



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #22**

District ID **33-22-00-01-0000**

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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.

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	1038	977	1026
Kindergarten	2464	2503	2666
Grade 1	2691	2722	2872
Grade 2	2657	2657	2966
Grade 3	2540	2625	2893
Grade 4	2642	2553	2972
Grade 5	2487	2598	2837
Grade 6	2262	2233	2371
Ungraded Elementary	1698	1764	119
Grade 7	2351	2283	2369
Grade 8	2372	2375	2477
Grade 9	3171	3123	3288
Grade 10	3438	2931	3128
Grade 11	2064	2316	2204
Grade 12	2540	2155	2461
Ungraded Secondary	1056	1144	80
Total K-12	36433	35982	35703

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	23	25	25
Grade 8			
English	29	27	28
Mathematics	27	28	29
Science	30	29	29
Social Studies	29	29	29
Grade 10			
English	31	32	31
Mathematics	29	31	30
Science	29	33	31
Social Studies	31	31	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 #22

District ID 33-22-00-01-0000

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	18619	51%	19605	54%	20164	56%
Reduced-Price Lunch	3373	9%	3594	10%	3299	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3400	9%	3609	10%	3527	10%
Racial/Ethnic Origin						
American Indian or Alaska Native	114	0%	106	0%	85	0%
Black or African American	16681	46%	16049	45%	15516	43%
Hispanic or Latino	4749	13%	4797	13%	4855	14%
Asian or Native Hawaiian/Other Pacific Islander	5409	15%	5647	16%	5779	16%
White	9480	26%	9383	26%	9468	27%
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	1474	4%	1481	4%	1468	4%

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.

District NEW YORK CITY GEOGRAPHIC DISTRICT #22

District ID 33-22-00-01-0000

Teacher Qualifications

	2007-08	2008-09	2009-10
Total Number of Teachers	2553	2521	2430
Percent with No Valid Teaching Certificate	2%	1%	1%
Percent Teaching Out of Certification	7%	6%	4%
Percent with Fewer Than Three Years of Experience	11%	9%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	44%	46%	50%
Total Number of Core Classes	5435	5265	5081
Percent Not Taught by Highly Qualified Teachers in This District	9%	5%	4%
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	6616	6389	6250
Percent Taught by Teachers Without Appropriate Certification	8%	7%	5%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		15%	12%
Turnover Rate of All Teachers		12%	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	8 of 10	10 of 10	1 of 1	7 of 8	7 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 8 of 10 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 (16840:15702)			99%		168	154	
Ethnicity							
American Indian or Alaska Native (41:37)			100%		176	139	
Black or African American (8058:7531)			99%		160	154	
Hispanic or Latino (2262:2100)			98%		162	153	
Asian or Native Hawaiian/Other Pacific Islander (2383:2214)			99%		178	153	
White (4022:3755)			98%		183	153	
Multiracial (74:65)			99%		172	143	
Other Groups							
Students with Disabilities (3174:2957)			95%		135	153	142 102
Limited English Proficient (1705:1909)			97%		144	153	153 114
Economically Disadvantaged (15067:14110)			99%		167	154	
Final AYP Determination	 8 of 10						
Non-Accountability Groups							
Female (8171:7658)			99%		173	154	
Male (8669:8044)			98%		164	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 10 of 10 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 (16848:15880)			99%		184	134	
Ethnicity							
American Indian or Alaska Native (40:38)			100%		184	119	
Black or African American (8064:7571)			99%		178	134	
Hispanic or Latino (2261:2124)			99%		182	133	
Asian or Native Hawaiian/Other Pacific Islander (2387:2275)			100%		193	133	
White (4023:3807)			98%		193	133	
Multiracial (73:65)			100%		185	123	
Other Groups							
Students with Disabilities (3169:2962)			95%		155	133	
Limited English Proficient (1708:2091)			99%		174	133	
Economically Disadvantaged (15073:14272)			100%		184	134	
Final AYP Determination	 10 of 10						
Non-Accountability Groups							
Female (8171:7742)			99%		186	134	
Male (8677:8138)			99%		182	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 (5731:5313)		Qualified		97%		172	100	
Ethnicity								
American Indian or Alaska Native (16:15)	—	—	—	—	—	—	—	—
Black or African American (2744:2517)		Qualified		97%		164	100	
Hispanic or Latino (754:697)		Qualified		97%		166	100	
Asian or Native Hawaiian/Other Pacific Islander (812:770)		Qualified		100%		183	100	
White (1377:1289)		Qualified		97%		185	100	
Multiracial (28:25)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (1039:943)		Qualified		92%		144	100	
Limited English Proficient (565:639)		Qualified		97%		148	100	
Economically Disadvantaged (5110:4760)		Qualified		98%		170	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (2770:2584)				98%		173	100	
Male (2961:2729)				97%		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 7 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 (2703:2640)			100%		187	175	
Ethnicity							
American Indian or Alaska Native (4:6)	—	—	—	—	—	—	—
Black or African American (1037:1005)			100%		184	174	
Hispanic or Latino (325:308)			100%		178	171	
Asian or Native Hawaiian/Other Pacific Islander (551:537)			100%		193	172	
White (784:783)			100%		192	173	
Multiracial (2:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (160:204)			99%		143	169	127 [‡] 149
Limited English Proficient (164:199)			99%		170	169	
Economically Disadvantaged (1040:1048)			100%		185	174	
Final AYP Determination		7 of 8					
Non-Accountability Groups							
Female (1411:1389)			100%		192	174	
Male (1292:1251)			100%		182	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 7 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 (2703:2640)			100%		187	171	
Ethnicity							
American Indian or Alaska Native (4:6)	—	—	—	—	—	—	—
Black or African American (1037:1005)			100%		183	170	
Hispanic or Latino (325:308)			100%		181	167	
Asian or Native Hawaiian/Other Pacific Islander (551:537)			100%		195	168	
White (784:783)			100%		190	169	
Multiracial (2:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (160:204)			99%		135	165	126 [‡] 142
Limited English Proficient (164:199)			99%		174	165	
Economically Disadvantaged (1040:1048)			100%		186	170	
Final AYP Determination	 7 of 8						
Non-Accountability Groups							
Female (1411:1389)			100%		191	170	
Male (1292:1251)			100%		183	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 (2813)			72%	80%	73% 74%
Ethnicity					
American Indian or Alaska Native (8)		—	—	—	
Black or African American (1136)			68%	80%	69% 70%
Hispanic or Latino (342)			59%	80%	64% 63%
Asian or Native Hawaiian/Other Pacific Islander (489)			83%	80%	
White (827)			77%	80%	79% 78%
Multiracial (11)		—	—	—	
Other Groups					
Students with Disabilities (289)			34%	80%	41% 43%
Limited English Proficient (252)			53%	80%	53% 58%
Economically Disadvantaged (934)			71%	80%	63% 73%
Final AYP Determination	 0 of 1				
Non-Accountability Groups					
Female (1378)			79%	80%	
Male (1435)			66%	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 **76%** 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 #22**

