



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #26**

District ID **34-26-00-01-0000**

Superintendent **ANITA SAUNDERS**

Telephone **(718) 631-6982**

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	598	662	646
Kindergarten	1405	1496	1627
Grade 1	1531	1430	1646
Grade 2	1635	1488	1571
Grade 3	1551	1615	1590
Grade 4	1575	1537	1776
Grade 5	1628	1592	1642
Grade 6	1788	1743	1842
Ungraded Elementary	599	615	40
Grade 7	1851	1841	1883
Grade 8	1913	1899	2013
Grade 9	4349	4023	4519
Grade 10	4439	4215	4222
Grade 11	3796	3811	3773
Grade 12	3246	3216	3448
Ungraded Secondary	1085	1151	116
Total K-12	32391	31672	31708

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	24	25	25
Grade 8			
English	32	33	32
Mathematics	31	32	31
Science	32	33	30
Social Studies	32	33	31
Grade 10			
English	30	30	31
Mathematics	30	32	32
Science	31	33	31
Social Studies	30	32	31

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	8548	26%	9626	30%	11189	35%
Reduced-Price Lunch	3969	12%	3977	13%	4021	13%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2841	9%	2700	9%	2632	8%
Racial/Ethnic Origin						
American Indian or Alaska Native	69	0%	69	0%	73	0%
Black or African American	5316	16%	4999	16%	4856	15%
Hispanic or Latino	4887	15%	4894	15%	4936	16%
Asian or Native Hawaiian/Other Pacific Islander	15639	48%	15456	49%	15824	50%
White	6480	20%	6254	20%	6019	19%
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	863	3%	907	3%	964	3%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2007-08	2008-09	2009-10
Total Number of Teachers	1949	1923	1859
Percent with No Valid Teaching Certificate	1%	1%	1%
Percent Teaching Out of Certification	7%	6%	4%
Percent with Fewer Than Three Years of Experience	11%	8%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	53%	55%	58%
Total Number of Core Classes	5476	5162	4925
Percent Not Taught by Highly Qualified Teachers in This District	8%	6%	4%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	6545	6093	5861
Percent Taught by Teachers Without Appropriate Certification	8%	8%	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		10%	10%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

12th Graders

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

2006 Cohort

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

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuous Enrollment

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation Rate

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

Graduation-Rate Total Cohort

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

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

Limited English Proficient

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

Non-Accountability Groups

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

Useful Terms for Understanding Accountability (continued)

Participation

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

Performance Index (PI)

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

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

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

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

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

Progress Targets

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

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

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

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

Safe Harbor Targets

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

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

Safe Harbor Qualification (*)

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

State Standard

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

Students with Disabilities

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

Test Performance

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

Total

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2010–11)

■ Good Standing

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

Title I Part A Funding

Years the District Received Title I Part A Funding

2008–09	2009–10	2010–11
NO	NO	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	✓ 9 of 9	✓ 9 of 9	✓ 1 of 1	✗ 6 of 8	✗ 7 of 8	✓ 1 of 1

AYP Status

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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

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

Accountability Measures 9 of 9 Student groups making AYP in English language arts
✓ 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 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 (11052:10522)	✓	✓	99%	✓	188	154		
Ethnicity								
American Indian or Alaska Native (14:11)	—	—	—	—	—	—	—	
Black or African American (730:689)	✓	✓	98%	✓	181	151		
Hispanic or Latino (1318:1271)	✓	✓	99%	✓	183	152		
Asian or Native Hawaiian/Other Pacific Islander (6258:5913)	✓	✓	100%	✓	190	154		
White (2687:2595)	✓	✓	99%	✓	186	153		
Multiracial (45:43)	✓	✓	100%	✓	198	140		
Other Groups								
Students with Disabilities (1798:1822)	✓	✓	97%	✓	165	152		
Limited English Proficient (760:1111)	✓	✓	99%	✓	166	152		
Economically Disadvantaged (5997:5642)	✓	✓	100%	✓	186	154		
Final AYP Determination	✓	9 of 9						
Non-Accountability Groups								
Female (5208:4982)			100%		190	153		
Male (5844:5540)			99%		186	154		
Migrant (0:0)								

Symbols

- ✓ Made AYP
- ✓^{SH} 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 (11053:10627)	✓	✓	99%	✓	196	134		
Ethnicity								
American Indian or Alaska Native (14:11)	—	—	—	—	—	—	—	
Black or African American (727:688)	✓	✓	98%	✓	191	131		
Hispanic or Latino (1320:1281)	✓	✓	99%	✓	193	132		
Asian or Native Hawaiian/Other Pacific Islander (6260:6003)	✓	✓	100%	✓	199	134		
White (2687:2601)	✓	✓	99%	✓	193	133		
Multiracial (45:43)	✓	✓	100%	✓	195	120		
Other Groups								
Students with Disabilities (1797:1822)	✓	✓	97%	✓	183	132		
Limited English Proficient (764:1217)	✓	✓	100%	✓	194	132		
Economically Disadvantaged (5999:5723)	✓	✓	100%	✓	197	134		
Final AYP Determination	✓	9 of 9						
Non-Accountability Groups								
Female (5209:5023)			100%		197	133		
Male (5844:5604)			99%		196	134		
Migrant (0:0)								

Symbols

- ✓ Made AYP
- ✓^{SH} 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 (3892:3713)	✓	Qualified	✓	98%	✓	190	100	
Ethnicity								
American Indian or Alaska Native (4:3)	—	—	—	—	—	—	—	—
Black or African American (254:232)		Qualified	✓	95%	✓	183	100	
Hispanic or Latino (462:436)		Qualified	✓	97%	✓	183	100	
Asian or Native Hawaiian/Other Pacific Islander (2176:2097)		Qualified	✓	100%	✓	193	100	
White (980:931)		Qualified	✓	97%	✓	189	100	
Multiracial (16:14)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (619:608)		Qualified	✓	92%	✓	174	100	
Limited English Proficient (275:389)		Qualified	✓	100%	✓	173	100	
Economically Disadvantaged (2140:2032)		Qualified	✓	99%	✓	188	100	
Final AYP Determination	✓	1 of 1						
Non-Accountability Groups								
Female (1825:1747)				99%		191	100	
Male (2067:1966)				98%		190	100	
Migrant (0:0)								

Symbols

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

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

Secondary-Level English Language Arts

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

Accountability Measures 6 of 8 Student groups making AYP in English language arts
✗ 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 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 (3638:3871)	✓	✓	100%	✓	184	175		
Ethnicity								
American Indian or Alaska Native (10:15)	—	—	—	—	—	—	—	
Black or African American (838:950)	✓	✓	100%	✓	175	173		
Hispanic or Latino (670:712)	✓	✓	100%	✓	181	173		
Asian or Native Hawaiian/Other Pacific Islander (1590:1627)	✓	✓	100%	✓	189	174		
White (525:561)	✓	✓	100%	✓	188	172		
Multiracial (5:6)	—	—	—	—	—	—	—	
Other Groups								
Students with Disabilities (211:320)	✗	✓	99%	✗	125	171	133 133	
Limited English Proficient (271:392)	✗	✓	100%	✗	159	171	156 [‡] 163	
Economically Disadvantaged (1687:1803)	✓	✓	100%	✓	183	174		
Final AYP Determination	✗	6 of 8						
Non-Accountability Groups								
Female (1945:2026)			100%		190	175		
Male (1693:1845)			100%		177	174		
Migrant (0:0)								

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

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

Secondary-Level Mathematics

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

Accountability Measures 7 of 8 Student groups making AYP in mathematics
✗ Did not make AYP

