



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #27**

District ID **34-27-00-01-0000**

Superintendent **MICHELLE LLOYD-BEY**

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

This District's Report Card

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

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

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	954	962	1013
Kindergarten	3185	3200	3628
Grade 1	3415	3471	3784
Grade 2	3298	3367	3713
Grade 3	3275	3279	3618
Grade 4	3192	3203	3529
Grade 5	3086	3212	3496
Grade 6	3214	3139	3606
Ungraded Elementary	1772	1955	142
Grade 7	3518	3412	3604
Grade 8	3360	3460	3780
Grade 9	4255	3717	4013
Grade 10	3292	3355	3499
Grade 11	2102	2296	2410
Grade 12	1634	1647	1791
Ungraded Secondary	1638	1597	77
Total K-12	44236	44310	44690

Average Class Size

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

Enrollment Information

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

Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #27

District ID 34-27-00-01-0000

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	30157	68%	31257	71%	30481	68%
Reduced-Price Lunch	5208	12%	5197	12%	4832	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	4273	10%	4430	10%	4443	10%
Racial/Ethnic Origin						
American Indian or Alaska Native	285	1%	250	1%	223	0%
Black or African American	14129	32%	13773	31%	13437	30%
Hispanic or Latino	15600	35%	15612	35%	15992	36%
Asian or Native Hawaiian/Other Pacific Islander	9862	22%	10231	23%	10599	24%
White	4360	10%	4444	10%	4439	10%
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	1787	4%	2054	5%	2494	6%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #27

District ID 34-27-00-01-0000

Teacher Qualifications

	2007-08	2008-09	2009-10
Total Number of Teachers	3130	3129	3036
Percent with No Valid Teaching Certificate	2%	1%	1%
Percent Teaching Out of Certification	7%	6%	4%
Percent with Fewer Than Three Years of Experience	15%	12%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	39%	41%	44%
Total Number of Core Classes	6307	6156	6069
Percent Not Taught by Highly Qualified Teachers in This District	9%	7%	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%
Total Number of Classes	7865	7666	7436
Percent Taught by Teachers Without Appropriate Certification	9%	8%	6%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		15%	19%
Turnover Rate of All Teachers		13%	13%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

12th Graders

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

2006 Cohort

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

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuous Enrollment

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation Rate

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

Graduation-Rate Total Cohort

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

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

Limited English Proficient

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

Non-Accountability Groups

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

Useful Terms for Understanding Accountability (continued)

Participation

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

Performance Index (PI)

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

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

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

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

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

Progress Targets

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

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

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

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

Safe Harbor Targets

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

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

Safe Harbor Qualification (*)

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

State Standard

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

Students with Disabilities

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

Test Performance

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

Total

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2010–11)

Improvement (Year 2)

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Improvement (Year 2)

Title I Part A Funding

Years the District Received Title I Part A Funding

2008–09	2009–10	2010–11
YES	YES	YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✗	✗	✗
Ethnicity						
American Indian or Alaska Native	✓	✓		–	–	
Black or African American	✗	✓		✗	✗	
Hispanic or Latino	✓	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✗	
Multiracial	✓	✓		–	–	
Other Groups						
Students with Disabilities	✗	✓		✗	✗	
Limited English Proficient	✗	✓		✗	✗	
Economically Disadvantaged	✓	✓		✗	✗	
Student groups making AYP in each subject	✗ 7 of 10	✓ 10 of 10	✓ 1 of 1	✗ 2 of 8	✗ 1 of 8	✗ 0 of 1

AYP Status


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

Accountability Status Levels

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
































Elementary/Middle-Level English Language Arts

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

Accountability Measures 7 of 10 Student groups making AYP in English language arts
 Did not make AYP

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

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation		Test Performance		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (22655:21228)			100%		167	154	
Ethnicity							
American Indian or Alaska Native (107:99)			100%		163	145	
Black or African American (6394:5955)			100%		153	154	154 125
Hispanic or Latino (7995:7428)			100%		165	154	
Asian or Native Hawaiian/Other Pacific Islander (5637:5326)			100%		178	154	
White (2376:2288)			99%		183	153	
Multiracial (146:132)			99%		171	146	
Other Groups							
Students with Disabilities (4109:3889)			98%		132	153	141 100
Limited English Proficient (1979:2311)			100%		145	153	153 115
Economically Disadvantaged (20192:18877)			100%		165	154	
Final AYP Determination	 7 of 10						
Non-Accountability Groups							
Female (10951:10285)			100%		172	154	
Male (11704:10943)			99%		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  Good Standing
for This Subject
(2010–11)

Accountability Measures 10 of 10 Student groups making AYP in mathematics
 Made AYP

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

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (22668:21328)			100%		183	134	
Ethnicity							
American Indian or Alaska Native (107:100)			100%		172	125	
Black or African American (6397:5944)			99%		173	134	
Hispanic or Latino (8000:7471)			99%		183	134	
Asian or Native Hawaiian/Other Pacific Islander (5639:5384)			100%		193	134	
White (2379:2294)			99%		192	133	
Multiracial (146:135)			99%		188	126	
Other Groups							
Students with Disabilities (4108:3872)			98%		156	133	
Limited English Proficient (1987:2443)			99%		174	133	
Economically Disadvantaged (20204:18970)			100%		183	134	
Final AYP Determination	 10 of 10						
Non-Accountability Groups							
Female (10958:10329)			100%		185	134	
Male (11710:10999)			99%		182	134	
Migrant (0:0)							

