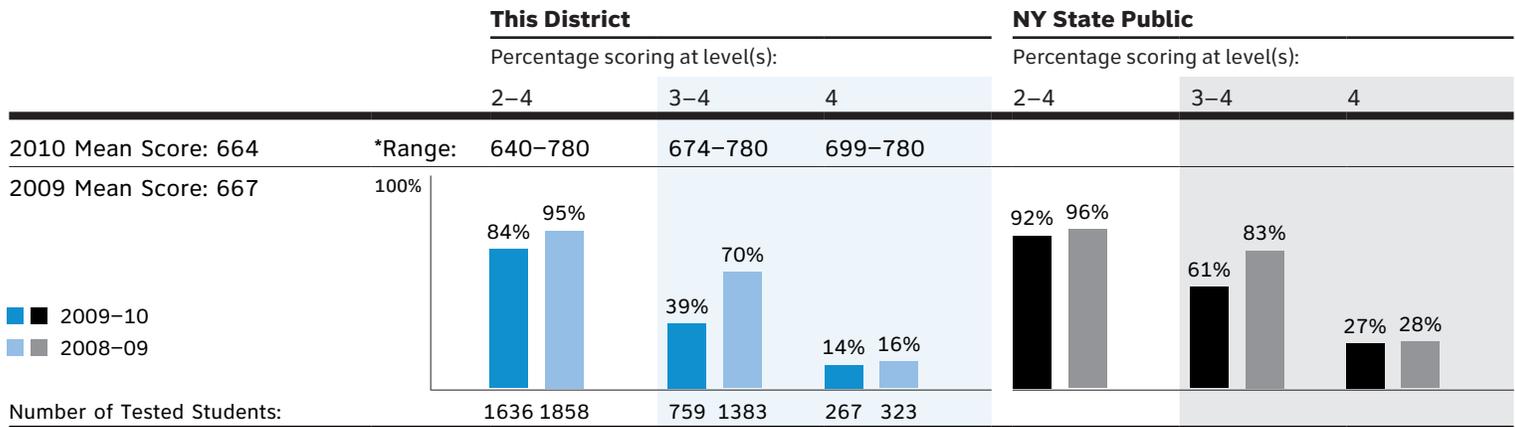
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	49	47	43	34	33	31	27	21
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	30	N/A	N/A	N/A	25	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	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 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	1954	84%	39%	14%	1965	95%	70%	16%
Female	982	85%	42%	17%	950	95%	74%	18%
Male	972	82%	35%	11%	1015	94%	67%	15%
American Indian or Alaska Native	9	78%	56%	22%	10	-	-	-
Black or African American	1041	83%	37%	12%	1079	95%	69%	14%
Hispanic or Latino	794	83%	38%	13%	767	94%	72%	17%
Asian or Native Hawaiian/Other Pacific Islander	85	93%	71%	36%	89	99%	87%	37%
White	16	75%	31%	13%	18	100%	67%	22%
Multiracial	9	89%	78%	33%	2	-	-	-
Small Group Totals					12	83%	42%	17%
General-Education Students	1561	89%	45%	17%	1579	97%	78%	20%
Students with Disabilities	393	61%	13%	2%	386	83%	39%	3%
English Proficient	1751	86%	42%	15%	1759	96%	73%	18%
Limited English Proficient	203	60%	9%	0%	206	84%	50%	5%
Economically Disadvantaged	1904	84%	39%	13%	1815	95%	71%	16%
Not Disadvantaged	50	86%	48%	20%	150	91%	69%	17%
Migrant								
Not Migrant	1954	84%	39%	14%	1965	95%	70%	16%

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	51	49	45	37	32	32	30	27

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: 653	*Range: 642-790	664-790	698-790			
2009 Mean Score: 651						
Number of Tested Students:	1512	1984	462	1150	48	10

