



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #21**
District ID **33-21-00-01-0000**
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Telephone **(718) 714-2502**
Grades **PK-12, UE, US**

This District's Report Card

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

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

For more information:

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

Use this report to:

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

District Profile

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

Enrollment

	2007-08	2008-09	2009-10
Pre-K	1016	1040	1044
Kindergarten	1682	1755	2065
Grade 1	1773	1747	1931
Grade 2	1707	1710	1887
Grade 3	1748	1681	1914
Grade 4	1758	1748	1881
Grade 5	1755	1718	1868
Grade 6	2525	2498	2602
Ungraded Elementary	1129	1270	94
Grade 7	2579	2543	2816
Grade 8	2655	2574	2888
Grade 9	4459	4014	4352
Grade 10	3859	3608	4167
Grade 11	2190	2050	2339
Grade 12	1940	2135	2155
Ungraded Secondary	1550	1587	120
Total K-12	33309	32638	33079

Average Class Size

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

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 #21

District ID 33-21-00-01-0000

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	17133	51%	20681	63%	20158	61%
Reduced-Price Lunch	2888	9%	3528	11%	2947	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	4989	15%	4990	15%	5404	16%
Racial/Ethnic Origin						
American Indian or Alaska Native	85	0%	90	0%	110	0%
Black or African American	7605	23%	7191	22%	6982	21%
Hispanic or Latino	7141	21%	7136	22%	7352	22%
Asian or Native Hawaiian/Other Pacific Islander	8093	24%	8055	25%	8235	25%
White	10385	31%	10166	31%	10400	31%
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	1662	5%	1702	5%	1660	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	2309	2363	2296
Percent with No Valid Teaching Certificate	2%	1%	1%
Percent Teaching Out of Certification	9%	9%	7%
Percent with Fewer Than Three Years of Experience	10%	10%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	50%	52%	55%
Total Number of Core Classes	5762	5895	5807
Percent Not Taught by Highly Qualified Teachers in This District	10%	10%	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	6828	7145	7185
Percent Taught by Teachers Without Appropriate Certification	10%	11%	9%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		14%	20%
Turnover Rate of All Teachers		11%	13%

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	✓	✓	✓	✓ ^{SH}	✗	✓
Ethnicity						
American Indian or Alaska Native	✓	✓		–	–	
Black or African American	✓	✓		✓ ^{SH}	✓ ^{SH}	
Hispanic or Latino	✓	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✓	
Multiracial	–	–		–	–	
Other Groups						
Students with Disabilities	✗	✓		✗	✗	
Limited English Proficient	✗	✓		✗	✗	
Economically Disadvantaged	✓	✓		✓ ^{SH}	✗	
Student groups making AYP in each subject	✗ 7 of 9	✓ 9 of 9	✓ 1 of 1	✗ 5 of 8	✗ 3 of 8	✓ 1 of 1

AYP Status

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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2010–11)  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	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 (14404:13445)			99%		171	154	
Ethnicity							
American Indian or Alaska Native (31:30)		—	—		180	138	
Black or African American (1860:1725)			99%		154	152	
Hispanic or Latino (3141:2972)			99%		155	153	
Asian or Native Hawaiian/Other Pacific Islander (4143:3835)			99%		179	153	
White (5213:4870)			98%		180	153	
Multiracial (16:13)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (2431:2344)			97%		134	153	137 102
Limited English Proficient (2276:2763)			98%		147	153	153 115
Economically Disadvantaged (13062:12170)			99%		169	154	
Final AYP Determination	 7 of 9						
Non-Accountability Groups							
Female (7030:6598)			99%		175	154	
Male (7374:6847)			99%		167	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	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 (14427:13658)			99%		188	134	
Ethnicity							
American Indian or Alaska Native (31:30)		—	—		187	118	
Black or African American (1864:1731)			99%		173	132	
Hispanic or Latino (3143:2983)			99%		180	133	
Asian or Native Hawaiian/Other Pacific Islander (4154:3932)			100%		195	133	
White (5219:4968)			99%		192	133	
Multiracial (16:14)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (2434:2343)			97%		159	133	
Limited English Proficient (2280:2981)			100%		180	133	
Economically Disadvantaged (13081:12381)			100%		187	134	
Final AYP Determination	 9 of 9						
Non-Accountability Groups							
Female (7044:6702)			99%		189	134	
Male (7383:6956)			99%		187	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 (4955:4642)		Qualified		98%		173	100	
Ethnicity								
American Indian or Alaska Native (6:6)	—	—	—	—	—	—	—	—
Black or African American (663:601)		Qualified		95%		154	100	
Hispanic or Latino (1058:989)		Qualified		98%		160	100	
Asian or Native Hawaiian/Other Pacific Islander (1422:1344)		Qualified		100%		182	100	
White (1801:1699)		Qualified		98%		180	100	
Multiracial (5:3)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (800:758)		Qualified		95%		147	100	
Limited English Proficient (809:959)		Qualified		98%		145	100	
Economically Disadvantaged (4488:4199)		Qualified		98%		172	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (2394:2262)				99%		175	100	
Male (2561:2380)				98%		171	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 5 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 (2617:2622)			100%		171	175	169 174	
Ethnicity								
American Indian or Alaska Native (8:12)	—	—	—	—	—	—	—	
Black or African American (919:929)			99%		169	173	161 172	
Hispanic or Latino (450:484)			99%		152	172	159 [‡] 157	
Asian or Native Hawaiian/Other Pacific Islander (613:573)			100%		181	172		
White (622:620)			100%		178	173		
Multiracial (5:4)	—	—	—	—	—	—	—	
Other Groups								
Students with Disabilities (202:332)			98%		105	171	106 [‡] 115	
Limited English Proficient (318:367)			99%		140	171	135 [‡] 146	
Economically Disadvantaged (2101:2144)			100%		172	175	171 175	
Final AYP Determination		5 of 8						
Non-Accountability Groups								
Female (1322:1288)			100%		180	174		
Male (1295:1334)			99%		162	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 (2617:2622)			100%		168	171	169 171
Ethnicity							
American Indian or Alaska Native (8:12)	—	—	—	—	—	—	—
Black or African American (919:929)			100%		160	169	159 164
Hispanic or Latino (450:484)			100%		149	168	157 [‡] 154
Asian or Native Hawaiian/Other Pacific Islander (613:573)			100%		187	168	
White (622:620)			100%		177	169	
Multiracial (5:4)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (202:332)			100%		98	167	107 [‡] 108
Limited English Proficient (318:367)			100%		153	167	161 [‡] 158
Economically Disadvantaged (2101:2144)			100%		170	171	171 173
Final AYP Determination	 3 of 8						
Non-Accountability Groups							
Female (1322:1288)			100%		173	170	
Male (1295:1334)			100%		163	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 1 of 1 Student groups making AYP in graduation rate
 Made AYP

