



# The New York State District Report Card

**Accountability  
and Overview Report  
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #24**

District ID **34-24-00-01-0000**

Superintendent **CATHERINE POWIS**

Telephone **(718) 592-3357**

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](mailto: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	402	457	434
Kindergarten	3967	4092	4661
Grade 1	4002	4136	4595
Grade 2	4005	3958	4489
Grade 3	3626	3835	4209
Grade 4	3482	3553	4162
Grade 5	3506	3450	3883
Grade 6	3188	3208	3611
Ungraded Elementary	1963	2172	235
Grade 7	3627	3483	3825
Grade 8	3547	3623	3946
Grade 9	3903	4001	4024
Grade 10	3534	3425	3790
Grade 11	2559	2570	2736
Grade 12	2281	2677	2521
Ungraded Secondary	1267	1342	92
<b>Total K-12</b>	<b>48457</b>	<b>49525</b>	<b>50779</b>

### Average Class Size

	2007-08	2008-09	2009-10
<b>Common Branch</b>	24	24	25
<b>Grade 8</b>			
English	26	27	28
Mathematics	26	26	27
Science	27	27	29
Social Studies	28	28	29
<b>Grade 10</b>			
English	29	28	29
Mathematics	28	29	28
Science	29	28	27
Social Studies	28	29	29

### 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.

## Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	29385	61%	32756	66%	34349	68%
Reduced-Price Lunch	5802	12%	5675	11%	5674	11%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	12670	26%	12880	26%	13124	26%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	108	0%	100	0%	79	0%
Black or African American	1997	4%	1988	4%	1861	4%
Hispanic or Latino	29652	61%	30435	61%	31436	62%
Asian or Native Hawaiian/Other Pacific Islander	8882	18%	9189	19%	9888	19%
White	7818	16%	7813	16%	7515	15%
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	1692	4%	2016	4%	1933	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.

## Teacher Qualifications

	2007-08	2008-09	2009-10
<b>Total Number of Teachers</b>	3312	3406	3364
Percent with No Valid Teaching Certificate	2%	1%	1%
Percent Teaching Out of Certification	7%	5%	4%
Percent with Fewer Than Three Years of Experience	15%	13%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	41%	42%	46%
<b>Total Number of Core Classes</b>	7583	7544	7546
Percent Not Taught by Highly Qualified Teachers in This District	9%	6%	5%
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%
<b>Total Number of Classes</b>	9262	9028	8985
Percent Taught by Teachers Without Appropriate Certification	9%	6%	5%

## Teacher Turnover Rate

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

## 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.

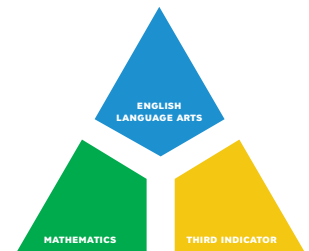
## Staff Counts Information

*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

### 12<sup>th</sup> Graders

The count of 12<sup>th</sup> 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](http://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 12<sup>th</sup> 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 “12<sup>th</sup> 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](http://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:

$$2008-09 \text{ PI} + (200 - \text{the } 2008-09 \text{ PI}) \times 0.10$$

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 Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✓ <sup>SH</sup>	✓ <sup>SH</sup>	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	—	✓	✗	—
Hispanic or Latino	✓	✓	—	✓ <sup>SH</sup>	✓ <sup>SH</sup>	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	✓	✓	—
White	✓	✓	—	✓	✓	—
Multiracial	✓	✓	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	✗	✓	—	✗	✗	—
Limited English Proficient	✗	✓	—	✗	✗	—
Economically Disadvantaged	✓	✓	—	✓ <sup>SH</sup>	✓	—
<b>Student groups making AYP in each subject</b>	✗ 7 of 9	✓ 9 of 9	✓ 1 of 1	✗ 6 of 8	✗ 5 of 8	✓ 1 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

#### Accountability Status Levels

##### Federal


- Good Standing ▲
- Improvement (Year 1) ▲
- Improvement (Year 2) ▲
- Improvement (Year 3) ▲
- Improvement (Year 4) ▲
- Improvement (Year 5 & Above) ▲
- Pending – Requires Special Evaluation

##### State

- Good Standing ■
- Requiring Academic Progress (Year 1) ■
- Requiring Academic Progress (Year 2) ■
- Requiring Academic Progress (Year 3) ■
- Requiring Academic Progress (Year 4) ■
- Requiring Academic Progress (Year 5 & Above) ■

## Elementary/Middle-Level English Language Arts





























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

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




### Prospective Status

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

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
<b>Accountability Groups</b>							
<b>All Students</b> (24388:22837)			100%		166	154	
<b>Ethnicity</b>							
American Indian or Alaska Native (25:23)	—	—	—	—	—	—	—
Black or African American (639:574)			98%		157	150	
Hispanic or Latino (14596:13794)			100%		160	154	
Asian or Native Hawaiian/Other Pacific Islander (5218:4711)			100%		179	153	
White (3858:3689)			99%		176	153	
Multiracial (52:46)			100%		193	141	
<b>Other Groups</b>							
Students with Disabilities (4023:3997)			99%		134	153	139 98
Limited English Proficient (6174:7384)			100%		144	154	151 111
Economically Disadvantaged (22254:20814)			100%		165	154	
<b>Final AYP Determination</b>	 7 of 9						
<b>Non-Accountability Groups</b>							
Female (11611:10900)			100%		171	154	
Male (12777:11937)			100%		162	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 for This Subject (2010–11)



Good Standing

### 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
<b>Accountability Groups</b>							
<b>All Students</b> (24402:23196)	✓	✓	100%	✓	187	134	
<b>Ethnicity</b>							
American Indian or Alaska Native (25:23)	—	—	—	—	—	—	—
Black or African American (640:572)	✓	✓	98%	✓	175	130	
Hispanic or Latino (14598:13919)	✓	✓	100%	✓	183	134	
Asian or Native Hawaiian/Other Pacific Islander (5221:4912)	✓	✓	100%	✓	195	133	
White (3864:3724)	✓	✓	100%	✓	191	133	
Multiracial (54:46)	✓	✓	100%	✓	193	121	
<b>Other Groups</b>							
Students with Disabilities (4024:3994)	✓	✓	99%	✓	162	133	
Limited English Proficient (6177:7753)	✓	✓	99%	✓	177	134	
Economically Disadvantaged (22267:21158)	✓	✓	100%	✓	187	134	
<b>Final AYP Determination</b>	✓ 9 of 9						
<b>Non-Accountability Groups</b>							
Female (11621:11070)			100%		187	134	
Male (12781:12126)			100%		187	134	
Migrant (0:0)							

#### Symbols

- ✓ Made AYP
- ✓<sup>SH</sup> 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 (8369:7865)	✓	Qualified	✓	99%	✓	171	100		
Ethnicity									
American Indian or Alaska Native (8:8)		–	–	–	–	–	–		–
Black or African American (228:202)		Qualified	✓	97%	✓	155	100		
Hispanic or Latino (4847:4548)		Qualified	✓	98%	✓	164	100		
Asian or Native Hawaiian/Other Pacific Islander (1932:1819)		Qualified	✓	99%	✓	186	100		
White (1333:1270)		Qualified	✓	98%	✓	180	100		
Multiracial (21:18)		–	–	–	–	–	–		–
Other Groups									
Students with Disabilities (1307:1249)		Qualified	✓	97%	✓	140	100		
Limited English Proficient (2099:2513)		Qualified	✓	99%	✓	153	100		
Economically Disadvantaged (7630:7177)		Qualified	✓	99%	✓	171	100		
Final AYP Determination	✓ 1 of 1								
Non-Accountability Groups									
Female (3951:3737)				99%		170	100		
Male (4418:4128)				98%		172	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 Mathematics

### Accountability Status for This Subject (2010–11)



Good Standing

### Accountability Measures

5 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 (2928:2623)	✓SH	✓	100%	✓SH	170	171	167	173
Ethnicity								
American Indian or Alaska Native (4:2)	–	–	–	–	–	–	–	
Black or African American (241:210)	✗	✓	99%	✗	161	165	165†	165
Hispanic or Latino (1775:1617)	✓SH	✓	100%	✓SH	165	170	160	169
Asian or Native Hawaiian/Other Pacific Islander (527:442)	✓	✓	100%	✓	189	168		
White (375:346)	✓	✓	100%	✓	171	167		
Multiracial (6:6)	–	–	–	–	–	–	–	
Other Groups								
Students with Disabilities (172:259)	✗	✓	100%	✗	128	166	115†	135
Limited English Proficient (519:559)	✗	✓	100%	✗	150	168	146†	155
Economically Disadvantaged (2248:2051)	✓	✓	100%	✓	171	171		
Final AYP Determination	✗ 5 of 8							
Non-Accountability Groups								
Female (1293:1176)			100%		170	170		
Male (1635:1447)			100%		169	170		
Migrant (0:0)								



