



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #20**

District ID **33-20-00-01-0000**

Superintendent **KARINA COSTANTINO**

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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	880	873	881
Kindergarten	2867	2995	3401
Grade 1	2838	2955	3376
Grade 2	2820	2808	3235
Grade 3	2723	2827	3040
Grade 4	2673	2733	3084
Grade 5	2728	2693	2993
Grade 6	2951	2767	3205
Ungraded Elementary	1414	1504	141
Grade 7	3101	3042	3220
Grade 8	3011	3175	3541
Grade 9	3697	3464	3919
Grade 10	3776	3646	4025
Grade 11	1883	1739	2054
Grade 12	1936	1830	1951
Ungraded Secondary	1481	1551	97
Total K-12	39899	39729	41282

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	23	24	25
Grade 8			
English	27	28	28
Mathematics	28	29	28
Science	28	28	29
Social Studies	29	29	29
Grade 10			
English	32	30	30
Mathematics	29	28	30
Science	30	30	31
Social Studies	29	30	31

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 #20

District ID 33-20-00-01-0000

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	22914	57%	26053	66%	27107	66%
Reduced-Price Lunch	3518	9%	3786	10%	3472	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	9665	24%	10165	26%	10812	26%
Racial/Ethnic Origin						
American Indian or Alaska Native	88	0%	79	0%	78	0%
Black or African American	2123	5%	1925	5%	1805	4%
Hispanic or Latino	11668	29%	11485	29%	11560	28%
Asian or Native Hawaiian/Other Pacific Islander	14145	35%	14523	37%	15833	38%
White	11875	30%	11717	29%	12006	29%
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	1015	3%	1063	3%	1166	3%

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	2756	2799	2766
Percent with No Valid Teaching Certificate	2%	1%	1%
Percent Teaching Out of Certification	8%	8%	6%
Percent with Fewer Than Three Years of Experience	12%	10%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	46%	48%	52%
Total Number of Core Classes	6609	6659	6642
Percent Not Taught by Highly Qualified Teachers in This District	9%	7%	6%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	7936	7934	7958
Percent Taught by Teachers Without Appropriate Certification	11%	9%	7%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		12%	10%
Turnover Rate of All Teachers		11%	10%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

12th Graders

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

2006 Cohort

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

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuous Enrollment

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation Rate

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

Graduation-Rate Total Cohort

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

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

Limited English Proficient

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

Non-Accountability Groups

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

Useful Terms for Understanding Accountability (continued)

Participation

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

Performance Index (PI)

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

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

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

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

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

Progress Targets

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

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

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

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

Safe Harbor Targets

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

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

Safe Harbor Qualification (*)

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

State Standard

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

Students with Disabilities

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

Test Performance

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

Total

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2010–11)

 **Good Standing**

ELA	 Good Standing	Science	 Good Standing
Math	 Good Standing	Graduation Rate	 Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2008–09	2009–10	2010–11
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American			—			—
Hispanic or Latino			—			—
Asian or Native Hawaiian/Other Pacific Islander			—			—
White			—			—
Multiracial			—	—	—	—
Other Groups						
Students with Disabilities			—			—
Limited English Proficient			—			—
Economically Disadvantaged			—			—
Student groups making AYP in each subject	 7 of 9	 9 of 9	 1 of 1	 3 of 8	 3 of 8	 0 of 1

AYP Status

-  Made AYP
-  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)  Good Standing

Accountability Measures 7 of 9 Student groups making AYP in English language arts
 Did not make AYP

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

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation		Test Performance		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (19683:17725)			98%		169	154	
Ethnicity							
American Indian or Alaska Native (23:23)	—	—	—	—	—	—	—
Black or African American (718:662)			99%		162	151	
Hispanic or Latino (4824:4546)			99%		157	153	
Asian or Native Hawaiian/Other Pacific Islander (8465:7261)			99%		173	154	
White (5615:5203)			98%		175	153	
Multiracial (38:30)		—	—		180	138	
Other Groups							
Students with Disabilities (2614:2513)			95%		136	153	141 103
Limited English Proficient (4861:5184)			98%		144	153	152 111
Economically Disadvantaged (18050:16236)			99%		168	154	
Final AYP Determination	 7 of 9						
Non-Accountability Groups							
Female (9457:8549)			99%		173	154	
Male (10226:9176)			98%		165	154	
Migrant (0:0)							

Symbols

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

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

Elementary/Middle-Level Mathematics

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

Accountability Measures 9 of 9 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 Status	Participation		Test Performance		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (19726:18316)			99%		189	134	
Ethnicity							
American Indian or Alaska Native (24:23)	—	—	—	—	—	—	—
Black or African American (719:664)			99%		178	131	
Hispanic or Latino (4820:4594)			100%		179	133	
Asian or Native Hawaiian/Other Pacific Islander (8501:7712)			100%		195	134	
White (5623:5292)			98%		189	133	
Multiracial (39:31)		—	—		187	118	
Other Groups							
Students with Disabilities (2607:2504)			95%		164	133	
Limited English Proficient (4857:5779)			100%		180	134	
Economically Disadvantaged (18093:16818)			100%		188	134	
Final AYP Determination	 9 of 9						
Non-Accountability Groups							
Female (9479:8804)			99%		189	134	
Male (10247:9512)			99%		188	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 (6856:6296)		Qualified		98%		175	100	
Ethnicity								
American Indian or Alaska Native (7:6)	—	—	—	—	—	—	—	—
Black or African American (284:263)		Qualified		97%		163	100	
Hispanic or Latino (1630:1527)		Qualified		98%		160	100	
Asian or Native Hawaiian/Other Pacific Islander (3028:2723)		Qualified		99%		182	100	
White (1892:1766)		Qualified		98%		179	100	
Multiracial (15:11)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (865:808)		Qualified		95%		146	100	
Limited English Proficient (1672:1877)		Qualified		98%		154	100	
Economically Disadvantaged (6282:5769)		Qualified		99%		174	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (3302:3034)				98%		175	100	
Male (3554:3262)				98%		175	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  Good Standing
for This Subject
(2010–11)

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

Prospective Status

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

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (2482:2449)			99%		170	175	169 [‡] 173
Ethnicity							
American Indian or Alaska Native (6:5)	—	—	—	—	—	—	—
Black or African American (198:194)			100%		174	169	
Hispanic or Latino (802:831)			99%		158	173	161 [‡] 162
Asian or Native Hawaiian/Other Pacific Islander (812:737)			99%		176	173	
White (656:670)			99%		178	173	
Multiracial (8:12)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (181:298)			99%		122	171	125 [‡] 130
Limited English Proficient (549:583)			98%		146	172	147 [‡] 151
Economically Disadvantaged (1439:1429)			99%		170	174	173 173
Final AYP Determination	 3 of 8						
Non-Accountability Groups							
Female (1209:1128)			99%		177	174	
Male (1273:1321)			99%		163	174	
Migrant (0:0)							

