



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #32**

District ID **33-32-00-01-0000**

Superintendent **LILLIAN DRUCK**

Telephone **(718) 574-1100**

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

This District's Report Card

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

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

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

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

3 View School Accountability Status.

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

4 Review an Overview of District Performance.

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

For more information:

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

District Profile

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

Enrollment

	2007-08	2008-09	2009-10
Pre-K	390	370	371
Kindergarten	1160	1071	1254
Grade 1	1350	1317	1393
Grade 2	1306	1278	1330
Grade 3	1263	1141	1288
Grade 4	1231	1202	1254
Grade 5	1408	1236	1332
Grade 6	1502	1440	1328
Ungraded Elementary	740	791	79
Grade 7	1457	1424	1533
Grade 8	1437	1395	1596
Grade 9	890	801	904
Grade 10	1078	1117	1235
Grade 11	460	553	636
Grade 12	504	538	637
Ungraded Secondary	463	612	25
Total K-12	16249	15916	15824

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	22	23	22
Grade 8			
English	25	27	26
Mathematics	24	24	26
Science	24	26	26
Social Studies	25	26	27
Grade 10			
English	26	24	26
Mathematics	28	26	26
Science	30	26	25
Social Studies	27	24	27

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 #32

District ID 33-32-00-01-0000

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	14033	86%	13393	84%	13393	85%
Reduced-Price Lunch	847	5%	924	6%	710	4%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3080	19%	2931	18%	3043	19%
Racial/Ethnic Origin						
American Indian or Alaska Native	61	0%	60	0%	63	0%
Black or African American	4195	26%	4030	25%	3899	25%
Hispanic or Latino	11465	71%	11333	71%	11388	72%
Asian or Native Hawaiian/Other Pacific Islander	296	2%	282	2%	270	2%
White	232	1%	211	1%	204	1%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate				0%		0%
Student Suspensions	864	5%	1179	7%	1039	7%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2007-08	2008-09	2009-10
Total Number of Teachers	1271	1270	1212
Percent with No Valid Teaching Certificate	3%	2%	2%
Percent Teaching Out of Certification	12%	9%	7%
Percent with Fewer Than Three Years of Experience	16%	15%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	29%	31%	36%
Total Number of Core Classes	2565	2693	2635
Percent Not Taught by Highly Qualified Teachers in This District	11%	9%	8%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	3132	3322	3244
Percent Taught by Teachers Without Appropriate Certification	13%	10%	9%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		19%	21%
Turnover Rate of All Teachers		15%	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						
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	 3 of 9	 9 of 9	 1 of 1	 0 of 6	 0 of 6	 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  Good Standing
for This Subject
(2010–11)

Accountability Measures 3 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 (8672:8008)			99%		153	154	154 124
Ethnicity							
American Indian or Alaska Native (43:38)			100%		139	139	
Black or African American (2379:2227)			100%		162	153	
Hispanic or Latino (5953:5484)			99%		149	154	154 119
Asian or Native Hawaiian/Other Pacific Islander (180:162)			99%		173	147	
White (101:85)			100%		142	144	144 108
Multiracial (16:12)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (1507:1368)			98%		120	152	127 86
Limited English Proficient (1642:1802)			99%		130	152	140 94
Economically Disadvantaged (8455:7816)			100%		153	154	154 125
Final AYP Determination	 3 of 9						
Non-Accountability Groups							
Female (4203:3927)			100%		158	153	
Male (4469:4081)			99%		148	153	
Migrant (0:0)							


Symbols

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

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





























Elementary/Middle-Level Mathematics

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

Accountability Measures 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 (8686:8086)			99%		174	134	
Ethnicity							
American Indian or Alaska Native (43:38)			100%		147	119	
Black or African American (2382:2213)			99%		176	133	
Hispanic or Latino (5963:5567)			99%		174	134	
Asian or Native Hawaiian/Other Pacific Islander (180:168)			100%		192	127	
White (101:88)			99%		170	124	
Multiracial (17:12)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (1515:1363)			98%		139	132	
Limited English Proficient (1651:1902)			99%		162	133	
Economically Disadvantaged (8469:7892)			99%		175	134	
Final AYP Determination	 9 of 9						
Non-Accountability Groups							
Female (4206:3959)			99%		177	133	
Male (4480:4127)			99%		172	133	
Migrant (0:0)							

Symbols

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

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

















Elementary/Middle-Level Science

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

Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

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

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009–10 2010–11
Accountability Groups								
All Students (2950:2632)		Qualified		95%		156	100	
Ethnicity								
American Indian or Alaska Native (17:13)	—	—	—	—	—	—	—	—
Black or African American (803:725)		Qualified		96%		165	100	
Hispanic or Latino (2026:1801)		Qualified		95%		152	100	
Asian or Native Hawaiian/Other Pacific Islander (69:66)		Qualified		99%		179	100	
White (33:27)	—	—	—	—	—	—	—	—
Multiracial (2:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (512:422)		Qualified		90%		119	100	
Limited English Proficient (574:578)		Qualified		95%		136	100	
Economically Disadvantaged (2864:2566)		Qualified		96%		156	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (1421:1289)				95%		159	100	
Male (1529:1343)				96%		153	100	
Migrant (0:0)								


Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

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

Secondary-Level English Language Arts




















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

Accountability Measures 0 of 6 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 (725:743)			98%		151	173	142‡	156
Ethnicity								
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—	—
Black or African American (179:206)			99%		144	169	129‡	150
Hispanic or Latino (528:516)			97%		153	172	147‡	158
Asian or Native Hawaiian/Other Pacific Islander (4:5)	—	—	—	—	—	—	—	—
White (4:6)	—	—	—	—	—	—	—	—
Multiracial (8:8)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (151:112)			93%		107	167	97‡	116
Limited English Proficient (81:92)			95%		137	167	133‡	143
Economically Disadvantaged (636:661)			98%		151	173	141‡	156
Final AYP Determination	 0 of 6							
Non-Accountability Groups								
Female (377:400)			98%		155	172		
Male (348:343)			97%		147	171		
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 0 of 6 Student groups making AYP in mathematics
 Did not make AYP