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

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 (3098)			62%	80%	61%	66%
Ethnicity						
American Indian or Alaska Native (6)		—	—	—		
Black or African American (1088)			55%	80%	54%	60%
Hispanic or Latino (537)			47%	80%	48%	54%
Asian or Native Hawaiian/Other Pacific Islander (704)			73%	80%	73%	74%
White (756)			71%	80%	68%	73%
Multiracial (7)		—	—	—		
Other Groups						
Students with Disabilities (414)			27%	80%	31%	38%
Limited English Proficient (416)			47%	80%	52%	54%
Economically Disadvantaged (2204)			66%	80%	56%	69%
Final AYP Determination	 1 of 1					
Non-Accountability Groups						
Female (1538)			69%	80%		
Male (1560)			55%	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 **70%** 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 #21**

District ID **33-21-00-01-0000**

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

34 schools identified 83% of total

BROOKLYN STUDIO SECONDARY SCHOOL
EXPEDITIONARY LEARNING SCHOOL FOR COMMUNITY LEADERS
HIGH SCHOOL OF SPORTS MANAGEMENT
INTERNATIONAL HIGH SCHOOL AT LAFAYETTE
IS 228 DAVID A BOODY
IS 281 JOSEPH B CAVALLARO
IS 303 HERBERT S EISENBERG
IS 96 SETH LOW
IS 98 BAY ACADEMY
KINGSBOROUGH EARLY COLLEGE SCHOOL
LIBERATION DIPLOMA PLUS
LIFE ACADEMY HIGH SCHOOL FOR FILM AND MUSIC
MARK TWAIN IS 239 FOR THE GIFTED AND TALENTED
PS 100 THE CONEY ISLAND SCHOOL
PS 101 THE VERRAZANO
PS 121 NELSON A ROCKEFELLER
PS 128 BENSONHURST
PS 153 HOMECREST
PS 177 THE MARLBORO
PS 188 MICHAEL E BERDY
PS 199 FREDERICK WACHTEL
PS 209 MARGARET MEAD
PS 212 LADY DEBORAH MOODY
PS 215 MORRIS H WEISS
PS 216 ARTURO TOSCANINI
PS 225 THE EILEEN E ZAGLIN
PS 226 ALFRED DE B MASON
PS 238 ANNE SULLIVAN
PS 253
PS 329 SURFSIDE
PS 95 THE GRAVESEND
PS 97 THE HIGHLAWN
PS 99 ISAAC ASIMOV
RACHEL CARSON HIGH SCHOOL FOR COASTAL STUDIES

Improvement (year 2) Focused

1 school identified 2% of total

PS 90 EDNA COHEN

Corrective Action (year 2) Comprehensive

1 school identified 2% of total

JOHN DEWEY HIGH SCHOOL

Restructuring (advanced) Focused

1 school identified 2% of total

EDWARD R MURROW HIGH SCHOOL

Restructuring (advanced) Comprehensive

4 schools identified 10% of total

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

District ID **33-21-00-01-0000**

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

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

District ID **33-21-00-01-0000**

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	52%			1889
Grade 4	54%			1857
Grade 5	54%			1851
Grade 6	53%			2548
Grade 7	55%			2712
Grade 8	53%			2817
Mathematics				
Grade 3	62%			1948
Grade 4	65%			1921
Grade 5	69%			1907
Grade 6	71%			2614
Grade 7	72%			2800
Grade 8	68%			2909
Science				
Grade 4	85%			1893
Grade 8	71%			2869

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	74%			3025
Mathematics	72%			3025

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

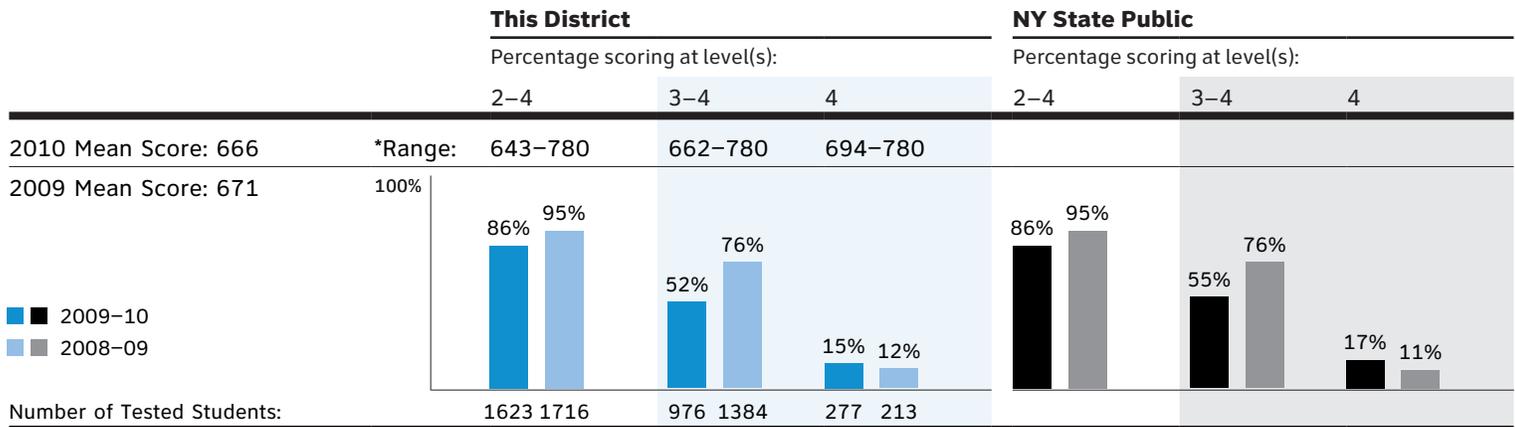
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

NYC Public Schools

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1889	86%	52%	15%	1815	95%	76%	12%
Female	915	89%	55%	16%	885	96%	82%	13%
Male	974	83%	49%	14%	930	93%	71%	10%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	232	78%	40%	8%	236	-	-	-
Hispanic or Latino	505	79%	34%	7%	475	91%	66%	4%
Asian or Native Hawaiian/Other Pacific Islander	531	92%	62%	20%	530	96%	84%	16%
White	615	90%	62%	19%	570	96%	83%	17%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	6	33%	33%	0%	240	95%	64%	5%
General-Education Students	1477	93%	60%	18%	1461	98%	86%	14%
Students with Disabilities	412	61%	22%	3%	354	80%	38%	2%
English Proficient	1497	89%	58%	18%	1454	97%	83%	14%
Limited English Proficient	392	73%	28%	3%	361	83%	50%	2%
Economically Disadvantaged	1848	86%	52%	15%	1784	95%	76%	12%
Not Disadvantaged	41	83%	56%	12%	31	94%	68%	13%
Migrant								
Not Migrant	1889	86%	52%	15%	1815	95%	76%	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.