Symbols

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

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

Secondary-Level Mathematics

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

Accountability Measures 3 of 8 Student groups making AYP in mathematics
 Did not make AYP

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

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10	2010–11
Accountability Groups								
All Students (2482:2449)			99%		167	171	167‡	170
Ethnicity								
American Indian or Alaska Native (6:5)	—	—	—	—	—	—	—	—
Black or African American (198:194)			99%		162	165	165‡	166
Hispanic or Latino (802:831)			99%		152	169	155‡	157
Asian or Native Hawaiian/Other Pacific Islander (812:737)			99%		182	169		
White (656:670)			99%		173	169		
Multiracial (8:12)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (181:298)			100%		122	167	115‡	130
Limited English Proficient (549:583)			99%		155	168	156‡	160
Economically Disadvantaged (1439:1429)			99%		171	170		
Final AYP Determination	 3 of 8							
Non-Accountability Groups								
Female (1209:1128)			99%		172	170		
Male (1273:1321)			99%		164	170		
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 (2998)			61%	80%	63%	65%
Ethnicity						
American Indian or Alaska Native (9)		—	—	—		
Black or African American (226)			58%	80%	62%	62%
Hispanic or Latino (1039)			51%	80%	54%	57%
Asian or Native Hawaiian/Other Pacific Islander (884)			69%	80%	70%	71%
White (822)			69%	80%	69%	71%
Multiracial (18)		—	—	—		
Other Groups						
Students with Disabilities (376)			33%	80%	39%	42%
Limited English Proficient (784)			50%	80%	56%	56%
Economically Disadvantaged (1750)			65%	80%	62%	68%
Final AYP Determination	 0 of 1					
Non-Accountability Groups						
Female (1369)			67%	80%		
Male (1629)			57%	80%		
Migrant (0)						

Symbols

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

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

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **69%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

District ID **33-20-00-01-0000**

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 82% of total

HIGH SCHOOL OF TELECOMMUNICATIONS
IS 187
IS 30 MARY WHITE OVERTON
JHS 201 THE DYKER HEIGHTS
JHS 220 JOHN J PERSHING
JHS 223 THE MONTAUK
JHS 227 EDWARD B SHALLOW
PS 102 THE BAYVIEW
PS 105 THE BLYTHEBOURNE
PS 112 LEFFERTS PARK
PS 127 MCKINLEY PARK
PS 160 WILLIAM T SAMPSON
PS 163 BATH BEACH
PS 164 CAESAR RODNEY
PS 176 OVERTON
PS 185 WALTER KASSENBRUCK
PS 186 DR IRVING A GLADSTONE
PS 192 MAGNET SCHOOL FOR MATH AND SCIENCE INQUIRY
PS 200 BENSON
PS 204 VINCE LOMBARDI
PS 205 CLARION
PS 229 DYKER
PS 247 BROOKLYN
PS 48 MAPLETON
PS 503 SCHOOL OF DISCOVERY
PS 506 SCHOOL OF JOURNALISM AND TECHNOLOGY
PS/IS 104 THE FORT HAMILTON SCHOOL
RALPH A FABRIZIO SCHOOL
THE ACADEMY OF TALENTED SCHOLARS
THE BROOKLYN SCHOOL OF INQUIRY
THE SEEALL ACADEMY
URBAN ASSEMBLY SCHOOL FOR CRIMINAL JUSTICE

Improvement (year 1) Basic

1 school identified 3% of total

PS 69 VINCENT D GRIPPO SCHOOL

Corrective Action (year 1) Focused

2 schools identified 5% of total

JHS 259 WILLIAM MCKINLEY

PS 179 KENSINGTON

Restructuring (advanced) Focused

1 school identified 3% of total

JHS 62 DITMAS

Restructuring (advanced) Comprehensive

3 schools identified 8% of total

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

District ID **33-20-00-01-0000**

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

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

District ID **33-20-00-01-0000**

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	53%			2921
Grade 4	57%			2972
Grade 5	58%			2923
Grade 6	48%			2961
Grade 7	47%			2995
Grade 8	47%			3260
Mathematics				
Grade 3	67%			3085
Grade 4	73%			3158
Grade 5	73%			3077
Grade 6	67%			3216
Grade 7	67%			3250
Grade 8	64%			3568
Science				
Grade 4	86%			3167
Grade 8	70%			3467

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	74%			2845
Mathematics	72%			2845

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: 666	*Range: 643-780	662-780	694-780			
2009 Mean Score: 672						
Number of Tested Students:	2523	2812	1540	2275	415	346

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	2921	86%	53%	14%	2924	96%	78%	12%
Female	1388	88%	56%	15%	1457	97%	82%	14%
Male	1533	85%	49%	13%	1467	96%	74%	9%
American Indian or Alaska Native	6	67%	33%	0%	5	-	-	-
Black or African American	39	77%	38%	10%	46	93%	61%	13%
Hispanic or Latino	741	78%	40%	8%	754	94%	65%	5%
Asian or Native Hawaiian/Other Pacific Islander	1176	89%	56%	15%	1180	97%	84%	15%
White	954	90%	59%	19%	935	96%	82%	14%
Multiracial	5	80%	60%	40%	4	-	-	-
Small Group Totals					9	100%	78%	0%
General-Education Students	2551	91%	57%	16%	2526	99%	84%	13%
Students with Disabilities	370	56%	22%	3%	398	80%	39%	3%
English Proficient	2163	92%	61%	18%	2158	98%	85%	15%
Limited English Proficient	758	72%	28%	4%	766	90%	57%	2%
Economically Disadvantaged	2780	86%	52%	14%	2607	96%	76%	10%
Not Disadvantaged	141	93%	74%	23%	317	100%	91%	26%
Migrant								
Not Migrant	2921	86%	53%	14%	2924	96%	78%	12%