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

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11	
Accountability Groups								
All Students (725:743)			98%		150	169	142‡	155
Ethnicity								
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—	—
Black or African American (179:206)			99%		144	165	130‡	150
Hispanic or Latino (528:516)			98%		152	168	147‡	157
Asian or Native Hawaiian/Other Pacific Islander (4:5)	—	—	—	—	—	—	—	—
White (4:6)	—	—	—	—	—	—	—	—
Multiracial (8:8)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (151:112)			95%		104	163	106‡	114
Limited English Proficient (81:92)			98%		143	163	135‡	149
Economically Disadvantaged (636:661)			98%		151	169	141‡	156
Final AYP Determination	 0 of 6							
Non-Accountability Groups								
Female (377:400)			99%		147	168		
Male (348:343)			98%		153	167		
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 (794)			51%	80%	60%	57%
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (187)			43%	80%	52%	50%
Hispanic or Latino (595)			53%	80%	62%	58%
Asian or Native Hawaiian/Other Pacific Islander (6)		—	—	—		
White (6)		—	—	—		
Multiracial (0)						
Other Groups						
Students with Disabilities (140)			25%	80%	37%	36%
Limited English Proficient (126)			52%	80%	62%	58%
Economically Disadvantaged (682)			52%	80%	60%	58%
Final AYP Determination	 0 of 1					
Non-Accountability Groups						
Female (383)			56%	80%		
Male (411)			45%	80%		
Migrant (0)						

Symbols

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

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

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **56%** 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 #32**

District ID **33-32-00-01-0000**

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

17 schools identified 63% of total

ACADEMY FOR ENVIRONMENTAL LEADERSHIP
ALL CITY LEADERSHIP SECONDARY SCHOOL
BUSHWICK LEADERS' HS FOR ACADEMIC EXCELLENCE
IS 347 SCHOOL OF HUMANITIES
JHS 162 THE WILLOUGHBY
JHS 383 PHILIPPA SCHUYLER
NEW YORK HARBOR SCHOOL
PS 116 ELIZABETH L FARRELL
PS 123 SUYDAM
PS 151 LYNDON B JOHNSON
PS 299 THOMAS WARREN FIELD SCHOOL
PS 376
PS 377 ALEJANDINA B DE GAUTIER
PS 45 HORACE E GREENE
PS 75 MAYDA CORTIELLA
PS 86 THE IRVINGTON
PS/IS 384 FRANCES E CARTER

Improvement (year 1) Comprehensive

2 schools identified 7% of total

ACADEMY OF URBAN PLANNING
BUSHWICK SCHOOL FOR SOCIAL JUSTICE

Improvement (year 2) Basic

1 school identified 4% of total

PS 274 KOSCIUSKO

Corrective Action (year 1) Focused

1 school identified 4% of total

PS 106 EDWARD EVERETT HALE

Corrective Action (year 2) Comprehensive

1 school identified 4% of total

EBC HIGH SCHOOL FOR PUBLIC SERVICE

Restructuring (year 1) Comprehensive

2 schools identified 7% of total

BUSHWICK COMMUNITY HIGH SCHOOL
PS 145 ANDREW JACKSON

Restructuring (advanced) Comprehensive

3 schools identified 11% of total

IS 349 MATH, SCIENCE AND TECHNOLOGY
JHS 291 ROLAND HAYES
JHS 296 THE HALSEY

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

District ID **33-32-00-01-0000**

Summary of 2009–10 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	39%			1309
Grade 4	33%			1263
Grade 5	38%			1341
Grade 6	34%			1334
Grade 7	32%			1500
Grade 8	29%			1548
Mathematics				
Grade 3	46%			1336
Grade 4	48%			1296
Grade 5	53%			1370
Grade 6	47%			1373
Grade 7	47%			1524
Grade 8	37%			1595
Science				
Grade 4	79%			1288
Grade 8	50%			1490

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	61%			890
Mathematics	59%			890

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.

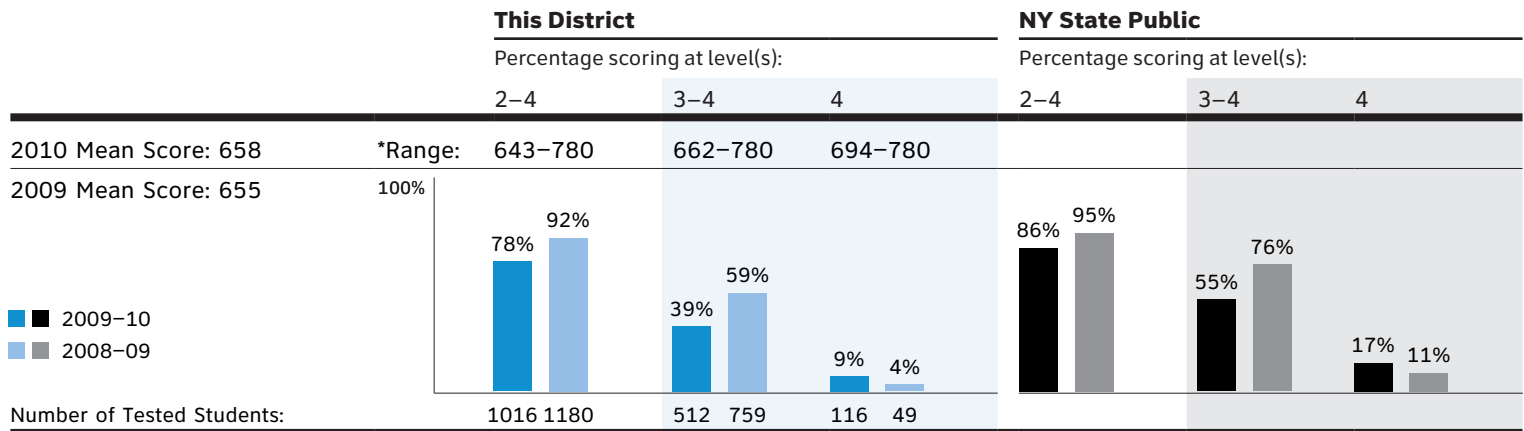
In this section, this district's performance is compared with that of public schools statewide.

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	1309	78%	39%	9%	1283	92%	59%	4%
Female	652	83%	44%	11%	622	94%	66%	6%
Male	657	73%	34%	7%	661	90%	53%	2%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	283	77%	39%	10%	279	93%	58%	4%
Hispanic or Latino	966	77%	39%	9%	950	92%	59%	4%
Asian or Native Hawaiian/Other Pacific Islander	20	95%	50%	15%	30	97%	77%	13%
White	32	81%	31%	3%	20	-	-	-
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	8	88%	25%	13%	24	92%	71%	4%
General-Education Students	1063	84%	45%	10%	1040	96%	66%	5%
Students with Disabilities	246	50%	15%	2%	243	74%	30%	1%
English Proficient	1017	82%	44%	10%	981	93%	64%	4%
Limited English Proficient	292	61%	23%	4%	302	88%	45%	2%
Economically Disadvantaged	1296	77%	39%	9%	1223	92%	60%	4%
Not Disadvantaged	13	92%	38%	15%	60	88%	50%	3%
Migrant								
Not Migrant	1309	78%	39%	9%	1283	92%	59%	4%