## Graduation Rate

**Accountability Status for This Indicator (2010–11)**  Good Standing

**Accountability Measures** 1 of 1 Student groups making AYP in graduation rate  
 Made AYP

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

### How did students in each accountability group perform on graduation rate accountability measures?

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives State Standard	Progress Target	
	AYP	Met Criterion	Graduation Rate		2009–102010–11	
Accountability Groups						
All Students (3239)	✓	✓	63%	80%	63%	66%
Ethnicity						
American Indian or Alaska Native (4)		–	–	–		
Black or African American (307)		✗	60%	80%	62%	64%
Hispanic or Latino (1908)		✓	59%	80%	58%	63%
Asian or Native Hawaiian/Other Pacific Islander (531)		✓	79%	80%	74%	80%
White (483)		✗	65%	80%	69%	68%
Multiracial (6)		–	–	–		
Other Groups						
Students with Disabilities (378)		✗	35%	80%	36%	44%
Limited English Proficient (700)		✗	54%	80%	59%	59%
Economically Disadvantaged (2198)		✓	67%	80%	65%	70%
Final AYP Determination	✓ 1 of 1					
Non-Accountability Groups						
Female (1372)			69%	80%		
Male (1867)			59%	80%		
Migrant (0)						

#### Symbols

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

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

#### Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **70%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

District ID **34-24-00-01-0000**

## 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

40 schools identified 83% of total

51ST AVENUE ACADEMY  
ACADEMY OF FINANCE AND ENTERPRISE  
AVIATION CAREER AND TECHNICAL HIGH SCHOOL  
BARD HIGH SCHOOL EARLY COLLEGE II  
CIVIC LEADERSHIP ACADEMY  
HIGH SCHOOL FOR ARTS AND BUSINESS  
HIGH SCHOOL OF APPLIED COMMUNICATIONS  
INTERNATIONAL HIGH SCHOOL AT LAGUARDIA  
IS 119 THE GLENDALE  
IS 125 THOMAS J MCCANN WOODSIDE  
IS 73 THE FRANK SANSIVIERI INTERMEDIATE SCHOOL  
IS 77  
IS 93 RIDGEWOOD  
LEARNERS AND LEADERS  
MIDDLE COLLEGE HIGH SCHOOL AT LAGUARDIA  
PAN AMERICAN INTERNATIONAL HIGH SCHOOL-QUEENS  
PIONEER ACADEMY  
PS 102 BAYVIEW  
PS 113 ISAAC CHAUNCEY  
PS 12 JAMES B COLGATE  
PS 128 JUNIPER VALLEY  
PS 13 CLEMENT C MOORE  
PS 14 FAIRVIEW  
PS 143 LOUIS ARMSTRONG  
PS 16  
PS 19 MARINO P JEANTET  
PS 199 MAURICE A FITZGERALD  
PS 229 EMANUEL KAPLAN  
PS 239  
PS 28 THOMAS EMANUEL EARLY CHILDHOOD CENTER  
PS 49 DOROTHY BONAWIT KOLE  
PS 58 SCHOOL OF HEROES  
PS 68 CAMBRIDGE  
PS 7 LOUIS F SIMEONE  
PS 71 FOREST  
PS 81 JEAN PAUL RICHTER  
PS 88 SENECA  
PS 89 ELMHURST  
PS/IS 87 MIDDLE VILLAGE  
ROBERT F WAGNER JR SECONDARY SCHOOL

---

### Improvement (year 1) Comprehensive

1 school identified 2% of total

VOYAGES PREPARATORY

---

### Improvement (year 2) Basic

1 school identified 2% of total

PS 153 MASPETH

---

### Restructuring (year 2) Focused

2 schools identified 4% of total

.....(continued).

# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

District ID **34-24-00-01-0000**

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

**Restructuring (year 2) Focused (continued)**

PS 91 RICHARD ARKWRIGHT  
QUEENS VOCATIONAL AND TECHNICAL HIGH SCHOOL

**Restructuring (advanced) Focused**

1 school identified 2% of total  
IS 5 WALTER CROWLEY

**Restructuring (advanced) Comprehensive**

3 schools identified 6% of total  
GROVER CLEVELAND HIGH SCHOOL  
IS 61 LEONARDO DA VINCI  
NEWTOWN HIGH SCHOOL

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

District ID **34-24-00-01-0000**

## 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.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	50%			4144
Grade 4	51%			4115
Grade 5	52%			3810
Grade 6	44%			3573
Grade 7	41%			3775
Grade 8	43%			3857

### Mathematics

Grade 3	62%		4255
Grade 4	67%		4229
Grade 5	70%		3928
Grade 6	60%		3710
Grade 7	63%		3879
Grade 8	60%		4002

### Science

Grade 4	86%		4216
Grade 8	63%		3876

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	73%			3016
Mathematics	71%			3016

## 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](http://www.p12.nysed.gov/irts).

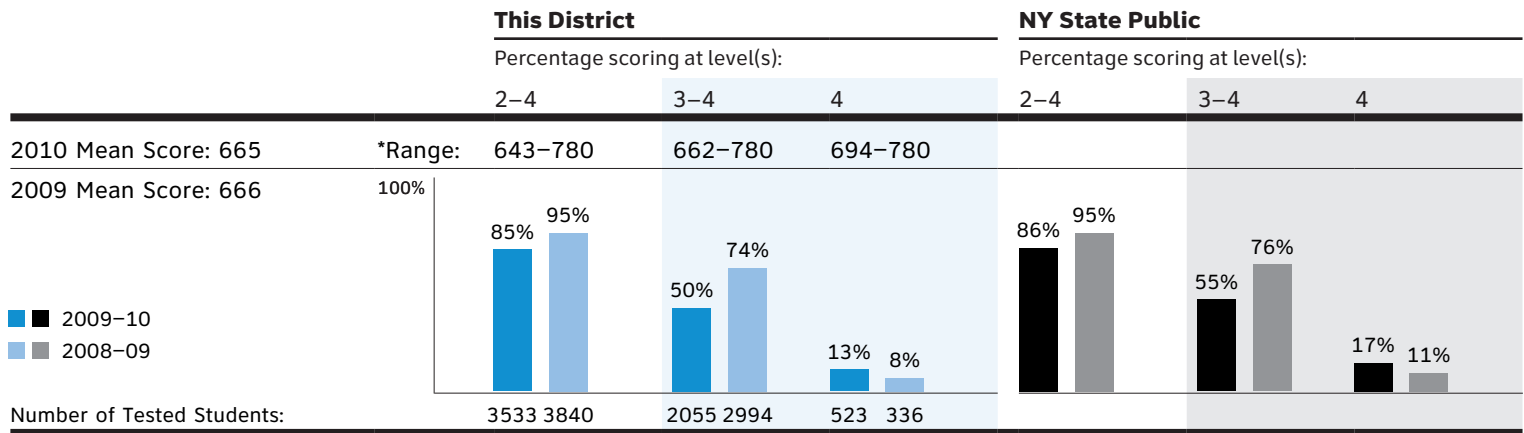
In this section, this district's performance is compared with that of public schools statewide.

## 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
<b>All Students</b>	<b>4144</b>	<b>85%</b>	<b>50%</b>	<b>13%</b>	<b>4061</b>	<b>95%</b>	<b>74%</b>	<b>8%</b>
Female	1936	87%	52%	15%	1943	95%	77%	10%
Male	2208	84%	47%	10%	2118	94%	71%	7%
American Indian or Alaska Native	4	—	—	—	4	—	—	—
Black or African American	86	86%	45%	9%	88	93%	75%	7%
Hispanic or Latino	2573	83%	44%	9%	2283	92%	66%	4%
Asian or Native Hawaiian/Other Pacific Islander	750	90%	60%	18%	895	98%	84%	14%
White	721	90%	59%	20%	777	96%	83%	14%
Multiracial	10	—	—	—	14	—	—	—
Small Group Totals	14	86%	79%	43%	18	94%	78%	6%
General-Education Students	3502	91%	55%	14%	3469	98%	80%	10%
Students with Disabilities	642	54%	19%	3%	592	76%	37%	1%
English Proficient	2804	92%	60%	17%	2773	98%	84%	12%
Limited English Proficient	1340	71%	28%	4%	1288	88%	51%	1%
Economically Disadvantaged	3775	84%	48%	12%	3651	94%	72%	7%
Not Disadvantaged	369	95%	67%	21%	410	97%	86%	18%
Migrant								
Not Migrant	4144	85%	50%	13%	4061	95%	74%	8%