Symbols

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

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





















Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009–10 2010–11
Accountability Groups								
All Students (7641:7069)		Qualified		98%		169	100	
Ethnicity								
American Indian or Alaska Native (33:31)		Qualified	—	—		168	100	
Black or African American (2179:1971)		Qualified		97%		153	100	
Hispanic or Latino (2651:2432)		Qualified		98%		166	100	
Asian or Native Hawaiian/Other Pacific Islander (1934:1834)		Qualified		99%		181	100	
White (810:771)		Qualified		98%		190	100	
Multiracial (34:30)		Qualified	—	—		177	100	
Other Groups								
Students with Disabilities (1378:1256)		Qualified		95%		141	100	
Limited English Proficient (697:813)		Qualified		97%		147	100	
Economically Disadvantaged (6788:6268)		Qualified		98%		168	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (3719:3443)				98%		169	100	
Male (3922:3626)				98%		169	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 2 of 8 Student groups making AYP in English language arts
 Did not make AYP




Prospective Status

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

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (2264:2358)			100%		165	175	157 [‡] 169
Ethnicity							
American Indian or Alaska Native (10:11)	—	—	—	—	—	—	—
Black or African American (773:784)			99%		159	173	152 [‡] 163
Hispanic or Latino (768:845)			100%		162	173	153 [‡] 166
Asian or Native Hawaiian/Other Pacific Islander (584:574)			100%		177	172	
White (113:132)			99%		170	168	
Multiracial (16:12)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (213:330)			99%		113	171	101 [‡] 122
Limited English Proficient (238:308)			99%		146	171	124 [‡] 151
Economically Disadvantaged (1759:1810)			100%		169	174	158 [‡] 172
Final AYP Determination	 2 of 8						
Non-Accountability Groups							
Female (1100:1076)			100%		172	174	
Male (1164:1282)			100%		160	174	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

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


























Secondary-Level Mathematics

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

Accountability Measures 1 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 (2264:2358)			100%		163	171	153 [‡]	167
Ethnicity								
American Indian or Alaska Native (10:11)	—	—	—	—	—	—	—	—
Black or African American (773:784)			100%		155	169	145 [‡]	160
Hispanic or Latino (768:845)			100%		161	169	151 [‡]	165
Asian or Native Hawaiian/Other Pacific Islander (584:574)			100%		178	168		
White (113:132)			100%		162	164	163	166
Multiracial (16:12)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (213:330)			100%		108	167	99 [‡]	117
Limited English Proficient (238:308)			100%		159	167	140 [‡]	163
Economically Disadvantaged (1759:1810)			100%		166	170	154 [‡]	169
Final AYP Determination	 1 of 8							
Non-Accountability Groups								
Female (1100:1076)			100%		166	170		
Male (1164:1282)			100%		161	170		
Migrant (0:0)								


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

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

Graduation Rate












Accountability Status for This Indicator (2010–11)  Improvement (Year 2)

Accountability Measures 0 of 1 Student groups making AYP in graduation rate
 Did not make AYP



Prospective Status

To be removed from improvement status in graduation rate, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2010-11, the district will be In Need of Improvement (Year 3) in 2011-12. If this district makes AYP in 2010-11, the district will remain In Need of Improvement (Year 2) in 2011-12. [212]

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives		
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target	
					2009–10	2010–11
Accountability Groups						
All Students (3127)			49%	80%	52%	55%
Ethnicity						
American Indian or Alaska Native (17)		—	—	—		
Black or African American (1239)			47%	80%	51%	54%
Hispanic or Latino (1094)			46%	80%	50%	53%
Asian or Native Hawaiian/Other Pacific Islander (557)			59%	80%	59%	63%
White (173)			51%	80%	49%	57%
Multiracial (47)			51%	80%	54%	57%
Other Groups						
Students with Disabilities (567)			23%	80%	30%	34%
Limited English Proficient (364)			38%	80%	48%	46%
Economically Disadvantaged (2616)			52%	80%	54%	58%
Final AYP Determination	 0 of 1					
Non-Accountability Groups						
Female (1459)			58%	80%		
Male (1668)			41%	80%		
Migrant (0)						

Symbols

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

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

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **56%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

District ID **34-27-00-01-0000**

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

48 schools identified 84% of total

ACADEY OF MEDICAL TECHNOLOGY - A COLLEGE BOARD SCHOOL
CHANNEL VIEW SCHOOL FOR RESEARCH
FREDERICK DOUGLAS ACADEMY VI HIGH SCHOOL
GOLDIE MAPLE ACADEMY
HIGH SCH-CONSTRUCTION, TRADES, ENGINEERING & ARCHITECTURE
JHS 202 ROBERT H GODDARD
JHS 210 ELIZABETH BLACKWELL
KAPPA VI
MS 137 AMERICA'S SCHOOL OF HEROES
NEW YORK CITY ACADEMY FOR DISCOVERY
PS 100 GLEN MORRIS
PS 104 THE BAYS WATER
PS 105 THE BAY SCHOOL
PS 106
PS 108 CAPT VINCENT G FOWLER
PS 123
PS 124 OSMOND A CHURCH
PS 155
PS 183 DR RICHARD R GREEN
PS 197 THE OCEAN
PS 207 ROCKWOOD PARK
PS 215 LUCRETIA MOTT
PS 223 LYNDON B JOHNSON
PS 232 LINDENWOOD
PS 253
PS 254
PS 43
PS 45 CLARENCE WITHERSPOON
PS 47 CHRIS GALAS
PS 51
PS 56 HARRY EICHLER
PS 60 WOODHAVEN
PS 62 CHESTER PARK
PS 63 OLD SOUTH
PS 64 JOSEPH P ADDABBO
PS 65 THE RAYMOND YORK ELEMENTARY SCHOOL
PS 66 JACQUELINE KENNEDY-ONASSIS
PS 90 HORACE MANN
PS 96
PS 97 FOREST PARK
PS/MS 114 BELLE HARBOR
PS/MS 146
QUEENS HIGH SCHOOL FOR INFORMATION AND RESEARCH
ROBERT H GODDARD HIGH SCHOOL FOR COMMUNICATION ARTS
SCHOLAR'S ACADEMY
VILLAGE ACADEMY
WATERSIDE CHILDREN'S STUDIO SCHOOL