District ID **33-22-00-01-0000**

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

31 schools identified 82% of total

ANDRIES HUDDE SCHOOL
BROOKLYN COLLEGE ACADEMY
IS 381
JHS 14 SHELL BANK
JHS 234 ARTHUR W CUNNINGHAM
JHS 78 ROY H MANN
LEON M GOLDSTEIN HIGH SCHOOL FOR THE SCIENCES
MIDWOOD HIGH SCHOOL
PS 119 AMERSFORT
PS 139 ALEXINE A FENTY
PS 193 GIL HODGES
PS 194 RAOUL WALLENBERG
PS 195 MANHATTAN BEACH
PS 197 BROOKLYN
PS 203 FLOYD BENNETT
PS 206 JOSEPH F LAMB
PS 207 ELIZABETH G LEARY
PS 217 COLONEL DAVID MARCUS SCHOOL
PS 222 KATHERINE R SNYDER
PS 236 MILL BASIN
PS 245
PS 254 DAG HAMMARSKJOLD
PS 255 BARBARA REING SCHOOL
PS 277 GERRITSEN BEACH
PS 312 BERGEN BEACH
PS 326
PS 361 EAST FLATBUSH EARLY CHILDHOOD SCHOOL
PS 52 SHEEPSHEAD BAY
PS K134
PS K315
SCHOOL OF SCIENCE AND TECHNOLOGY

Improvement (year 1) Basic

1 school identified 3% of total

JAMES MADISON HIGH SCHOOL

Improvement (year 1) Focused

2 schools identified 5% of total

JHS 278 MARINE PARK
PS 269 NOSTRAND

Improvement (year 2) Basic

2 schools identified 5% of total

PS 198 BROOKLYN
PS 251 PAEDERGAT

Corrective Action (year 1) Comprehensive

1 school identified 3% of total

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

District ID **33-22-00-01-0000**

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

Corrective Action (year 1) Comprehensive (continued)

PS 109

Restructuring (advanced) Focused

1 school identified 3% of total

SHEEPSHEAD BAY HIGH SCHOOL

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

District ID **33-22-00-01-0000**

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	54%			2854
Grade 4	53%			2917
Grade 5	53%			2800
Grade 6	46%			2446
Grade 7	47%			2432
Grade 8	44%			2540
Mathematics				
Grade 3	60%			2971
Grade 4	67%			2981
Grade 5	65%			2873
Grade 6	58%			2495
Grade 7	56%			2473
Grade 8	53%			2602
Science				
Grade 4	87%			2967
Grade 8	62%			2525

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	84%			2934
Mathematics	84%			2934

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.

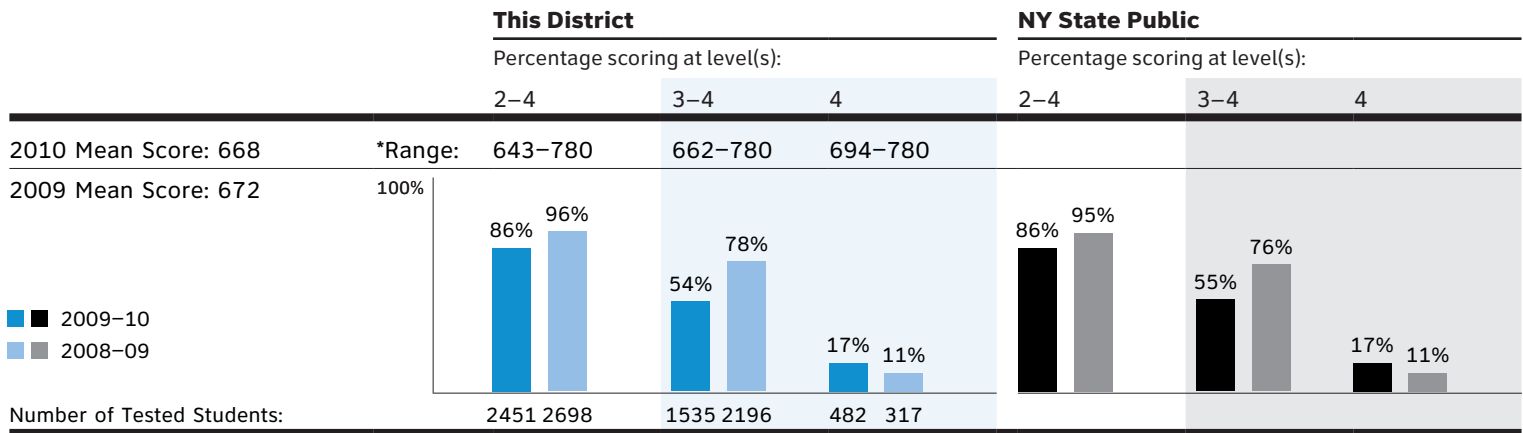
In this section, this district's performance is compared with that of public schools statewide.

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	2854	86%	54%	17%	2811	96%	78%	11%
Female	1394	88%	58%	20%	1369	98%	84%	13%
Male	1460	84%	50%	14%	1442	95%	72%	9%
American Indian or Alaska Native	7	86%	86%	14%	14	100%	93%	14%
Black or African American	1313	81%	43%	11%	1282	95%	71%	6%
Hispanic or Latino	401	83%	47%	13%	406	95%	73%	7%
Asian or Native Hawaiian/Other Pacific Islander	403	93%	65%	21%	402	98%	86%	16%
White	721	93%	71%	28%	700	98%	90%	21%
Multiracial	9	78%	67%	0%	7	100%	71%	14%
Small Group Totals								
General-Education Students	2401	91%	60%	19%	2362	99%	85%	13%
Students with Disabilities	453	57%	22%	4%	449	82%	43%	4%
English Proficient	2532	89%	58%	19%	2538	97%	81%	12%
Limited English Proficient	322	64%	23%	3%	273	88%	52%	2%
Economically Disadvantaged	2672	85%	52%	16%	2510	96%	77%	10%
Not Disadvantaged	182	93%	76%	34%	301	98%	85%	21%
Migrant								
Not Migrant	2854	86%	54%	17%	2811	96%	78%	11%

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*.