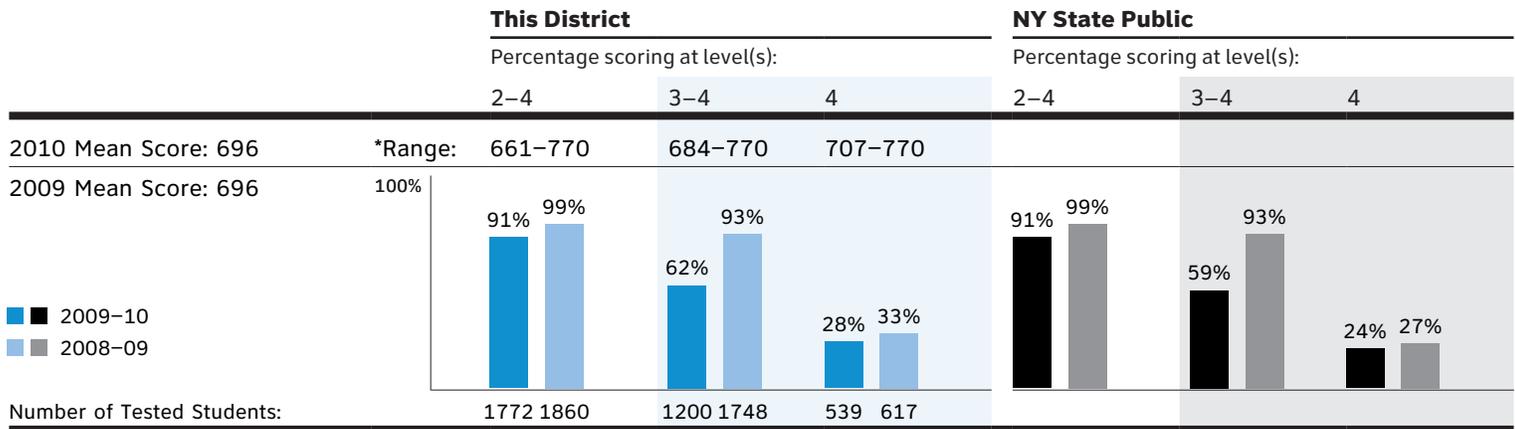
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	39	38	35	27	35	29	25	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	45	N/A	N/A	N/A	55	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	46	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	1948	91%	62%	28%	1879	99%	93%	33%
Female	938	91%	61%	27%	919	99%	94%	34%
Male	1010	91%	63%	29%	960	99%	93%	32%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	233	81%	41%	11%	238	-	-	-
Hispanic or Latino	510	86%	45%	14%	490	98%	89%	16%
Asian or Native Hawaiian/Other Pacific Islander	561	96%	79%	40%	553	99%	96%	47%
White	638	95%	67%	34%	594	99%	95%	41%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	6	67%	33%	33%	242	100%	92%	16%
General-Education Students	1536	94%	68%	32%	1525	99%	96%	38%
Students with Disabilities	412	78%	36%	10%	354	97%	80%	10%
English Proficient	1504	93%	67%	32%	1456	99%	96%	37%
Limited English Proficient	444	85%	45%	12%	423	98%	83%	17%
Economically Disadvantaged	1906	91%	61%	28%	1848	99%	93%	33%
Not Disadvantaged	42	93%	74%	33%	31	94%	90%	35%
Migrant								
Not Migrant	1948	91%	62%	28%	1879	99%	93%	33%

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	38	38	33	27	35	34	29	17

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: 671	*Range: 637-775			668-775 720-775		
2009 Mean Score: 666						
Number of Tested Students:	1650	1786	1003	1380	113	114

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	1857	89%	54%	6%	1897	94%	73%	6%
Female	897	91%	58%	8%	898	96%	78%	8%
Male	960	87%	50%	5%	999	93%	68%	4%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	234	77%	29%	1%	236	88%	51%	1%
Hispanic or Latino	486	84%	36%	1%	511	91%	62%	3%
Asian or Native Hawaiian/Other Pacific Islander	546	94%	72%	11%	515	97%	82%	8%
White	586	93%	63%	8%	629	97%	82%	9%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	5	80%	40%	0%	6	83%	67%	0%
General-Education Students	1484	94%	63%	7%	1521	98%	82%	7%
Students with Disabilities	373	69%	17%	1%	376	77%	34%	0%
English Proficient	1507	93%	61%	7%	1577	96%	79%	7%
Limited English Proficient	350	71%	23%	0%	320	84%	44%	0%
Economically Disadvantaged	1805	89%	54%	6%	1870	94%	73%	6%
Not Disadvantaged	52	88%	62%	2%	27	85%	70%	22%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	1857	89%	54%	6%	1897	94%	73%	6%

NOTES

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

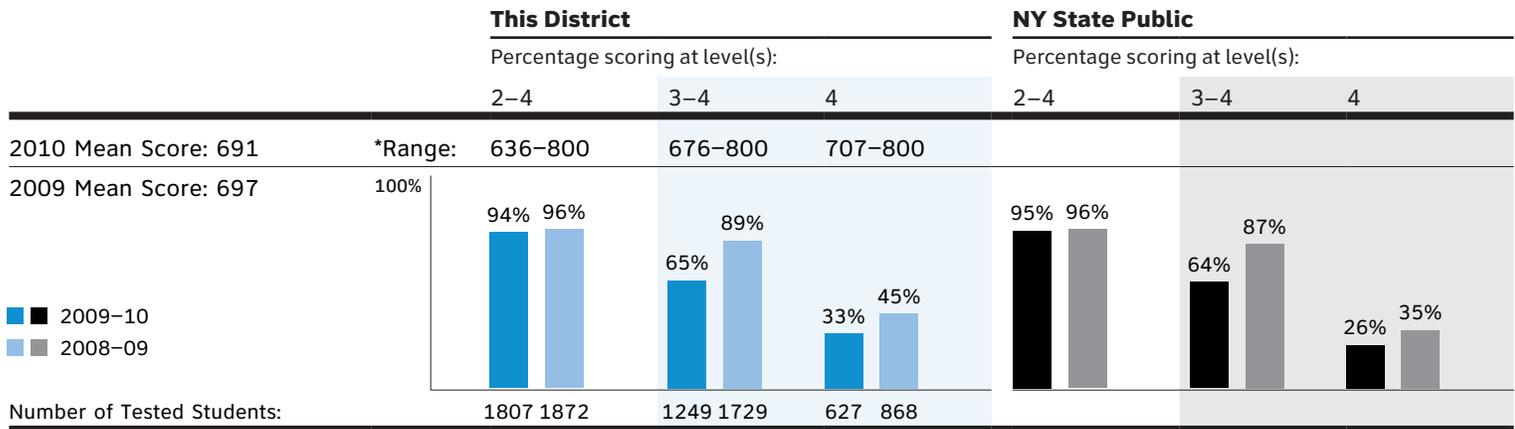
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	38	36	34	27	31	29	26	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	51	N/A	N/A	N/A	36	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	52	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	1921	94%	65%	33%	1941	96%	89%	45%
Female	933	95%	64%	33%	917	97%	89%	45%
Male	988	94%	66%	32%	1024	96%	89%	45%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	237	88%	38%	8%	238	92%	75%	19%
Hispanic or Latino	488	93%	48%	14%	516	94%	83%	27%
Asian or Native Hawaiian/Other Pacific Islander	577	95%	82%	52%	536	99%	96%	64%
White	613	96%	73%	39%	645	98%	93%	52%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	6	83%	50%	17%	6	83%	83%	33%
General-Education Students	1548	97%	73%	39%	1562	99%	94%	52%
Students with Disabilities	373	84%	32%	7%	379	87%	67%	16%
English Proficient	1509	96%	72%	39%	1583	97%	92%	50%
Limited English Proficient	412	85%	39%	10%	358	92%	77%	23%
Economically Disadvantaged	1869	94%	65%	32%	1915	96%	89%	45%
Not Disadvantaged	52	94%	73%	52%	26	96%	85%	58%
Migrant								
Not Migrant	1921	94%	65%	33%	1941	96%	89%	45%