#### NOTES

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

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

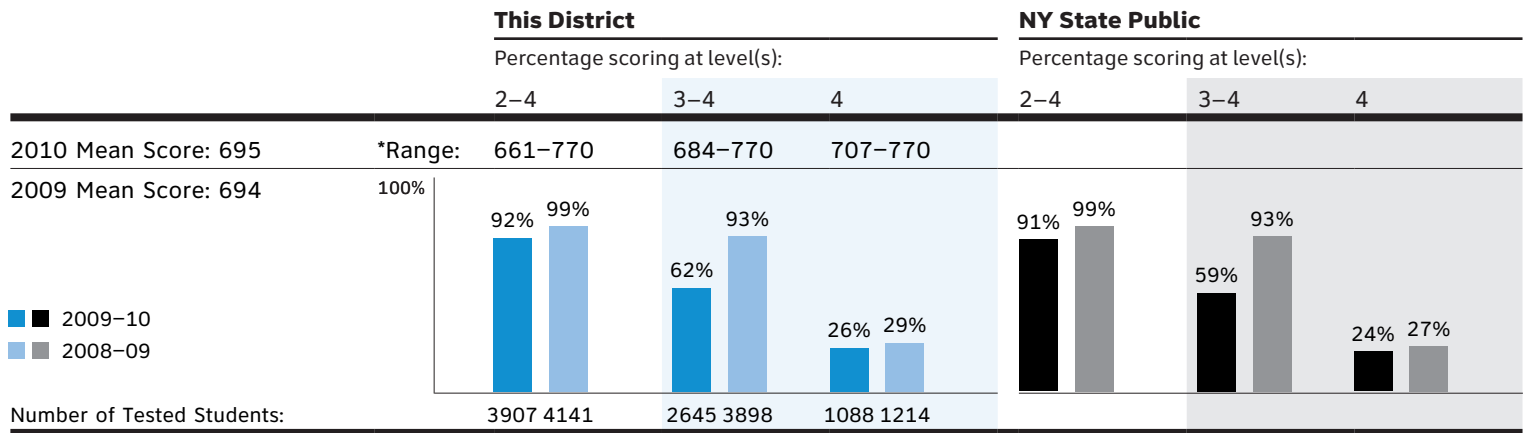
### Other

#### Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	44	43	43	38	56	54	52	46
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	110	N/A	N/A	N/A	94	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	110	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
<b>All Students</b>	<b>4255</b>	<b>92%</b>	<b>62%</b>	<b>26%</b>	<b>4176</b>	<b>99%</b>	<b>93%</b>	<b>29%</b>
Female	1988	92%	62%	27%	1994	99%	94%	31%
Male	2267	91%	63%	24%	2182	99%	93%	27%
American Indian or Alaska Native	4	—	—	—	4	—	—	—
Black or African American	88	89%	45%	15%	94	97%	85%	24%
Hispanic or Latino	2618	90%	55%	19%	2351	99%	91%	19%
Asian or Native Hawaiian/Other Pacific Islander	799	96%	80%	41%	925	100%	98%	47%
White	734	94%	70%	31%	788	99%	96%	38%
Multiracial	12	—	—	—	14	—	—	—
Small Group Totals	16	88%	63%	44%	18	94%	94%	33%
General-Education Students	3609	95%	67%	29%	3584	100%	96%	33%
Students with Disabilities	646	74%	32%	9%	592	97%	76%	6%
English Proficient	2803	96%	71%	32%	2779	100%	97%	38%
Limited English Proficient	1452	84%	45%	13%	1397	98%	87%	11%
Economically Disadvantaged	3884	91%	61%	24%	3757	99%	93%	27%
Not Disadvantaged	371	98%	77%	43%	419	99%	96%	43%
Migrant								
Not Migrant	4255	92%	62%	26%	4176	99%	93%	29%

#### 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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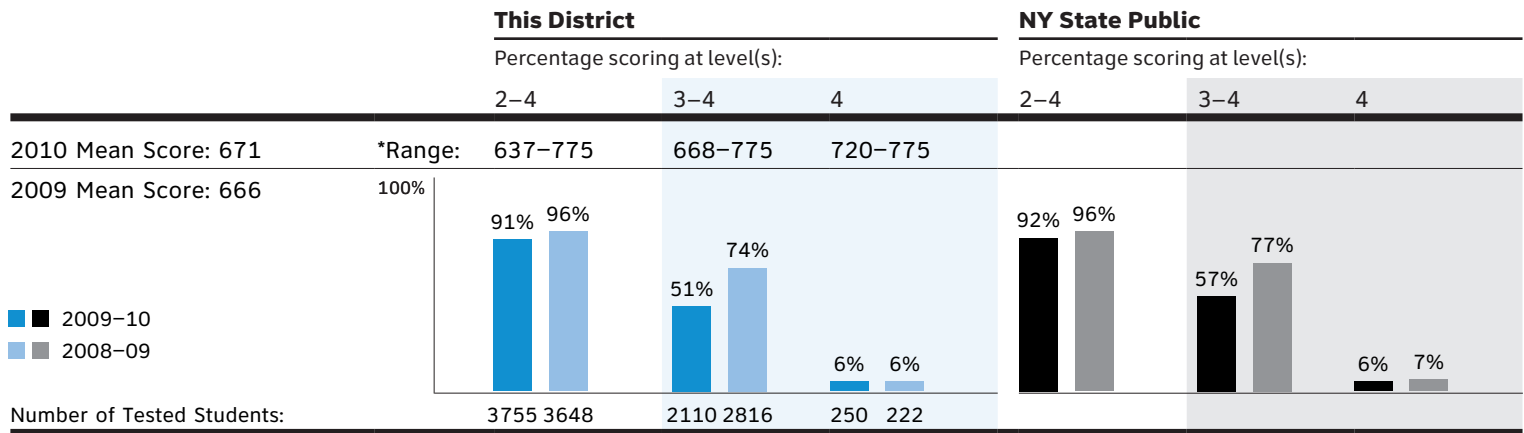
### Other

#### 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 3 Equivalent	44	44	43	36	56	55	52	40



## This District's Results in Grade 4 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
<b>All Students</b>	<b>4115</b>	<b>91%</b>	<b>51%</b>	<b>6%</b>	<b>3809</b>	<b>96%</b>	<b>74%</b>	<b>6%</b>
Female	1941	93%	55%	8%	1863	97%	78%	7%
Male	2174	90%	48%	5%	1946	95%	70%	4%
American Indian or Alaska Native	4	—	—	—	4	—	—	—
Black or African American	91	86%	40%	0%	104	95%	70%	6%
Hispanic or Latino	2386	88%	40%	3%	2332	94%	67%	3%
Asian or Native Hawaiian/Other Pacific Islander	898	96%	70%	13%	739	99%	86%	12%
White	717	95%	66%	9%	624	98%	85%	10%
Multiracial	19	—	—	—	6	—	—	—
Small Group Totals	23	96%	48%	4%	10	100%	60%	0%
General-Education Students	3487	95%	57%	7%	3161	98%	81%	7%
Students with Disabilities	628	68%	18%	0%	648	83%	39%	1%
English Proficient	2959	96%	63%	8%	2792	98%	85%	8%
Limited English Proficient	1156	78%	20%	0%	1017	89%	44%	0%
Economically Disadvantaged	3769	91%	49%	5%	3456	95%	73%	5%
Not Disadvantaged	346	96%	73%	13%	353	99%	88%	13%
Migrant								
Not Migrant	4115	91%	51%	6%	3809	96%	74%	6%