NOTES

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

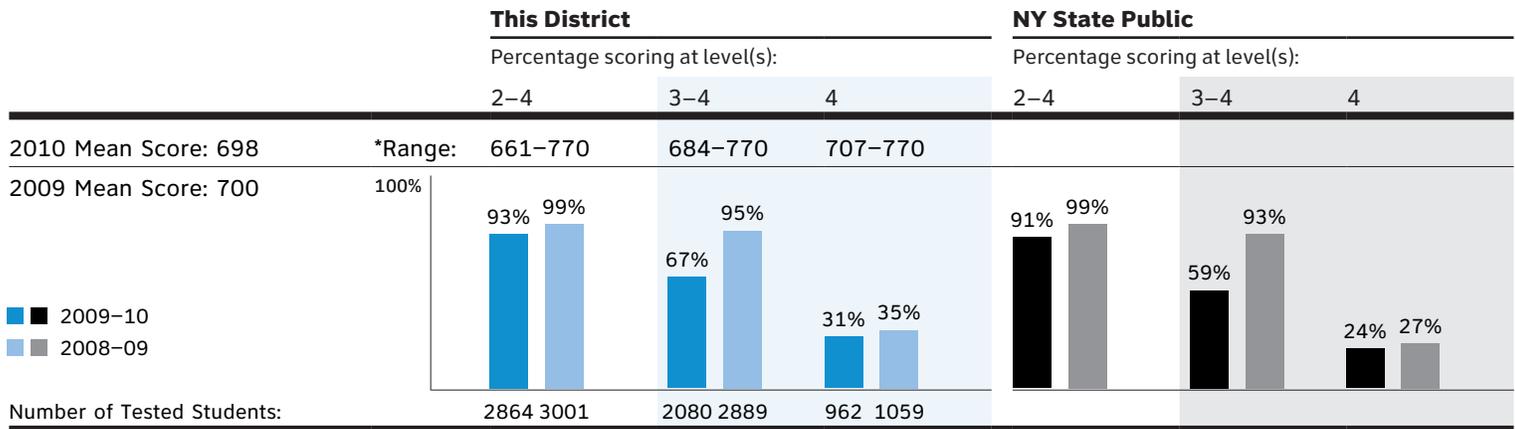
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	40	36	35	29	32	31	30	24
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	131	N/A	N/A	N/A	86	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	133	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	3085	93%	67%	31%	3035	99%	95%	35%
Female	1456	93%	68%	32%	1498	99%	95%	37%
Male	1629	93%	67%	30%	1537	99%	95%	33%
American Indian or Alaska Native	7	100%	43%	14%	5	-	-	-
Black or African American	39	90%	51%	13%	44	98%	89%	18%
Hispanic or Latino	752	86%	48%	12%	766	98%	92%	15%
Asian or Native Hawaiian/Other Pacific Islander	1298	97%	78%	42%	1260	99%	97%	48%
White	984	93%	69%	33%	956	99%	95%	34%
Multiracial	5	100%	60%	20%	4	-	-	-
Small Group Totals					9	100%	89%	22%
General-Education Students	2713	95%	72%	34%	2635	100%	97%	39%
Students with Disabilities	372	78%	36%	9%	400	95%	80%	11%
English Proficient	2169	96%	75%	37%	2167	99%	97%	42%
Limited English Proficient	916	86%	50%	16%	868	97%	90%	18%
Economically Disadvantaged	2943	93%	67%	31%	2713	99%	95%	33%
Not Disadvantaged	142	96%	77%	44%	322	100%	99%	54%
Migrant								
Not Migrant	3085	93%	67%	31%	3035	99%	95%	35%

NOTES

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

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	41	40	38	27	32	32	30	21

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 674	*Range: 637-775	668-775	720-775			
2009 Mean Score: 668						
Number of Tested Students:	2731	2725	1705	2139	214	197

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	2972	92%	57%	7%	2879	95%	74%	7%
Female	1472	94%	61%	8%	1369	96%	78%	9%
Male	1500	90%	54%	6%	1510	93%	71%	5%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	48	88%	35%	4%	44	89%	61%	2%
Hispanic or Latino	734	88%	39%	2%	716	90%	57%	2%
Asian or Native Hawaiian/Other Pacific Islander	1251	93%	67%	9%	1174	97%	81%	9%
White	926	93%	60%	8%	939	96%	80%	9%
Multiracial	9	-	-	-	2	-	-	-
Small Group Totals	13	100%	46%	8%	6	100%	83%	0%
General-Education Students	2570	95%	63%	8%	2450	98%	81%	8%
Students with Disabilities	402	70%	23%	2%	429	78%	35%	0%
English Proficient	2322	96%	66%	9%	2279	98%	84%	9%
Limited English Proficient	650	77%	25%	0%	600	83%	38%	0%
Economically Disadvantaged	2812	92%	57%	7%	2579	94%	72%	6%
Not Disadvantaged	160	94%	71%	13%	300	97%	91%	15%
Migrant								
Not Migrant	2972	92%	57%	7%	2879	95%	74%	7%

NOTES

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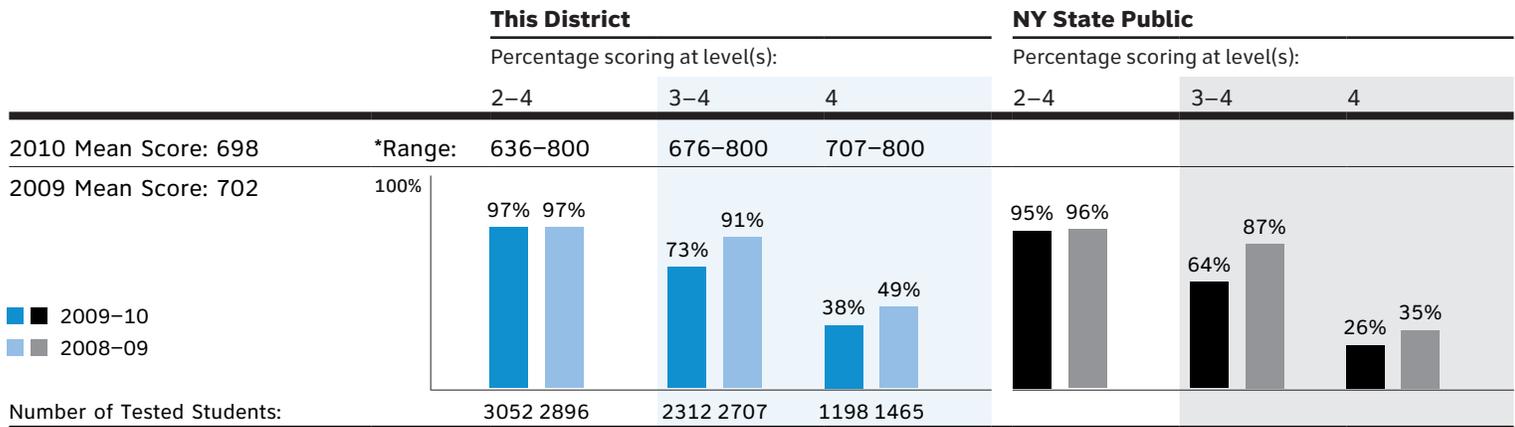
Other