NOTES

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

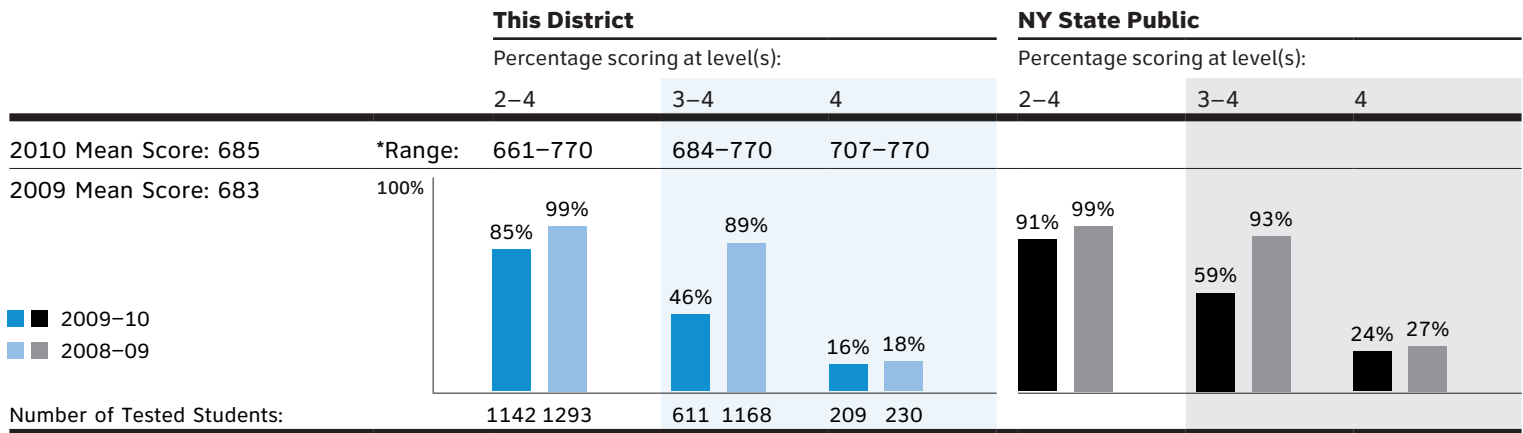
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	26	24	24	22	22	19	19	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	23	N/A	N/A	N/A	22	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	24	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	1336	85%	46%	16%	1310	99%	89%	18%
Female	668	88%	50%	16%	633	99%	91%	20%
Male	668	83%	42%	15%	677	98%	87%	15%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	284	81%	38%	13%	274	98%	83%	9%
Hispanic or Latino	990	86%	47%	16%	979	99%	91%	19%
Asian or Native Hawaiian/Other Pacific Islander	21	90%	52%	19%	32	100%	100%	41%
White	33	94%	58%	18%	21	-	-	-
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	8	88%	50%	25%	25	100%	92%	32%
General-Education Students	1087	90%	51%	18%	1069	100%	94%	21%
Students with Disabilities	249	65%	23%	3%	241	95%	68%	3%
English Proficient	1020	89%	49%	17%	983	99%	90%	20%
Limited English Proficient	316	76%	35%	10%	327	98%	87%	12%
Economically Disadvantaged	1323	85%	46%	16%	1241	99%	90%	18%
Not Disadvantaged	13	92%	54%	23%	69	94%	72%	16%
Migrant								
Not Migrant	1336	85%	46%	16%	1310	99%	89%	18%

NOTES

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

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

Other Assessments

	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	26	26	25	15	22	20	19	15

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: 659	*Range: 637-775	668-775	720-775			
2009 Mean Score: 653						
Number of Tested Students:	1070	1229	417	782	24	25

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	1263	85%	33%	2%	1331	92%	59%	2%
Female	595	87%	38%	3%	659	94%	61%	3%
Male	668	83%	29%	1%	672	91%	57%	1%
American Indian or Alaska Native	4	-	-	-	6	-	-	-
Black or African American	267	85%	30%	1%	310	91%	62%	1%
Hispanic or Latino	940	84%	33%	2%	980	93%	58%	2%
Asian or Native Hawaiian/Other Pacific Islander	31	97%	52%	3%	22	100%	55%	14%
White	19	84%	26%	5%	11	91%	55%	0%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	6	83%	50%	17%	8	100%	50%	25%
General-Education Students	1029	90%	38%	2%	1083	96%	65%	2%
Students with Disabilities	234	62%	11%	0%	248	77%	30%	0%
English Proficient	984	88%	39%	2%	1061	95%	67%	2%
Limited English Proficient	279	72%	13%	0%	270	84%	27%	0%
Economically Disadvantaged	1241	85%	33%	2%	1280	93%	58%	2%
Not Disadvantaged	22	86%	41%	9%	51	88%	71%	2%
Migrant								
Not Migrant	1263	85%	33%	2%	1331	92%	59%	2%

NOTES

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

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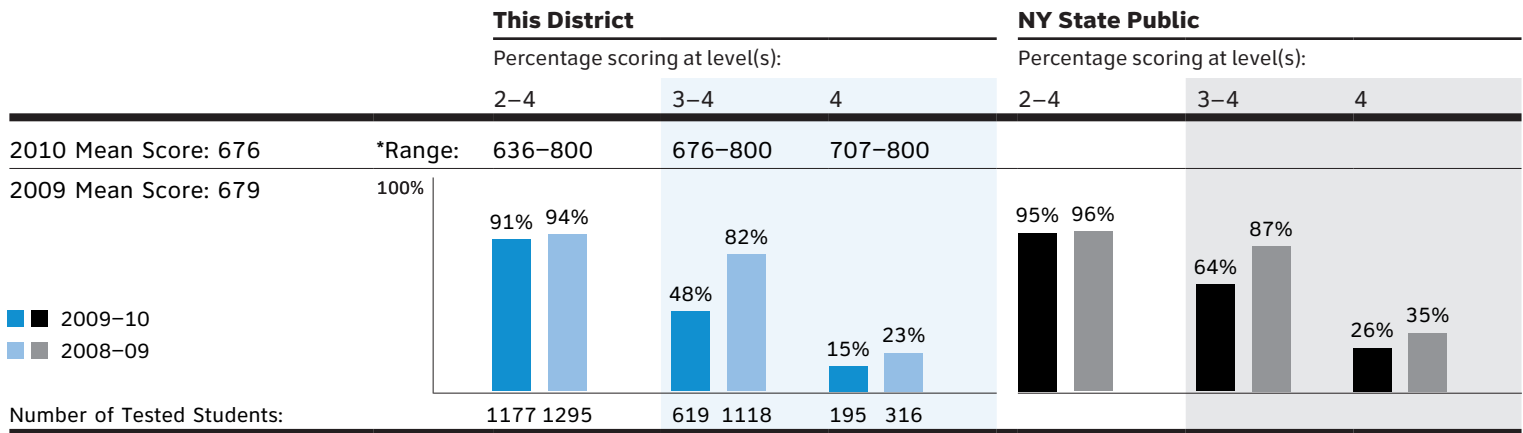
Other