NOTES

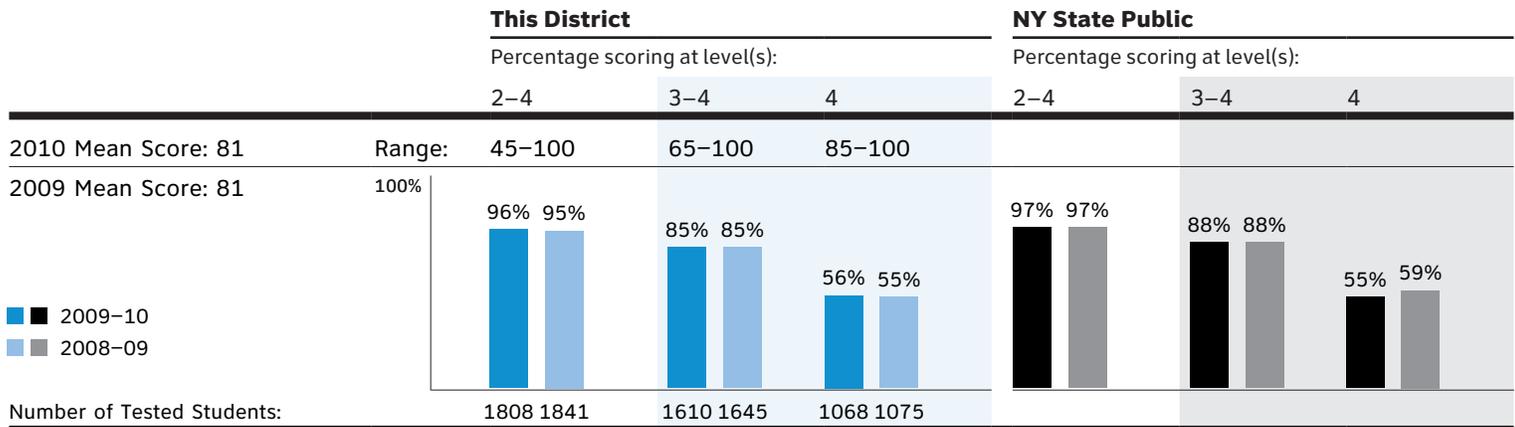
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* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	38	37	33	20	31	30	24	15

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	1893	96%	85%	56%	1944	95%	85%	55%
Female	920	96%	86%	57%	916	96%	85%	57%
Male	973	95%	84%	56%	1028	94%	84%	54%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	231	94%	75%	37%	241	89%	70%	32%
Hispanic or Latino	479	95%	80%	41%	517	93%	78%	42%
Asian or Native Hawaiian/Other Pacific Islander	576	96%	90%	69%	538	96%	91%	66%
White	600	96%	89%	64%	642	97%	91%	66%
Multiracial	4	-	-	-	3	-	-	-
Small Group Totals	7	71%	57%	57%	6	83%	83%	33%
General-Education Students	1526	96%	89%	64%	1567	97%	90%	63%
Students with Disabilities	367	92%	67%	23%	377	86%	63%	24%
English Proficient	1496	98%	91%	65%	1585	97%	89%	62%
Limited English Proficient	397	86%	61%	23%	359	85%	66%	26%
Economically Disadvantaged	1842	96%	85%	56%	1918	95%	85%	55%
Not Disadvantaged	51	94%	88%	73%	26	100%	88%	69%
Migrant								
Not Migrant	1893	96%	85%	56%	1944	95%	85%	55%

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	38	37	37	31	31	30	28	24

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: 673	*Range: 647-795	666-795	700-795			
2009 Mean Score: 671						
Number of Tested Students:	1623	1882	1006	1454	265	238

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	1851	88%	54%	14%	1904	99%	76%	13%
Female	867	91%	61%	19%	976	99%	78%	13%
Male	984	85%	49%	10%	928	98%	74%	12%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	220	70%	28%	5%	285	98%	55%	2%
Hispanic or Latino	483	83%	41%	7%	442	98%	69%	6%
Asian or Native Hawaiian/Other Pacific Islander	530	92%	65%	21%	501	99%	84%	20%
White	613	94%	65%	18%	670	99%	84%	15%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	5	100%	60%	0%	6	100%	83%	33%
General-Education Students	1493	94%	62%	17%	1540	100%	84%	15%
Students with Disabilities	358	62%	23%	3%	364	95%	43%	1%
English Proficient	1586	91%	61%	17%	1622	99%	82%	14%
Limited English Proficient	265	65%	15%	0%	282	96%	44%	1%
Economically Disadvantaged	1794	88%	54%	14%	1877	99%	76%	12%
Not Disadvantaged	57	93%	67%	28%	27	100%	74%	19%
Migrant								
Not Migrant	1851	88%	54%	14%	1904	99%	76%	13%