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

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11	
Accountability Groups								
All Students (3638:3871)	✓	✓	100%	✓	187	171		
Ethnicity								
American Indian or Alaska Native (10:15)	—	—	—	—	—	—	—	
Black or African American (838:950)	✓	✓	100%	✓	177	169		
Hispanic or Latino (670:712)	✓	✓	100%	✓	183	169		
Asian or Native Hawaiian/Other Pacific Islander (1590:1627)	✓	✓	100%	✓	195	170		
White (525:561)	✓	✓	100%	✓	188	168		
Multiracial (5:6)	—	—	—	—	—	—	—	
Other Groups								
Students with Disabilities (211:320)	✗	✓	100%	✗	133	167	136 140	
Limited English Proficient (271:392)	✓	✓	100%	✓	183	167		
Economically Disadvantaged (1687:1803)	✓	✓	100%	✓	189	170		
Final AYP Determination	✗	7 of 8						
Non-Accountability Groups								
Female (1945:2026)			100%		191	171		
Male (1693:1845)			100%		184	170		
Migrant (0:0)								

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

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

Graduation Rate

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

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

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

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives		
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target	
Accountability Groups					2009–10	2010–11
All Students (4256)	✓	✓	79%	80%	79%	80%
Ethnicity						
American Indian or Alaska Native (11)		—	—	—		
Black or African American (1039)		✗	71%	80%	73%	73%
Hispanic or Latino (729)		✗	72%	80%	74%	74%
Asian or Native Hawaiian/Other Pacific Islander (1752)		✓	85%	80%		
White (712)		✓	83%	80%		
Multiracial (13)		—	—	—		
Other Groups						
Students with Disabilities (413)		✓	49%	80%	46%	55%
Limited English Proficient (450)		✗	65%	80%	70%	68%
Economically Disadvantaged (1569)		✓	82%	80%		
Final AYP Determination	✓ 1 of 1					
Non-Accountability Groups						
Female (2152)			85%	80%		
Male (2104)			73%	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 **83%** 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 #26**

District ID **34-26-00-01-0000**

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

28 schools identified 90% of total

BAYSIDE HIGH SCHOOL
IRWIN ALTMAN MIDDLE SCHOOL 172
JHS 216 GEORGE J RYAN
JHS 67 LOUIS PASTEUR
JHS 74 NATHANIEL HAWTHORNE
MS 158 MARIE CURIE
PS 115 GLEN OAKS
PS 133 QUEENS
PS 159
PS 162 JOHN GOLDEN
PS 173 FRESH MEADOW
PS 18 WINCHESTER
PS 186 CASTLEWOOD
PS 188 KINGSBURY
PS 191 MAYFLOWER
PS 203 OAKLAND GARDENS
PS 205 ALEXANDER GRAHAM BELL
PS 213 THE CARL ULLMAN SCHOOL
PS 221 NORTH HILLS
PS 26 RUFUS KING
PS 31 BAYSIDE
PS 41 CROCHERON
PS 46 ALLEY POND
PS 94 DAVID D PORTER
PS 98 THE DOUGLSTON SCHOOL
PS/IS 178 HOLLISWOOD
PS/IS 266
QUEENS HIGH SCHOOL OF TEACHING

Improvement (year 1) Basic

1 school identified 3% of total

FRANCIS LEWIS HIGH SCHOOL

Improvement (year 1) Focused

1 school identified 3% of total

BENJAMIN N CARDOZO HIGH SCHOOL

Improvement (year 1) Comprehensive

1 school identified 3% of total

MARTIN VAN BUREN HIGH SCHOOL

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

District ID **34-26-00-01-0000**

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	74%			1579
Grade 4	80%			1753
Grade 5	78%			1660
Grade 6	75%			1843
Grade 7	70%			1880
Grade 8	70%			1991
Mathematics				
Grade 3	86%			1599
Grade 4	91%			1782
Grade 5	91%			1683
Grade 6	85%			1872
Grade 7	86%			1918
Grade 8	81%			2030
Science				
Grade 4	97%			1777
Grade 8	82%			1551

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	84%			4172
Mathematics	86%			4172

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.

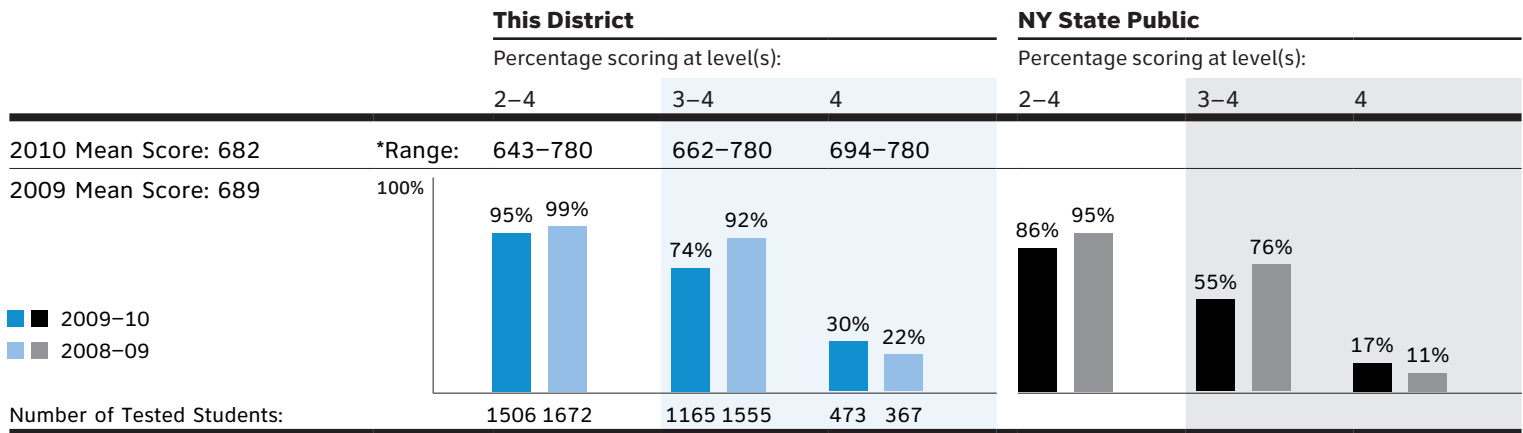
In this section, this district's performance is compared with that of public schools statewide.

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	1579	95%	74%	30%	1684	99%	92%	22%
Female	755	96%	76%	33%	785	100%	95%	27%
Male	824	95%	72%	27%	899	99%	90%	17%
American Indian or Alaska Native	2	-	-	-				
Black or African American	99	96%	60%	17%	83	100%	90%	13%
Hispanic or Latino	177	90%	66%	20%	180	99%	91%	13%
Asian or Native Hawaiian/Other Pacific Islander	900	96%	77%	34%	951	99%	94%	28%
White	392	95%	73%	29%	464	99%	89%	14%
Multiracial	9	-	-	-	6	100%	83%	17%
Small Group Totals	11	100%	91%	18%				
General-Education Students	1320	98%	80%	33%	1398	100%	96%	25%
Students with Disabilities	259	83%	44%	12%	286	96%	72%	6%
English Proficient	1456	96%	77%	32%	1571	100%	94%	23%
Limited English Proficient	123	84%	33%	7%	113	96%	73%	2%
Economically Disadvantaged	792	95%	68%	24%	768	99%	89%	19%
Not Disadvantaged	787	96%	79%	36%	916	100%	95%	24%
Migrant								
Not Migrant	1579	95%	74%	30%	1684	99%	92%	22%