#### NOTES

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

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

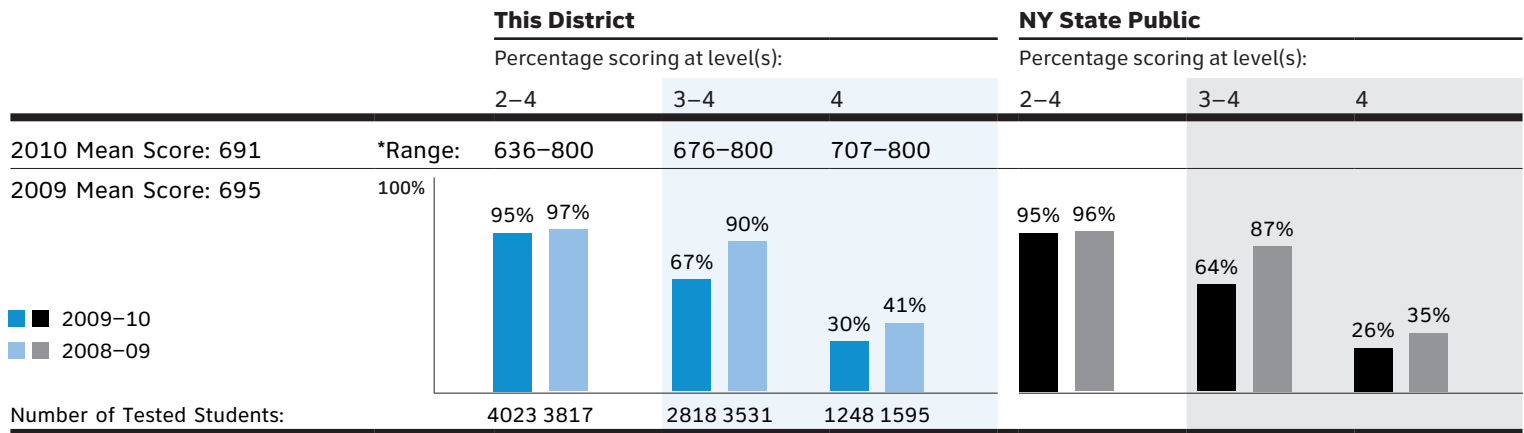
### Other

### Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	66	66	65	53	49	48	46	39
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	109	N/A	N/A	N/A	90	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	108	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
<b>All Students</b>	<b>4229</b>	<b>95%</b>	<b>67%</b>	<b>30%</b>	<b>3921</b>	<b>97%</b>	<b>90%</b>	<b>41%</b>
Female	1999	96%	66%	29%	1911	98%	90%	41%
Male	2230	95%	67%	30%	2010	97%	90%	40%
American Indian or Alaska Native	4	—	—	—	4	—	—	—
Black or African American	93	94%	58%	15%	101	95%	86%	36%
Hispanic or Latino	2441	93%	58%	20%	2403	96%	87%	31%
Asian or Native Hawaiian/Other Pacific Islander	944	98%	83%	49%	775	99%	97%	64%
White	728	98%	75%	38%	632	98%	93%	50%
Multiracial	19	—	—	—	6	—	—	—
Small Group Totals	23	96%	74%	22%	10	100%	90%	30%
General-Education Students	3599	98%	73%	34%	3264	99%	94%	46%
Students with Disabilities	630	81%	32%	6%	657	90%	69%	15%
English Proficient	2963	98%	77%	38%	2799	99%	94%	50%
Limited English Proficient	1266	88%	43%	10%	1122	94%	79%	18%
Economically Disadvantaged	3879	95%	65%	28%	3563	97%	90%	39%
Not Disadvantaged	350	98%	82%	47%	358	98%	92%	54%
Migrant								
Not Migrant	4229	95%	67%	30%	3921	97%	90%	41%

### NOTES

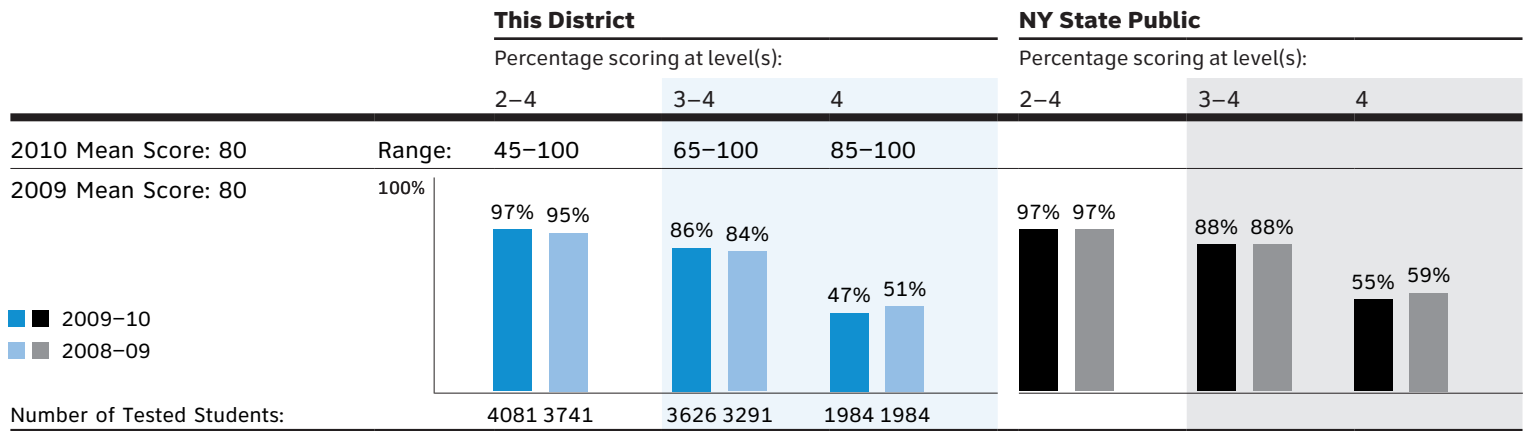
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\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## 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	65	65	65	50	49	49	46	38

## 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
<b>All Students</b>	<b>4216</b>	<b>97%</b>	<b>86%</b>	<b>47%</b>	<b>3925</b>	<b>95%</b>	<b>84%</b>	<b>51%</b>
Female	1997	97%	86%	48%	1918	96%	84%	50%
Male	2219	97%	86%	46%	2007	95%	83%	51%
American Indian or Alaska Native	4	—	—	—	4	—	—	—
Black or African American	93	92%	85%	39%	96	96%	83%	44%
Hispanic or Latino	2431	96%	82%	38%	2406	94%	79%	41%
Asian or Native Hawaiian/Other Pacific Islander	944	98%	92%	64%	778	98%	92%	70%
White	725	99%	91%	57%	635	98%	92%	63%
Multiracial	19	—	—	—	6	—	—	—
Small Group Totals	23	96%	96%	61%	10	100%	80%	50%
General-Education Students	3586	98%	90%	52%	3270	97%	88%	56%
Students with Disabilities	630	89%	64%	18%	655	88%	63%	24%
English Proficient	2955	99%	94%	59%	2812	98%	92%	62%
Limited English Proficient	1261	92%	67%	18%	1113	88%	64%	23%
Economically Disadvantaged	3865	97%	85%	45%	3565	95%	83%	49%
Not Disadvantaged	351	98%	95%	69%	360	98%	92%	64%
Migrant								
Not Migrant	4216	97%	86%	47%	3925	95%	84%	51%

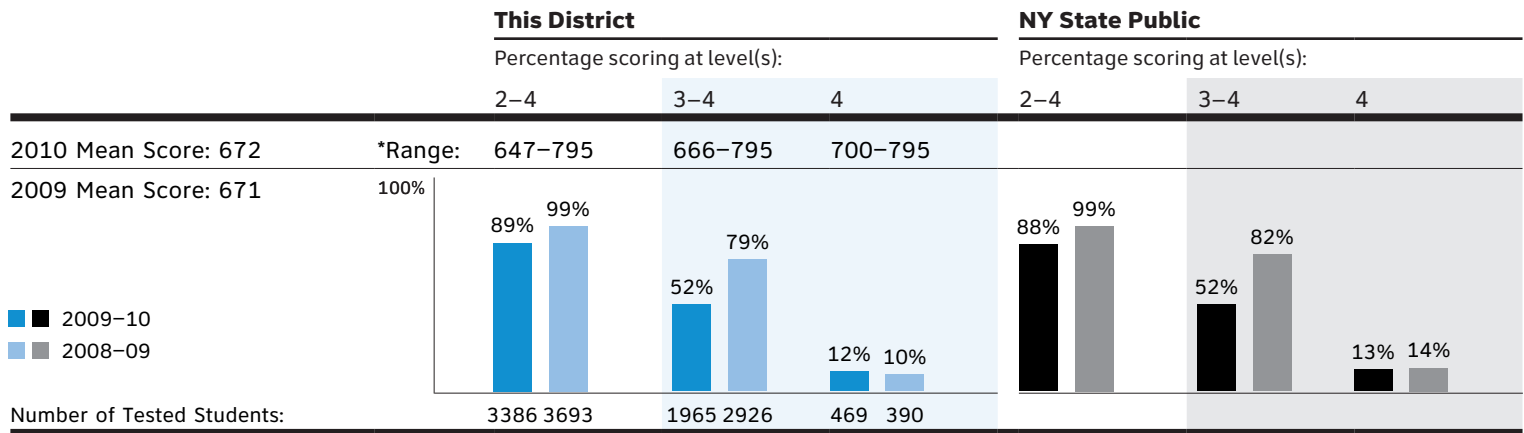
### NOTES

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## Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	65	63	62	58	49	47	47	42

## 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
<b>All Students</b>	<b>3810</b>	<b>89%</b>	<b>52%</b>	<b>12%</b>	<b>3720</b>	<b>99%</b>	<b>79%</b>	<b>10%</b>
Female	1854	91%	57%	15%	1813	99%	81%	12%
Male	1956	87%	46%	9%	1907	99%	77%	9%
American Indian or Alaska Native	3	—	—	—	4	—	—	—
Black or African American	86	84%	53%	9%	119	100%	76%	2%
Hispanic or Latino	2327	86%	42%	7%	2318	99%	74%	7%
Asian or Native Hawaiian/Other Pacific Islander	771	94%	69%	23%	690	99%	89%	19%
White	612	94%	63%	19%	583	100%	85%	18%
Multiracial	11	—	—	—	6	—	—	—
Small Group Totals	14	93%	57%	7%	10	100%	80%	20%
General-Education Students	3163	94%	58%	14%	3077	100%	85%	12%
Students with Disabilities	647	63%	18%	3%	643	97%	47%	2%
English Proficient	2957	95%	61%	16%	2916	100%	88%	13%
Limited English Proficient	853	68%	19%	1%	804	97%	46%	0%
Economically Disadvantaged	3480	88%	50%	11%	3349	99%	78%	9%
Not Disadvantaged	330	95%	70%	22%	371	99%	86%	20%
Migrant								
Not Migrant	3810	89%	52%	12%	3720	99%	79%	10%