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	1920	79%	24%	3%	2006	99%	57%	0%
Female	911	83%	30%	3%	978	99%	62%	1%
Male	1009	75%	19%	2%	1028	99%	53%	0%
American Indian or Alaska Native	7	-	-	-	7	100%	71%	0%
Black or African American	1064	79%	23%	2%	1085	99%	56%	0%
Hispanic or Latino	741	77%	23%	3%	787	99%	58%	0%
Asian or Native Hawaiian/Other Pacific Islander	89	92%	43%	9%	94	100%	65%	3%
White	16	69%	31%	0%	33	100%	52%	0%
Multiracial	3	-	-	-				
Small Group Totals	10	80%	50%	10%				
General-Education Students	1538	87%	29%	3%	1583	99%	65%	1%
Students with Disabilities	382	47%	5%	0%	423	97%	27%	0%
English Proficient	1732	82%	26%	3%	1822	99%	61%	1%
Limited English Proficient	188	48%	6%	0%	184	97%	22%	0%
Economically Disadvantaged	1867	79%	24%	2%	1799	99%	58%	1%
Not Disadvantaged	53	85%	32%	4%	207	100%	55%	0%
Migrant								
Not Migrant	1920	79%	24%	3%	2006	99%	57%	0%

NOTES

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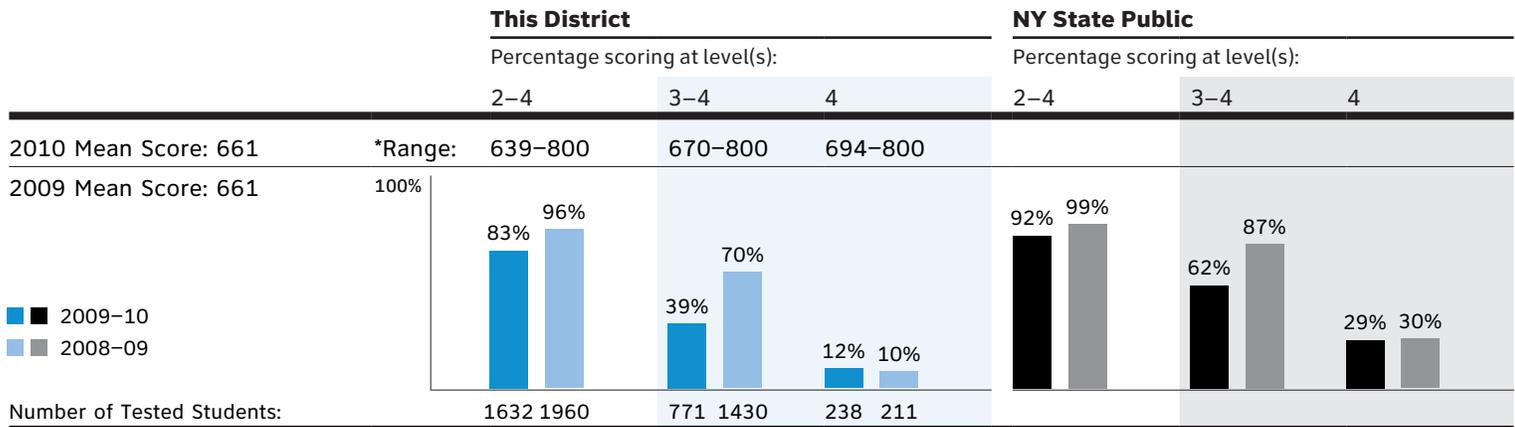
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	40	40	37	32	39	39	36	33
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	41	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	43	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	1959	83%	39%	12%	2043	96%	70%	10%
Female	926	86%	41%	13%	995	97%	71%	10%
Male	1033	81%	38%	11%	1048	95%	69%	11%
American Indian or Alaska Native	7	-	-	-	7	100%	86%	29%
Black or African American	1063	82%	36%	9%	1095	96%	69%	8%
Hispanic or Latino	777	84%	41%	13%	807	95%	70%	11%
Asian or Native Hawaiian/Other Pacific Islander	93	97%	67%	33%	97	99%	84%	31%
White	15	67%	20%	7%	37	95%	70%	8%
Multiracial	4	-	-	-				
Small Group Totals	11	73%	55%	18%				
General-Education Students	1579	90%	46%	15%	1619	98%	79%	13%
Students with Disabilities	380	57%	13%	1%	424	87%	37%	1%
English Proficient	1729	85%	42%	13%	1829	96%	72%	11%
Limited English Proficient	230	68%	19%	3%	214	92%	50%	4%
Economically Disadvantaged	1905	83%	39%	12%	1825	96%	71%	11%
Not Disadvantaged	54	80%	46%	17%	218	95%	60%	7%
Migrant								
Not Migrant	1959	83%	39%	12%	2043	96%	70%	10%