(continued)

3 School Accountability Status

District NEW YORK CITY GEOGRAPHIC DISTRICT #27

District ID 34-27-00-01-0000

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

In Good Standing (continued)

WATERSIDE SCHOOL FOR LEADERSHIP

Restructuring (advanced) Focused

1 school identified 2% of total

JHS 226 VIRGIL I GRISSON

Restructuring (advanced) Comprehensive

8 schools identified 14% of total

AUGUST MARTIN HIGH SCHOOL

BEACH CHANNEL HIGH SCHOOL

FAR ROCKAWAY HIGH SCHOOL

JOHN ADAMS HIGH SCHOOL

MS 53 BRIAN PICCOLO

PS 225 SEASIDE

PS 42 R VERNAM

RICHMOND HILL HIGH SCHOOL

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

District ID **34-27-00-01-0000**

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	51%			3629
Grade 4	49%			3564
Grade 5	50%			3573
Grade 6	47%			3635
Grade 7	41%			3667
Grade 8	44%			3805

Mathematics			
Grade 3	58%		3678
Grade 4	63%		3609
Grade 5	64%		3629
Grade 6	59%		3685
Grade 7	56%		3720
Grade 8	50%		3838

Science			
Grade 4	86%		3597
Grade 8	62%		3740

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	67%			3008
Mathematics	63%			3008

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.

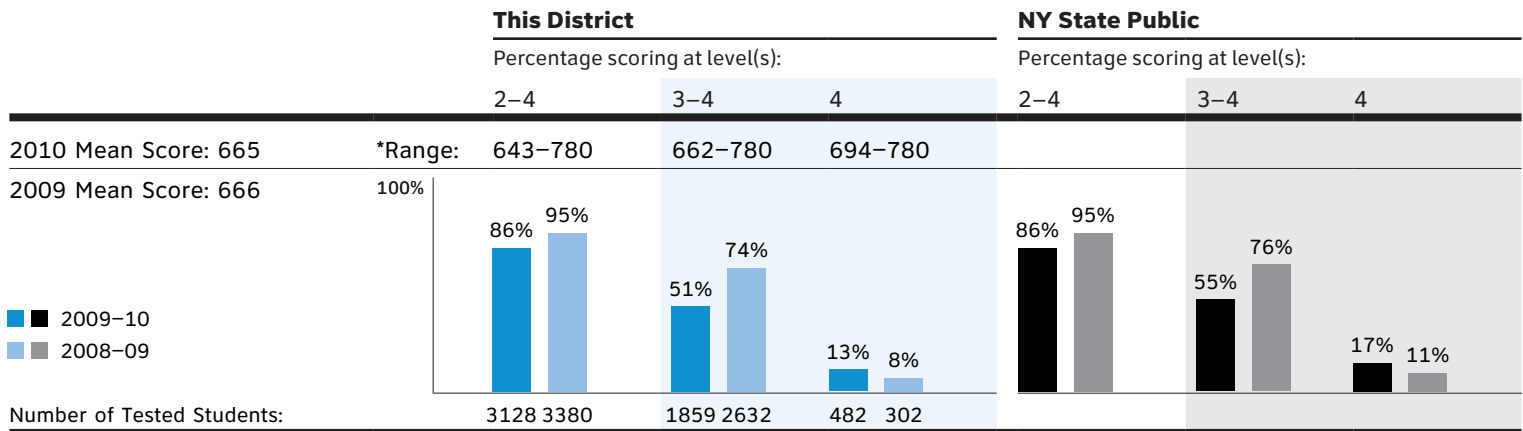
In this section, this district's performance is compared with that of public schools statewide.

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	3629	86%	51%	13%	3567	95%	74%	8%
Female	1756	89%	56%	16%	1721	97%	77%	10%
Male	1873	83%	47%	11%	1846	93%	71%	7%
American Indian or Alaska Native	23	87%	61%	13%	16	94%	56%	0%
Black or African American	1062	77%	38%	9%	1045	92%	62%	6%
Hispanic or Latino	1258	88%	52%	13%	1233	93%	70%	8%
Asian or Native Hawaiian/Other Pacific Islander	844	93%	61%	16%	830	98%	88%	11%
White	402	91%	65%	21%	427	98%	86%	13%
Multiracial	40	93%	63%	15%	16	100%	75%	0%
Small Group Totals								
General-Education Students	3040	92%	57%	15%	3013	99%	80%	10%
Students with Disabilities	589	57%	20%	3%	554	74%	37%	3%
English Proficient	3262	87%	53%	14%	3203	96%	76%	9%
Limited English Proficient	367	75%	33%	5%	364	84%	50%	2%
Economically Disadvantaged	3307	86%	50%	12%	3275	95%	73%	8%
Not Disadvantaged	322	91%	66%	24%	292	97%	80%	10%
Migrant								
Not Migrant	3629	86%	51%	13%	3567	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.