#### NOTES

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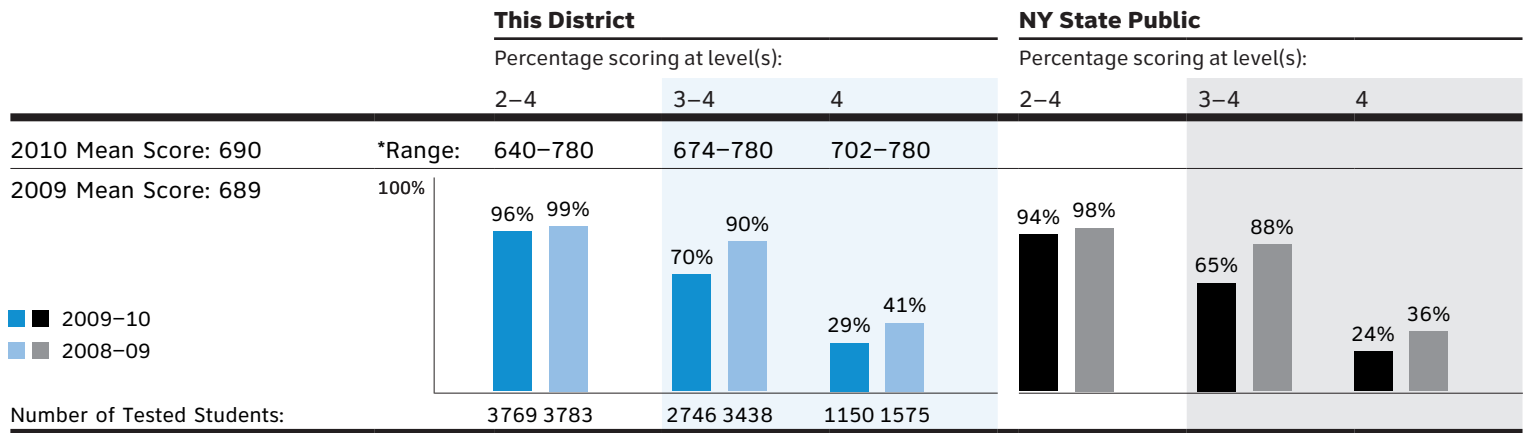
### Other

### 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 5 Equivalent	56	52	51	43	47	44	44	32
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	109	N/A	N/A	N/A	107	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	110	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
<b>All Students</b>	<b>3928</b>	<b>96%</b>	<b>70%</b>	<b>29%</b>	<b>3837</b>	<b>99%</b>	<b>90%</b>	<b>41%</b>
Female	1909	96%	71%	29%	1870	99%	90%	41%
Male	2019	96%	69%	29%	1967	98%	89%	41%
American Indian or Alaska Native	3	—	—	—	4	—	—	—
Black or African American	87	91%	59%	17%	118	99%	85%	24%
Hispanic or Latino	2380	95%	62%	20%	2392	98%	87%	32%
Asian or Native Hawaiian/Other Pacific Islander	820	99%	87%	49%	722	99%	96%	68%
White	627	97%	80%	40%	595	99%	92%	47%
Multiracial	11	—	—	—	6	—	—	—
Small Group Totals	14	93%	50%	36%	10	100%	90%	20%
General-Education Students	3275	98%	76%	33%	3194	99%	93%	47%
Students with Disabilities	653	86%	37%	8%	643	95%	70%	13%
English Proficient	2965	98%	79%	35%	2920	99%	95%	49%
Limited English Proficient	963	88%	42%	10%	917	96%	74%	17%
Economically Disadvantaged	3595	96%	69%	28%	3455	99%	89%	40%
Not Disadvantaged	333	98%	82%	45%	382	99%	92%	54%
Migrant								
Not Migrant	3928	96%	70%	29%	3837	99%	90%	41%

### NOTES

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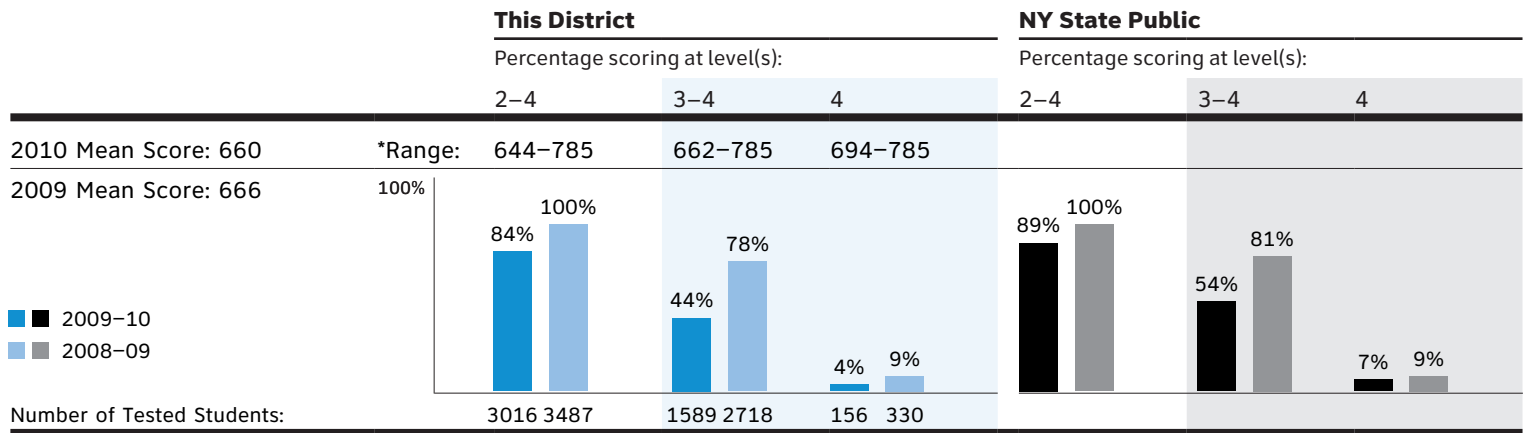
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## 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	55	53	53	47	47	45	45	30

## This District's Results in Grade 6 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
<b>All Students</b>	<b>3573</b>	<b>84%</b>	<b>44%</b>	<b>4%</b>	<b>3500</b>	<b>100%</b>	<b>78%</b>	<b>9%</b>
Female	1718	86%	49%	5%	1710	100%	81%	12%
Male	1855	83%	41%	3%	1790	99%	75%	7%
American Indian or Alaska Native	4	—	—	—	5	—	—	—
Black or African American	123	85%	28%	2%	98	99%	79%	3%
Hispanic or Latino	2185	80%	35%	2%	2180	100%	73%	4%
Asian or Native Hawaiian/Other Pacific Islander	685	92%	67%	12%	695	100%	87%	24%
White	569	91%	57%	7%	521	100%	85%	14%
Multiracial	7	—	—	—	1	—	—	—
Small Group Totals	11	91%	36%	0%	6	100%	83%	17%
General-Education Students	2954	91%	51%	5%	2935	100%	85%	11%
Students with Disabilities	619	54%	11%	0%	565	99%	41%	0%
English Proficient	2899	93%	54%	5%	2882	100%	86%	11%
Limited English Proficient	674	47%	5%	0%	618	98%	37%	0%
Economically Disadvantaged	3224	84%	43%	4%	3177	100%	77%	9%
Not Disadvantaged	349	92%	61%	6%	323	100%	86%	14%
Migrant								
Not Migrant	3573	84%	44%	4%	3500	100%	78%	9%

#### NOTES

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### Other

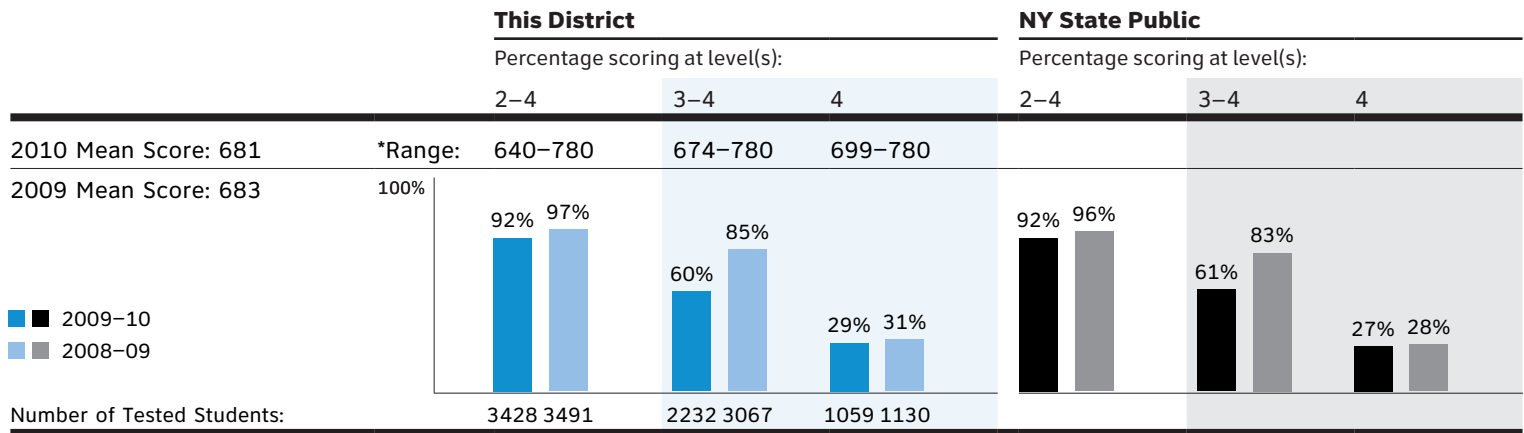
#### Assessments

	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	47	44	44	41	51	49	44	36
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	129	N/A	N/A	N/A	84	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	131	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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