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 4 Equivalent	43	43	41	32	29	29	29	21
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	144	N/A	N/A	N/A	96	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	141	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	3158	97%	73%	38%	2975	97%	91%	49%
Female	1555	97%	72%	37%	1398	98%	92%	50%
Male	1603	97%	75%	39%	1577	97%	90%	48%
American Indian or Alaska Native	4	-	-	-	5	-	-	-
Black or African American	50	94%	46%	14%	44	95%	86%	20%
Hispanic or Latino	743	94%	52%	16%	738	94%	80%	22%
Asian or Native Hawaiian/Other Pacific Islander	1396	98%	85%	53%	1232	99%	97%	65%
White	955	96%	73%	34%	954	98%	92%	51%
Multiracial	10	-	-	-	2	-	-	-
Small Group Totals	14	93%	64%	36%	7	100%	100%	57%
General-Education Students	2756	98%	78%	42%	2542	99%	95%	55%
Students with Disabilities	402	88%	40%	11%	433	88%	68%	15%
English Proficient	2342	98%	79%	45%	2274	99%	94%	57%
Limited English Proficient	816	92%	56%	19%	701	94%	81%	25%
Economically Disadvantaged	2996	96%	73%	37%	2672	97%	91%	47%
Not Disadvantaged	162	99%	81%	58%	303	97%	95%	65%
Migrant								
Not Migrant	3158	97%	73%	38%	2975	97%	91%	49%

NOTES

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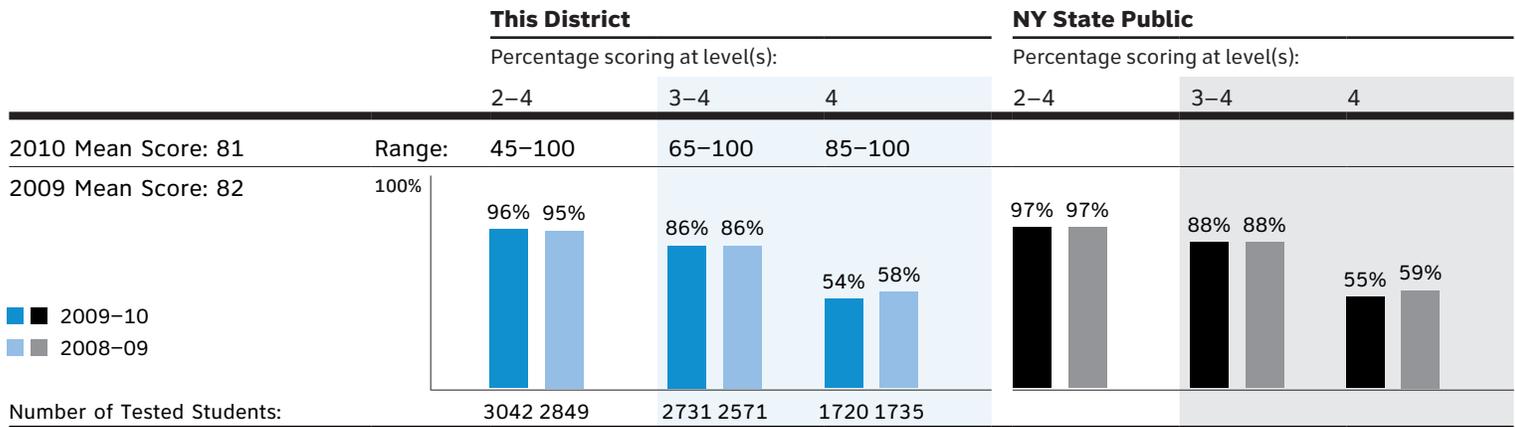
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	43	43	41	25	29	29	29	21

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	3167	96%	86%	54%	2989	95%	86%	58%
Female	1558	96%	87%	55%	1407	96%	87%	58%
Male	1609	96%	86%	54%	1582	95%	85%	58%
American Indian or Alaska Native	4	-	-	-	5	-	-	-
Black or African American	50	96%	78%	34%	45	89%	78%	38%
Hispanic or Latino	743	94%	77%	34%	739	91%	75%	34%
Asian or Native Hawaiian/Other Pacific Islander	1405	96%	89%	62%	1244	97%	91%	67%
White	955	97%	90%	60%	954	97%	88%	65%
Multiracial	10	-	-	-	2	-	-	-
Small Group Totals	14	100%	93%	57%	7	100%	86%	57%
General-Education Students	2764	97%	89%	58%	2562	97%	90%	64%
Students with Disabilities	403	91%	67%	26%	427	85%	64%	23%
English Proficient	2349	99%	93%	65%	2290	98%	92%	68%
Limited English Proficient	818	89%	68%	25%	699	86%	65%	26%
Economically Disadvantaged	3006	96%	86%	53%	2687	95%	85%	55%
Not Disadvantaged	161	99%	94%	71%	302	97%	95%	84%
Migrant								
Not Migrant	3167	96%	86%	54%	2989	95%	86%	58%

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	43	43	43	41	29	29	29	27

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: 675	*Range: 647-795	666-795	700-795			
2009 Mean Score: 675						
Number of Tested Students:	2583	2803	1688	2313	436	374

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	2923	88%	58%	15%	2819	99%	82%	13%
Female	1388	90%	63%	18%	1377	99%	84%	14%
Male	1535	87%	53%	12%	1442	99%	80%	12%
American Indian or Alaska Native	4	-	-	-	6	100%	67%	17%
Black or African American	41	80%	39%	5%	49	98%	63%	6%
Hispanic or Latino	724	79%	36%	6%	672	99%	73%	6%
Asian or Native Hawaiian/Other Pacific Islander	1229	91%	66%	19%	1143	99%	86%	16%
White	920	92%	64%	18%	949	100%	85%	16%
Multiracial	5	-	-	-				
Small Group Totals	9	100%	44%	11%				
General-Education Students	2489	93%	65%	17%	2449	100%	87%	15%
Students with Disabilities	434	62%	17%	1%	370	98%	48%	2%
English Proficient	2371	94%	68%	18%	2329	100%	90%	16%
Limited English Proficient	552	64%	16%	1%	490	98%	44%	1%
Economically Disadvantaged	2781	88%	57%	14%	2538	99%	81%	12%
Not Disadvantaged	142	87%	64%	27%	281	100%	94%	24%
Migrant								
Not Migrant	2923	88%	58%	15%	2819	99%	82%	13%