NOTES

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

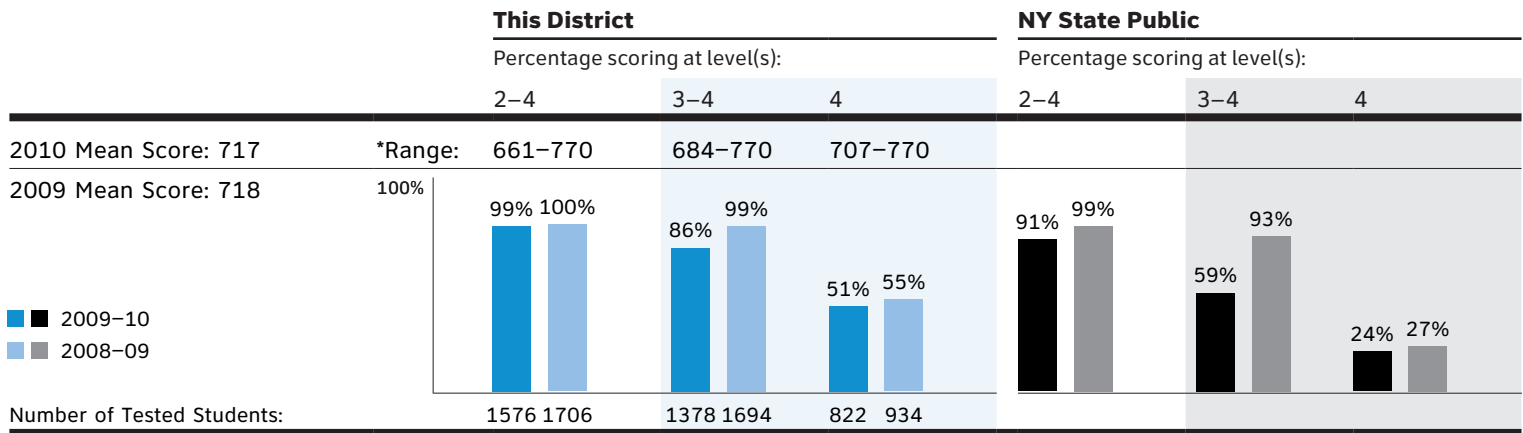
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	9	8	8	7	18	18	18	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	18	N/A	N/A	N/A	20	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	17	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	1599	99%	86%	51%	1707	100%	99%	55%
Female	764	99%	85%	53%	792	100%	100%	58%
Male	835	99%	87%	50%	915	100%	99%	52%
American Indian or Alaska Native	2	-	-	-				
Black or African American	99	97%	70%	29%	83	100%	100%	45%
Hispanic or Latino	178	96%	74%	31%	182	100%	99%	38%
Asian or Native Hawaiian/Other Pacific Islander	919	99%	92%	61%	970	100%	100%	63%
White	392	98%	83%	45%	466	100%	98%	45%
Multiracial	9	-	-	-	6	100%	100%	67%
Small Group Totals	11	100%	91%	45%				
General-Education Students	1340	100%	90%	56%	1419	100%	100%	60%
Students with Disabilities	259	93%	65%	26%	288	100%	95%	30%
English Proficient	1456	99%	88%	54%	1572	100%	99%	56%
Limited English Proficient	143	95%	69%	25%	135	100%	99%	39%
Economically Disadvantaged	805	98%	82%	45%	778	100%	99%	50%
Not Disadvantaged	794	99%	90%	58%	929	100%	99%	59%
Migrant								
Not Migrant	1599	99%	86%	51%	1707	100%	99%	55%

NOTES

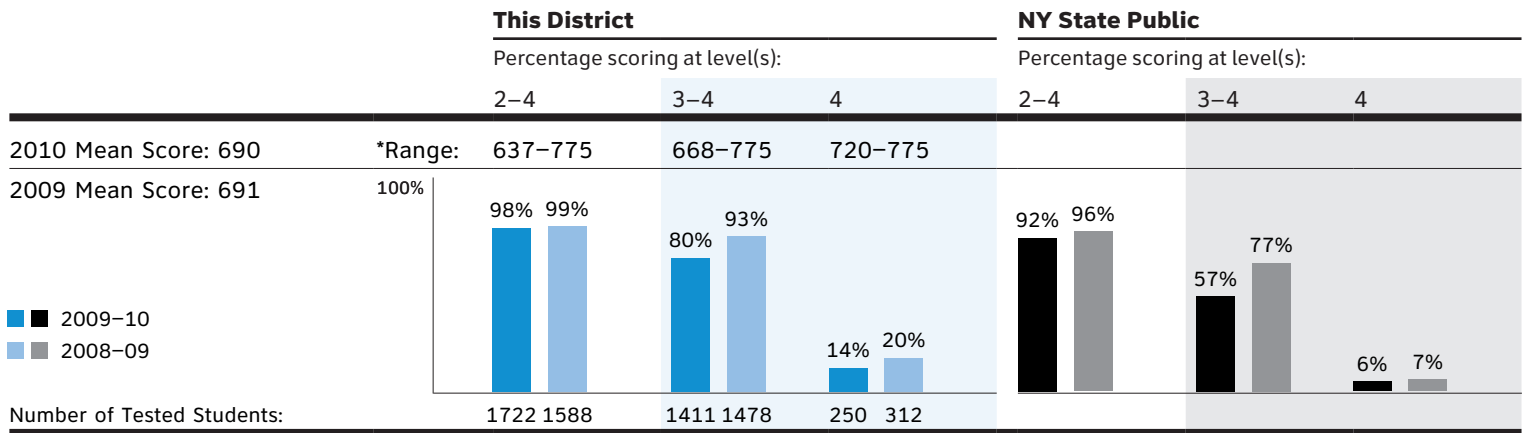
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	9	9	8	6	18	18	16	16

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
All Students	1753	98%	80%	14%	1597	99%	93%	20%
Female	812	99%	84%	17%	765	100%	94%	24%
Male	941	98%	77%	12%	832	99%	92%	15%
American Indian or Alaska Native					4	-	-	-
Black or African American	91	97%	63%	7%	85	100%	87%	7%
Hispanic or Latino	191	98%	75%	8%	204	99%	86%	11%
Asian or Native Hawaiian/Other Pacific Islander	992	99%	86%	18%	876	100%	95%	24%
White	467	97%	74%	10%	422	99%	93%	18%
Multiracial	12	92%	75%	17%	6	-	-	-
Small Group Totals					10	100%	80%	20%
General-Education Students	1447	100%	87%	17%	1311	100%	97%	23%
Students with Disabilities	306	92%	47%	3%	286	97%	73%	3%
English Proficient	1650	99%	83%	15%	1508	99%	94%	21%
Limited English Proficient	103	91%	43%	1%	89	99%	69%	0%
Economically Disadvantaged	889	98%	77%	12%	722	100%	89%	15%
Not Disadvantaged	864	99%	84%	17%	875	99%	95%	23%
Migrant								
Not Migrant	1753	98%	80%	14%	1597	99%	93%	20%

NOTES

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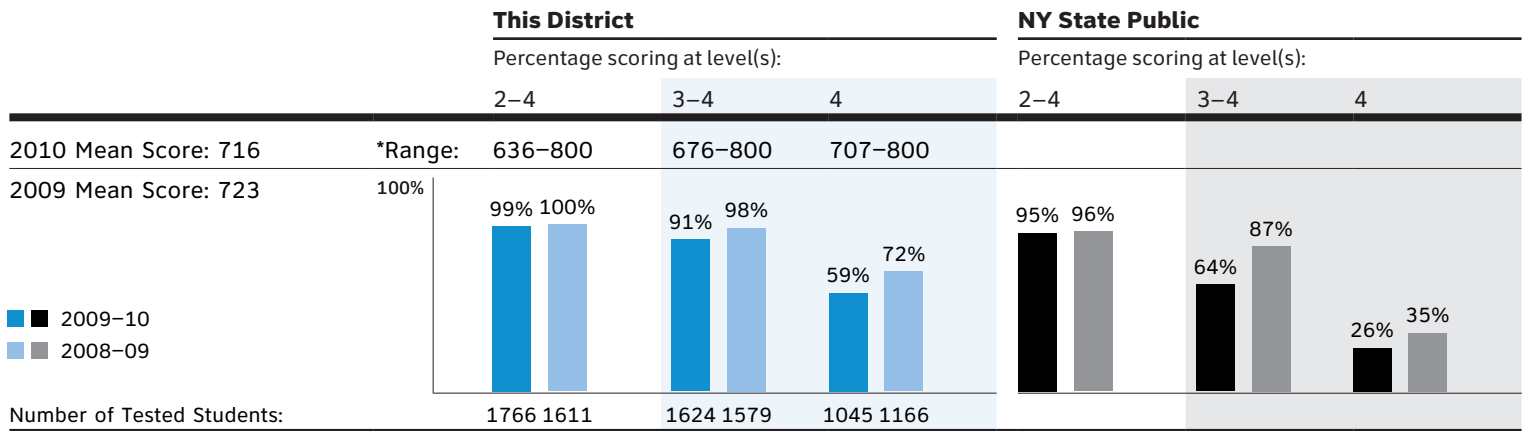
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Other Assessments