## This District's Results in Grade 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
<b>All Students</b>	<b>3710</b>	<b>92%</b>	<b>60%</b>	<b>29%</b>	<b>3603</b>	<b>97%</b>	<b>85%</b>	<b>31%</b>
Female	1790	93%	60%	30%	1763	97%	86%	31%
Male	1920	92%	60%	27%	1840	97%	85%	31%
American Indian or Alaska Native	4	—	—	—	5	—	—	—
Black or African American	125	87%	43%	7%	100	92%	76%	9%
Hispanic or Latino	2247	91%	51%	18%	2243	96%	82%	22%
Asian or Native Hawaiian/Other Pacific Islander	743	97%	85%	57%	725	99%	94%	59%
White	584	94%	69%	36%	529	98%	89%	40%
Multiracial	7	—	—	—	1	—	—	—
Small Group Totals	11	91%	73%	27%	6	100%	83%	33%
General-Education Students	3088	96%	68%	33%	3037	98%	90%	36%
Students with Disabilities	622	77%	24%	5%	566	90%	57%	5%
English Proficient	2905	96%	70%	35%	2895	99%	91%	37%
Limited English Proficient	805	78%	25%	6%	708	90%	62%	8%
Economically Disadvantaged	3355	92%	59%	27%	3269	97%	85%	30%
Not Disadvantaged	355	95%	73%	39%	334	96%	88%	44%
Migrant								
Not Migrant	3710	92%	60%	29%	3603	97%	85%	31%

### NOTES

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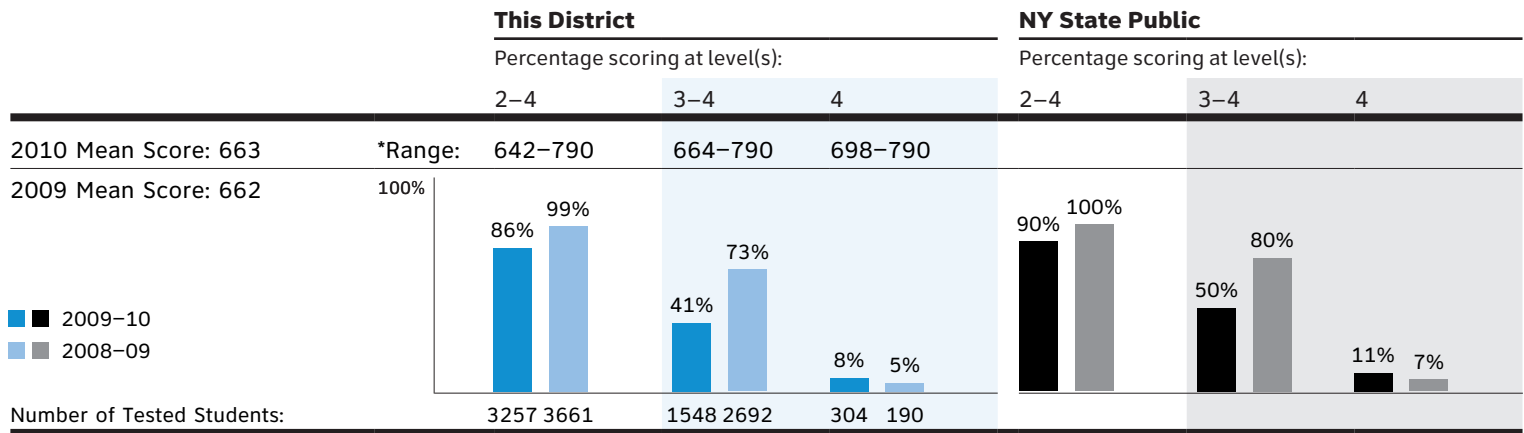
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## Other

## 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 6 Equivalent	48	46	46	40	51	51	50	40

## 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
<b>All Students</b>	<b>3775</b>	<b>86%</b>	<b>41%</b>	<b>8%</b>	<b>3685</b>	<b>99%</b>	<b>73%</b>	<b>5%</b>
Female	1839	89%	47%	10%	1774	99%	77%	6%
Male	1936	84%	35%	6%	1911	99%	70%	4%
American Indian or Alaska Native	5	—	—	—	5	100%	40%	0%
Black or African American	95	87%	24%	3%	108	100%	63%	1%
Hispanic or Latino	2337	83%	33%	4%	2211	99%	67%	2%
Asian or Native Hawaiian/Other Pacific Islander	811	92%	60%	17%	809	99%	85%	11%
White	524	90%	51%	13%	552	100%	84%	9%
Multiracial	3	—	—	—				
Small Group Totals	8	88%	75%	13%				
General-Education Students	3195	91%	47%	9%	3160	99%	80%	6%
Students with Disabilities	580	60%	8%	0%	525	99%	34%	0%
English Proficient	3141	94%	48%	10%	3104	100%	82%	6%
Limited English Proficient	634	50%	5%	0%	581	96%	23%	0%
Economically Disadvantaged	3476	86%	40%	8%	3333	99%	72%	5%
Not Disadvantaged	299	84%	49%	14%	352	100%	82%	7%
Migrant								
Not Migrant	3775	86%	41%	8%	3685	99%	73%	5%

#### NOTES

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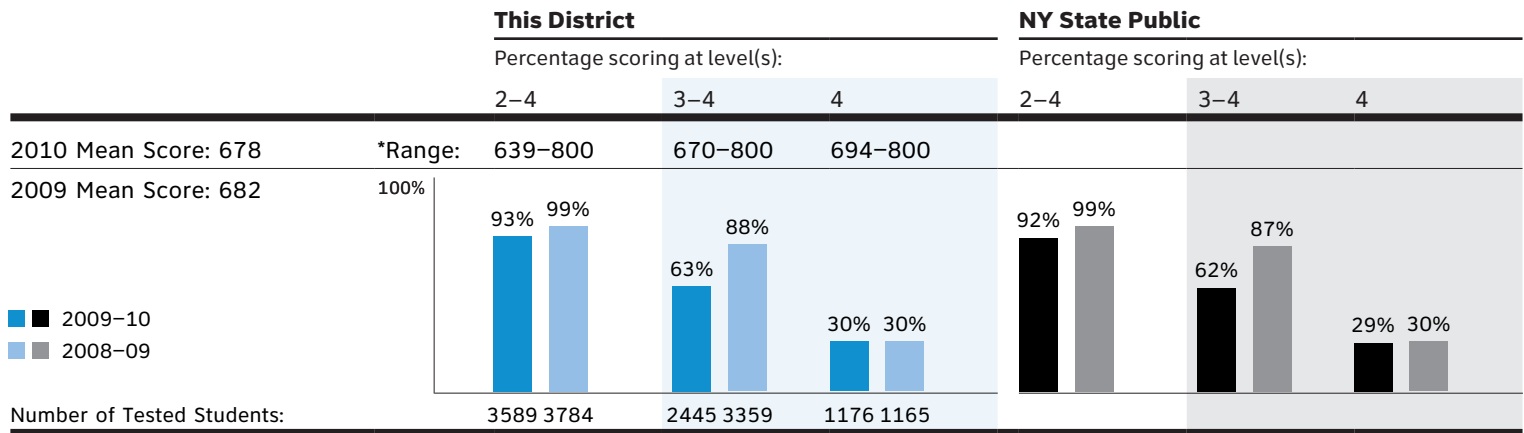
### Other

### Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	50	50	48	48	38	37	35	33
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	130	N/A	N/A	N/A	125	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	135	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
<b>All Students</b>	<b>3879</b>	<b>93%</b>	<b>63%</b>	<b>30%</b>	<b>3830</b>	<b>99%</b>	<b>88%</b>	<b>30%</b>
Female	1889	92%	64%	31%	1822	99%	89%	31%
Male	1990	93%	62%	29%	2008	98%	87%	30%
American Indian or Alaska Native	5	—	—	—	5	—	—	—
Black or African American	100	82%	37%	9%	111	96%	77%	13%
Hispanic or Latino	2352	91%	56%	20%	2282	98%	84%	19%
Asian or Native Hawaiian/Other Pacific Islander	884	98%	81%	56%	868	100%	95%	58%
White	535	93%	69%	37%	563	99%	93%	37%
Multiracial	3	—	—	—	1	—	—	—
Small Group Totals	8	88%	75%	50%	6	100%	67%	17%
General-Education Students	3302	96%	69%	35%	3307	99%	92%	34%
Students with Disabilities	577	74%	26%	5%	523	96%	61%	6%
English Proficient	3135	96%	70%	35%	3118	100%	93%	35%
Limited English Proficient	744	78%	33%	10%	712	96%	63%	8%
Economically Disadvantaged	3575	93%	63%	30%	3464	99%	87%	30%
Not Disadvantaged	304	88%	65%	35%	366	99%	92%	39%
Migrant								
Not Migrant	3879	93%	63%	30%	3830	99%	88%	30%