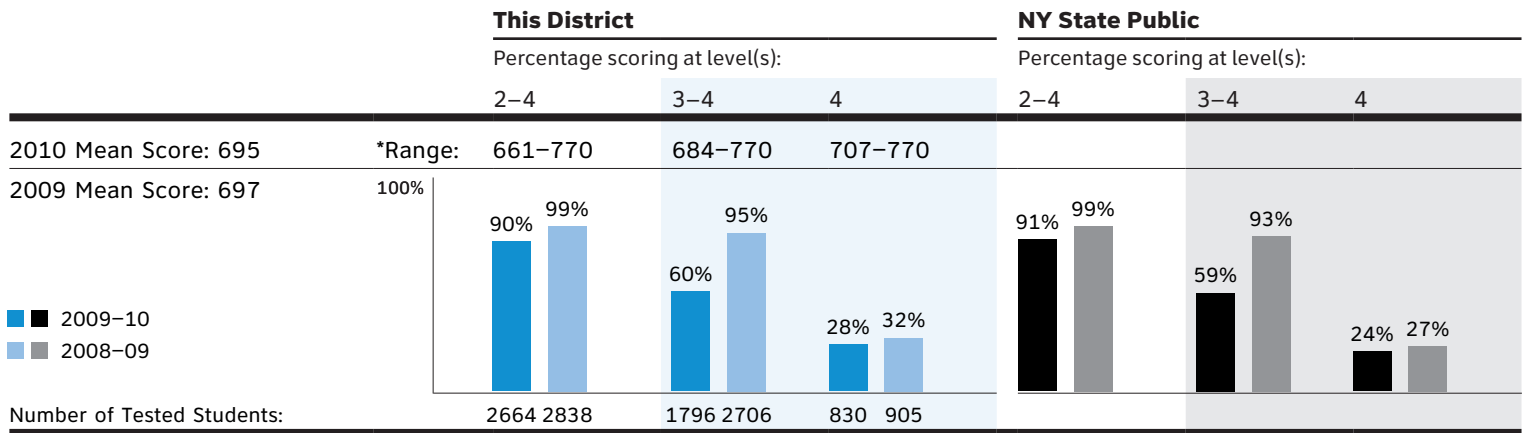
Other

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	41	39	37	34	45	45	40	28
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	74	N/A	N/A	N/A	49	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	75	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	2971	90%	60%	28%	2859	99%	95%	32%
Female	1448	91%	63%	29%	1395	100%	96%	32%
Male	1523	88%	58%	27%	1464	99%	93%	31%
American Indian or Alaska Native	7	86%	43%	43%	14	100%	100%	29%
Black or African American	1357	86%	45%	16%	1290	99%	92%	21%
Hispanic or Latino	414	87%	54%	21%	410	100%	95%	27%
Asian or Native Hawaiian/Other Pacific Islander	435	94%	83%	49%	425	100%	97%	43%
White	748	96%	79%	42%	713	100%	97%	47%
Multiracial	10	70%	50%	20%	7	100%	100%	14%
Small Group Totals								
General-Education Students	2513	93%	66%	31%	2409	100%	97%	35%
Students with Disabilities	458	72%	30%	9%	450	98%	81%	12%
English Proficient	2541	92%	64%	31%	2535	100%	96%	34%
Limited English Proficient	430	73%	38%	13%	324	96%	85%	12%
Economically Disadvantaged	2784	89%	59%	27%	2558	99%	94%	30%
Not Disadvantaged	187	95%	81%	42%	301	99%	96%	42%
Migrant								
Not Migrant	2971	90%	60%	28%	2859	99%	95%	32%

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	41	37	30	45	44	41	22

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: 672	*Range: 637-775	668-775	720-775			
2009 Mean Score: 668						
Number of Tested Students:	2688	2682	1537	2089	183	199

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	2917	92%	53%	6%	2807	96%	74%	7%
Female	1434	94%	56%	7%	1408	97%	78%	9%
Male	1483	90%	49%	5%	1399	94%	71%	5%
American Indian or Alaska Native	11	91%	45%	9%	6	100%	83%	0%
Black or African American	1330	89%	41%	2%	1325	95%	67%	2%
Hispanic or Latino	420	91%	43%	5%	391	94%	70%	4%
Asian or Native Hawaiian/Other Pacific Islander	427	94%	63%	10%	399	96%	78%	11%
White	716	97%	73%	12%	681	98%	88%	16%
Multiracial	13	100%	77%	8%	5	80%	80%	20%
Small Group Totals								
General-Education Students	2441	96%	59%	7%	2307	99%	82%	8%
Students with Disabilities	476	71%	20%	1%	500	81%	41%	2%
English Proficient	2660	94%	56%	7%	2551	97%	78%	8%
Limited English Proficient	257	76%	18%	0%	256	83%	42%	0%
Economically Disadvantaged	2714	92%	51%	5%	2529	95%	73%	6%
Not Disadvantaged	203	98%	81%	19%	278	97%	87%	21%
Migrant								
Not Migrant	2917	92%	53%	6%	2807	96%	74%	7%

NOTES

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

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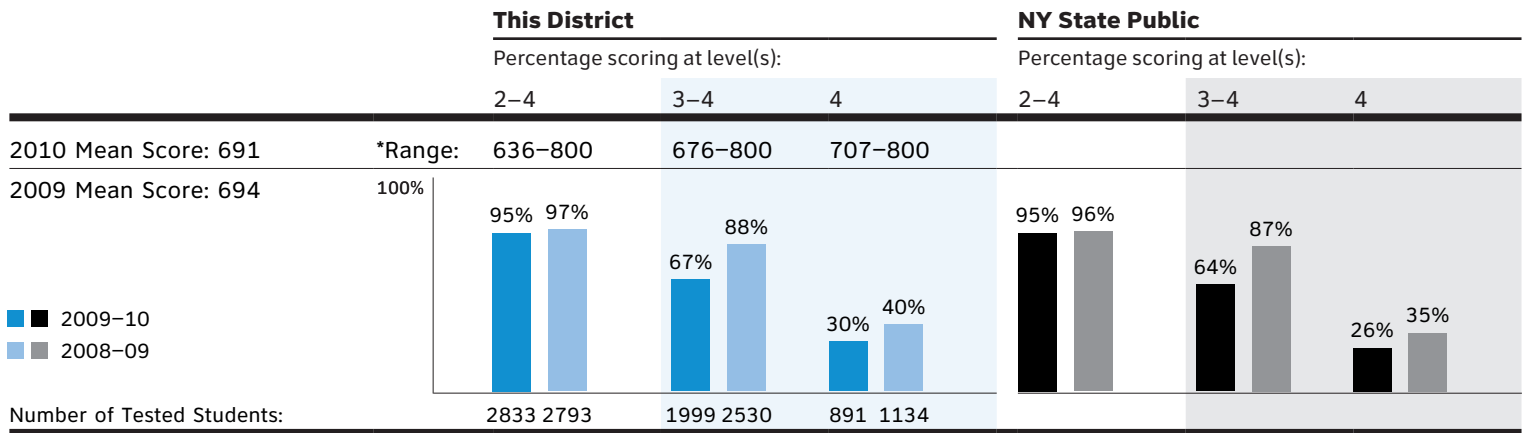
Other

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	41	35	34	26	49	46	41	26
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	63	N/A	N/A	N/A	51	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	64	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	2981	95%	67%	30%	2868	97%	88%	40%
Female	1463	95%	67%	30%	1439	98%	89%	40%
Male	1518	95%	67%	30%	1429	97%	87%	39%
American Indian or Alaska Native	11	100%	55%	27%	6	100%	100%	67%
Black or African American	1357	92%	54%	15%	1351	97%	83%	24%
Hispanic or Latino	426	96%	64%	23%	393	96%	87%	34%
Asian or Native Hawaiian/Other Pacific Islander	445	96%	80%	44%	417	99%	94%	58%
White	730	99%	85%	52%	696	99%	95%	62%
Multiracial	12	100%	75%	50%	5	80%	80%	20%
Small Group Totals								
General-Education Students	2511	97%	73%	34%	2367	99%	92%	45%
Students with Disabilities	470	83%	37%	8%	501	90%	69%	16%
English Proficient	2657	96%	71%	33%	2555	98%	90%	42%
Limited English Proficient	324	84%	34%	8%	313	92%	74%	17%
Economically Disadvantaged	2778	95%	66%	28%	2586	97%	88%	38%
Not Disadvantaged	203	98%	84%	56%	282	99%	94%	56%
Migrant								
Not Migrant	2981	95%	67%	30%	2868	97%	88%	40%