	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 4 Equivalent	21	19	17	17	16	16	16	15
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	26	N/A	N/A	N/A	20	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	26	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	1782	99%	91%	59%	1619	100%	98%	72%
Female	824	99%	91%	59%	775	100%	98%	73%
Male	958	99%	91%	59%	844	99%	97%	71%
American Indian or Alaska Native					3	-	-	-
Black or African American	91	99%	80%	37%	84	99%	94%	43%
Hispanic or Latino	192	99%	89%	39%	207	99%	94%	47%
Asian or Native Hawaiian/Other Pacific Islander	1018	100%	95%	72%	896	100%	99%	82%
White	469	98%	85%	43%	423	99%	96%	70%
Multiracial	12	92%	83%	42%	6	-	-	-
Small Group Totals					9	100%	89%	78%
General-Education Students	1475	100%	96%	65%	1332	100%	100%	80%
Students with Disabilities	307	95%	68%	27%	287	98%	88%	36%
English Proficient	1652	99%	92%	61%	1511	100%	98%	74%
Limited English Proficient	130	98%	82%	32%	108	99%	94%	44%
Economically Disadvantaged	909	99%	89%	54%	739	100%	97%	65%
Not Disadvantaged	873	99%	93%	64%	880	99%	98%	78%
Migrant								
Not Migrant	1782	99%	91%	59%	1619	100%	98%	72%

NOTES

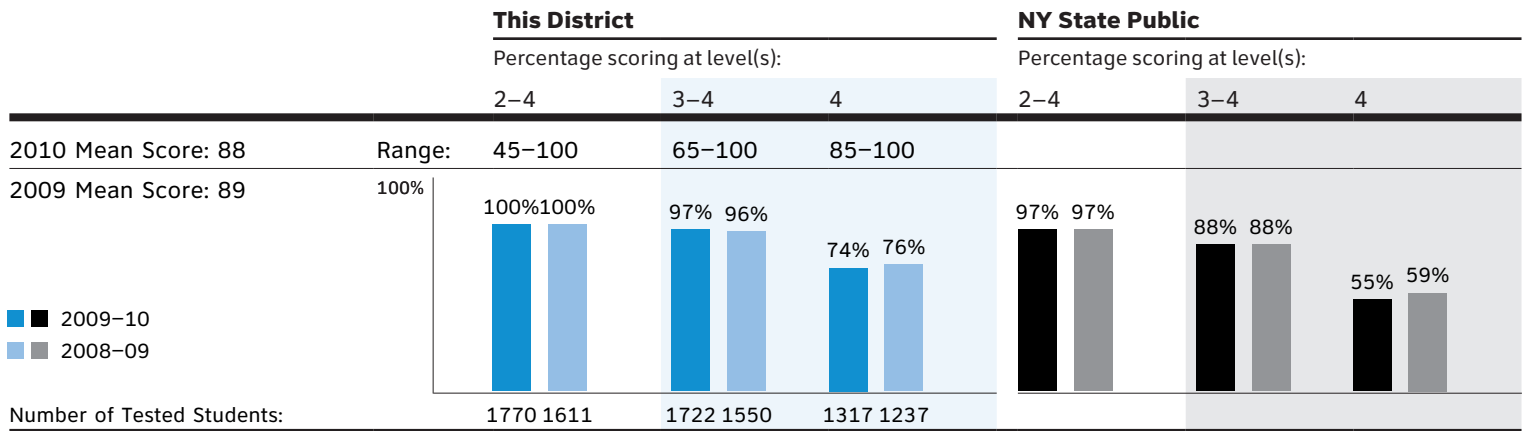
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Other Assessments

	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	21	20	20	18	16	16	15	11

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	1777	100%	97%	74%	1617	100%	96%	76%
Female	824	100%	97%	76%	774	100%	97%	77%
Male	953	99%	97%	73%	843	100%	95%	76%
American Indian or Alaska Native					3	-	-	-
Black or African American	91	100%	98%	63%	83	99%	89%	51%
Hispanic or Latino	192	100%	96%	68%	208	100%	92%	61%
Asian or Native Hawaiian/Other Pacific Islander	1020	100%	98%	79%	894	100%	97%	82%
White	462	99%	95%	69%	423	100%	96%	78%
Multiracial	12	100%	100%	67%	6	-	-	-
Small Group Totals					9	100%	100%	89%
General-Education Students	1473	100%	99%	79%	1332	100%	98%	83%
Students with Disabilities	304	98%	88%	52%	285	98%	86%	48%
English Proficient	1647	100%	98%	77%	1509	100%	96%	79%
Limited English Proficient	130	97%	84%	35%	108	97%	87%	42%
Economically Disadvantaged	907	100%	96%	67%	738	99%	94%	69%
Not Disadvantaged	870	100%	97%	82%	879	100%	97%	83%
Migrant								
Not Migrant	1777	100%	97%	74%	1617	100%	96%	76%

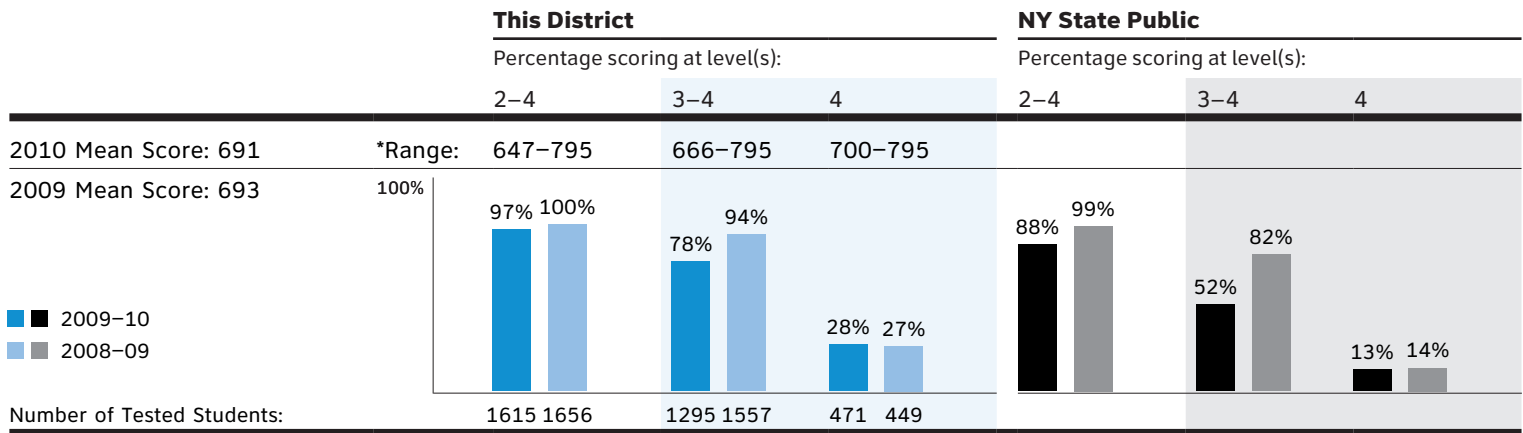
NOTES

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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	21	20	20	19	16	16	16	15