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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	37	37	27	39	36	35	27

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: 642	*Range: 627-790	658-790	699-790			
2009 Mean Score: 644						
Number of Tested Students:	1635	1990	459	893	25	20

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2049	80%	22%	1%	2079	96%	43%	1%
Female	1003	82%	26%	1%	995	98%	50%	2%
Male	1046	78%	19%	1%	1084	94%	36%	0%
American Indian or Alaska Native	5	80%	40%	0%	14	-	-	-
Black or African American	1130	79%	20%	1%	1167	97%	42%	1%
Hispanic or Latino	780	80%	23%	1%	784	94%	43%	1%
Asian or Native Hawaiian/Other Pacific Islander	105	83%	41%	6%	90	100%	61%	3%
White	29	79%	21%	0%	23	96%	39%	0%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals					15	87%	27%	0%
General-Education Students	1627	86%	28%	2%	1653	99%	51%	1%
Students with Disabilities	422	54%	3%	0%	426	85%	12%	0%
English Proficient	1846	83%	25%	1%	1881	97%	46%	1%
Limited English Proficient	203	53%	2%	0%	198	85%	14%	0%
Economically Disadvantaged	1984	80%	22%	1%	1786	96%	43%	1%
Not Disadvantaged	65	88%	26%	5%	293	94%	41%	1%
Migrant								
Not Migrant	2049	80%	22%	1%	2079	96%	43%	1%

NOTES

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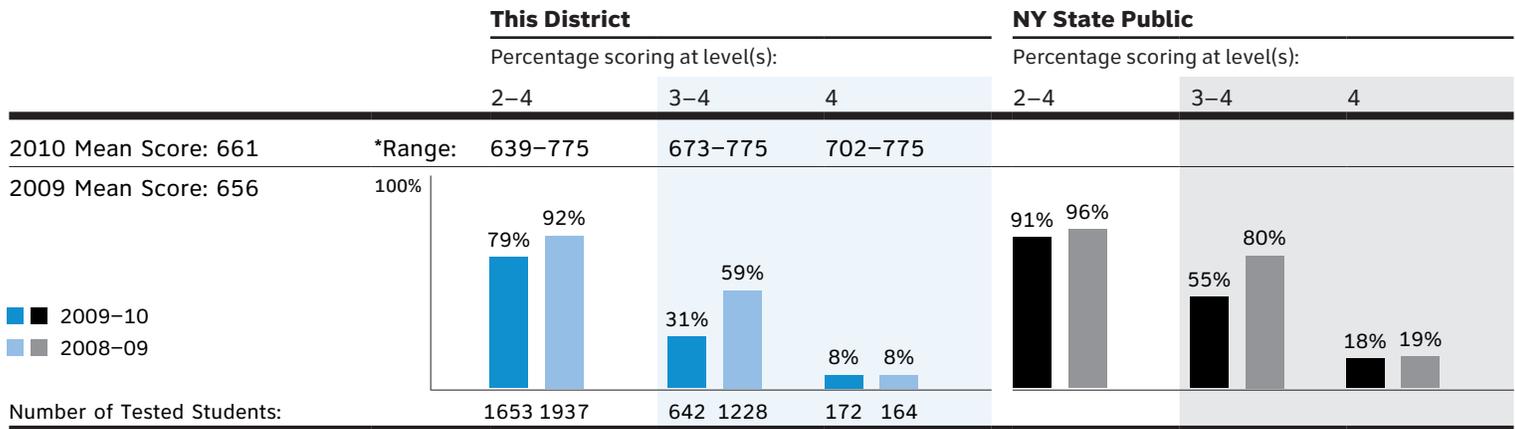
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	39	39	39	35	52	51	43	31
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	48	N/A	N/A	N/A	25	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	49	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	2086	79%	31%	8%	2096	92%	59%	8%
Female	1017	82%	33%	10%	1005	94%	62%	10%
Male	1069	77%	29%	6%	1091	91%	56%	6%
American Indian or Alaska Native	6	83%	50%	33%	14	-	-	-
Black or African American	1119	79%	30%	7%	1163	92%	57%	6%
Hispanic or Latino	818	79%	28%	7%	803	92%	60%	9%
Asian or Native Hawaiian/Other Pacific Islander	113	87%	56%	26%	91	100%	80%	21%
White	30	73%	37%	3%	24	96%	54%	8%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	15	80%	40%	0%	15	80%	40%	0%
General-Education Students	1669	86%	36%	10%	1670	97%	66%	10%
Students with Disabilities	417	51%	9%	0%	426	76%	30%	1%
English Proficient	1835	80%	33%	9%	1874	93%	60%	8%
Limited English Proficient	251	70%	14%	1%	222	90%	46%	2%
Economically Disadvantaged	2018	79%	31%	8%	1784	93%	60%	8%
Not Disadvantaged	68	78%	29%	12%	312	91%	53%	5%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	2086	79%	31%	8%	2096	92%	59%	8%