NOTES

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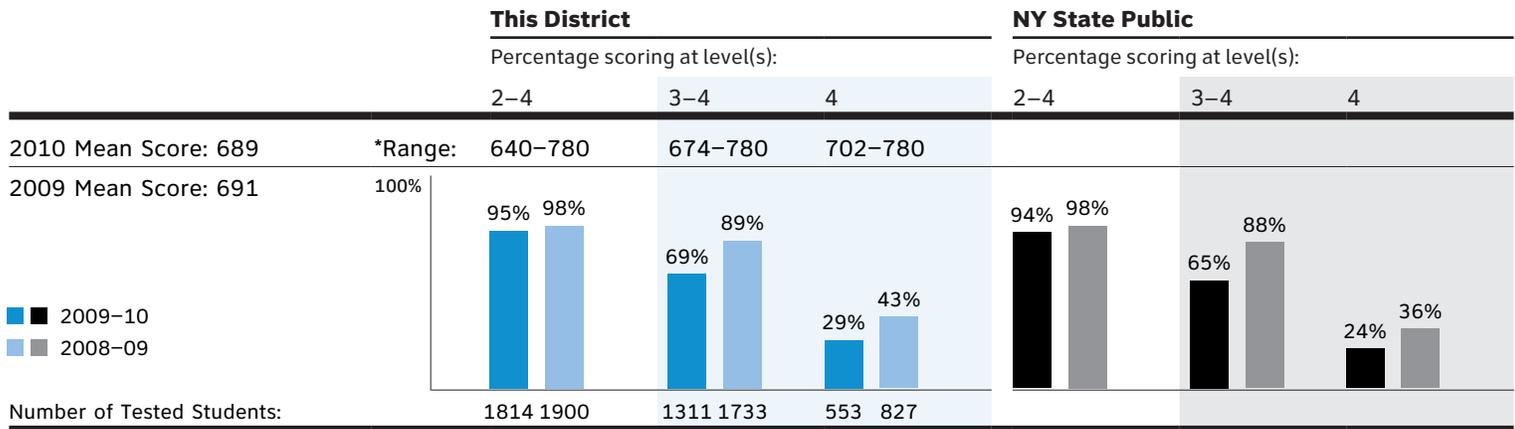
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	31	30	25	19	32	31	29	23
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	49	N/A	N/A	N/A	26	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	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 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	1907	95%	69%	29%	1938	98%	89%	43%
Female	895	96%	70%	31%	988	98%	91%	46%
Male	1012	94%	67%	28%	950	98%	88%	39%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	221	90%	39%	8%	286	97%	72%	11%
Hispanic or Latino	485	93%	54%	15%	446	98%	87%	26%
Asian or Native Hawaiian/Other Pacific Islander	561	97%	83%	45%	511	99%	96%	66%
White	635	97%	78%	33%	687	98%	94%	49%
Multiracial	3	-	-	-	5	-	-	-
Small Group Totals	5	100%	60%	0%	8	63%	50%	38%
General-Education Students	1551	98%	76%	34%	1569	99%	95%	50%
Students with Disabilities	356	84%	36%	6%	369	93%	66%	11%
English Proficient	1586	97%	74%	33%	1626	99%	92%	47%
Limited English Proficient	321	87%	45%	11%	312	93%	77%	18%
Economically Disadvantaged	1851	95%	69%	29%	1912	98%	90%	43%
Not Disadvantaged	56	93%	77%	41%	26	96%	77%	50%
Migrant								
Not Migrant	1907	95%	69%	29%	1938	98%	89%	43%

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	31	29	28	17	32	32	30	20

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: 663	*Range: 644-785	662-785	694-785			
2009 Mean Score: 670						
Number of Tested Students:	2260	2617	1354	2185	148	316

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	2548	89%	53%	6%	2619	100%	83%	12%
Female	1295	90%	57%	7%	1332	100%	86%	14%
Male	1253	87%	50%	4%	1287	100%	81%	10%
American Indian or Alaska Native	14	-	-	-	4	-	-	-
Black or African American	324	75%	30%	2%	365	100%	74%	5%
Hispanic or Latino	542	81%	31%	2%	473	100%	68%	2%
Asian or Native Hawaiian/Other Pacific Islander	704	93%	65%	9%	779	100%	88%	18%
White	961	95%	64%	7%	994	100%	91%	15%
Multiracial	3	-	-	-	4	-	-	-
Small Group Totals	17	88%	82%	12%	8	100%	75%	0%
General-Education Students	2191	94%	60%	7%	2287	100%	89%	14%
Students with Disabilities	357	53%	13%	0%	332	100%	43%	1%
English Proficient	2284	92%	58%	6%	2347	100%	89%	13%
Limited English Proficient	264	59%	11%	0%	272	99%	39%	0%
Economically Disadvantaged	2206	87%	48%	4%	2300	100%	82%	10%
Not Disadvantaged	342	97%	84%	15%	319	100%	96%	30%
Migrant								
Not Migrant	2548	89%	53%	6%	2619	100%	83%	12%

NOTES

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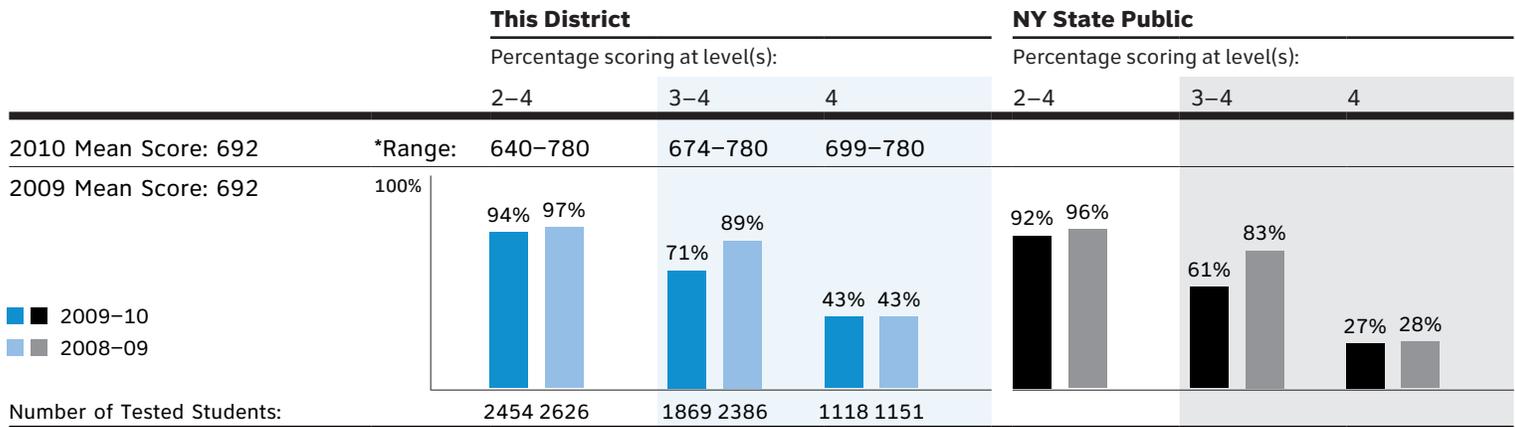
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	35	33	27	19	29	27	25	22
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	55	N/A	N/A	N/A	57	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	56	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	2614	94%	71%	43%	2695	97%	89%	43%
Female	1324	94%	73%	45%	1372	98%	89%	44%
Male	1290	93%	70%	41%	1323	97%	88%	42%
American Indian or Alaska Native	14	-	-	-	4	-	-	-
Black or African American	327	85%	43%	19%	367	95%	80%	22%
Hispanic or Latino	547	89%	52%	20%	479	96%	78%	20%
Asian or Native Hawaiian/Other Pacific Islander	735	97%	85%	61%	831	98%	94%	57%
White	988	97%	81%	49%	1009	98%	93%	49%
Multiracial	3	-	-	-	5	-	-	-
Small Group Totals	17	94%	94%	82%	9	100%	67%	33%
General-Education Students	2256	97%	79%	49%	2360	99%	94%	48%
Students with Disabilities	358	72%	24%	6%	335	87%	53%	7%
English Proficient	2292	95%	76%	47%	2353	99%	92%	47%
Limited English Proficient	322	84%	43%	15%	342	90%	66%	15%
Economically Disadvantaged	2269	93%	68%	38%	2373	97%	88%	40%
Not Disadvantaged	345	99%	92%	72%	322	99%	96%	65%
Migrant								
Not Migrant	2614	94%	71%	43%	2695	97%	89%	43%