NOTES

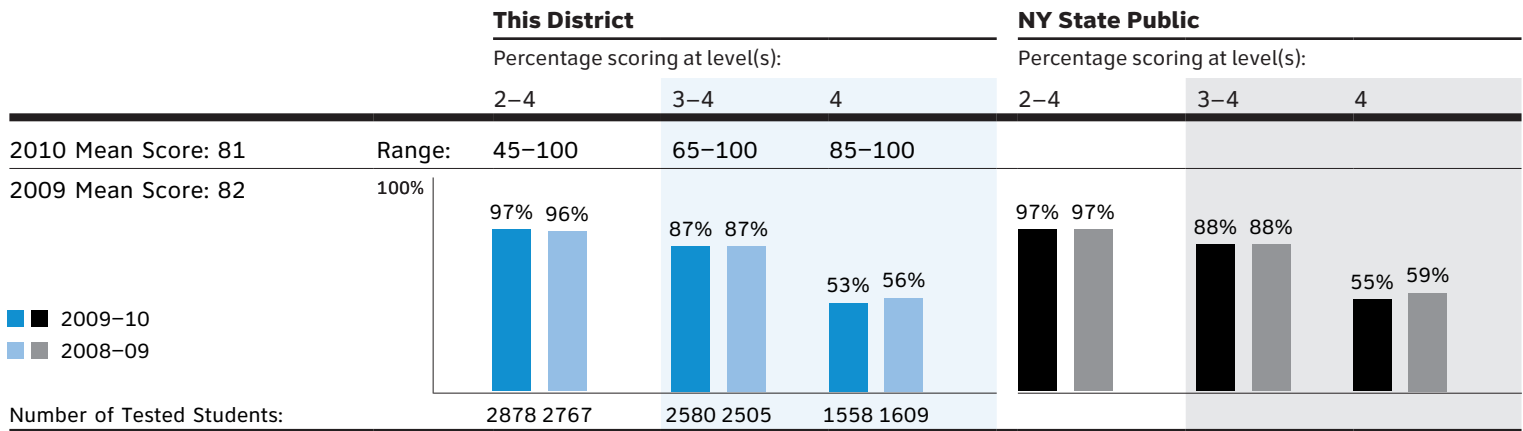
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* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	41	41	37	22	49	49	46	27

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	2967	97%	87%	53%	2869	96%	87%	56%
Female	1453	97%	87%	54%	1436	97%	88%	58%
Male	1514	97%	87%	51%	1433	96%	86%	54%
American Indian or Alaska Native	11	100%	91%	45%	6	100%	100%	83%
Black or African American	1346	96%	83%	41%	1351	95%	84%	46%
Hispanic or Latino	422	97%	84%	47%	394	97%	86%	52%
Asian or Native Hawaiian/Other Pacific Islander	447	96%	90%	65%	418	96%	90%	63%
White	728	99%	95%	68%	693	99%	94%	74%
Multiracial	13	92%	92%	69%	7	86%	71%	43%
Small Group Totals								
General-Education Students	2497	98%	90%	57%	2374	98%	91%	62%
Students with Disabilities	470	93%	69%	26%	495	89%	70%	30%
English Proficient	2645	98%	90%	57%	2555	98%	90%	60%
Limited English Proficient	322	88%	61%	20%	314	86%	62%	22%
Economically Disadvantaged	2763	97%	86%	50%	2586	96%	86%	53%
Not Disadvantaged	204	99%	95%	82%	283	99%	96%	81%
Migrant								
Not Migrant	2967	97%	87%	53%	2869	96%	87%	56%

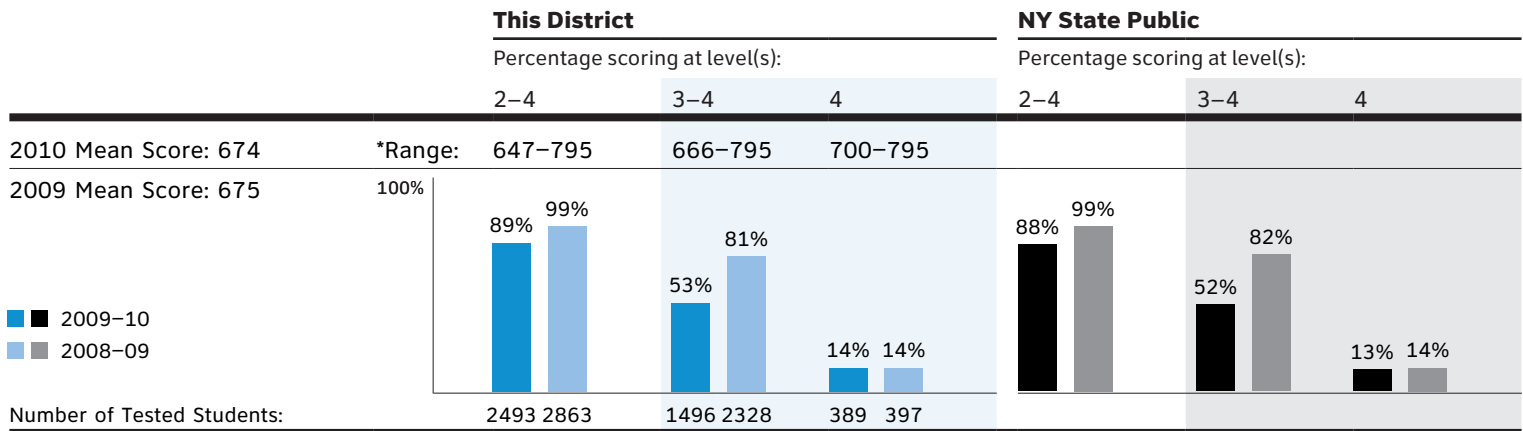
NOTES

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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	40	40	39	34	48	45	45	38

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2800	89%	53%	14%	2884	99%	81%	14%
Female	1391	92%	59%	18%	1458	100%	83%	14%
Male	1409	86%	48%	10%	1426	99%	79%	13%
American Indian or Alaska Native	4	-	-	-	10	-	-	-
Black or African American	1311	86%	43%	7%	1387	99%	75%	7%
Hispanic or Latino	405	85%	47%	7%	424	99%	77%	9%
Asian or Native Hawaiian/Other Pacific Islander	407	92%	64%	24%	383	100%	85%	23%
White	665	95%	71%	26%	676	99%	93%	25%
Multiracial	8	-	-	-	4	-	-	-
Small Group Totals	12	92%	50%	8%	14	100%	86%	21%
General-Education Students	2310	94%	60%	16%	2394	100%	87%	16%
Students with Disabilities	490	64%	22%	2%	490	97%	50%	2%
English Proficient	2556	91%	57%	15%	2662	100%	84%	15%
Limited English Proficient	244	67%	15%	2%	222	96%	42%	0%
Economically Disadvantaged	2624	89%	52%	13%	2605	99%	80%	13%
Not Disadvantaged	176	95%	72%	23%	279	99%	90%	23%
Migrant								
Not Migrant	2800	89%	53%	14%	2884	99%	81%	14%