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	1660	97%	78%	28%	1662	100%	94%	27%
Female	797	98%	83%	33%	763	100%	95%	28%
Male	863	97%	73%	24%	899	99%	92%	26%
American Indian or Alaska Native	3	-	-	-	5	100%	80%	20%
Black or African American	86	91%	63%	7%	113	100%	92%	19%
Hispanic or Latino	211	96%	64%	18%	206	99%	87%	15%
Asian or Native Hawaiian/Other Pacific Islander	914	99%	83%	35%	897	100%	96%	32%
White	434	96%	78%	23%	434	100%	93%	24%
Multiracial	12	-	-	-	7	100%	100%	14%
Small Group Totals	15	93%	67%	27%				
General-Education Students	1353	99%	86%	34%	1389	100%	98%	31%
Students with Disabilities	307	88%	42%	6%	273	98%	74%	5%
English Proficient	1582	98%	80%	30%	1602	100%	95%	28%
Limited English Proficient	78	83%	31%	4%	60	93%	48%	2%
Economically Disadvantaged	810	96%	73%	22%	766	99%	93%	20%
Not Disadvantaged	850	98%	83%	34%	896	100%	95%	33%
Migrant								
Not Migrant	1660	97%	78%	28%	1662	100%	94%	27%

NOTES

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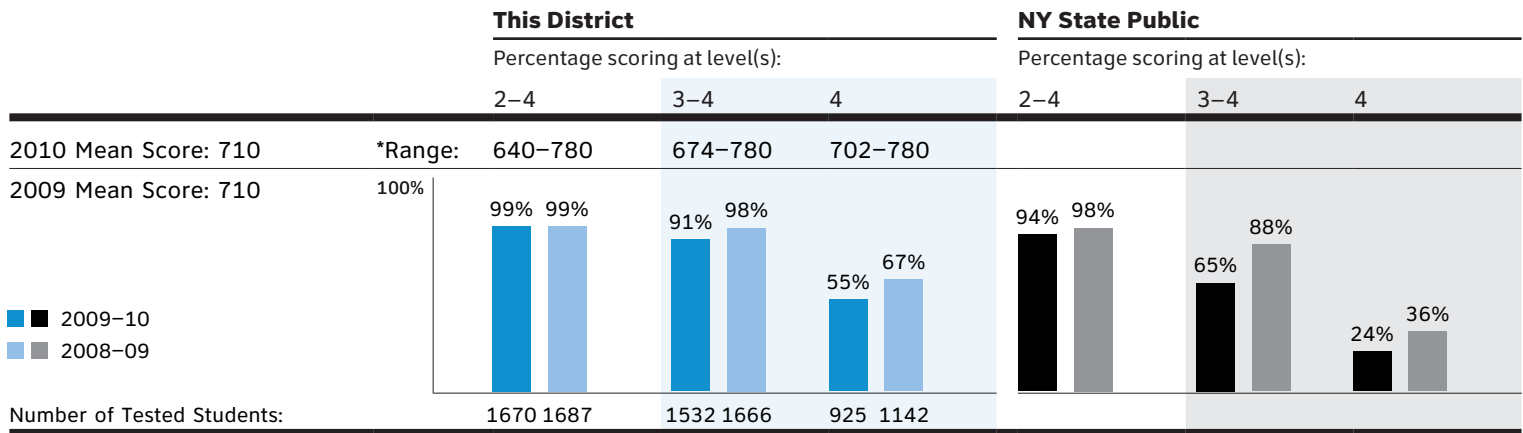
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	16	15	15	11	15	13	13	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	22	N/A	N/A	N/A	33	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	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 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	1683	99%	91%	55%	1697	99%	98%	67%
Female	810	99%	92%	55%	778	99%	98%	69%
Male	873	99%	90%	55%	919	99%	98%	66%
American Indian or Alaska Native	3	-	-	-	5	100%	100%	40%
Black or African American	86	97%	71%	23%	111	99%	98%	47%
Hispanic or Latino	214	99%	82%	40%	208	98%	95%	51%
Asian or Native Hawaiian/Other Pacific Islander	934	100%	95%	65%	932	100%	100%	79%
White	434	99%	90%	47%	434	100%	97%	56%
Multiracial	12	-	-	-	7	100%	100%	86%
Small Group Totals	15	100%	93%	53%				
General-Education Students	1375	100%	95%	62%	1425	100%	100%	73%
Students with Disabilities	308	97%	71%	24%	272	97%	90%	36%
English Proficient	1581	99%	92%	56%	1602	100%	99%	69%
Limited English Proficient	102	97%	83%	39%	95	95%	92%	40%
Economically Disadvantaged	828	99%	89%	50%	793	99%	98%	64%
Not Disadvantaged	855	100%	93%	60%	904	100%	98%	71%
Migrant								
Not Migrant	1683	99%	91%	55%	1697	99%	98%	67%

NOTES

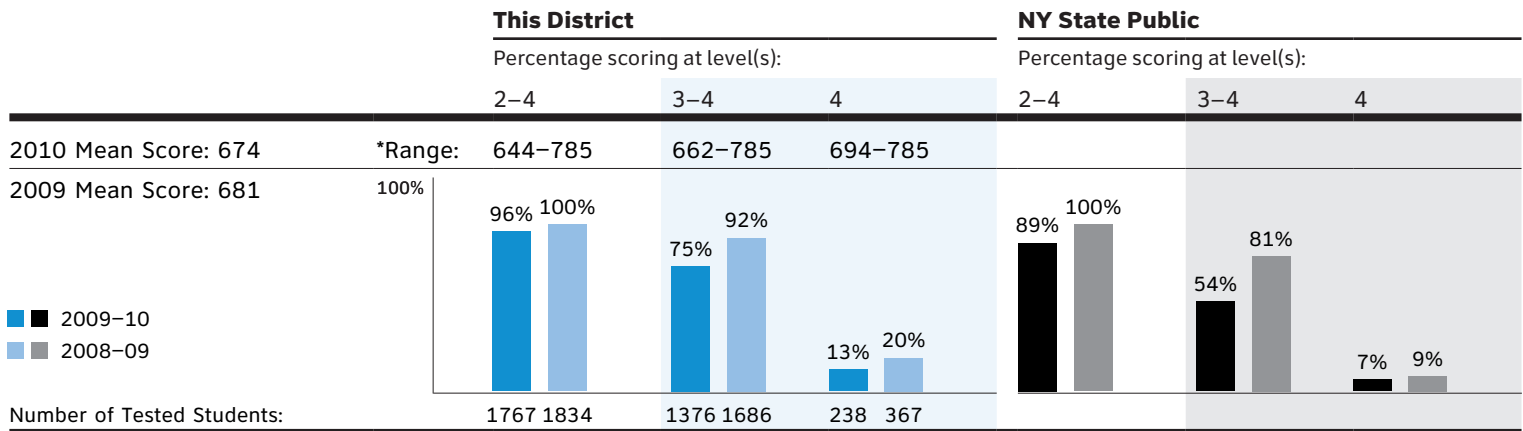
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Other Assessments

	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	16	15	15	11	15	15	15	10

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
All Students	1843	96%	75%	13%	1834	100%	92%	20%
Female	847	98%	82%	17%	891	100%	95%	27%
Male	996	94%	69%	9%	943	100%	89%	14%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	127	94%	66%	7%	141	-	-	-
Hispanic or Latino	234	93%	64%	7%	219	100%	87%	12%
Asian or Native Hawaiian/Other Pacific Islander	1065	97%	81%	16%	1051	100%	93%	24%
White	408	94%	68%	10%	421	100%	91%	17%
Multiracial	7	-	-	-				
Small Group Totals	9	100%	67%	11%	143	100%	92%	11%
General-Education Students	1581	98%	82%	15%	1566	100%	96%	23%
Students with Disabilities	262	81%	31%	0%	268	100%	69%	3%
English Proficient	1758	97%	77%	14%	1743	100%	94%	21%
Limited English Proficient	85	73%	21%	0%	91	100%	51%	1%
Economically Disadvantaged	1078	96%	72%	10%	1005	100%	91%	16%
Not Disadvantaged	765	96%	79%	17%	829	100%	93%	25%
Migrant								
Not Migrant	1843	96%	75%	13%	1834	100%	92%	20%