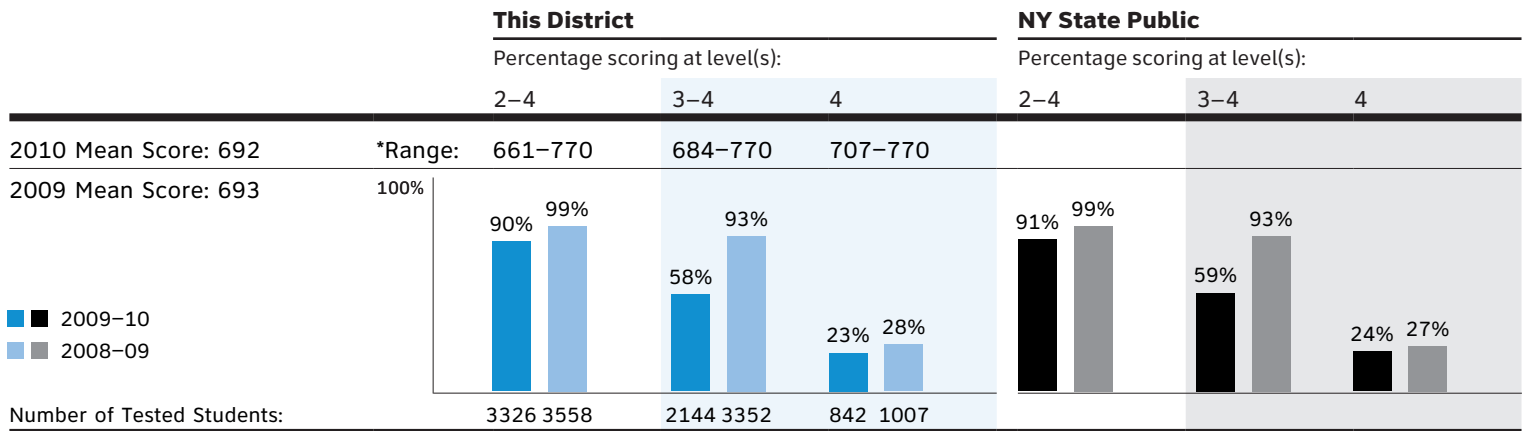
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	70	69	69	60	62	60	56	50
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	49	N/A	N/A	N/A	43	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	50	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	3678	90%	58%	23%	3610	99%	93%	28%
Female	1780	91%	58%	23%	1737	99%	93%	29%
Male	1898	90%	58%	23%	1873	99%	93%	27%
American Indian or Alaska Native	23	78%	61%	39%	16	94%	81%	19%
Black or African American	1069	81%	40%	12%	1040	98%	88%	16%
Hispanic or Latino	1277	93%	60%	23%	1248	99%	92%	26%
Asian or Native Hawaiian/Other Pacific Islander	865	96%	73%	33%	856	99%	97%	43%
White	403	95%	69%	29%	430	100%	98%	34%
Multiracial	41	95%	56%	24%	20	100%	90%	20%
Small Group Totals								
General-Education Students	3089	94%	63%	26%	3052	100%	97%	32%
Students with Disabilities	589	74%	32%	9%	558	93%	72%	8%
English Proficient	3262	91%	60%	24%	3203	99%	93%	29%
Limited English Proficient	416	84%	45%	15%	407	96%	88%	17%
Economically Disadvantaged	3353	90%	57%	22%	3317	98%	93%	28%
Not Disadvantaged	325	94%	69%	31%	293	99%	97%	28%
Migrant								
Not Migrant	3678	90%	58%	23%	3610	99%	93%	28%

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	70	70	66	56	62	61	60	46

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 668	*Range: 637-775	668-775	720-775			
2009 Mean Score: 668						
Number of Tested Students:	3229	3333	1748	2651	155	216

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	3564	91%	49%	4%	3495	95%	76%	6%
Female	1715	92%	52%	5%	1707	97%	81%	7%
Male	1849	90%	46%	4%	1788	94%	71%	5%
American Indian or Alaska Native	15	67%	40%	0%	18	94%	94%	6%
Black or African American	1010	85%	36%	2%	975	92%	63%	2%
Hispanic or Latino	1257	90%	44%	3%	1234	95%	75%	4%
Asian or Native Hawaiian/Other Pacific Islander	858	96%	62%	8%	861	98%	87%	10%
White	406	96%	70%	8%	397	97%	86%	13%
Multiracial	18	83%	56%	0%	10	90%	90%	10%
Small Group Totals								
General-Education Students	2958	96%	56%	5%	2931	99%	83%	7%
Students with Disabilities	606	66%	16%	0%	564	78%	38%	0%
English Proficient	3227	92%	52%	5%	3225	96%	78%	7%
Limited English Proficient	337	80%	19%	0%	270	87%	46%	1%
Economically Disadvantaged	3238	90%	48%	4%	3181	95%	75%	6%
Not Disadvantaged	326	95%	64%	9%	314	96%	83%	13%
Migrant								
Not Migrant	3564	91%	49%	4%	3495	95%	76%	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.