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	30	25	22	18	18	17	16	15
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	33	N/A	N/A	N/A	27	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	35	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	1296	91%	48%	15%	1371	94%	82%	23%
Female	608	92%	48%	15%	671	95%	84%	23%
Male	688	90%	48%	15%	700	94%	80%	24%
American Indian or Alaska Native	4	-	-	-	7	-	-	-
Black or African American	267	92%	47%	13%	313	92%	79%	18%
Hispanic or Latino	973	91%	47%	15%	1014	95%	82%	24%
Asian or Native Hawaiian/Other Pacific Islander	31	100%	71%	42%	24	88%	83%	38%
White	19	79%	47%	16%	11	91%	82%	9%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	6	83%	50%	17%	9	100%	78%	22%
General-Education Students	1058	94%	53%	18%	1120	97%	87%	27%
Students with Disabilities	238	76%	26%	4%	251	82%	58%	6%
English Proficient	982	94%	54%	18%	1067	95%	84%	27%
Limited English Proficient	314	82%	27%	6%	304	92%	72%	10%
Economically Disadvantaged	1273	91%	48%	15%	1312	95%	82%	23%
Not Disadvantaged	23	96%	48%	9%	59	86%	73%	20%
Migrant								
Not Migrant	1296	91%	48%	15%	1371	94%	82%	23%

NOTES

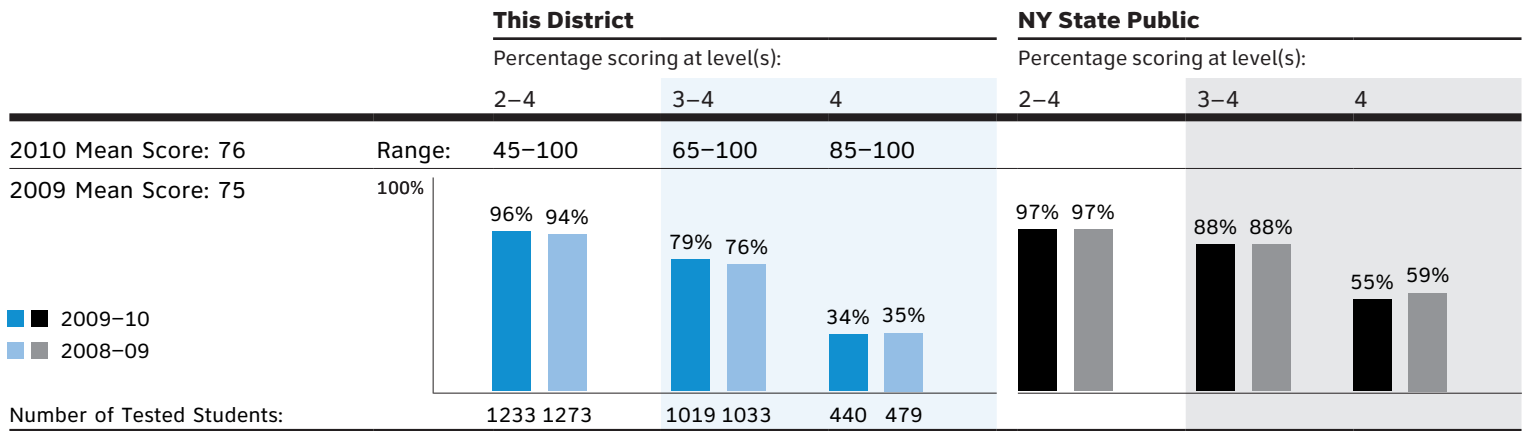
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* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	30	30	27	20	18	17	16	12

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	1288	96%	79%	34%	1359	94%	76%	35%
Female	607	97%	82%	36%	665	94%	75%	35%
Male	681	95%	77%	32%	694	94%	77%	36%
American Indian or Alaska Native	4	-	-	-	7	-	-	-
Black or African American	265	98%	80%	31%	309	94%	79%	38%
Hispanic or Latino	968	95%	79%	35%	1006	94%	75%	34%
Asian or Native Hawaiian/Other Pacific Islander	30	100%	97%	47%	24	92%	88%	46%
White	19	95%	74%	32%	12	92%	83%	33%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	6	83%	83%	33%	8	88%	88%	38%
General-Education Students	1055	97%	85%	39%	1115	96%	81%	40%
Students with Disabilities	233	91%	53%	12%	244	84%	51%	14%
English Proficient	977	98%	84%	40%	1059	96%	82%	42%
Limited English Proficient	311	89%	63%	15%	300	86%	54%	12%
Economically Disadvantaged	1265	96%	79%	34%	1298	94%	76%	35%
Not Disadvantaged	23	100%	83%	35%	61	90%	75%	36%
Migrant								
Not Migrant	1288	96%	79%	34%	1359	94%	76%	35%

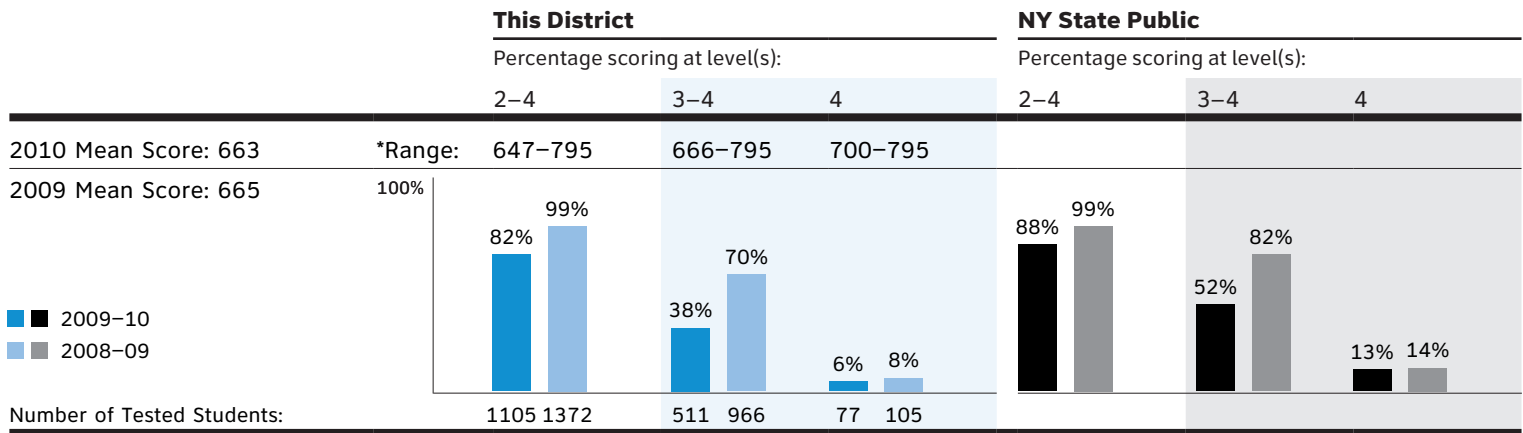
NOTES

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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	30	28	26	23	16	15	14	13