NOTES

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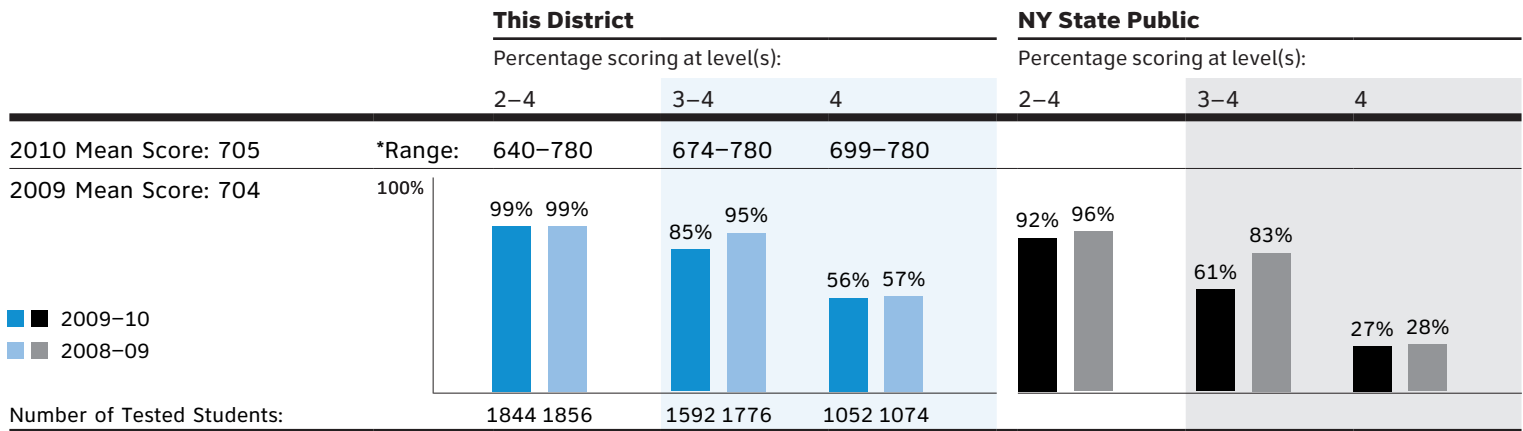
Other

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	17	17	17	14	17	17	16	15
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	29	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 6	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 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	1872	99%	85%	56%	1870	99%	95%	57%
Female	859	99%	86%	58%	899	100%	97%	59%
Male	1013	98%	84%	55%	971	99%	93%	56%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	129	98%	71%	30%	141	-	-	-
Hispanic or Latino	236	97%	69%	31%	223	99%	90%	34%
Asian or Native Hawaiian/Other Pacific Islander	1088	100%	93%	69%	1081	100%	97%	69%
White	410	96%	78%	45%	423	99%	93%	50%
Multiracial	7	-	-	-				
Small Group Totals	9	100%	100%	56%	143	99%	91%	29%
General-Education Students	1610	100%	90%	63%	1602	100%	98%	64%
Students with Disabilities	262	90%	53%	16%	268	96%	80%	18%
English Proficient	1758	99%	87%	59%	1746	99%	96%	59%
Limited English Proficient	114	96%	60%	20%	124	97%	81%	30%
Economically Disadvantaged	1105	99%	85%	53%	1034	99%	95%	53%
Not Disadvantaged	767	98%	86%	61%	836	99%	95%	63%
Migrant								
Not Migrant	1872	99%	85%	56%	1870	99%	95%	57%

NOTES

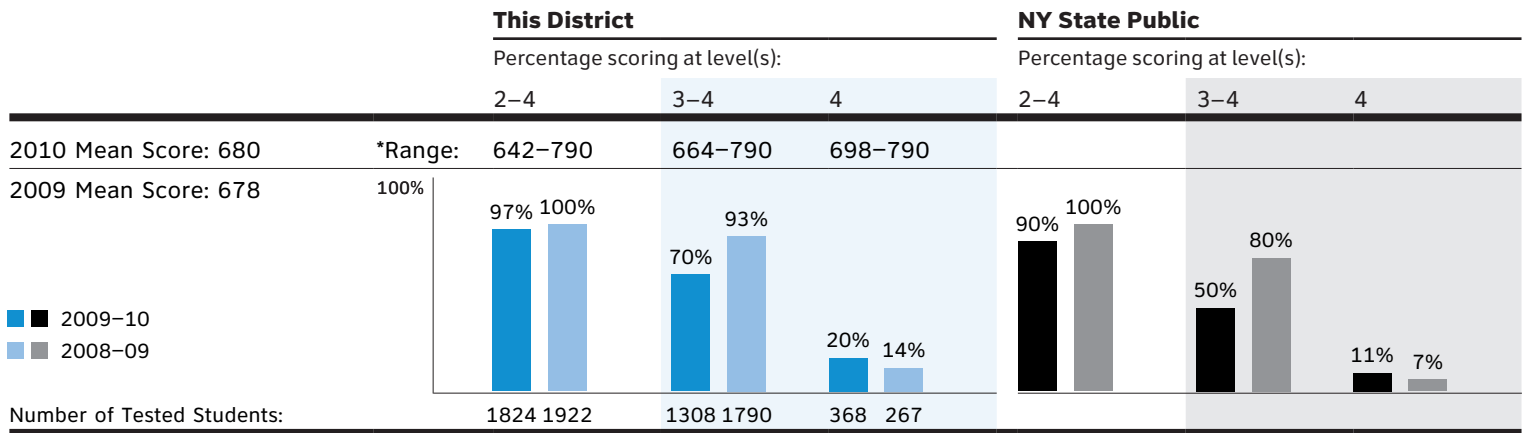
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Other Assessments

	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	17	17	17	16	17	17	17	16

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1880	97%	70%	20%	1925	100%	93%	14%
Female	910	98%	75%	22%	921	100%	95%	16%
Male	970	96%	64%	17%	1004	100%	91%	12%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	153	-	-	-	143	-	-	-
Hispanic or Latino	222	96%	62%	11%	243	100%	92%	5%
Asian or Native Hawaiian/Other Pacific Islander	1085	97%	73%	24%	1054	100%	94%	17%
White	417	97%	70%	16%	481	100%	92%	14%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	156	97%	55%	10%	147	100%	91%	5%
General-Education Students	1625	98%	76%	22%	1682	100%	96%	16%
Students with Disabilities	255	89%	30%	3%	243	100%	71%	2%
English Proficient	1796	98%	73%	20%	1856	100%	95%	14%
Limited English Proficient	84	67%	6%	0%	69	97%	33%	0%
Economically Disadvantaged	1065	96%	64%	17%	1045	100%	92%	10%
Not Disadvantaged	815	98%	76%	23%	880	100%	94%	19%
Migrant								
Not Migrant	1880	97%	70%	20%	1925	100%	93%	14%