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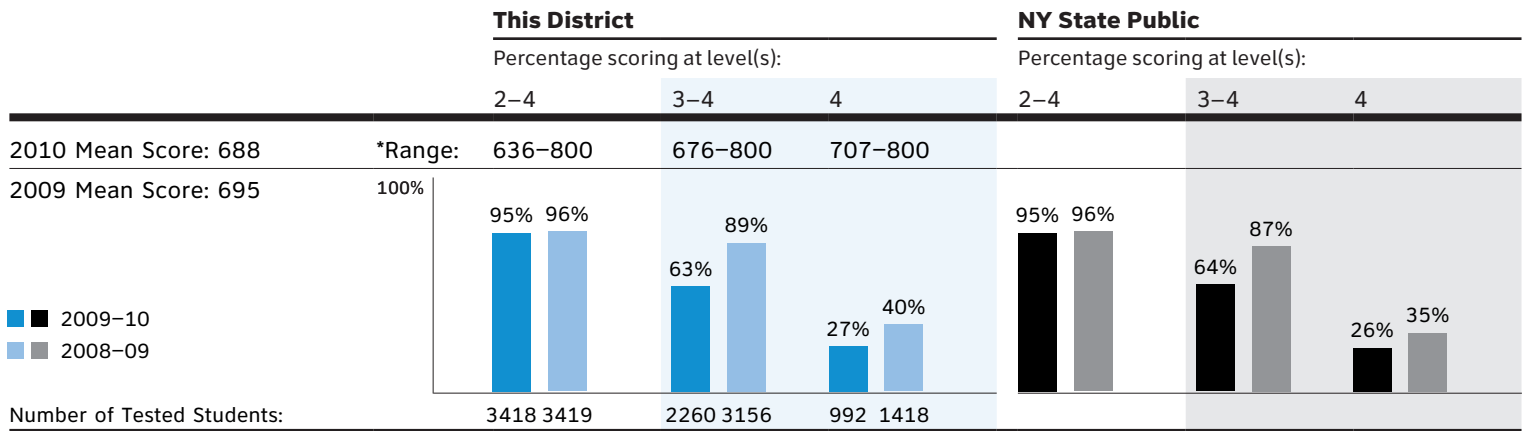
Other

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	65	63	59	69	66	62	52
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	46	N/A	N/A	N/A	36	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	46	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	3609	95%	63%	27%	3547	96%	89%	40%
Female	1739	95%	62%	26%	1726	97%	90%	42%
Male	1870	94%	64%	28%	1821	96%	88%	38%
American Indian or Alaska Native	15	87%	53%	20%	17	94%	94%	53%
Black or African American	1011	91%	48%	16%	984	94%	81%	24%
Hispanic or Latino	1284	94%	59%	23%	1258	96%	88%	38%
Asian or Native Hawaiian/Other Pacific Islander	874	98%	78%	42%	879	99%	96%	55%
White	407	98%	77%	40%	397	98%	94%	52%
Multiracial	18	94%	72%	17%	12	92%	83%	17%
Small Group Totals								
General-Education Students	3005	97%	69%	32%	2978	99%	93%	45%
Students with Disabilities	604	81%	31%	7%	569	84%	66%	14%
English Proficient	3225	95%	66%	30%	3234	97%	90%	42%
Limited English Proficient	384	89%	38%	8%	313	91%	75%	18%
Economically Disadvantaged	3283	94%	61%	27%	3230	96%	89%	39%
Not Disadvantaged	326	98%	74%	34%	317	96%	90%	46%
Migrant								
Not Migrant	3609	95%	63%	27%	3547	96%	89%	40%

NOTES

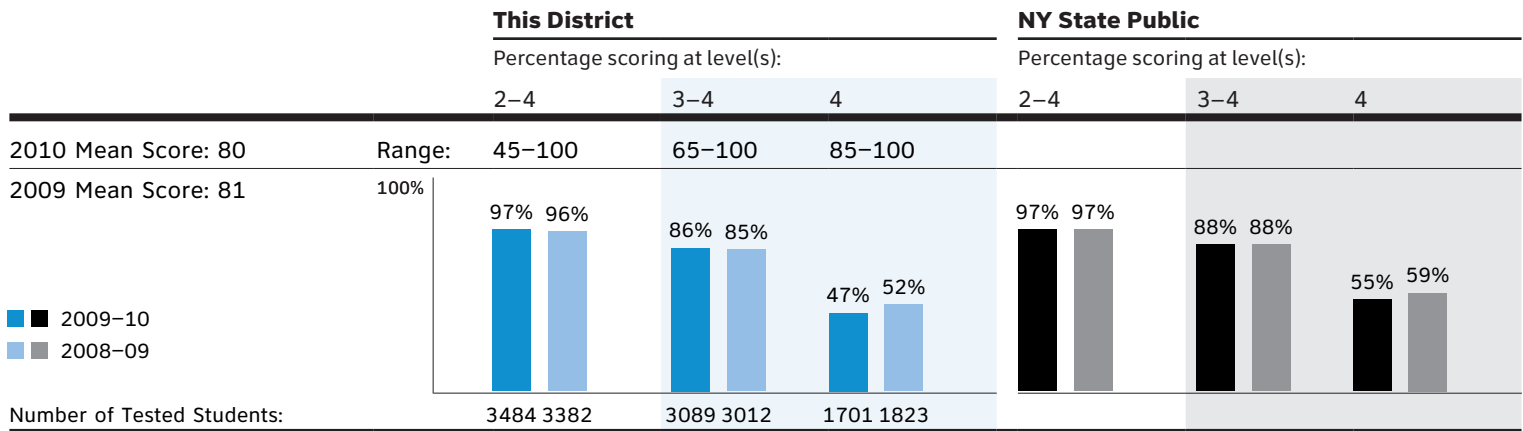
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Other Assessments

	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	65	61	45	70	68	63	48

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	3597	97%	86%	47%	3526	96%	85%	52%
Female	1728	96%	86%	45%	1718	96%	86%	53%
Male	1869	97%	85%	49%	1808	95%	85%	51%
American Indian or Alaska Native	15	100%	67%	27%	17	94%	88%	59%
Black or African American	1002	95%	78%	33%	978	93%	76%	35%
Hispanic or Latino	1287	97%	84%	44%	1246	96%	85%	52%
Asian or Native Hawaiian/Other Pacific Islander	872	99%	93%	58%	878	98%	93%	62%
White	403	99%	96%	72%	395	98%	93%	70%
Multiracial	18	94%	94%	50%	12	83%	83%	75%
Small Group Totals								
General-Education Students	2996	98%	90%	52%	2971	97%	89%	56%
Students with Disabilities	601	92%	67%	22%	555	88%	68%	28%
English Proficient	3213	98%	88%	51%	3221	97%	88%	55%
Limited English Proficient	384	91%	66%	18%	305	86%	62%	21%
Economically Disadvantaged	3274	97%	85%	45%	3210	96%	85%	50%
Not Disadvantaged	323	98%	93%	67%	316	97%	90%	66%
Migrant								
Not Migrant	3597	97%	86%	47%	3526	96%	85%	52%