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	1341	82%	38%	6%	1379	99%	70%	8%
Female	674	86%	42%	7%	664	100%	73%	8%
Male	667	79%	34%	5%	715	99%	67%	7%
American Indian or Alaska Native	12	-	-	-	2	-	-	-
Black or African American	369	85%	44%	7%	372	99%	77%	12%
Hispanic or Latino	920	81%	36%	4%	968	99%	68%	6%
Asian or Native Hawaiian/Other Pacific Islander	24	83%	54%	29%	24	100%	75%	13%
White	12	100%	25%	0%	12	-	-	-
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	16	75%	31%	13%	15	100%	40%	7%
General-Education Students	1106	88%	43%	7%	1139	100%	77%	9%
Students with Disabilities	235	57%	15%	1%	240	98%	37%	2%
English Proficient	1099	87%	43%	7%	1140	100%	77%	9%
Limited English Proficient	242	63%	14%	0%	239	98%	36%	0%
Economically Disadvantaged	1323	82%	38%	6%	1283	100%	70%	7%
Not Disadvantaged	18	78%	50%	0%	96	98%	74%	16%
Migrant								
Not Migrant	1341	82%	38%	6%	1379	99%	70%	8%

NOTES

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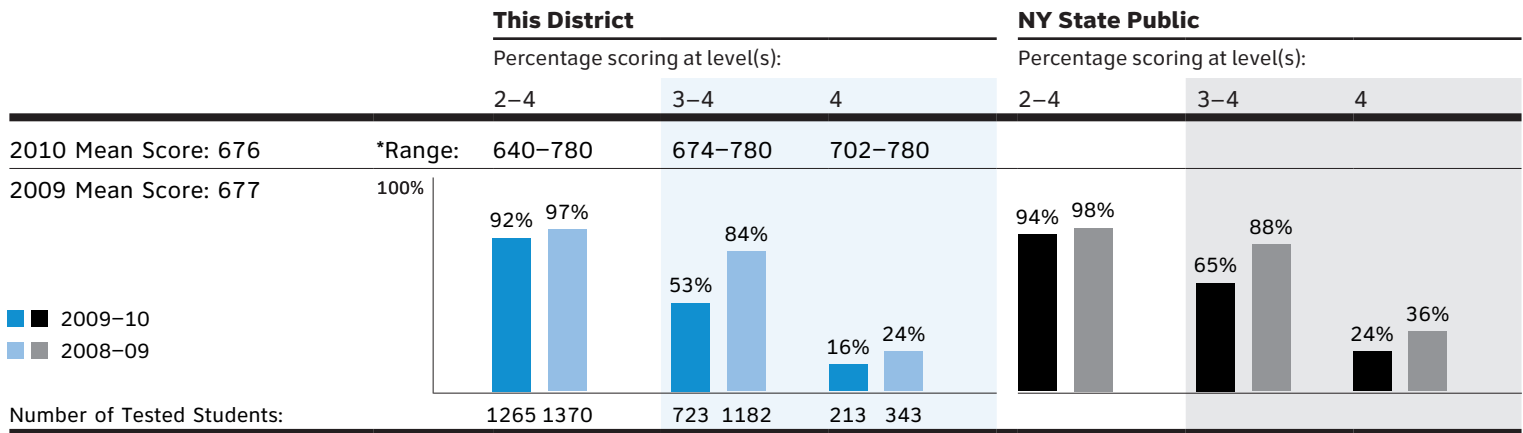
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	14	14	13	12	23	23	20	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	28	N/A	N/A	N/A	22	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	29	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	1370	92%	53%	16%	1412	97%	84%	24%
Female	689	93%	53%	15%	678	98%	84%	25%
Male	681	92%	53%	16%	734	96%	84%	24%
American Indian or Alaska Native	12	-	-	-	2	-	-	-
Black or African American	366	93%	49%	11%	375	98%	83%	17%
Hispanic or Latino	951	92%	54%	17%	996	97%	84%	27%
Asian or Native Hawaiian/Other Pacific Islander	25	96%	80%	40%	25	100%	88%	44%
White	12	92%	50%	0%	13	-	-	-
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	16	81%	44%	13%	16	94%	69%	13%
General-Education Students	1133	96%	58%	18%	1169	99%	89%	28%
Students with Disabilities	237	76%	30%	6%	243	90%	59%	7%
English Proficient	1100	94%	58%	18%	1142	98%	87%	28%
Limited English Proficient	270	85%	31%	6%	270	94%	69%	10%
Economically Disadvantaged	1350	93%	53%	16%	1315	97%	84%	25%
Not Disadvantaged	20	75%	50%	10%	97	98%	79%	19%
Migrant								
Not Migrant	1370	92%	53%	16%	1412	97%	84%	24%

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	14	14	13	12	23	23	20	16

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: 654	*Range: 644-785	662-785	694-785			
2009 Mean Score: 659						
Number of Tested Students:	1015	1565	459	1106	26	65

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	1334	76%	34%	2%	1568	100%	71%	4%
Female	651	79%	37%	2%	768	100%	74%	7%
Male	683	73%	31%	2%	800	100%	67%	2%
American Indian or Alaska Native	3	-	-	-	5	100%	40%	0%
Black or African American	401	84%	49%	4%	524	100%	78%	6%
Hispanic or Latino	888	72%	27%	1%	996	100%	66%	3%
Asian or Native Hawaiian/Other Pacific Islander	27	89%	48%	11%	32	100%	84%	9%
White	11	45%	18%	0%	11	100%	64%	9%
Multiracial	4	-	-	-				
Small Group Totals	7	86%	43%	0%				
General-Education Students	1119	83%	40%	2%	1352	100%	77%	5%
Students with Disabilities	215	41%	7%	0%	216	99%	31%	0%
English Proficient	1146	83%	40%	2%	1360	100%	78%	5%
Limited English Proficient	188	33%	2%	0%	208	99%	24%	0%
Economically Disadvantaged	1292	76%	35%	2%	1370	100%	68%	3%
Not Disadvantaged	42	69%	21%	0%	198	100%	85%	13%
Migrant								
Not Migrant	1334	76%	34%	2%	1568	100%	71%	4%