NOTES

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

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

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	40	37	36	24	53	47	40	21

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

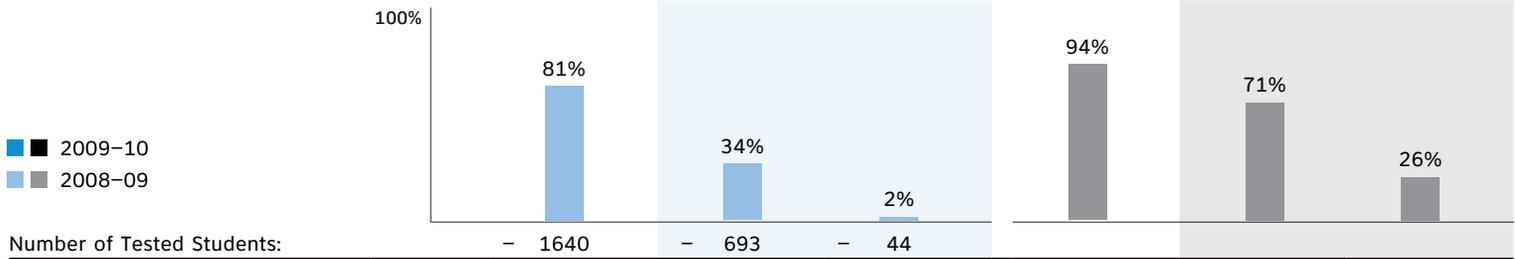
NY State Public

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	1974	80%	34%	4%	2030	81%	34%	2%
Female	962	81%	33%	3%	974	85%	35%	3%
Male	1012	79%	35%	5%	1056	77%	33%	2%
American Indian or Alaska Native	6	100%	50%	0%	14	-	-	-
Black or African American	1058	78%	30%	3%	1132	80%	32%	2%
Hispanic or Latino	775	82%	36%	5%	771	82%	36%	2%
Asian or Native Hawaiian/Other Pacific Islander	108	86%	54%	9%	92	84%	48%	11%
White	27	81%	30%	4%	20	75%	45%	0%
Multiracial					1	-	-	-
Small Group Totals					15	87%	27%	0%
General-Education Students	1581	85%	39%	5%	1621	86%	40%	3%
Students with Disabilities	393	62%	14%	1%	409	59%	12%	0%
English Proficient	1735	81%	36%	5%	1815	82%	36%	2%
Limited English Proficient	239	72%	22%	3%	215	68%	14%	0%
Economically Disadvantaged	1905	80%	34%	4%	1720	82%	35%	2%
Not Disadvantaged	69	78%	41%	1%	310	75%	29%	2%
Migrant								
Not Migrant	1974	80%	34%	4%	2030	81%	34%	2%

NOTES

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

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	40	38	36	32	53	45	39	33
Regents Science	3	-	-	-	0			

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

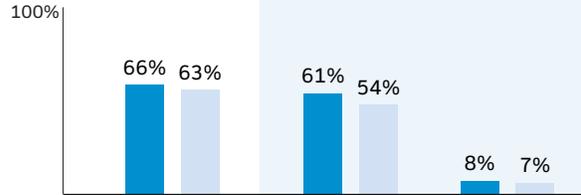
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2006 Cohort
■ 2005 Cohort