NOTES

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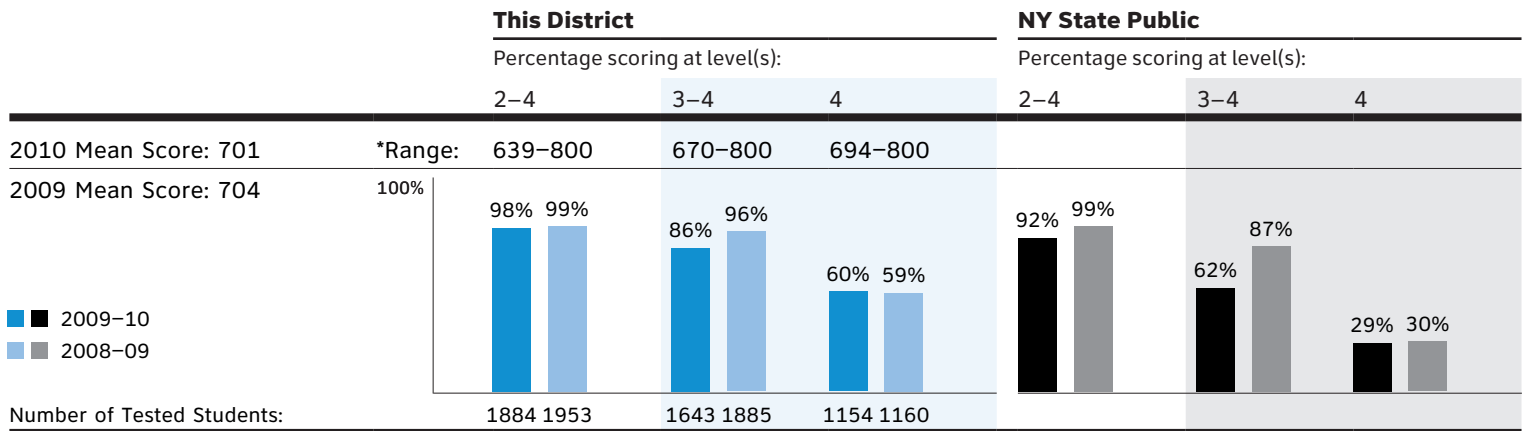
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	20	20	20	19	19	19	19	18
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	34	N/A	N/A	N/A	32	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	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 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	1918	98%	86%	60%	1963	99%	96%	59%
Female	926	99%	87%	62%	938	99%	96%	61%
Male	992	98%	84%	58%	1025	100%	96%	58%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	153	-	-	-	142	-	-	-
Hispanic or Latino	224	96%	74%	38%	249	99%	93%	34%
Asian or Native Hawaiian/Other Pacific Islander	1120	99%	92%	72%	1090	100%	98%	71%
White	418	98%	81%	52%	478	100%	94%	51%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	156	94%	67%	29%	146	99%	90%	41%
General-Education Students	1662	100%	91%	66%	1719	100%	99%	66%
Students with Disabilities	256	89%	49%	20%	244	97%	78%	14%
English Proficient	1799	99%	87%	62%	1858	100%	97%	61%
Limited English Proficient	119	92%	68%	39%	105	95%	85%	30%
Economically Disadvantaged	1097	98%	85%	58%	1075	99%	96%	56%
Not Disadvantaged	821	98%	86%	63%	888	100%	96%	63%
Migrant								
Not Migrant	1918	98%	86%	60%	1963	99%	96%	59%

NOTES

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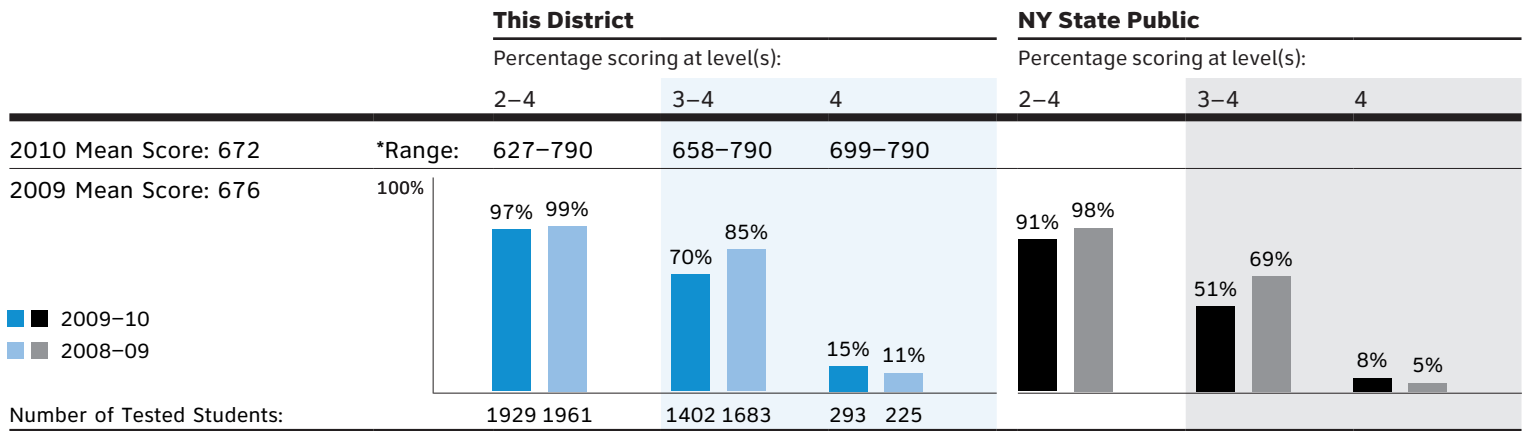
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	20	18	17	16	19	19	18	16

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	1991	97%	70%	15%	1971	99%	85%	11%
Female	957	98%	78%	18%	940	100%	89%	16%
Male	1034	96%	64%	12%	1031	99%	82%	8%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	153	94%	53%	5%	174	99%	80%	6%
Hispanic or Latino	254	97%	57%	7%	246	100%	77%	6%
Asian or Native Hawaiian/Other Pacific Islander	1099	98%	77%	19%	1092	100%	88%	15%
White	479	96%	67%	13%	454	99%	85%	8%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	6	100%	83%	17%	5	100%	60%	20%
General-Education Students	1751	99%	76%	17%	1744	100%	91%	13%
Students with Disabilities	240	82%	30%	0%	227	97%	46%	1%
English Proficient	1900	98%	73%	15%	1883	100%	88%	12%
Limited English Proficient	91	74%	13%	2%	88	94%	30%	0%
Economically Disadvantaged	1165	96%	67%	11%	1054	100%	82%	9%
Not Disadvantaged	826	98%	76%	20%	917	99%	89%	14%
Migrant								
Not Migrant	1991	97%	70%	15%	1971	99%	85%	11%

NOTES

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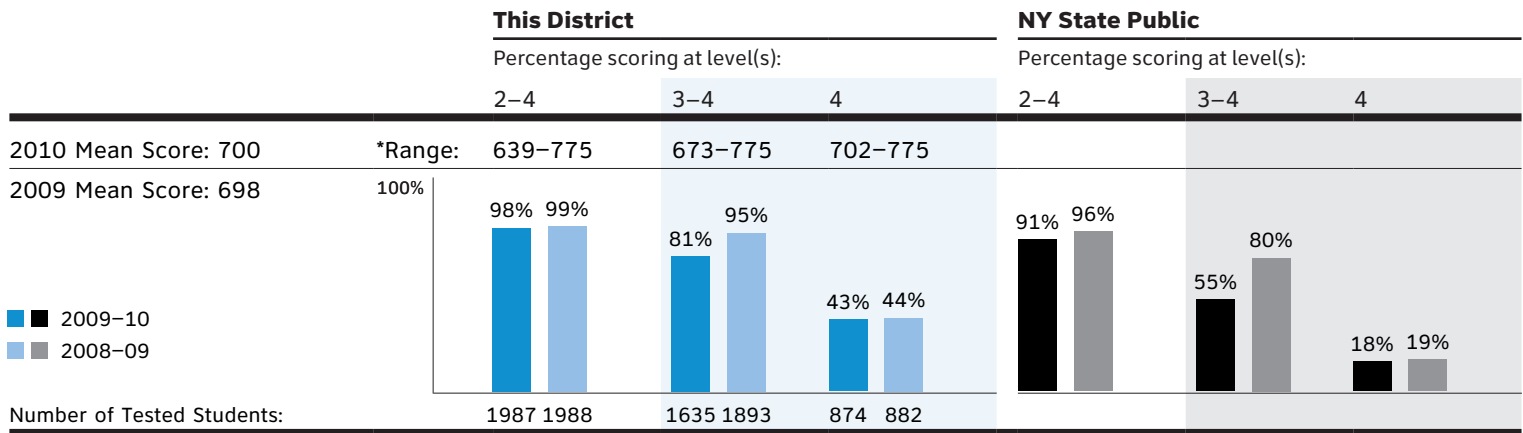
Other