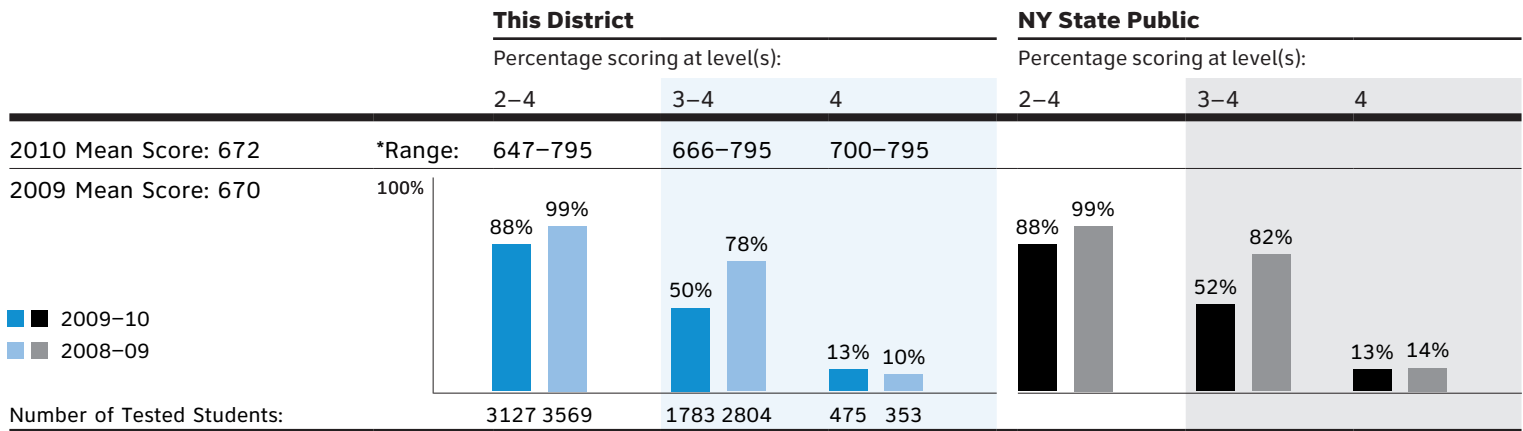
NOTES

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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	64	64	62	69	68	65	60

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	3573	88%	50%	13%	3601	99%	78%	10%
Female	1760	89%	55%	16%	1726	99%	80%	9%
Male	1813	86%	45%	10%	1875	99%	76%	10%
American Indian or Alaska Native	14	100%	64%	14%	19	100%	74%	5%
Black or African American	979	78%	31%	5%	1028	99%	67%	5%
Hispanic or Latino	1271	89%	50%	12%	1260	99%	78%	9%
Asian or Native Hawaiian/Other Pacific Islander	902	93%	63%	23%	897	100%	85%	13%
White	393	95%	67%	17%	383	99%	88%	17%
Multiracial	14	100%	57%	14%	14	100%	79%	14%
Small Group Totals								
General-Education Students	2994	92%	56%	15%	2923	100%	85%	11%
Students with Disabilities	579	64%	20%	3%	678	96%	49%	3%
English Proficient	3323	89%	52%	14%	3334	99%	80%	10%
Limited English Proficient	250	66%	19%	2%	267	96%	46%	2%
Economically Disadvantaged	3251	87%	48%	12%	3315	99%	77%	9%
Not Disadvantaged	322	91%	68%	22%	286	99%	83%	15%
Migrant								
Not Migrant	3573	88%	50%	13%	3601	99%	78%	10%