NOTES

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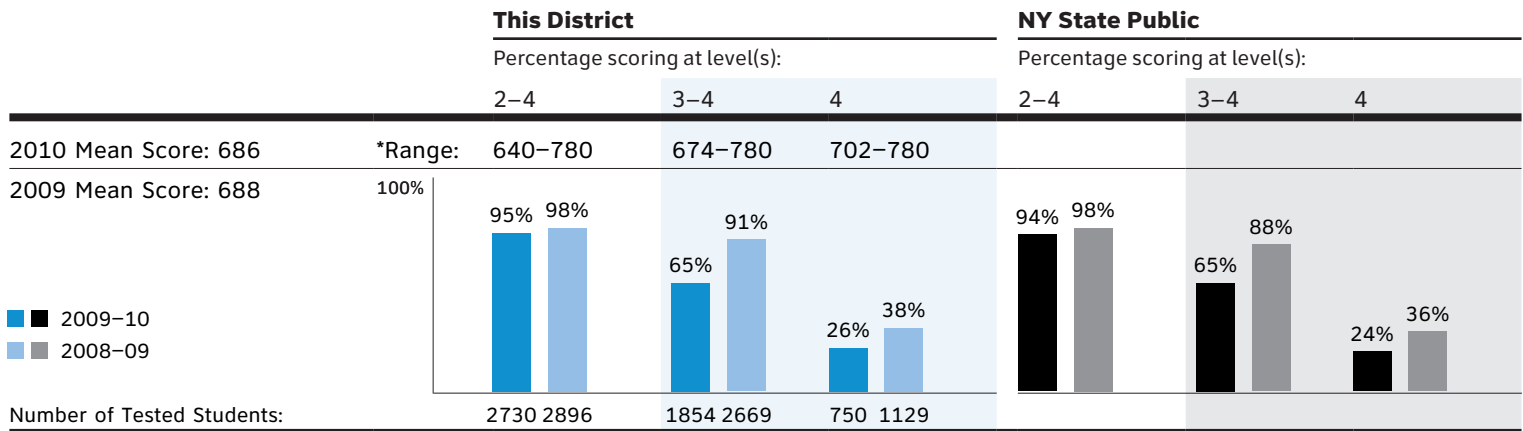
Other

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	45	43	43	32	58	57	55	42
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	58	N/A	N/A	N/A	39	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	58	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	2873	95%	65%	26%	2943	98%	91%	38%
Female	1426	96%	65%	27%	1495	98%	91%	39%
Male	1447	94%	64%	25%	1448	99%	90%	38%
American Indian or Alaska Native	4	-	-	-	10	-	-	-
Black or African American	1343	94%	52%	14%	1407	98%	87%	23%
Hispanic or Latino	415	93%	61%	22%	427	99%	89%	32%
Asian or Native Hawaiian/Other Pacific Islander	424	97%	80%	44%	406	99%	95%	59%
White	679	98%	82%	42%	689	100%	97%	62%
Multiracial	8	-	-	-	4	-	-	-
Small Group Totals	12	92%	75%	17%	14	100%	93%	36%
General-Education Students	2376	97%	71%	30%	2456	99%	94%	43%
Students with Disabilities	497	85%	35%	9%	487	94%	72%	14%
English Proficient	2566	97%	68%	28%	2674	99%	92%	41%
Limited English Proficient	307	82%	36%	7%	269	93%	75%	14%
Economically Disadvantaged	2693	95%	64%	25%	2659	98%	90%	37%
Not Disadvantaged	180	98%	76%	45%	284	99%	94%	54%
Migrant								
Not Migrant	2873	95%	65%	26%	2943	98%	91%	38%

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	45	44	44	35	59	57	54	43

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: 660	*Range: 644-785	662-785	694-785			
2009 Mean Score: 666						
Number of Tested Students:	2135	2513	1129	1961	81	205

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	2446	87%	46%	3%	2515	100%	78%	8%
Female	1212	90%	53%	4%	1214	100%	82%	11%
Male	1234	85%	40%	3%	1301	100%	74%	6%
American Indian or Alaska Native	5	80%	40%	20%	8	100%	100%	13%
Black or African American	1196	85%	36%	2%	1279	100%	73%	4%
Hispanic or Latino	351	82%	38%	1%	314	100%	75%	5%
Asian or Native Hawaiian/Other Pacific Islander	328	91%	63%	6%	343	100%	85%	14%
White	559	94%	63%	5%	552	100%	87%	15%
Multiracial	7	100%	86%	0%	19	100%	100%	11%
Small Group Totals								
General-Education Students	1984	94%	54%	4%	2066	100%	85%	10%
Students with Disabilities	462	58%	11%	0%	449	100%	46%	1%
English Proficient	2293	90%	49%	4%	2355	100%	81%	9%
Limited English Proficient	153	44%	6%	0%	160	99%	31%	1%
Economically Disadvantaged	2098	86%	43%	3%	2003	100%	76%	7%
Not Disadvantaged	348	92%	64%	5%	512	100%	87%	14%
Migrant								
Not Migrant	2446	87%	46%	3%	2515	100%	78%	8%

NOTES

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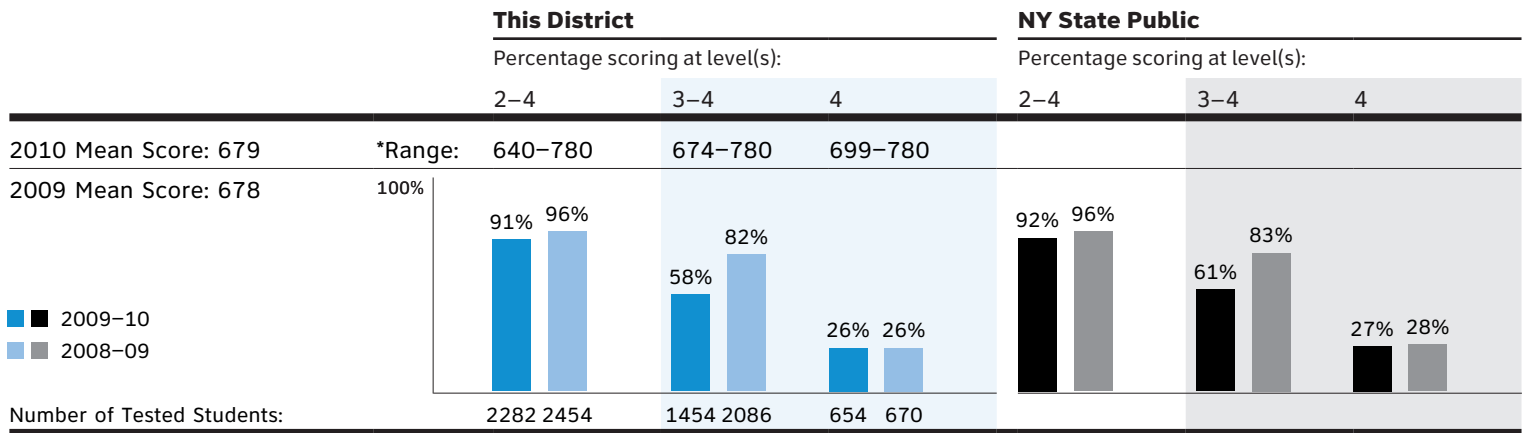
Other

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	58	49	44	41	45	44	36	29
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	42	N/A	N/A	N/A	31	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	43	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	2495	91%	58%	26%	2548	96%	82%	26%
Female	1234	93%	62%	27%	1224	98%	85%	26%
Male	1261	90%	55%	25%	1324	95%	79%	26%
American Indian or Alaska Native	5	80%	40%	0%	8	100%	100%	38%
Black or African American	1220	88%	46%	13%	1289	95%	75%	14%
Hispanic or Latino	354	88%	49%	18%	314	96%	79%	17%
Asian or Native Hawaiian/Other Pacific Islander	335	99%	82%	53%	360	99%	93%	53%
White	573	97%	75%	43%	558	98%	92%	42%
Multiracial	8	88%	63%	25%	19	100%	95%	26%
Small Group Totals								
General-Education Students	2030	96%	67%	31%	2102	99%	88%	30%
Students with Disabilities	465	71%	22%	5%	446	85%	53%	7%
English Proficient	2299	93%	62%	28%	2357	97%	84%	28%
Limited English Proficient	196	71%	16%	5%	191	87%	60%	10%
Economically Disadvantaged	2142	91%	55%	23%	2027	96%	80%	25%
Not Disadvantaged	353	97%	77%	47%	521	98%	89%	33%
Migrant								
Not Migrant	2495	91%	58%	26%	2548	96%	82%	26%