NOTES

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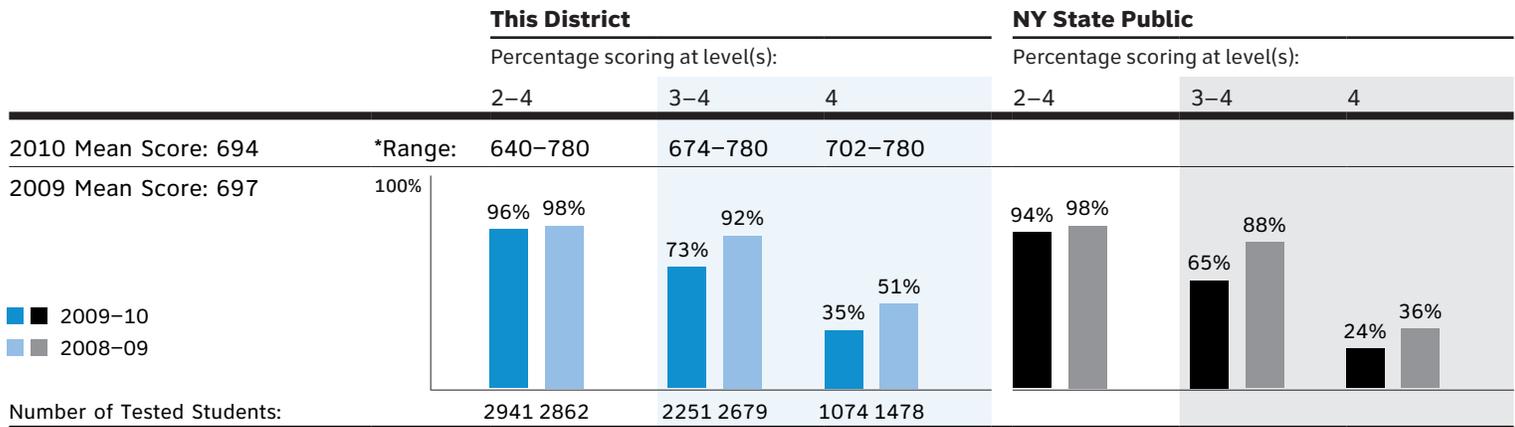
Other

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 5 Equivalent	29	28	27	17	40	39	36	18
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	130	N/A	N/A	N/A	75	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	131	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	3077	96%	73%	35%	2911	98%	92%	51%
Female	1466	96%	73%	36%	1415	99%	92%	52%
Male	1611	96%	74%	34%	1496	98%	92%	49%
American Indian or Alaska Native	4	-	-	-	6	100%	83%	33%
Black or African American	41	90%	56%	12%	48	98%	94%	27%
Hispanic or Latino	740	91%	50%	13%	681	98%	85%	27%
Asian or Native Hawaiian/Other Pacific Islander	1344	98%	85%	48%	1201	99%	97%	68%
White	943	97%	75%	34%	975	98%	91%	47%
Multiracial	5	-	-	-				
Small Group Totals	9	100%	89%	22%				
General-Education Students	2644	98%	80%	40%	2535	99%	95%	57%
Students with Disabilities	433	84%	34%	6%	376	93%	69%	11%
English Proficient	2381	97%	80%	41%	2332	99%	95%	57%
Limited English Proficient	696	89%	49%	16%	579	95%	78%	25%
Economically Disadvantaged	2932	96%	73%	34%	2627	98%	92%	49%
Not Disadvantaged	145	93%	77%	45%	284	99%	97%	71%
Migrant								
Not Migrant	3077	96%	73%	35%	2911	98%	92%	51%

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	29	29	28	16	40	40	36	23

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: 661	*Range: 644-785	662-785	694-785			
2009 Mean Score: 664						
Number of Tested Students:	2552	2894	1418	2240	124	210

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	2961	86%	48%	4%	2901	100%	77%	7%
Female	1470	88%	52%	6%	1426	100%	81%	10%
Male	1491	84%	44%	3%	1475	100%	74%	5%
American Indian or Alaska Native	6	83%	17%	0%	2	-	-	-
Black or African American	169	88%	39%	2%	157	-	-	-
Hispanic or Latino	774	82%	33%	2%	841	100%	64%	3%
Asian or Native Hawaiian/Other Pacific Islander	1188	87%	56%	6%	1136	100%	84%	10%
White	818	88%	52%	5%	765	100%	82%	8%
Multiracial	6	83%	33%	0%				
Small Group Totals					159	100%	74%	3%
General-Education Students	2597	90%	53%	5%	2490	100%	84%	8%
Students with Disabilities	364	57%	9%	0%	411	100%	39%	1%
English Proficient	2461	95%	57%	5%	2390	100%	86%	9%
Limited English Proficient	500	44%	5%	0%	511	99%	34%	0%
Economically Disadvantaged	2615	85%	45%	3%	2510	100%	75%	6%
Not Disadvantaged	346	96%	73%	10%	391	100%	88%	14%
Migrant								
Not Migrant	2961	86%	48%	4%	2901	100%	77%	7%

NOTES

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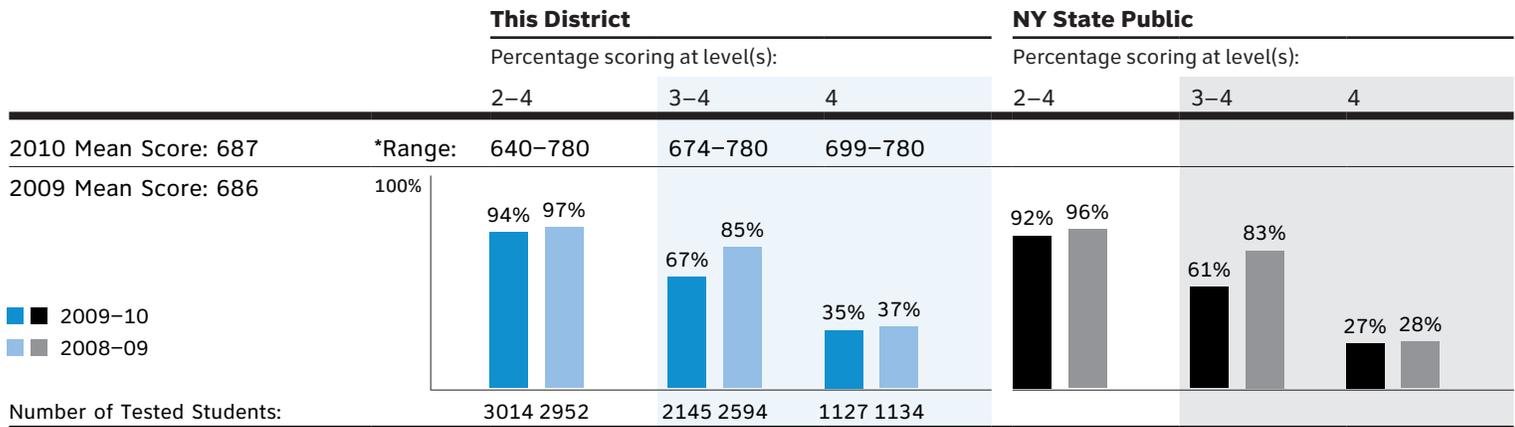
Other