### NOTES

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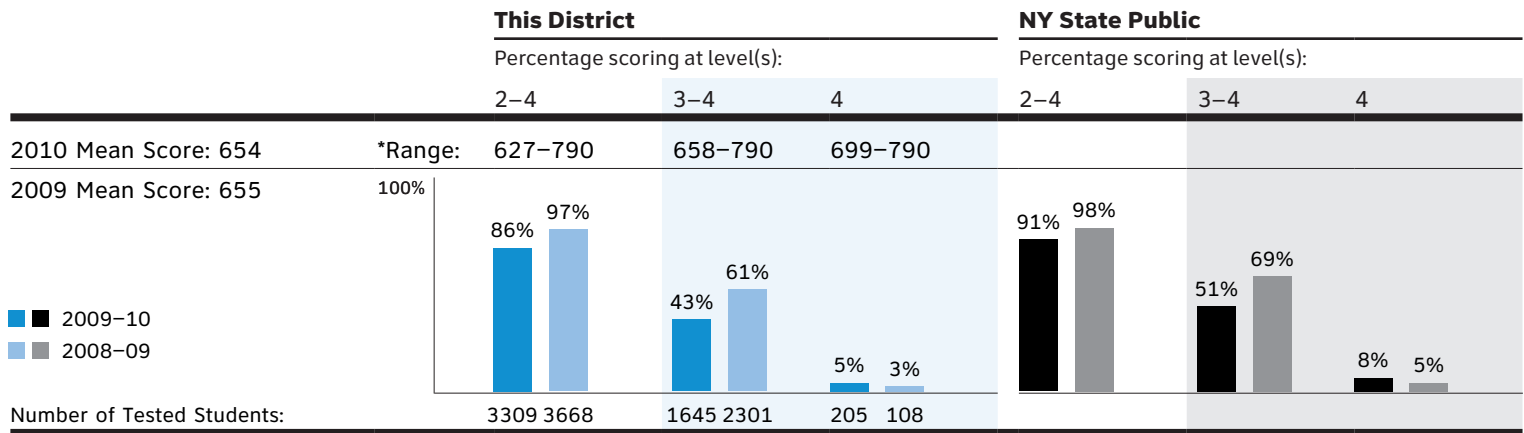
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## Other

## Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	49	47	47	40	38	36	35	20

## 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
<b>All Students</b>	<b>3857</b>	<b>86%</b>	<b>43%</b>	<b>5%</b>	<b>3785</b>	<b>97%</b>	<b>61%</b>	<b>3%</b>
Female	1844	89%	49%	7%	1830	98%	65%	4%
Male	2013	83%	36%	3%	1955	96%	57%	2%
American Indian or Alaska Native	4	—	—	—	8	100%	75%	13%
Black or African American	121	83%	31%	5%	117	99%	50%	2%
Hispanic or Latino	2284	84%	34%	3%	2277	96%	54%	1%
Asian or Native Hawaiian/Other Pacific Islander	884	88%	62%	12%	800	96%	75%	6%
White	562	91%	52%	6%	583	99%	71%	5%
Multiracial	2	—	—	—				
Small Group Totals	6	50%	33%	0%				
General-Education Students	3316	90%	48%	6%	3361	97%	66%	3%
Students with Disabilities	541	62%	11%	0%	424	93%	18%	0%
English Proficient	3213	95%	51%	6%	3125	100%	71%	3%
Limited English Proficient	644	41%	2%	0%	660	84%	11%	0%
Economically Disadvantaged	3520	86%	42%	5%	3414	97%	60%	3%
Not Disadvantaged	337	84%	49%	8%	371	97%	67%	3%
Migrant								
Not Migrant	3857	86%	43%	5%	3785	97%	61%	3%

#### NOTES

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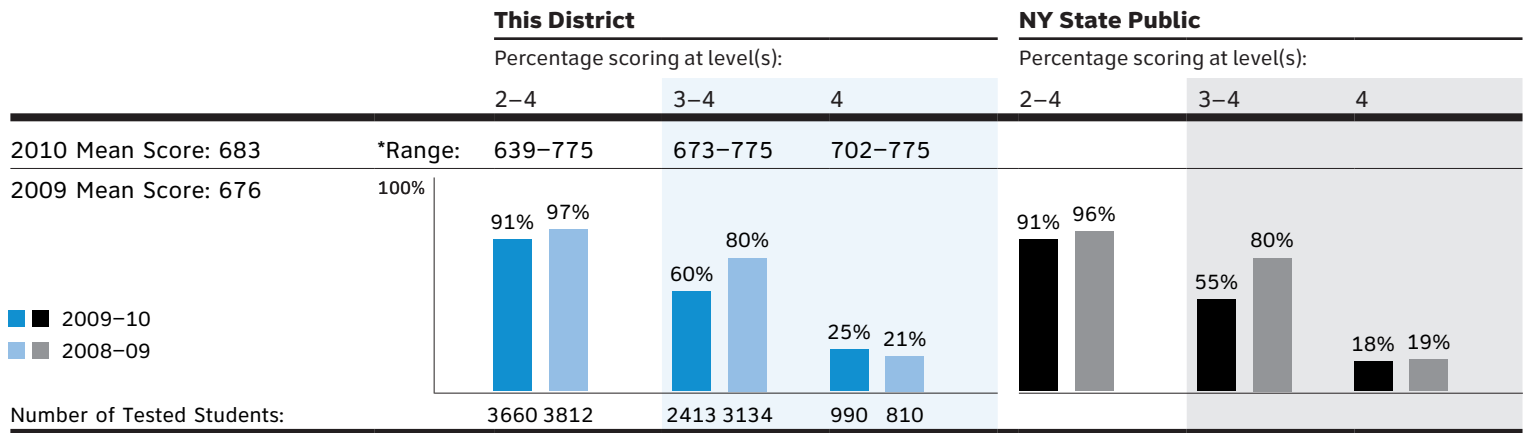
### Other

### 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	50	50	49	44	43	43	41	33
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	146	N/A	N/A	N/A	103	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	147	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
<b>All Students</b>	<b>4002</b>	<b>91%</b>	<b>60%</b>	<b>25%</b>	<b>3927</b>	<b>97%</b>	<b>80%</b>	<b>21%</b>
Female	1913	93%	64%	28%	1896	97%	81%	21%
Male	2089	90%	57%	22%	2031	97%	79%	20%
American Indian or Alaska Native	4	—	—	—	8	100%	88%	13%
Black or African American	122	76%	42%	9%	122	94%	56%	7%
Hispanic or Latino	2339	89%	51%	14%	2342	96%	75%	11%
Asian or Native Hawaiian/Other Pacific Islander	962	98%	84%	54%	856	99%	93%	47%
White	573	93%	61%	25%	599	97%	83%	23%
Multiracial	2	—	—	—				
Small Group Totals	6	100%	67%	0%				
General-Education Students	3463	95%	66%	28%	3499	98%	84%	23%
Students with Disabilities	539	71%	22%	3%	428	89%	48%	3%
English Proficient	3212	95%	67%	28%	3146	99%	85%	24%
Limited English Proficient	790	77%	32%	9%	781	91%	60%	6%
Economically Disadvantaged	3657	92%	61%	25%	3545	97%	80%	21%
Not Disadvantaged	345	84%	57%	26%	382	95%	80%	21%
Migrant								
Not Migrant	4002	91%	60%	25%	3927	97%	80%	21%

### NOTES

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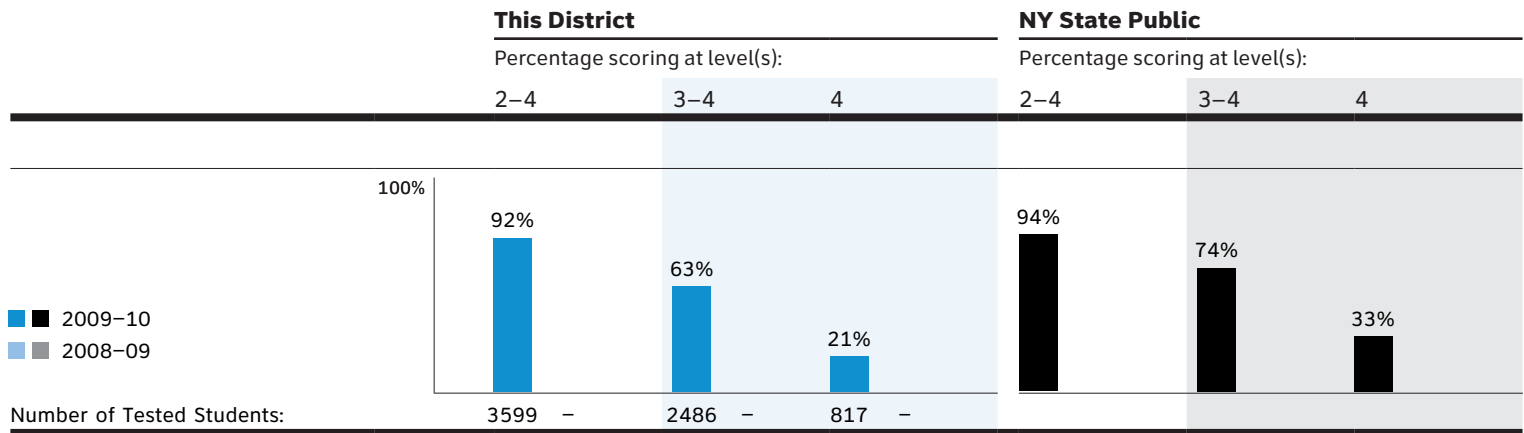
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## 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 8 Equivalent	49	47	46	38	44	42	40	26