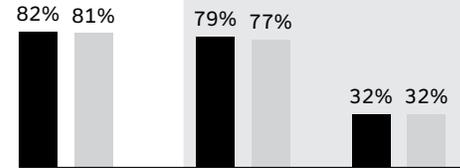
NY State Public

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	1759	66%	61%	8%	1767	63%	54%	7%
Female	818	70%	64%	8%	827	68%	61%	8%
Male	941	62%	58%	7%	940	58%	49%	6%
American Indian or Alaska Native	12	–	–	–	6	33%	33%	0%
Black or African American	965	69%	64%	8%	977	66%	59%	8%
Hispanic or Latino	658	59%	54%	6%	680	57%	48%	5%
Asian or Native Hawaiian/Other Pacific Islander	86	80%	78%	16%	78	68%	59%	14%
White	36	56%	56%	6%	21	52%	48%	10%
Multiracial	2	–	–	–	5	100%	80%	0%
Small Group Totals	14	71%	71%	7%				
General-Education Students	1427	75%	71%	9%	1456	72%	63%	8%
Students with Disabilities	332	24%	17%	1%	311	19%	14%	1%
English Proficient	1500	70%	65%	9%	1533	67%	59%	8%
Limited English Proficient	259	40%	34%	1%	234	35%	23%	1%
Economically Disadvantaged	1346	71%	66%	9%	1267	66%	58%	8%
Not Disadvantaged	413	49%	44%	5%	500	55%	47%	5%
Migrant								
Not Migrant	1759	66%	61%	8%	1767	63%	54%	7%

NOTES

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

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

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

This District

Percentage scoring at level(s):

2-4

3-4

4

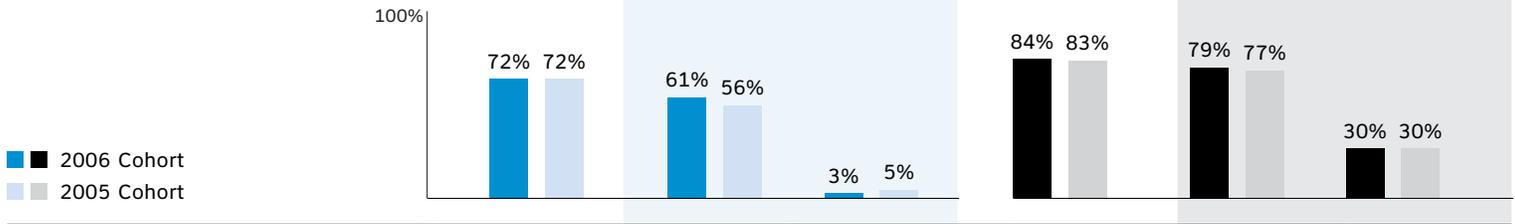
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



■ 2006 Cohort
■ 2005 Cohort

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	1759	72%	61%	3%	1767	72%	56%	5%
Female	818	75%	63%	3%	827	77%	61%	4%
Male	941	70%	59%	4%	940	67%	52%	6%
American Indian or Alaska Native	12	–	–	–	6	33%	17%	0%
Black or African American	965	72%	62%	2%	977	71%	56%	5%
Hispanic or Latino	658	70%	57%	3%	680	72%	56%	4%
Asian or Native Hawaiian/Other Pacific Islander	86	92%	80%	16%	78	86%	67%	19%
White	36	67%	56%	8%	21	52%	38%	19%
Multiracial	2	–	–	–	5	80%	80%	0%
Small Group Totals	14	86%	79%	14%				
General-Education Students	1427	83%	72%	4%	1456	82%	65%	6%
Students with Disabilities	332	26%	17%	0%	311	23%	13%	0%
English Proficient	1500	73%	63%	4%	1533	72%	57%	5%
Limited English Proficient	259	66%	49%	2%	234	68%	49%	3%
Economically Disadvantaged	1346	76%	66%	4%	1267	74%	59%	5%
Not Disadvantaged	413	59%	46%	2%	500	66%	48%	4%
Migrant								
Not Migrant	1759	72%	61%	3%	1767	72%	56%	5%

NOTES

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