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 6 Equivalent	37	35	32	24	36	34	28	22
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	222	N/A	N/A	N/A	103	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	225	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	3216	94%	67%	35%	3036	97%	85%	37%
Female	1580	94%	66%	36%	1484	98%	87%	37%
Male	1636	93%	67%	34%	1552	97%	84%	37%
American Indian or Alaska Native	6	100%	67%	33%	2	-	-	-
Black or African American	176	93%	44%	14%	164	-	-	-
Hispanic or Latino	790	90%	48%	16%	859	95%	75%	16%
Asian or Native Hawaiian/Other Pacific Islander	1386	97%	80%	49%	1223	99%	93%	55%
White	851	93%	67%	35%	787	97%	87%	38%
Multiracial	7	86%	57%	0%	1	-	-	-
Small Group Totals					167	98%	75%	13%
General-Education Students	2854	96%	72%	39%	2625	98%	90%	42%
Students with Disabilities	362	76%	27%	7%	411	89%	57%	11%
English Proficient	2486	97%	74%	41%	2400	99%	92%	43%
Limited English Proficient	730	83%	41%	14%	636	91%	62%	16%
Economically Disadvantaged	2870	93%	64%	32%	2635	97%	84%	35%
Not Disadvantaged	346	98%	87%	58%	401	99%	94%	50%
Migrant								
Not Migrant	3216	94%	67%	35%	3036	97%	85%	37%

NOTES

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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	36	35	27	19	36	35	33	26

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: 665	*Range: 642-790	664-790	698-790			
2009 Mean Score: 665						
Number of Tested Students:	2574	3061	1397	2339	303	226

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	2995	86%	47%	10%	3090	99%	76%	7%
Female	1462	89%	52%	12%	1455	99%	80%	10%
Male	1533	83%	42%	8%	1635	99%	72%	5%
American Indian or Alaska Native					2	-	-	-
Black or African American	168	89%	33%	4%	225	-	-	-
Hispanic or Latino	839	82%	31%	3%	809	100%	65%	2%
Asian or Native Hawaiian/Other Pacific Islander	1218	85%	54%	13%	1239	98%	79%	10%
White	763	91%	55%	15%	815	100%	82%	9%
Multiracial	7	71%	57%	14%				
Small Group Totals					227	99%	75%	3%
General-Education Students	2646	89%	52%	11%	2729	99%	80%	8%
Students with Disabilities	349	61%	9%	1%	361	99%	40%	0%
English Proficient	2449	95%	56%	12%	2604	100%	86%	9%
Limited English Proficient	546	46%	6%	0%	486	95%	23%	0%
Economically Disadvantaged	2689	85%	44%	8%	2614	99%	74%	6%
Not Disadvantaged	306	94%	69%	25%	476	100%	87%	15%
Migrant								
Not Migrant	2995	86%	47%	10%	3090	99%	76%	7%

NOTES

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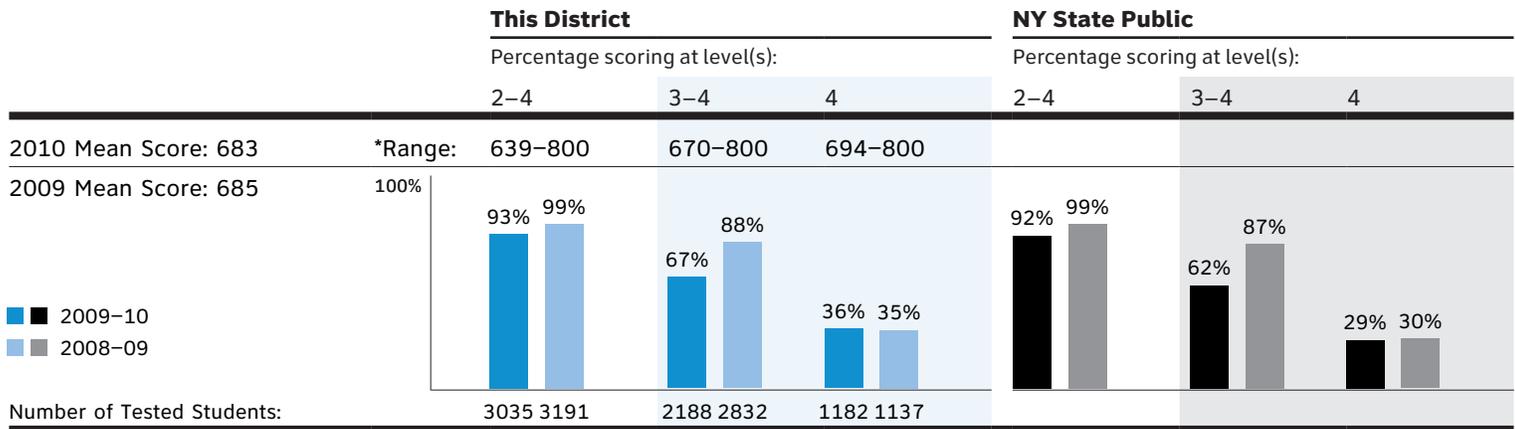
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	38	38	34	29	39	37	31	31
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	223	N/A	N/A	N/A	130	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	225	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	3250	93%	67%	36%	3230	99%	88%	35%
Female	1584	94%	69%	37%	1529	99%	88%	36%
Male	1666	92%	66%	36%	1701	99%	87%	35%
American Indian or Alaska Native					2	-	-	-
Black or African American	172	88%	42%	8%	227	-	-	-
Hispanic or Latino	856	90%	46%	16%	821	98%	77%	13%
Asian or Native Hawaiian/Other Pacific Islander	1429	96%	82%	53%	1333	99%	94%	53%
White	786	94%	70%	35%	846	99%	89%	35%
Multiracial	7	86%	71%	14%	1	-	-	-
Small Group Totals					230	99%	85%	10%
General-Education Students	2904	95%	72%	40%	2872	99%	91%	39%
Students with Disabilities	346	80%	30%	6%	358	96%	62%	6%
English Proficient	2473	97%	74%	42%	2611	100%	92%	41%
Limited English Proficient	777	81%	46%	17%	619	96%	68%	12%
Economically Disadvantaged	2942	93%	66%	34%	2746	99%	87%	33%
Not Disadvantaged	308	98%	81%	55%	484	99%	93%	50%
Migrant								
Not Migrant	3250	93%	67%	36%	3230	99%	88%	35%