NOTES

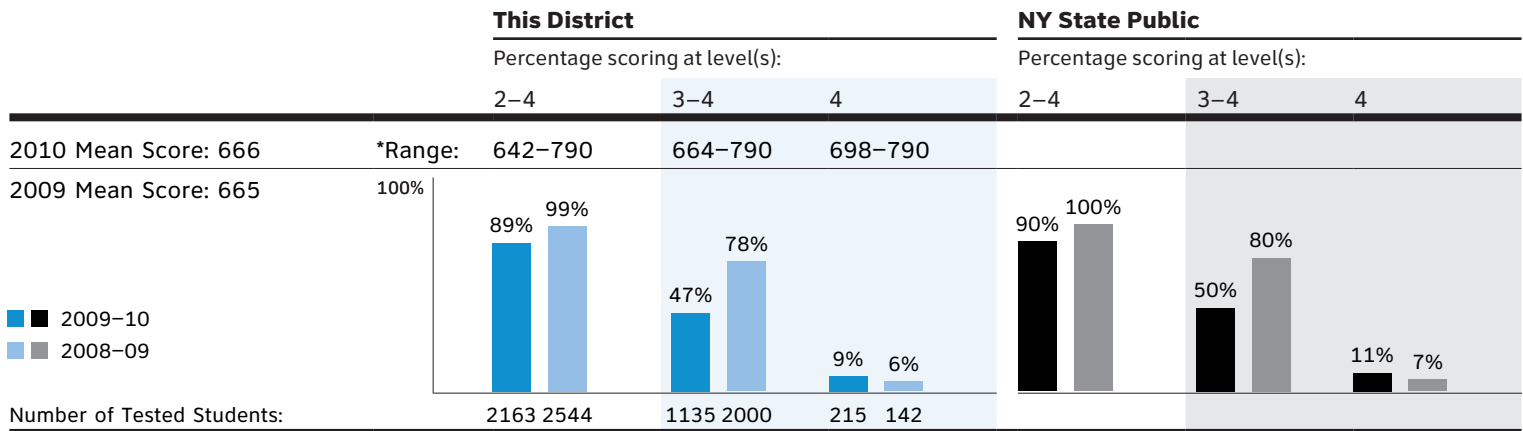
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	58	57	52	45	46	44	40	34

This District's Results in Grade 7 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	2432	89%	47%	9%	2557	99%	78%	6%
Female	1174	92%	53%	11%	1237	100%	84%	7%
Male	1258	86%	41%	7%	1320	99%	73%	4%
American Indian or Alaska Native	7	100%	86%	14%	5	100%	40%	0%
Black or African American	1251	86%	36%	5%	1281	100%	72%	2%
Hispanic or Latino	282	89%	37%	7%	322	98%	72%	2%
Asian or Native Hawaiian/Other Pacific Islander	342	91%	63%	13%	334	100%	85%	12%
White	531	95%	64%	16%	602	100%	90%	10%
Multiracial	19	95%	79%	11%	13	100%	100%	15%
Small Group Totals								
General-Education Students	2010	94%	54%	10%	2124	100%	85%	7%
Students with Disabilities	422	65%	13%	1%	433	98%	44%	0%
English Proficient	2298	92%	49%	9%	2413	100%	81%	6%
Limited English Proficient	134	45%	4%	0%	144	95%	26%	0%
Economically Disadvantaged	2128	88%	44%	8%	2051	99%	76%	5%
Not Disadvantaged	304	95%	68%	18%	506	100%	86%	8%
Migrant								
Not Migrant	2432	89%	47%	9%	2557	99%	78%	6%

NOTES

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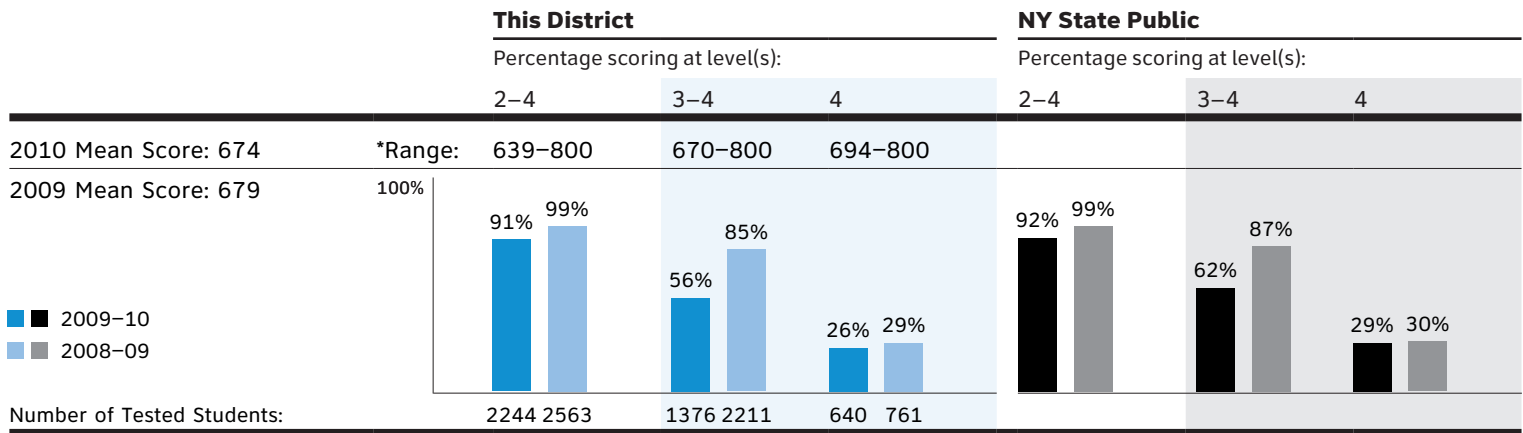
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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 7 Equivalent	43	41	38	36	47	46	44	42
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	39	N/A	N/A	N/A	33	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	40	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	2473	91%	56%	26%	2599	99%	85%	29%
Female	1194	92%	58%	29%	1257	99%	86%	30%
Male	1279	90%	53%	23%	1342	98%	84%	28%
American Indian or Alaska Native	8	100%	75%	50%	5	80%	40%	0%
Black or African American	1260	88%	43%	14%	1290	98%	80%	17%
Hispanic or Latino	284	89%	53%	18%	325	99%	84%	16%
Asian or Native Hawaiian/Other Pacific Islander	361	95%	75%	50%	349	100%	92%	59%
White	540	95%	73%	40%	615	100%	94%	47%
Multiracial	20	90%	60%	20%	15	93%	73%	20%
Small Group Totals								
General-Education Students	2053	96%	63%	30%	2169	99%	91%	34%
Students with Disabilities	420	67%	20%	5%	430	94%	57%	4%
English Proficient	2298	92%	58%	28%	2410	99%	87%	31%
Limited English Proficient	175	74%	22%	5%	189	96%	55%	9%
Economically Disadvantaged	2167	90%	53%	23%	2086	99%	84%	27%
Not Disadvantaged	306	95%	75%	43%	513	99%	89%	39%
Migrant								
Not Migrant	2473	91%	56%	26%	2599	99%	85%	29%