NOTES

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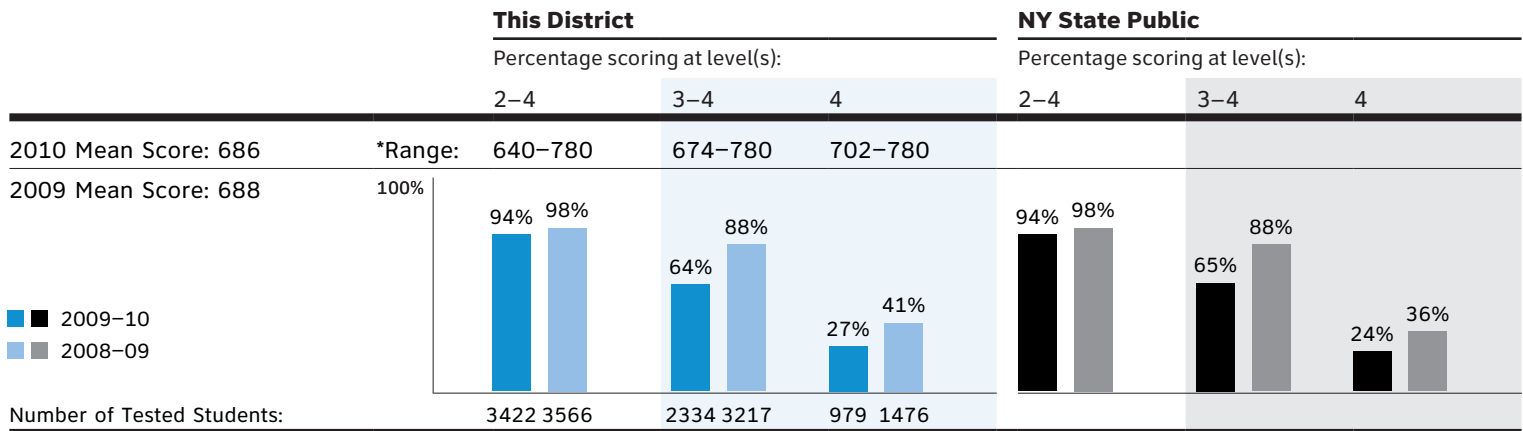
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	72	71	70	52	64	63	61	34
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	54	N/A	N/A	N/A	35	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	54	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	3629	94%	64%	27%	3640	98%	88%	41%
Female	1788	95%	65%	28%	1749	98%	91%	42%
Male	1841	94%	64%	26%	1891	98%	86%	39%
American Indian or Alaska Native	15	93%	60%	40%	19	100%	89%	42%
Black or African American	978	88%	42%	13%	1038	96%	78%	25%
Hispanic or Latino	1301	95%	64%	25%	1273	98%	89%	39%
Asian or Native Hawaiian/Other Pacific Islander	921	98%	82%	42%	912	99%	96%	55%
White	400	98%	80%	32%	384	99%	94%	52%
Multiracial	14	93%	71%	36%	14	100%	79%	36%
Small Group Totals								
General-Education Students	3050	97%	70%	30%	2969	100%	93%	46%
Students with Disabilities	579	82%	36%	9%	671	90%	66%	15%
English Proficient	3325	95%	67%	29%	3334	98%	90%	43%
Limited English Proficient	304	84%	35%	9%	306	96%	76%	15%
Economically Disadvantaged	3306	94%	63%	26%	3347	98%	88%	40%
Not Disadvantaged	323	95%	75%	37%	293	98%	89%	48%
Migrant								
Not Migrant	3629	94%	64%	27%	3640	98%	88%	41%

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	72	68	67	44	64	63	61	37

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 661	*Range: 644-785	662-785	694-785			
2009 Mean Score: 666						
Number of Tested Students:	3136	3494	183	290	1695	2775

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	3635	86%	47%	5%	3497	100%	79%	8%
Female	1739	89%	52%	7%	1704	100%	83%	11%
Male	1896	84%	41%	3%	1793	100%	76%	6%
American Indian or Alaska Native	16	94%	50%	13%	12	100%	67%	0%
Black or African American	1045	81%	34%	3%	1030	100%	73%	4%
Hispanic or Latino	1280	84%	42%	3%	1278	100%	79%	7%
Asian or Native Hawaiian/Other Pacific Islander	921	92%	59%	7%	789	100%	87%	12%
White	351	95%	66%	12%	371	99%	83%	16%
Multiracial	22	86%	45%	5%	17	100%	88%	35%
Small Group Totals								
General-Education Students	2992	93%	54%	6%	2883	100%	87%	10%
Students with Disabilities	643	57%	11%	0%	614	100%	43%	0%
English Proficient	3420	89%	49%	5%	3271	100%	82%	9%
Limited English Proficient	215	50%	7%	0%	226	99%	47%	0%
Economically Disadvantaged	3203	85%	44%	4%	2975	100%	79%	7%
Not Disadvantaged	432	94%	64%	13%	522	100%	81%	14%
Migrant								
Not Migrant	3635	86%	47%	5%	3497	100%	79%	8%

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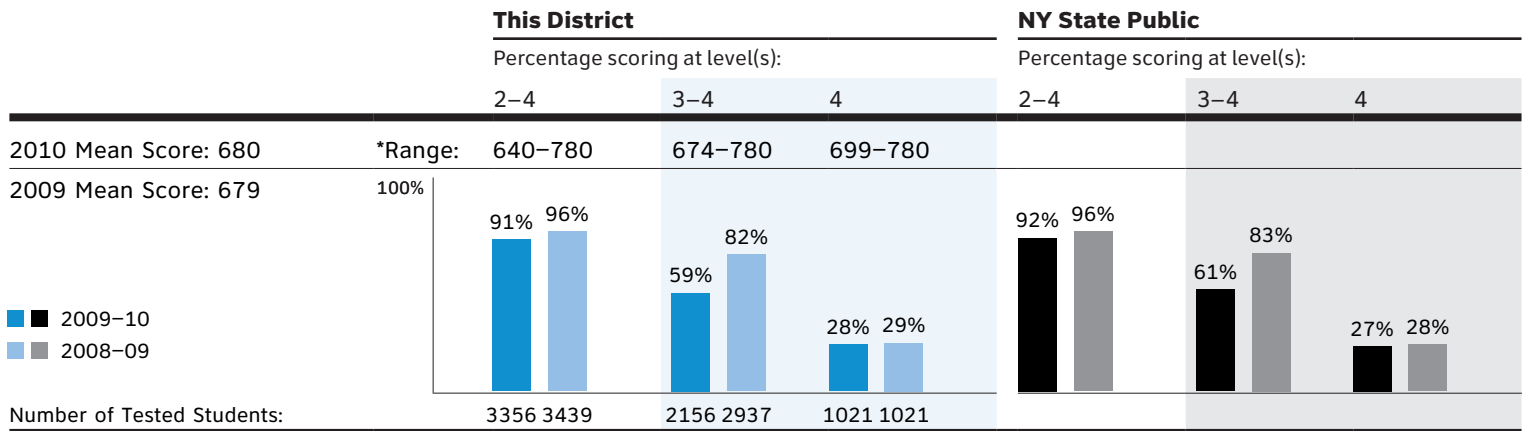
Other