NOTES

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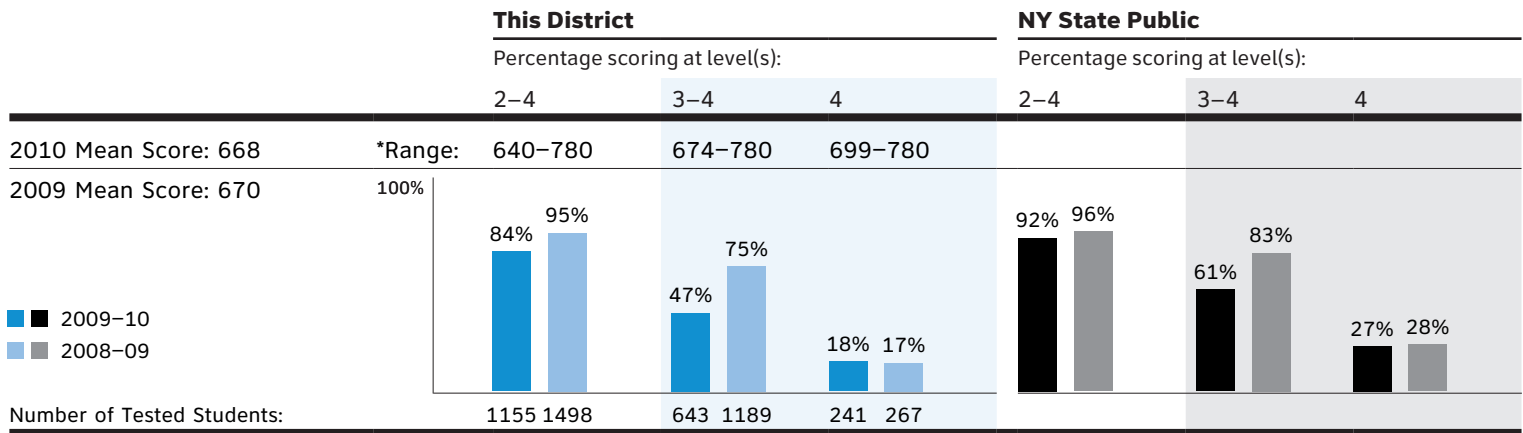
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	28	26	22	21	19	19	18	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	33	N/A	N/A	N/A	11	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	34	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	1373	84%	47%	18%	1577	95%	75%	17%
Female	661	86%	49%	18%	771	96%	77%	19%
Male	712	82%	44%	17%	806	94%	73%	15%
American Indian or Alaska Native	3	-	-	-	6	67%	50%	17%
Black or African American	403	88%	53%	18%	521	96%	81%	19%
Hispanic or Latino	921	82%	44%	17%	1006	95%	72%	16%
Asian or Native Hawaiian/Other Pacific Islander	30	93%	50%	33%	34	100%	91%	32%
White	11	73%	45%	9%	10	100%	60%	0%
Multiracial	5	-	-	-				
Small Group Totals	8	88%	25%	13%				
General-Education Students	1158	90%	54%	21%	1360	98%	81%	19%
Students with Disabilities	215	54%	11%	1%	217	78%	39%	3%
English Proficient	1149	88%	53%	21%	1357	96%	80%	19%
Limited English Proficient	224	63%	17%	2%	220	87%	45%	4%
Economically Disadvantaged	1332	84%	47%	18%	1374	95%	73%	17%
Not Disadvantaged	41	80%	44%	12%	203	96%	90%	19%
Migrant								
Not Migrant	1373	84%	47%	18%	1577	95%	75%	17%

NOTES

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Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	26	25	22	17	19	19	18	10

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 657	*Range: 642-790	664-790	698-790			
2009 Mean Score: 656						
Number of Tested Students:	1232	1556	483	1001	68	24

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	1500	82%	32%	5%	1567	99%	64%	2%
Female	723	84%	40%	6%	777	99%	67%	1%
Male	777	80%	25%	3%	790	99%	61%	2%
American Indian or Alaska Native	7	57%	29%	0%	9	100%	44%	0%
Black or African American	490	89%	45%	7%	534	99%	74%	3%
Hispanic or Latino	962	78%	25%	3%	977	99%	58%	1%
Asian or Native Hawaiian/Other Pacific Islander	30	90%	53%	20%	36	100%	83%	0%
White	11	73%	18%	0%	11	100%	36%	0%
Multiracial								
Small Group Totals								
General-Education Students	1302	86%	36%	5%	1333	100%	71%	2%
Students with Disabilities	198	54%	5%	0%	234	96%	22%	0%
English Proficient	1301	89%	37%	5%	1379	99%	70%	2%
Limited English Proficient	199	34%	0%	0%	188	98%	16%	0%
Economically Disadvantaged	1457	82%	32%	5%	1361	99%	61%	1%
Not Disadvantaged	43	84%	26%	2%	206	98%	83%	3%
Migrant								
Not Migrant	1500	82%	32%	5%	1567	99%	64%	2%

NOTES

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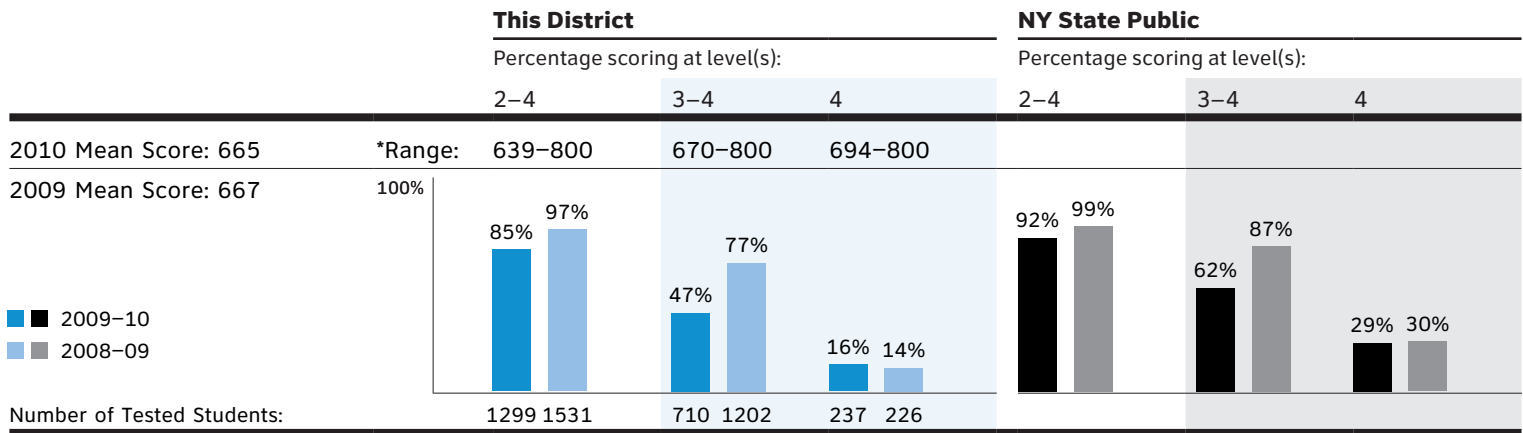
Other