NOTES

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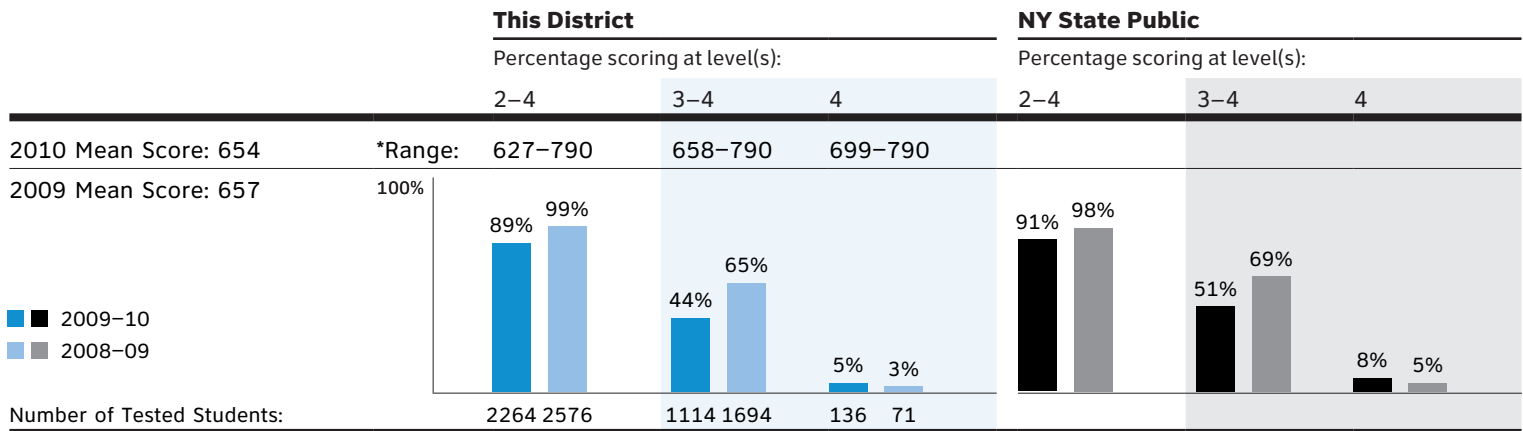
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	41	36	36	31	48	44	43	34

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	2540	89%	44%	5%	2611	99%	65%	3%
Female	1237	92%	51%	7%	1279	99%	71%	4%
Male	1303	87%	38%	4%	1332	98%	59%	2%
American Indian or Alaska Native	4	-	-	-	7	100%	57%	0%
Black or African American	1308	87%	35%	2%	1393	98%	58%	2%
Hispanic or Latino	307	83%	36%	6%	318	98%	60%	1%
Asian or Native Hawaiian/Other Pacific Islander	342	91%	61%	12%	324	100%	77%	6%
White	565	95%	59%	9%	554	99%	78%	5%
Multiracial	14	-	-	-	15	100%	80%	13%
Small Group Totals	18	78%	17%	6%				
General-Education Students	2111	94%	51%	6%	2217	100%	72%	3%
Students with Disabilities	429	64%	10%	0%	394	93%	22%	0%
English Proficient	2378	92%	47%	6%	2460	99%	68%	3%
Limited English Proficient	162	43%	2%	0%	151	91%	19%	0%
Economically Disadvantaged	2202	88%	41%	5%	2033	98%	64%	2%
Not Disadvantaged	338	95%	61%	10%	578	99%	69%	4%
Migrant								
Not Migrant	2540	89%	44%	5%	2611	99%	65%	3%

NOTES

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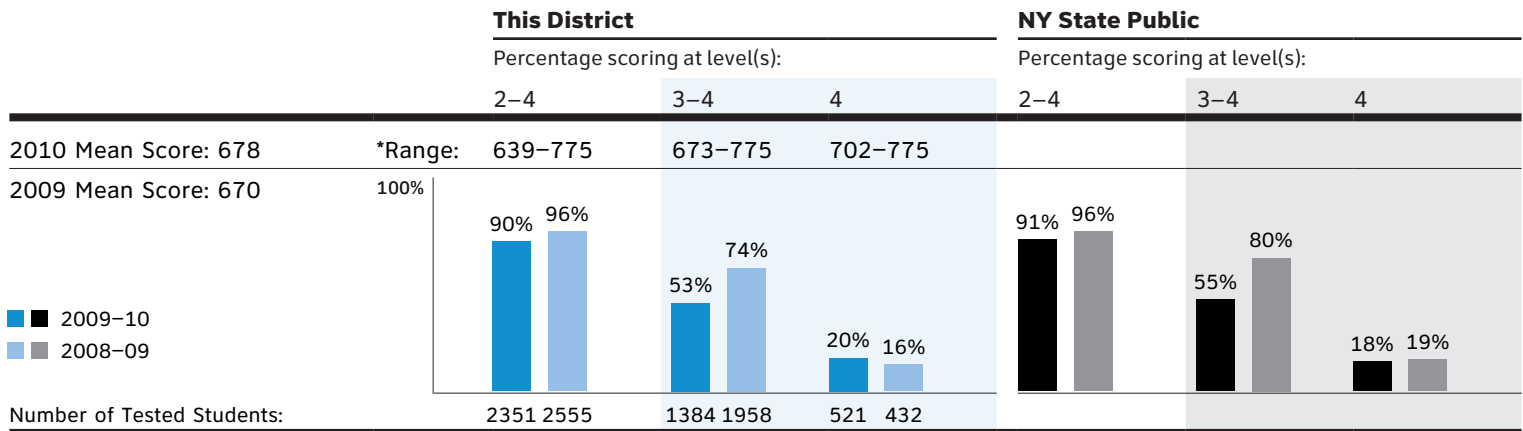
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Other Assessments

	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 8 Equivalent	52	51	49	48	55	55	50	46
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	59	N/A	N/A	N/A	40	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	58	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	2602	90%	53%	20%	2651	96%	74%	16%
Female	1267	93%	58%	23%	1299	97%	78%	18%
Male	1335	88%	49%	17%	1352	96%	70%	15%
American Indian or Alaska Native	4	-	-	-	7	100%	86%	29%
Black or African American	1331	87%	42%	11%	1402	95%	66%	8%
Hispanic or Latino	309	88%	40%	14%	321	95%	69%	13%
Asian or Native Hawaiian/Other Pacific Islander	360	97%	80%	47%	344	99%	93%	42%
White	583	96%	70%	27%	562	98%	84%	23%
Multiracial	15	-	-	-	15	100%	80%	20%
Small Group Totals	19	74%	42%	11%				
General-Education Students	2174	94%	61%	24%	2261	99%	81%	19%
Students with Disabilities	428	69%	14%	2%	390	82%	35%	1%
English Proficient	2381	92%	55%	21%	2455	97%	75%	17%
Limited English Proficient	221	76%	29%	9%	196	90%	55%	9%
Economically Disadvantaged	2256	90%	51%	19%	2072	96%	73%	16%
Not Disadvantaged	346	95%	69%	29%	579	96%	78%	17%
Migrant								
Not Migrant	2602	90%	53%	20%	2651	96%	74%	16%