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	24	24	21	21	19	19	19	19
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	40	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 8	40	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2030	98%	81%	43%	2003	99%	95%	44%
Female	973	98%	82%	46%	955	99%	95%	45%
Male	1057	98%	79%	40%	1048	99%	94%	43%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	150	94%	61%	20%	172	100%	88%	21%
Hispanic or Latino	257	97%	60%	20%	250	99%	90%	23%
Asian or Native Hawaiian/Other Pacific Islander	1135	100%	91%	56%	1121	100%	98%	57%
White	482	95%	72%	33%	454	98%	91%	32%
Multiracial	3	-	-	-	2	-	-	-
Small Group Totals	6	100%	83%	17%	6	100%	83%	17%
General-Education Students	1791	100%	87%	48%	1779	100%	98%	49%
Students with Disabilities	239	85%	34%	9%	224	94%	67%	5%
English Proficient	1899	98%	81%	44%	1886	99%	95%	45%
Limited English Proficient	131	96%	71%	26%	117	97%	86%	30%
Economically Disadvantaged	1198	98%	81%	42%	1076	100%	95%	42%
Not Disadvantaged	832	97%	80%	44%	927	98%	94%	47%
Migrant								
Not Migrant	2030	98%	81%	43%	2003	99%	95%	44%

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	24	23	21	20	19	19	19	16

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

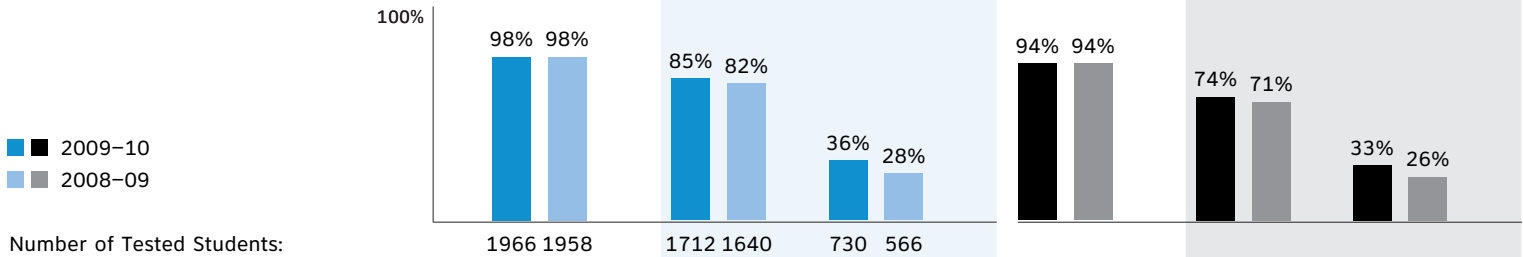
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Number of Tested Students:

1966 1958

1712 1640

730 566

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	1551	98%	82%	29%	1342	97%	74%	15%
Female	706	98%	81%	25%	611	98%	71%	10%
Male	845	98%	82%	32%	731	97%	76%	18%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	128	-	-	-	143	-	-	-
Hispanic or Latino	215	96%	73%	16%	201	97%	58%	9%
Asian or Native Hawaiian/Other Pacific Islander	826	98%	86%	36%	684	97%	78%	19%
White	381	98%	81%	27%	310	98%	77%	12%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	129	98%	71%	12%	147	96%	69%	9%
General-Education Students	1330	99%	86%	33%	1122	98%	78%	16%
Students with Disabilities	221	91%	54%	6%	220	91%	51%	7%
English Proficient	1420	99%	85%	31%	1229	98%	77%	16%
Limited English Proficient	131	87%	50%	9%	113	88%	44%	5%
Economically Disadvantaged	992	97%	80%	27%	836	97%	73%	13%
Not Disadvantaged	559	98%	85%	32%	506	97%	76%	18%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	1551	98%	82%	29%	1342	97%	74%	15%

NOTES

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Other Assessments

2009-10 School Year

Total Tested

Number scoring at level(s):

2-4

3-4

4

2008-09 School Year

Total Tested

Number scoring at level(s):

2-4

3-4

4

	2009-10 School Year	2008-09 School Year
	Total Tested	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	24	19
Regents Science	455	656

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

This District

Percentage scoring at level(s):

2-4

3-4

4

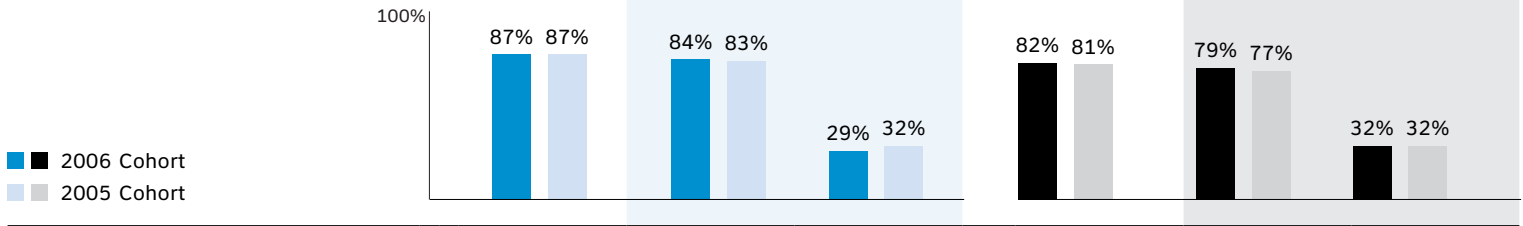
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2006 Cohort				2005 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	4172	87%	84%	29%	4212	87%	83%	32%
Female	2137	92%	90%	36%	2138	91%	89%	40%
Male	2035	82%	79%	21%	2074	82%	77%	23%
American Indian or Alaska Native	16	63%	63%	13%	11	64%	64%	27%
Black or African American	1044	82%	78%	16%	1016	81%	75%	19%
Hispanic or Latino	784	84%	81%	24%	722	82%	78%	29%
Asian or Native Hawaiian/Other Pacific Islander	1718	91%	90%	35%	1743	91%	89%	37%
White	604	89%	87%	42%	707	88%	86%	42%
Multiracial	6	67%	67%	33%	13	92%	85%	23%
Small Group Totals								
General-Education Students	3801	91%	89%	32%	3828	91%	88%	35%
Students with Disabilities	371	47%	37%	3%	384	48%	39%	3%
English Proficient	3841	89%	87%	31%	3865	88%	85%	35%
Limited English Proficient	331	66%	59%	3%	347	67%	58%	3%
Economically Disadvantaged	1879	90%	87%	28%	1561	90%	86%	32%
Not Disadvantaged	2293	85%	82%	30%	2651	85%	81%	32%
Migrant								
Not Migrant	4172	87%	84%	29%	4212	87%	83%	32%

NOTES

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

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

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

This District

Percentage scoring at level(s):

2-4

3-4

4

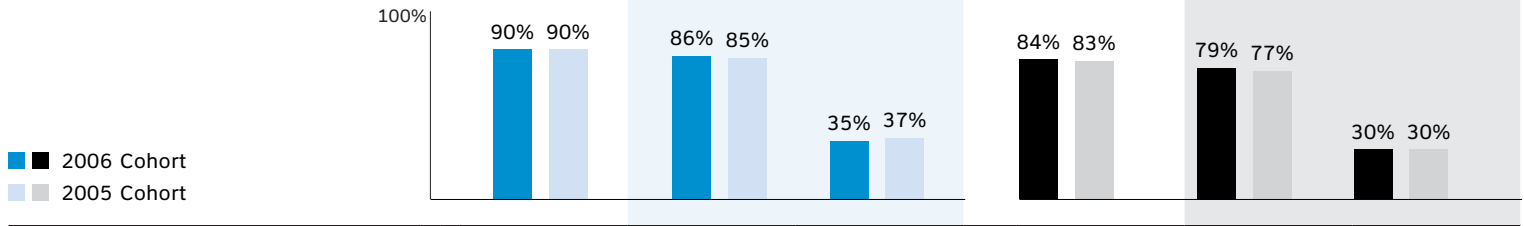
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2005 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
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