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	23	22	20	15	8	7	6	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	38	N/A	N/A	N/A	25	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	42	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	1524	85%	47%	16%	1571	97%	77%	14%
Female	731	85%	51%	18%	778	98%	77%	14%
Male	793	85%	42%	13%	793	97%	76%	15%
American Indian or Alaska Native	7	71%	29%	14%	8	75%	38%	38%
Black or African American	485	88%	54%	20%	533	97%	81%	19%
Hispanic or Latino	988	84%	42%	13%	982	98%	74%	11%
Asian or Native Hawaiian/Other Pacific Islander	34	91%	71%	38%	38	100%	95%	37%
White	10	90%	40%	0%	10	100%	50%	0%
Multiracial								
Small Group Totals								
General-Education Students	1330	90%	52%	18%	1345	99%	84%	17%
Students with Disabilities	194	55%	11%	2%	226	86%	33%	1%
English Proficient	1292	90%	53%	18%	1357	98%	80%	16%
Limited English Proficient	232	60%	9%	0%	214	97%	57%	2%
Economically Disadvantaged	1481	85%	47%	16%	1364	97%	75%	13%
Not Disadvantaged	43	86%	33%	5%	207	99%	85%	25%
Migrant								
Not Migrant	1524	85%	47%	16%	1571	97%	77%	14%

NOTES

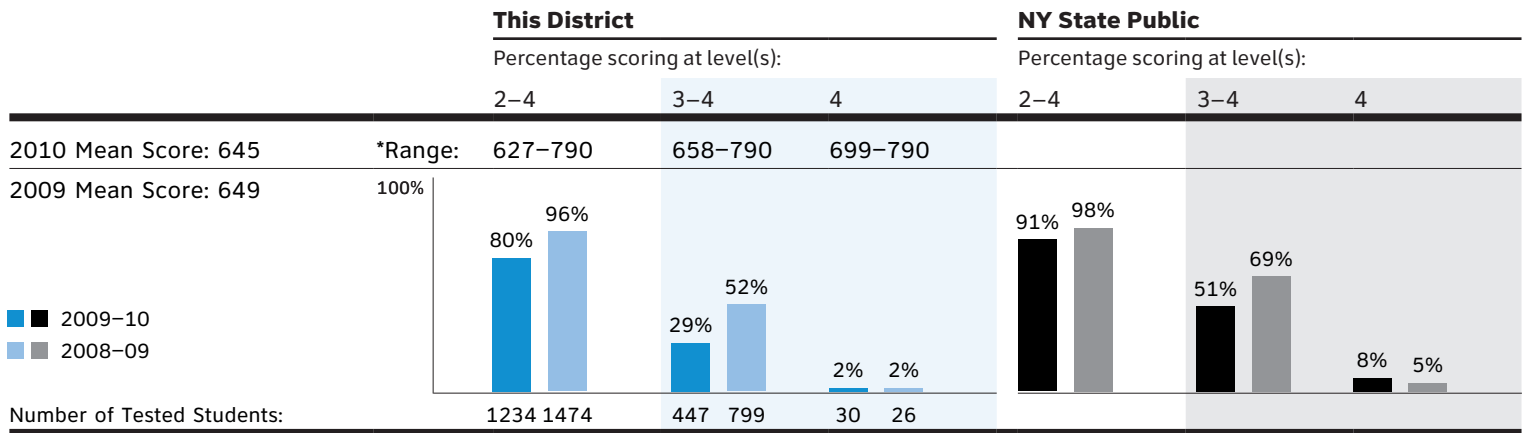
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Other Assessments

	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 7 Equivalent	23	21	19	12	8	7	7	5

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	1548	80%	29%	2%	1537	96%	52%	2%
Female	772	84%	32%	3%	784	97%	61%	3%
Male	776	76%	26%	1%	753	95%	42%	1%
American Indian or Alaska Native	11	45%	9%	9%	7	-	-	-
Black or African American	519	89%	43%	3%	511	98%	65%	4%
Hispanic or Latino	971	75%	21%	1%	962	95%	44%	1%
Asian or Native Hawaiian/Other Pacific Islander	37	89%	57%	3%	44	95%	73%	0%
White	9	-	-	-	12	83%	42%	0%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	10	40%	0%	0%	8	100%	63%	0%
General-Education Students	1330	85%	33%	2%	1309	98%	59%	2%
Students with Disabilities	218	47%	2%	0%	228	85%	11%	0%
English Proficient	1351	86%	33%	2%	1310	98%	59%	2%
Limited English Proficient	197	36%	1%	0%	227	82%	9%	0%
Economically Disadvantaged	1493	80%	29%	2%	1330	96%	49%	1%
Not Disadvantaged	55	78%	18%	0%	207	98%	69%	5%
Migrant								
Not Migrant	1548	80%	29%	2%	1537	96%	52%	2%

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	9	9	8	7	22	22	20	19
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	45	N/A	N/A	N/A	29	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	48	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 663	*Range: 639-775			673-775 702-775		
2009 Mean Score: 662						
Number of Tested Students:	1284	1482	588	1080	126	155

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	1595	81%	37%	8%	1592	93%	68%	10%
Female	786	82%	41%	10%	815	95%	74%	12%
Male	809	79%	33%	6%	777	91%	62%	7%
American Indian or Alaska Native	11	-	-	-	7	-	-	-
Black or African American	516	85%	45%	10%	517	95%	74%	13%
Hispanic or Latino	1015	78%	32%	6%	1009	92%	64%	7%
Asian or Native Hawaiian/Other Pacific Islander	38	97%	79%	32%	45	98%	89%	31%
White	14	50%	0%	0%	13	77%	38%	15%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	12	67%	33%	8%	8	88%	75%	0%
General-Education Students	1371	87%	42%	9%	1361	97%	75%	11%
Students with Disabilities	224	44%	4%	1%	231	69%	25%	1%
English Proficient	1351	83%	41%	9%	1329	95%	71%	11%
Limited English Proficient	244	66%	16%	0%	263	86%	50%	2%
Economically Disadvantaged	1539	81%	38%	8%	1378	93%	67%	9%
Not Disadvantaged	56	66%	16%	5%	214	94%	76%	15%
Migrant								
Not Migrant	1595	81%	37%	8%	1592	93%	68%	10%