NOTES

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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	35	35	31	24	29	28	25	22

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 671	*Range: 642-790	664-790	698-790			
2009 Mean Score: 670						
Number of Tested Students:	2447	2648	1487	2166	359	250

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	2712	90%	55%	13%	2656	100%	82%	9%
Female	1379	92%	59%	15%	1306	100%	86%	11%
Male	1333	89%	50%	11%	1350	100%	77%	8%
American Indian or Alaska Native	5	-	-	-	3	-	-	-
Black or African American	386	86%	43%	6%	378	100%	76%	3%
Hispanic or Latino	488	82%	31%	2%	506	100%	69%	2%
Asian or Native Hawaiian/Other Pacific Islander	811	90%	60%	18%	751	99%	84%	14%
White	1018	96%	67%	18%	1015	100%	88%	12%
Multiracial	4	-	-	-	3	-	-	-
Small Group Totals	9	89%	44%	0%	6	100%	67%	0%
General-Education Students	2396	94%	61%	15%	2341	100%	87%	11%
Students with Disabilities	316	62%	11%	0%	315	99%	38%	0%
English Proficient	2442	95%	60%	15%	2408	100%	87%	10%
Limited English Proficient	270	46%	4%	0%	248	98%	27%	0%
Economically Disadvantaged	2343	89%	51%	11%	2312	100%	80%	7%
Not Disadvantaged	369	98%	78%	30%	344	100%	95%	24%
Migrant								
Not Migrant	2712	90%	55%	13%	2656	100%	82%	9%

NOTES

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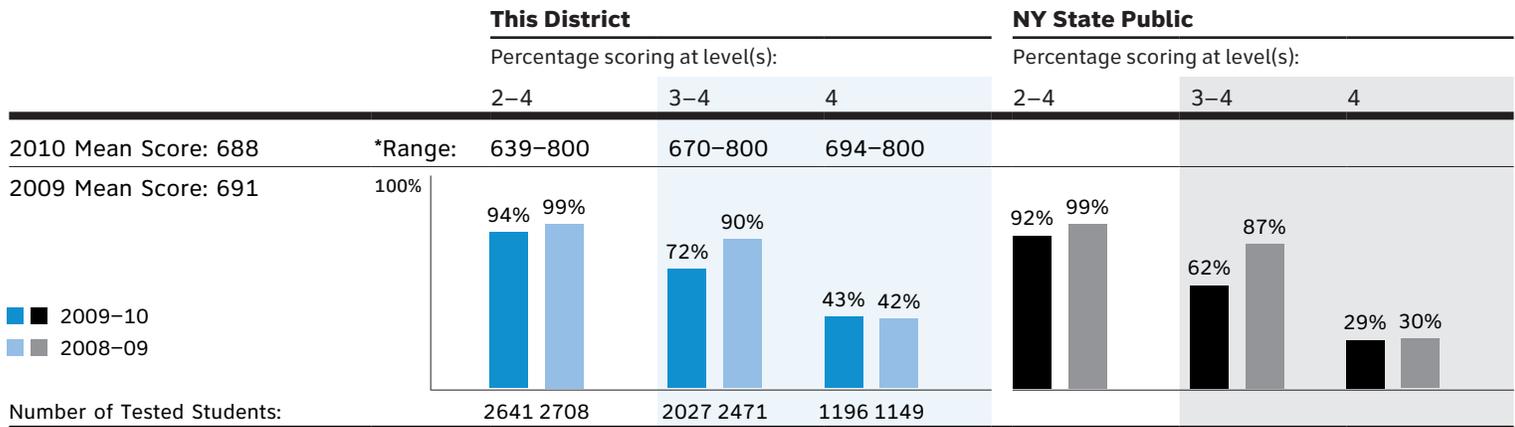
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Other Assessments

	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	34	34	32	31	50	50	47	47
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	66	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 7	68	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	2800	94%	72%	43%	2737	99%	90%	42%
Female	1416	94%	72%	43%	1337	99%	92%	43%
Male	1384	95%	72%	43%	1400	99%	88%	41%
American Indian or Alaska Native	5	-	-	-	3	-	-	-
Black or African American	390	91%	58%	21%	376	99%	85%	18%
Hispanic or Latino	491	89%	49%	16%	512	99%	81%	17%
Asian or Native Hawaiian/Other Pacific Islander	860	97%	83%	58%	801	99%	96%	59%
White	1050	97%	80%	51%	1042	99%	93%	50%
Multiracial	4	-	-	-	3	-	-	-
Small Group Totals	9	78%	33%	33%	6	83%	83%	33%
General-Education Students	2480	97%	79%	48%	2423	99%	95%	47%
Students with Disabilities	320	71%	23%	4%	314	95%	58%	5%
English Proficient	2459	97%	77%	47%	2396	99%	93%	46%
Limited English Proficient	341	78%	38%	14%	341	96%	74%	11%
Economically Disadvantaged	2429	94%	70%	39%	2391	99%	89%	38%
Not Disadvantaged	371	98%	87%	66%	346	99%	96%	70%
Migrant								
Not Migrant	2800	94%	72%	43%	2737	99%	90%	42%