## 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
<b>All Students</b>	<b>3876</b>	<b>92%</b>	<b>63%</b>	<b>21%</b>	<b>3895</b>	<b>92%</b>	<b>58%</b>	<b>12%</b>
Female	1847	93%	62%	20%	1877	92%	56%	10%
Male	2029	91%	65%	21%	2018	91%	59%	14%
American Indian or Alaska Native	4	-	-	-	8	88%	63%	25%
Black or African American	114	85%	45%	8%	118	89%	36%	2%
Hispanic or Latino	2265	90%	55%	12%	2314	90%	49%	6%
Asian or Native Hawaiian/Other Pacific Islander	938	97%	83%	40%	863	95%	79%	29%
White	554	94%	71%	27%	592	94%	66%	15%
Multiracial	1	-	-	-				
Small Group Totals	5	80%	20%	0%				
General-Education Students	3357	94%	69%	24%	3481	93%	62%	14%
Students with Disabilities	519	76%	29%	3%	414	79%	20%	0%
English Proficient	3095	96%	72%	25%	3132	96%	66%	15%
Limited English Proficient	781	76%	29%	3%	763	74%	23%	1%
Economically Disadvantaged	3553	92%	64%	21%	3512	92%	57%	12%
Not Disadvantaged	323	90%	62%	24%	383	93%	64%	17%
Migrant								
Not Migrant	3876	92%	63%	21%	3895	92%	58%	12%

### NOTES

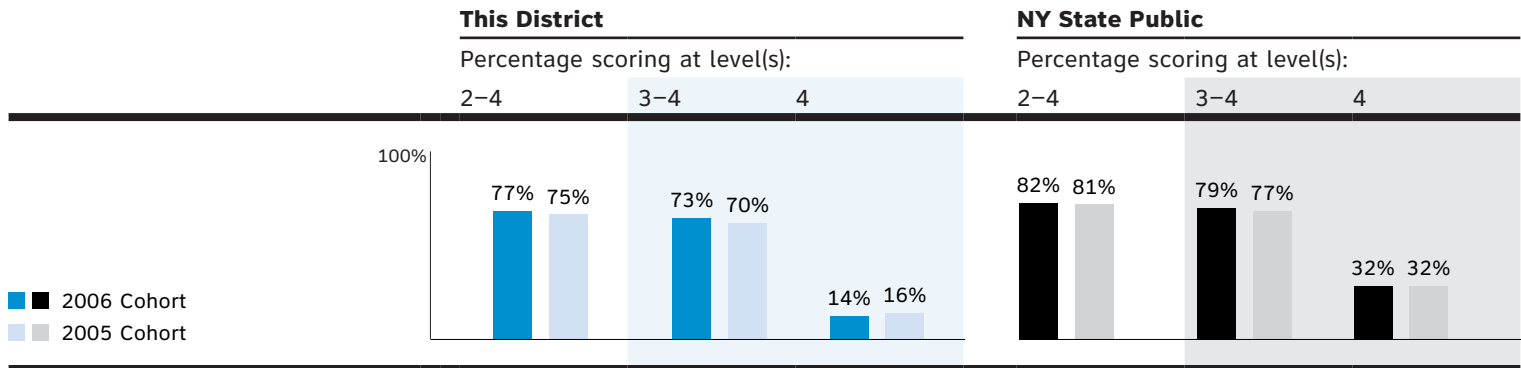
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## Other Assessments

	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	50	48	47	41	44	40	35	33
Regents Science	42	35	27	8	1	-	-	-



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



## Results by Student Group

	2006 Cohort				2005 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3016</b>	<b>77%</b>	<b>73%</b>	<b>14%</b>	<b>3319</b>	<b>75%</b>	<b>70%</b>	<b>16%</b>
Female	1316	81%	78%	16%	1377	79%	75%	18%
Male	1700	73%	69%	12%	1942	71%	67%	14%
American Indian or Alaska Native	5	60%	60%	0%	4	—	—	—
Black or African American	245	75%	69%	13%	309	77%	72%	13%
Hispanic or Latino	1881	74%	70%	11%	1956	71%	67%	14%
Asian or Native Hawaiian/Other Pacific Islander	486	86%	83%	22%	558	87%	83%	23%
White	392	80%	77%	18%	485	73%	69%	19%
Multiracial	7	71%	71%	0%	7	—	—	—
Small Group Totals					11	82%	82%	27%
General-Education Students	2697	81%	78%	15%	2956	80%	76%	18%
Students with Disabilities	319	39%	33%	1%	363	31%	26%	1%
English Proficient	2431	81%	78%	16%	2722	79%	76%	19%
Limited English Proficient	585	59%	52%	4%	597	54%	44%	2%
Economically Disadvantaged	2287	81%	77%	15%	2274	78%	74%	17%
Not Disadvantaged	729	64%	59%	10%	1045	66%	63%	13%
Migrant								
Not Migrant	3016	77%	73%	14%	3319	75%	70%	16%

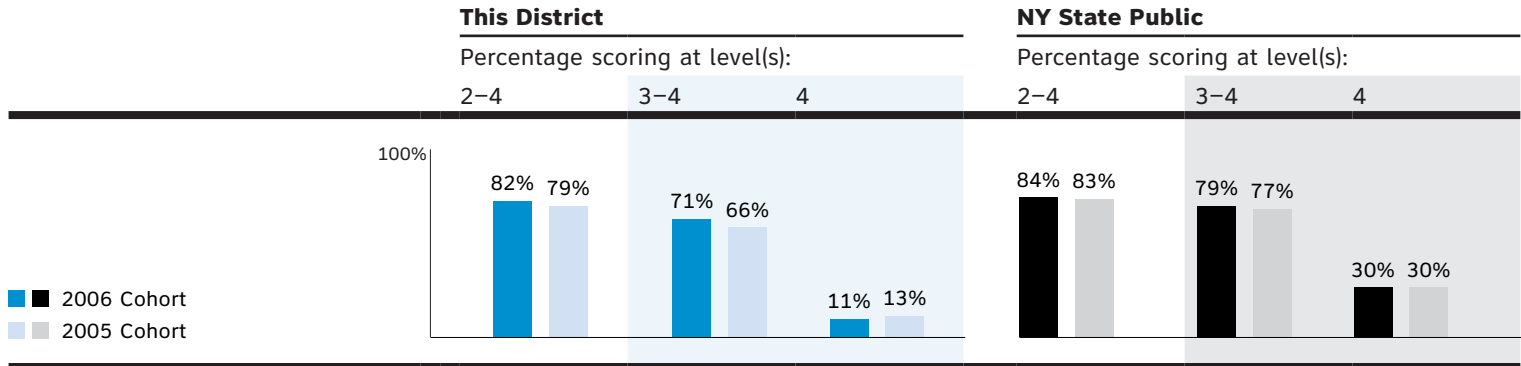
### NOTES

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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



## Results by Student Group

	2006 Cohort				2005 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3016</b>	<b>82%</b>	<b>71%</b>	<b>11%</b>	<b>3319</b>	<b>79%</b>	<b>66%</b>	<b>13%</b>
Female	1316	85%	73%	9%	1377	83%	68%	11%
Male	1700	80%	69%	12%	1942	77%	65%	14%
American Indian or Alaska Native	5	60%	60%	20%	4	–	–	–
Black or African American	245	75%	62%	7%	309	83%	67%	7%
Hispanic or Latino	1881	80%	67%	6%	1956	77%	61%	8%
Asian or Native Hawaiian/Other Pacific Islander	486	92%	89%	29%	558	91%	84%	27%
White	392	82%	74%	14%	485	75%	67%	15%
Multiracial	7	86%	57%	0%	7	–	–	–
Small Group Totals					11	82%	73%	18%
General-Education Students	2697	87%	76%	12%	2956	85%	72%	14%
Students with Disabilities	319	45%	32%	1%	363	36%	23%	1%
English Proficient	2431	85%	76%	13%	2722	82%	71%	14%
Limited English Proficient	585	72%	53%	4%	597	68%	46%	6%
Economically Disadvantaged	2287	86%	75%	12%	2274	83%	70%	14%
Not Disadvantaged	729	71%	60%	9%	1045	71%	58%	10%
Migrant								
Not Migrant	3016	82%	71%	11%	3319	79%	66%	13%

### NOTES

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