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	9	9	9	7	22	20	20	10

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

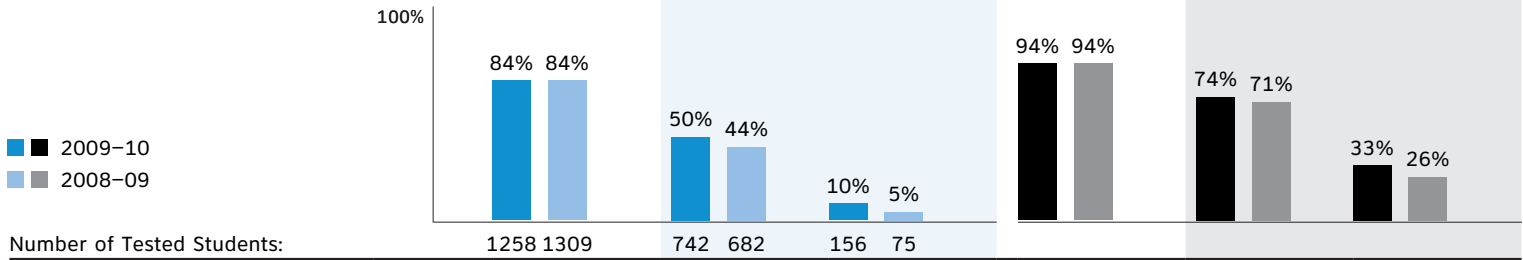
NY State Public

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	1490	84%	50%	10%	1564	84%	44%	5%
Female	733	86%	52%	11%	809	87%	49%	6%
Male	757	83%	48%	10%	755	80%	38%	4%
American Indian or Alaska Native	8	50%	38%	13%	6	-	-	-
Black or African American	489	91%	63%	18%	508	87%	58%	8%
Hispanic or Latino	942	82%	42%	6%	991	82%	35%	3%
Asian or Native Hawaiian/Other Pacific Islander	38	89%	76%	34%	45	87%	69%	24%
White	13	54%	31%	0%	12	92%	50%	0%
Multiracial					2	-	-	-
Small Group Totals					8	75%	63%	0%
General-Education Students	1299	88%	55%	12%	1348	89%	49%	5%
Students with Disabilities	191	60%	15%	1%	216	51%	10%	0%
English Proficient	1269	88%	56%	12%	1307	86%	49%	6%
Limited English Proficient	221	66%	14%	0%	257	70%	18%	1%
Economically Disadvantaged	1440	85%	50%	11%	1352	83%	41%	4%
Not Disadvantaged	50	82%	38%	4%	212	89%	61%	10%
Migrant								
Not Migrant	1490	84%	50%	10%	1564	84%	44%	5%

NOTES

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Other Assessments

2009-10 School Year

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

2008-09 School Year

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

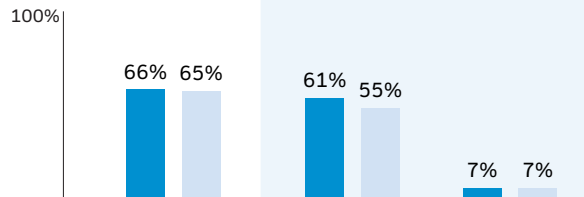
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	9	9	8	7	23	22	21	19
Regents Science	0				0			

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

This District

Percentage scoring at level(s):

2-4 3-4 4

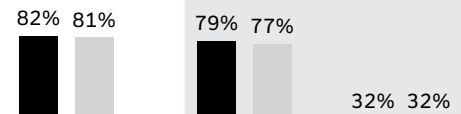


■ 2006 Cohort
■ 2005 Cohort

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2006 Cohort

Number of Students Percentage scoring at level(s):

2-4 3-4 4

2005 Cohort**

Number of Students Percentage scoring at level(s):

2-4 3-4 4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	890	66%	61%	7%	788	65%	55%	7%
Female	459	70%	66%	9%	379	72%	63%	10%
Male	431	63%	57%	5%	409	58%	47%	3%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	259	61%	55%	6%	185	57%	46%	6%
Hispanic or Latino	608	69%	64%	7%	590	68%	58%	7%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	6	-	-	-
White	7	57%	57%	14%	6	67%	33%	17%
Multiracial	8	100%	100%	25%				
Small Group Totals	8	50%	38%	0%	7	43%	29%	14%
General-Education Students	740	73%	69%	8%	652	72%	62%	8%
Students with Disabilities	150	32%	26%	1%	136	30%	18%	1%
English Proficient	795	68%	63%	8%	687	66%	56%	8%
Limited English Proficient	95	48%	45%	0%	101	55%	44%	1%
Economically Disadvantaged	768	68%	63%	8%	678	68%	57%	7%
Not Disadvantaged	122	55%	49%	2%	110	48%	43%	7%
Migrant								
Not Migrant	890	66%	61%	7%	788	65%	55%	7%

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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

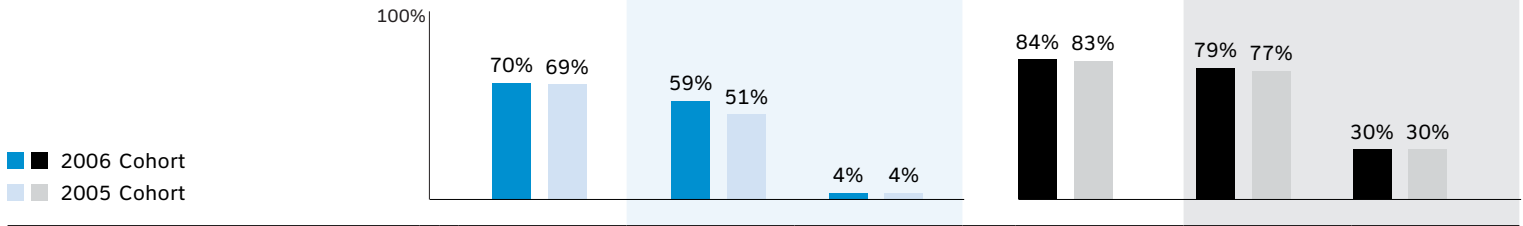
NY State Public

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

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General-Education Students	740	76%	66%	5%	652	77%	58%	5%
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