NOTES

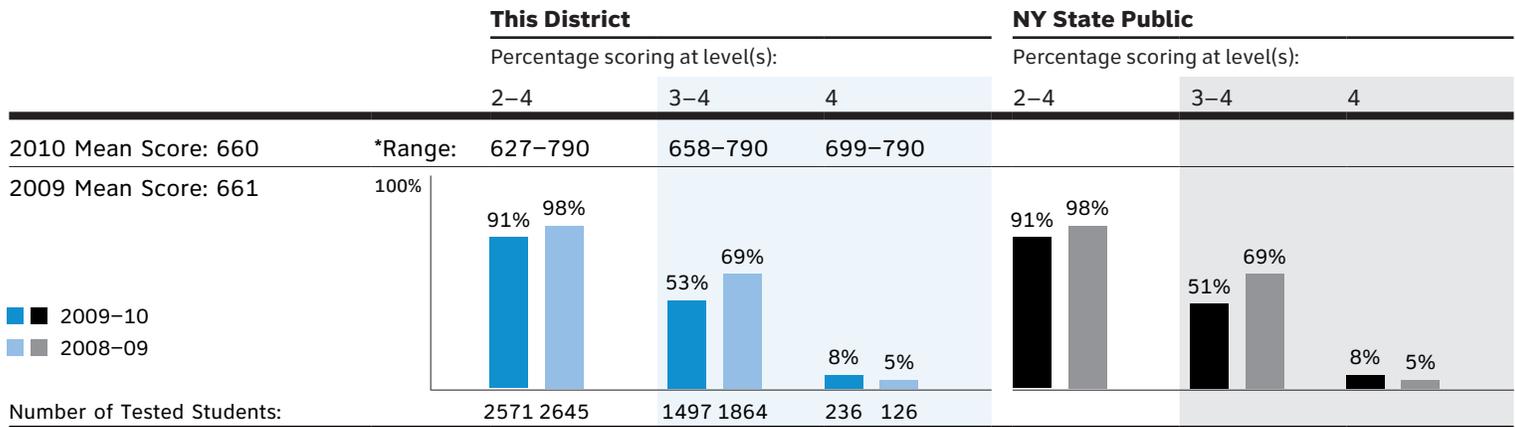
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Other Assessments

	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	31	29	28	20	51	49	48	44

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	2817	91%	53%	8%	2695	98%	69%	5%
Female	1365	94%	59%	11%	1353	99%	75%	6%
Male	1452	88%	47%	6%	1342	97%	63%	3%
American Indian or Alaska Native	3	-	-	-	6	100%	33%	0%
Black or African American	397	-	-	-	425	97%	56%	1%
Hispanic or Latino	531	88%	35%	2%	512	97%	52%	0%
Asian or Native Hawaiian/Other Pacific Islander	794	91%	62%	13%	686	98%	77%	7%
White	1091	94%	60%	10%	1066	100%	78%	7%
Multiracial	1	-	-	-				
Small Group Totals	401	89%	40%	3%				
General-Education Students	2515	94%	58%	9%	2382	99%	76%	5%
Students with Disabilities	302	69%	9%	1%	313	92%	19%	0%
English Proficient	2528	96%	59%	9%	2436	99%	74%	5%
Limited English Proficient	289	53%	4%	0%	259	89%	19%	0%
Economically Disadvantaged	2436	90%	50%	7%	2381	98%	66%	3%
Not Disadvantaged	381	98%	75%	18%	314	99%	91%	14%
Migrant								
Not Migrant	2817	91%	53%	8%	2695	98%	69%	5%

NOTES

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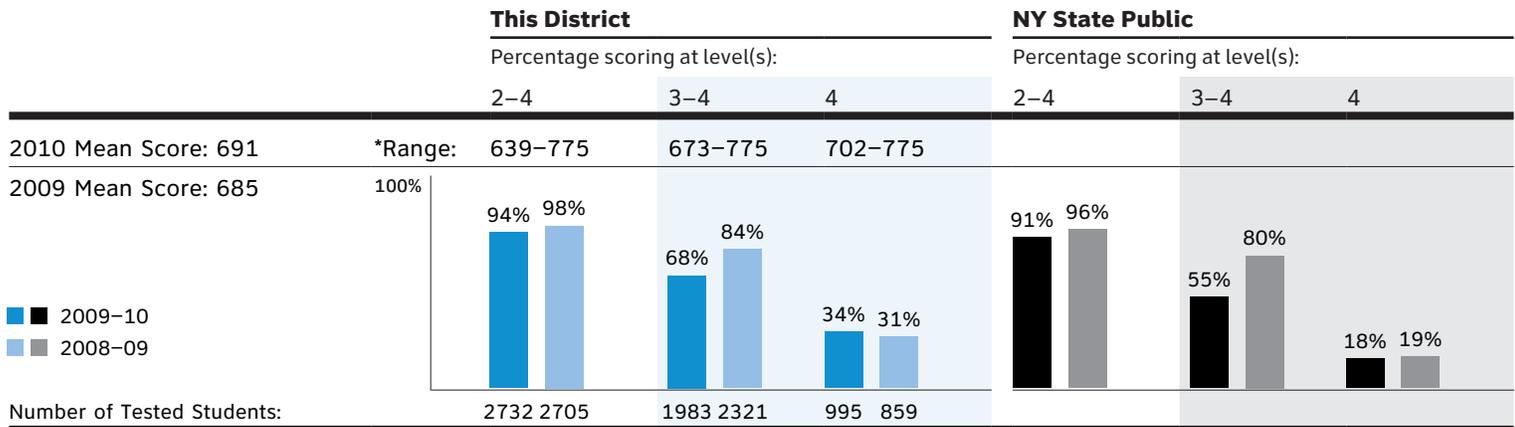
Other

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	58	58	57	51	34	33	33	28
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	71	N/A	N/A	N/A	64	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	73	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	2909	94%	68%	34%	2772	98%	84%	31%
Female	1411	95%	71%	37%	1397	98%	85%	34%
Male	1498	93%	65%	32%	1375	97%	82%	28%
American Indian or Alaska Native	3	-	-	-	6	100%	67%	33%
Black or African American	399	-	-	-	425	95%	70%	13%
Hispanic or Latino	540	89%	49%	13%	518	96%	70%	12%
Asian or Native Hawaiian/Other Pacific Islander	827	97%	84%	53%	725	99%	93%	46%
White	1139	96%	73%	38%	1098	99%	90%	37%
Multiracial	1	-	-	-				
Small Group Totals	403	89%	46%	14%				
General-Education Students	2601	97%	74%	38%	2458	99%	89%	35%
Students with Disabilities	308	71%	20%	4%	314	86%	42%	2%
English Proficient	2545	95%	72%	37%	2440	98%	86%	34%
Limited English Proficient	364	83%	42%	12%	332	93%	69%	9%
Economically Disadvantaged	2525	94%	66%	31%	2460	97%	82%	28%
Not Disadvantaged	384	97%	85%	58%	312	98%	94%	56%
Migrant								
Not Migrant	2909	94%	68%	34%	2772	98%	84%	31%