NOTES

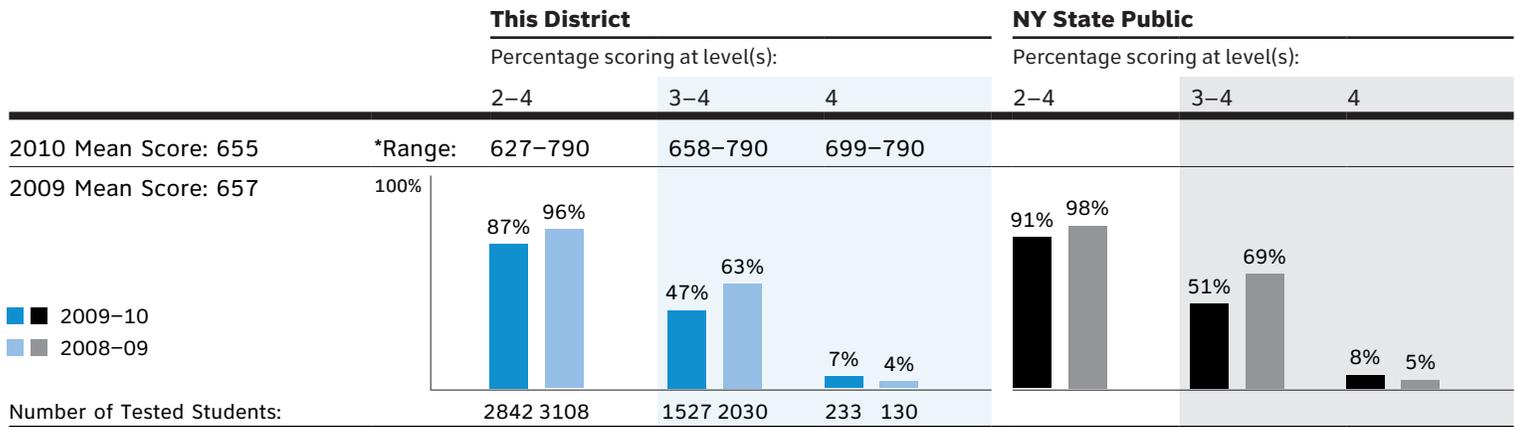
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Other Assessments

	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	36	34	32	23	38	31	26	18

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3260	87%	47%	7%	3223	96%	63%	4%
Female	1555	90%	53%	9%	1526	98%	68%	5%
Male	1705	85%	41%	5%	1697	95%	58%	3%
American Indian or Alaska Native	3	-	-	-	7	-	-	-
Black or African American	226	90%	35%	3%	194	98%	52%	2%
Hispanic or Latino	836	86%	30%	3%	949	97%	51%	1%
Asian or Native Hawaiian/Other Pacific Islander	1356	84%	55%	10%	1214	95%	69%	7%
White	835	93%	53%	8%	858	97%	69%	4%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	7	100%	86%	0%	8	100%	75%	0%
General-Education Students	2907	89%	51%	8%	2898	97%	67%	4%
Students with Disabilities	353	72%	13%	1%	325	94%	24%	0%
English Proficient	2716	96%	56%	9%	2688	100%	73%	5%
Limited English Proficient	544	41%	3%	0%	535	81%	10%	0%
Economically Disadvantaged	2899	86%	44%	7%	2687	96%	60%	3%
Not Disadvantaged	361	96%	69%	12%	536	99%	80%	9%
Migrant								
Not Migrant	3260	87%	47%	7%	3223	96%	63%	4%

NOTES

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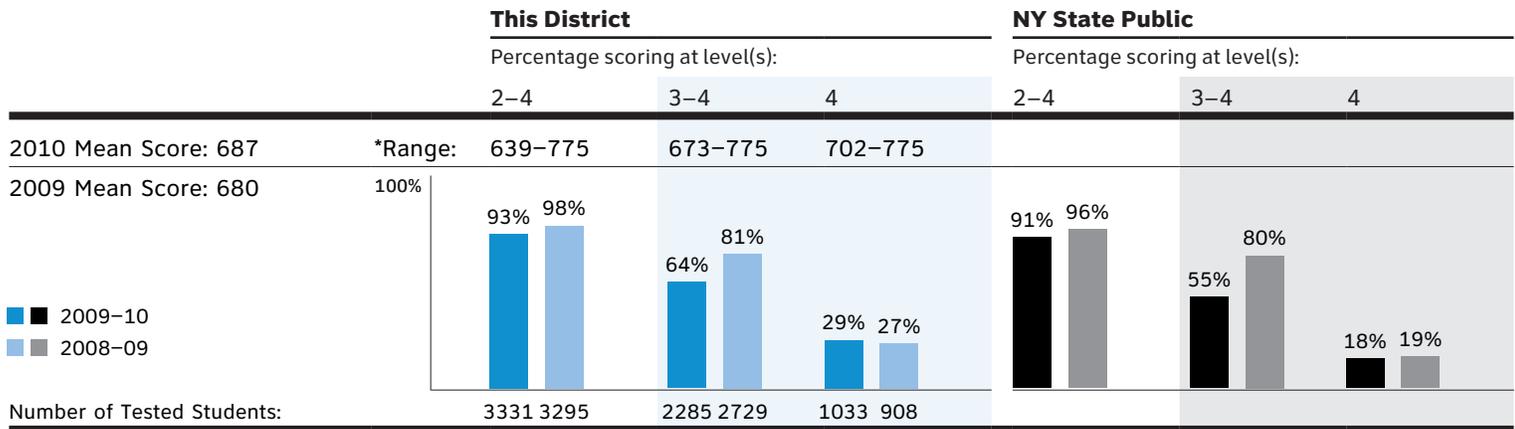
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	30	30	28	22	44	44	41	33
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	273	N/A	N/A	N/A	124	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	276	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	3568	93%	64%	29%	3371	98%	81%	27%
Female	1703	93%	67%	31%	1590	98%	80%	29%
Male	1865	93%	62%	27%	1781	98%	82%	25%
American Indian or Alaska Native	3	-	-	-	7	-	-	-
Black or African American	229	91%	45%	8%	197	97%	70%	10%
Hispanic or Latino	855	87%	39%	11%	956	96%	68%	9%
Asian or Native Hawaiian/Other Pacific Islander	1596	97%	80%	44%	1317	99%	92%	45%
White	881	94%	64%	25%	893	97%	81%	23%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	7	100%	57%	14%	8	100%	88%	38%
General-Education Students	3213	95%	69%	32%	3047	98%	84%	30%
Students with Disabilities	355	77%	21%	3%	324	91%	49%	3%
English Proficient	2744	96%	69%	33%	2690	99%	85%	31%
Limited English Proficient	824	85%	47%	15%	681	93%	64%	13%
Economically Disadvantaged	3201	93%	63%	27%	2833	98%	79%	25%
Not Disadvantaged	367	97%	75%	44%	538	98%	89%	38%
Migrant								
Not Migrant	3568	93%	64%	29%	3371	98%	81%	27%

NOTES

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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	30	25	24	18	44	39	34	19