NOTES

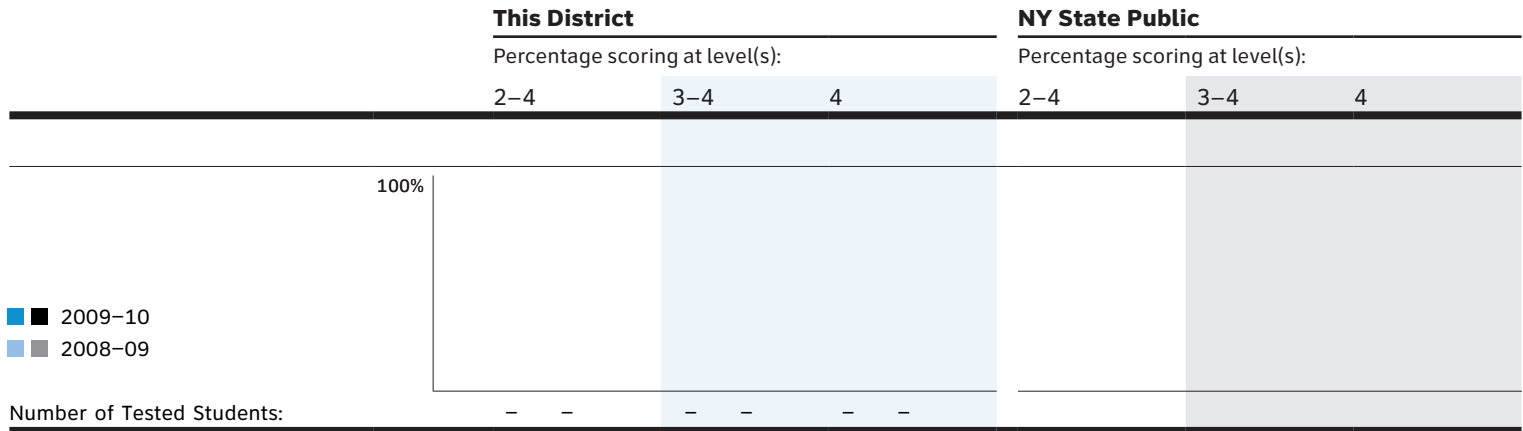
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	52	49	49	45	55	51	48	37

This District's Results in Grade 8 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	2525	91%	62%	23%	2613	89%	56%	12%
Female	1232	92%	63%	24%	1286	91%	57%	12%
Male	1293	90%	61%	21%	1327	88%	54%	13%
American Indian or Alaska Native	4	-	-	-	7	86%	57%	0%
Black or African American	1285	89%	53%	14%	1378	85%	44%	6%
Hispanic or Latino	293	88%	52%	16%	315	86%	53%	8%
Asian or Native Hawaiian/Other Pacific Islander	357	95%	80%	44%	345	94%	75%	28%
White	571	96%	76%	32%	554	97%	73%	21%
Multiracial	15	-	-	-	14	86%	64%	7%
Small Group Totals	19	79%	47%	16%				
General-Education Students	2130	94%	68%	26%	2242	93%	62%	14%
Students with Disabilities	395	76%	28%	5%	371	63%	20%	3%
English Proficient	2315	93%	65%	24%	2421	91%	58%	13%
Limited English Proficient	210	69%	22%	3%	192	64%	24%	2%
Economically Disadvantaged	2187	90%	59%	20%	2043	89%	54%	12%
Not Disadvantaged	338	98%	82%	41%	570	91%	62%	16%
Migrant								
Not Migrant	2525	91%	62%	23%	2613	89%	56%	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 8 Equivalent	52	46	44	43	55	50	44	43
Regents Science	2	-	-	-	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

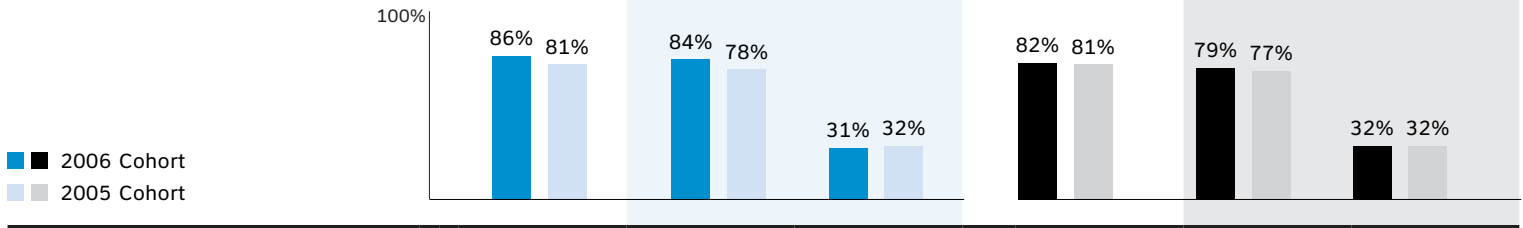
NY State Public

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	2934	86%	84%	31%	2795	81%	78%	32%
Female	1524	90%	89%	39%	1375	87%	84%	40%
Male	1410	82%	80%	22%	1420	76%	72%	24%
American Indian or Alaska Native	6	-	-	-	8	88%	88%	25%
Black or African American	1121	84%	82%	18%	1133	77%	73%	16%
Hispanic or Latino	369	75%	72%	22%	338	73%	66%	24%
Asian or Native Hawaiian/Other Pacific Islander	567	92%	92%	41%	485	90%	89%	48%
White	867	89%	88%	45%	820	85%	83%	49%
Multiracial	4	-	-	-	11	73%	73%	0%
Small Group Totals	10	60%	50%	0%				
General-Education Students	2660	91%	89%	33%	2516	87%	84%	35%
Students with Disabilities	274	39%	35%	4%	279	32%	25%	4%
English Proficient	2740	87%	86%	33%	2597	83%	80%	34%
Limited English Proficient	194	65%	60%	4%	198	59%	51%	4%
Economically Disadvantaged	1147	86%	84%	25%	930	78%	74%	28%
Not Disadvantaged	1787	86%	85%	34%	1865	83%	80%	34%
Migrant								
Not Migrant	2934	86%	84%	31%	2795	81%	78%	32%

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

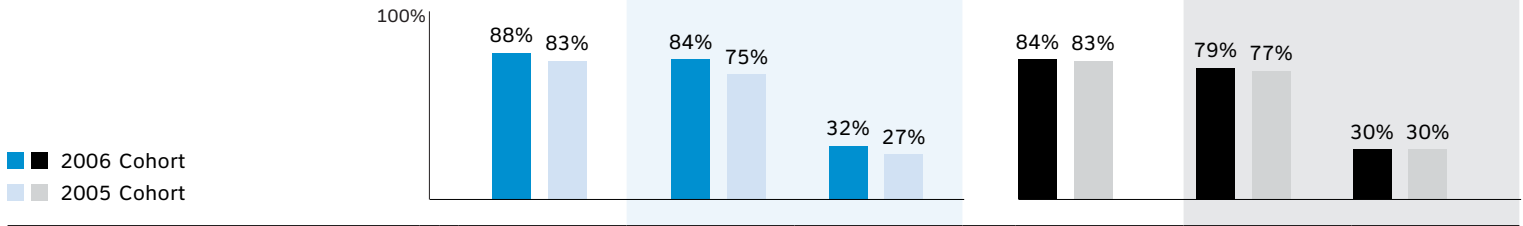
NY State Public

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**				
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English Proficient	2740	89%	86%	34%	2597	84%	77%	28%
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