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	58	55	53	36	34	33	30	26

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

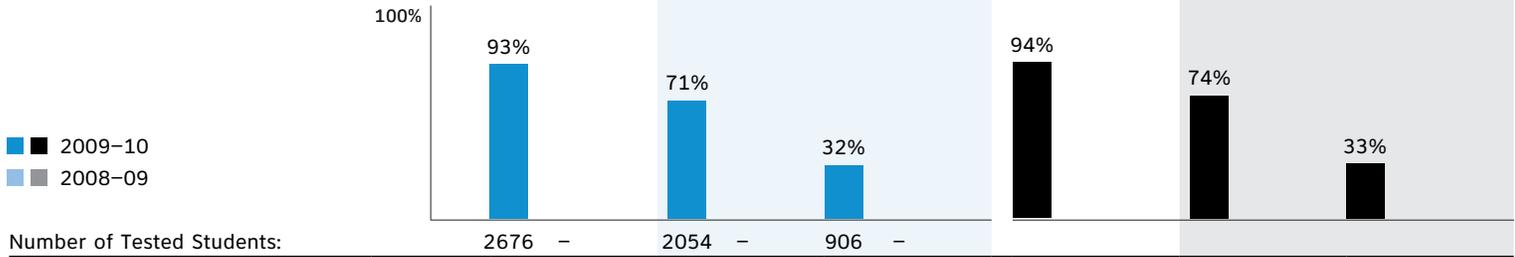
NY State Public

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	2869	93%	71%	32%	2749	92%	67%	22%
Female	1393	94%	73%	30%	1393	92%	67%	20%
Male	1476	92%	70%	33%	1356	92%	67%	23%
American Indian or Alaska Native	3	-	-	-	6	100%	50%	17%
Black or African American	386	-	-	-	415	85%	47%	7%
Hispanic or Latino	530	90%	55%	11%	509	89%	48%	6%
Asian or Native Hawaiian/Other Pacific Islander	826	94%	81%	44%	724	93%	76%	32%
White	1123	95%	78%	38%	1095	96%	77%	28%
Multiracial	1	-	-	-	-	-	-	-
Small Group Totals	390	88%	54%	13%	-	-	-	-
General-Education Students	2570	94%	76%	35%	2450	94%	72%	24%
Students with Disabilities	299	81%	31%	3%	299	74%	22%	2%
English Proficient	2509	96%	78%	36%	2425	95%	72%	24%
Limited English Proficient	360	72%	27%	3%	324	72%	27%	1%
Economically Disadvantaged	2487	92%	69%	27%	2436	92%	64%	17%
Not Disadvantaged	382	98%	90%	62%	313	96%	90%	55%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	2869	93%	71%	32%	2749	92%	67%	22%

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	56	53	53	50	34	32	28	25
Regents Science	6	6	6	1	1	-	-	-

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

This District

Percentage scoring at level(s):

2-4

3-4

4

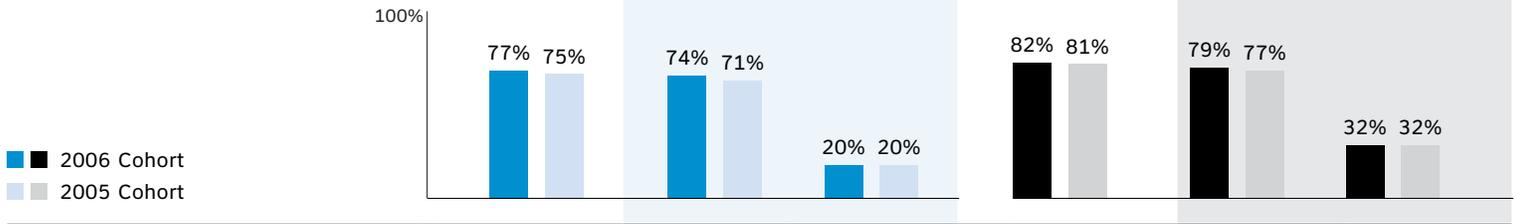
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2005 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	3025	77%	74%	20%	3069	75%	71%	20%
Female	1450	84%	82%	27%	1525	81%	77%	27%
Male	1575	71%	67%	13%	1544	70%	64%	14%
American Indian or Alaska Native	13	-	-	-	6	67%	33%	0%
Black or African American	1076	75%	73%	12%	1072	71%	65%	14%
Hispanic or Latino	581	66%	62%	15%	533	65%	60%	12%
Asian or Native Hawaiian/Other Pacific Islander	627	87%	84%	25%	701	85%	80%	22%
White	724	81%	78%	30%	750	81%	79%	33%
Multiracial	4	-	-	-	7	71%	57%	0%
Small Group Totals	17	76%	71%	6%				
General-Education Students	2596	84%	82%	23%	2660	82%	78%	23%
Students with Disabilities	429	36%	27%	2%	409	33%	25%	1%
English Proficient	2676	80%	77%	22%	2748	78%	75%	22%
Limited English Proficient	349	57%	51%	3%	321	51%	38%	2%
Economically Disadvantaged	2360	81%	78%	22%	2191	78%	74%	23%
Not Disadvantaged	665	65%	62%	12%	878	68%	62%	12%
Migrant								
Not Migrant	3025	77%	74%	20%	3069	75%	71%	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

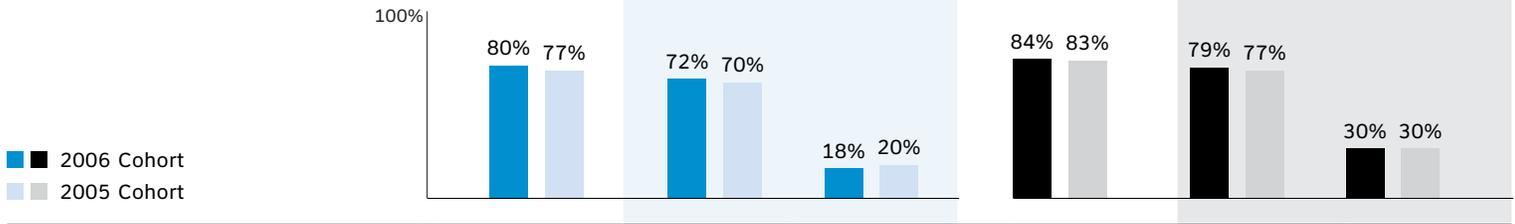
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2006 Cohort				2005 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3025	80%	72%	18%	3069	77%	70%	20%
Female	1450	84%	76%	20%	1525	82%	76%	23%
Male	1575	75%	67%	15%	1544	72%	64%	17%
American Indian or Alaska Native	13	–	–	–	6	83%	67%	0%
Black or African American	1076	75%	66%	8%	1072	71%	61%	7%
Hispanic or Latino	581	71%	59%	9%	533	64%	56%	8%
Asian or Native Hawaiian/Other Pacific Islander	627	90%	86%	36%	701	89%	86%	39%
White	724	84%	77%	24%	750	84%	77%	30%
Multiracial	4	–	–	–	7	100%	86%	0%
Small Group Totals	17	65%	47%	18%				
General-Education Students	2596	87%	80%	20%	2660	84%	78%	23%
Students with Disabilities	429	36%	22%	2%	409	32%	19%	0%
English Proficient	2676	81%	74%	19%	2748	78%	72%	21%
Limited English Proficient	349	72%	56%	9%	321	67%	56%	15%
Economically Disadvantaged	2360	83%	75%	20%	2191	80%	74%	23%
Not Disadvantaged	665	69%	59%	8%	878	69%	59%	12%
Migrant								
Not Migrant	3025	80%	72%	18%	3069	77%	70%	20%

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