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

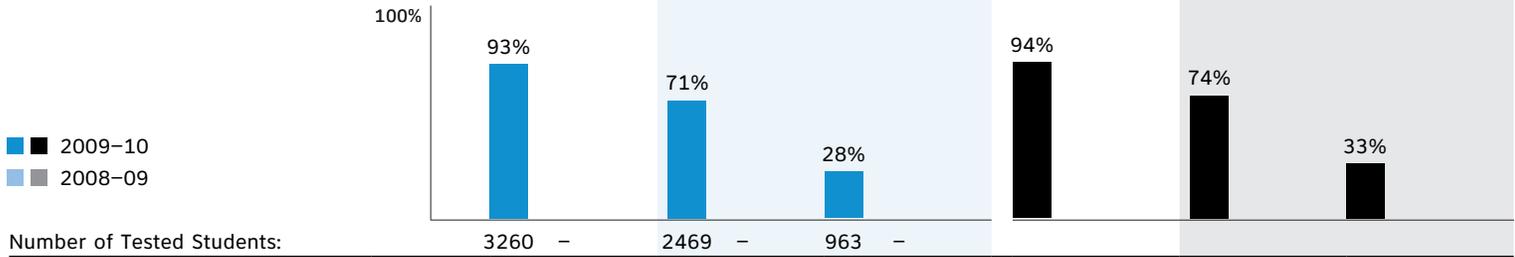
NY State Public

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	3467	93%	70%	27%	3342	91%	63%	17%
Female	1658	94%	70%	26%	1576	91%	60%	17%
Male	1809	93%	70%	28%	1766	91%	65%	18%
American Indian or Alaska Native	2	-	-	-	8	-	-	-
Black or African American	211	94%	63%	11%	189	88%	40%	5%
Hispanic or Latino	825	90%	56%	12%	942	87%	46%	7%
Asian or Native Hawaiian/Other Pacific Islander	1571	95%	78%	37%	1321	94%	76%	25%
White	854	93%	70%	28%	881	92%	66%	20%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	6	100%	100%	0%	9	100%	67%	22%
General-Education Students	3124	94%	74%	30%	3025	93%	67%	19%
Students with Disabilities	343	82%	34%	6%	317	79%	25%	2%
English Proficient	2668	97%	79%	33%	2664	96%	71%	21%
Limited English Proficient	799	80%	42%	7%	678	73%	31%	2%
Economically Disadvantaged	3111	93%	69%	25%	2804	90%	59%	15%
Not Disadvantaged	356	97%	82%	48%	538	96%	82%	31%
Migrant								
Not Migrant	3467	93%	70%	27%	3342	91%	63%	17%

NOTES

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Other Assessments

2009-10 School Year

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

2008-09 School Year

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

	2009-10 School Year	2008-09 School Year		
	Total Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	30	28	27	26
Regents Science	34	34	31	16

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

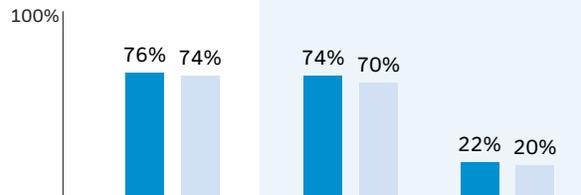
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2006 Cohort
■ 2005 Cohort

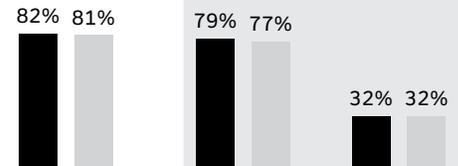
NY State Public

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	Percentage scoring at level(s):			2005 Cohort**	Percentage scoring at level(s):		
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	2845	76%	74%	22%	2976	74%	70%	20%
Female	1275	82%	80%	28%	1360	80%	76%	26%
Male	1570	71%	69%	17%	1616	70%	65%	16%
American Indian or Alaska Native	5	80%	80%	0%	9	33%	22%	0%
Black or African American	221	80%	74%	19%	221	73%	69%	19%
Hispanic or Latino	1010	67%	64%	17%	1030	67%	63%	16%
Asian or Native Hawaiian/Other Pacific Islander	833	83%	81%	22%	880	80%	76%	20%
White	764	80%	79%	30%	818	79%	76%	27%
Multiracial	12	42%	42%	17%	18	11%	11%	0%
Small Group Totals								
General-Education Students	2457	82%	80%	25%	2612	79%	75%	23%
Students with Disabilities	388	40%	36%	4%	364	40%	32%	3%
English Proficient	2205	80%	78%	27%	2261	78%	76%	26%
Limited English Proficient	640	62%	58%	5%	715	62%	53%	4%
Economically Disadvantaged	1631	79%	76%	24%	1739	78%	73%	20%
Not Disadvantaged	1214	72%	71%	20%	1237	69%	66%	21%
Migrant								
Not Migrant	2845	76%	74%	22%	2976	74%	70%	20%

NOTES

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

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

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

This District

Percentage scoring at level(s):

2-4

3-4

4

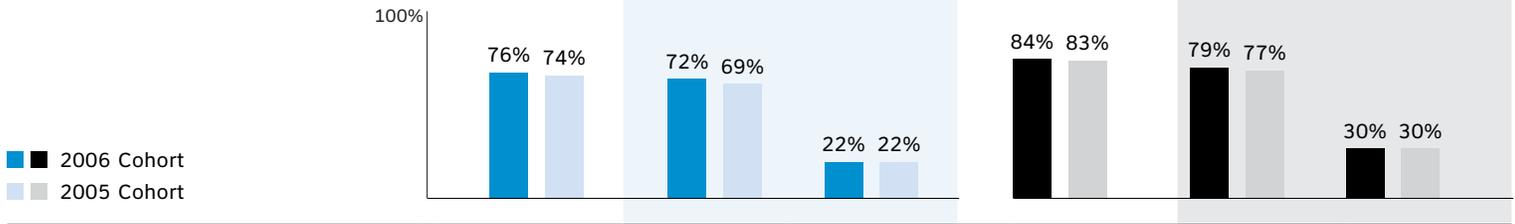
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students | Percentage scoring at level(s):
2-4 | 3-4 | 4

2005 Cohort**

Number of Students | Percentage scoring at level(s):
2-4 | 3-4 | 4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	2845	76%	72%	22%	2976	74%	69%	22%
Female	1275	80%	76%	24%	1360	79%	74%	23%
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Asian or Native Hawaiian/Other Pacific Islander	833	86%	85%	41%	880	84%	82%	43%
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Multiracial	12	42%	33%	0%	18	6%	6%	0%
Small Group Totals								
General-Education Students	2457	82%	79%	25%	2612	79%	75%	25%
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Migrant								
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