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	67	66	63	50	61	60	51	36
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	48	N/A	N/A	N/A	41	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	47	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	3685	91%	59%	28%	3566	96%	82%	29%
Female	1765	92%	60%	30%	1735	97%	85%	29%
Male	1920	90%	57%	26%	1831	96%	80%	29%
American Indian or Alaska Native	16	94%	50%	38%	12	100%	67%	25%
Black or African American	1044	86%	44%	16%	1037	95%	71%	14%
Hispanic or Latino	1301	90%	54%	23%	1319	96%	82%	26%
Asian or Native Hawaiian/Other Pacific Islander	948	96%	73%	41%	805	99%	94%	43%
White	353	97%	79%	44%	376	97%	89%	45%
Multiracial	23	96%	48%	4%	17	100%	100%	53%
Small Group Totals								
General-Education Students	3045	95%	66%	33%	2946	99%	89%	34%
Students with Disabilities	640	73%	23%	4%	620	86%	51%	5%
English Proficient	3420	93%	61%	30%	3284	97%	85%	30%
Limited English Proficient	265	72%	22%	4%	282	88%	57%	7%
Economically Disadvantaged	3250	91%	57%	26%	3040	96%	81%	26%
Not Disadvantaged	435	95%	71%	43%	526	97%	90%	42%
Migrant								
Not Migrant	3685	91%	59%	28%	3566	96%	82%	29%

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	68	67	64	47	61	59	57	47

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 664	*Range: 642-790	664-790	698-790			
2009 Mean Score: 664						
Number of Tested Students:	3241	3718	1504	2846	280	185

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	3667	88%	41%	8%	3729	100%	76%	5%
Female	1774	92%	46%	9%	1842	100%	81%	6%
Male	1893	85%	36%	6%	1887	100%	72%	4%
American Indian or Alaska Native	20	70%	30%	5%	21	95%	95%	5%
Black or African American	1016	83%	27%	4%	1154	100%	68%	1%
Hispanic or Latino	1350	88%	37%	6%	1208	100%	73%	3%
Asian or Native Hawaiian/Other Pacific Islander	898	93%	54%	11%	952	100%	85%	8%
White	353	93%	61%	17%	386	100%	91%	15%
Multiracial	30	97%	70%	17%	8	100%	63%	0%
Small Group Totals								
General-Education Students	3048	93%	47%	9%	3094	100%	83%	6%
Students with Disabilities	619	64%	10%	0%	635	99%	45%	0%
English Proficient	3450	90%	43%	8%	3516	100%	79%	5%
Limited English Proficient	217	57%	4%	0%	213	98%	30%	0%
Economically Disadvantaged	3216	88%	39%	7%	3165	100%	75%	4%
Not Disadvantaged	451	93%	56%	16%	564	100%	85%	11%
Migrant								
Not Migrant	3667	88%	41%	8%	3729	100%	76%	5%

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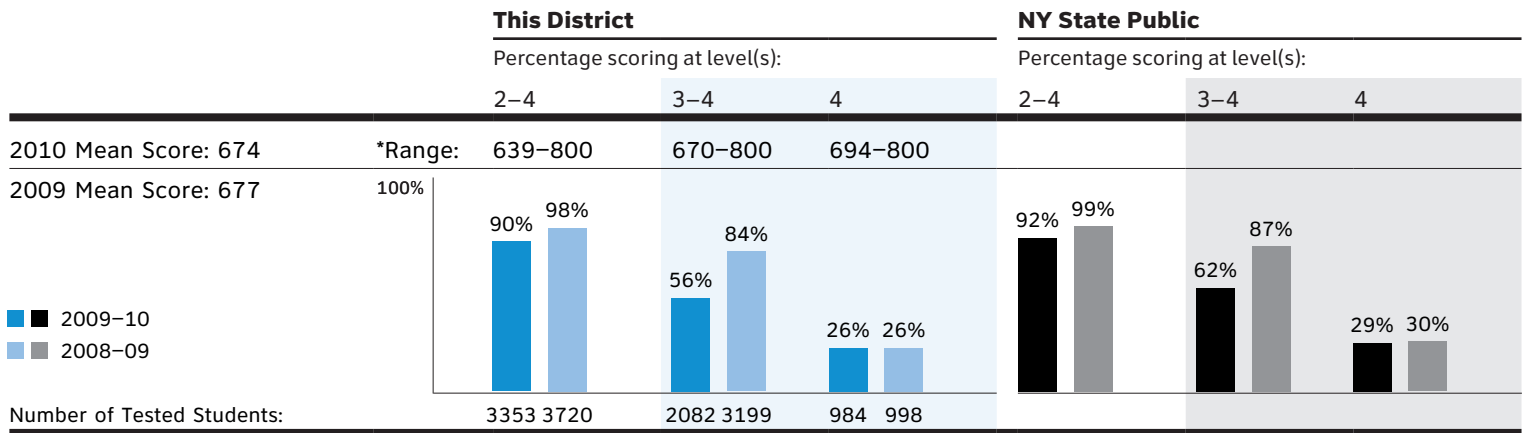
Other

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	57	57	55	48	60	56	54	48
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	51	N/A	N/A	N/A	50	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	50	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	3720	90%	56%	26%	3801	98%	84%	26%
Female	1798	91%	59%	28%	1888	98%	85%	28%
Male	1922	90%	54%	25%	1913	98%	83%	24%
American Indian or Alaska Native	20	70%	50%	25%	21	95%	95%	38%
Black or African American	1019	84%	38%	12%	1161	97%	76%	11%
Hispanic or Latino	1372	90%	53%	22%	1242	98%	82%	20%
Asian or Native Hawaiian/Other Pacific Islander	923	95%	72%	41%	980	99%	94%	43%
White	356	95%	74%	45%	389	98%	93%	48%
Multiracial	30	97%	77%	53%	8	100%	88%	0%
Small Group Totals								
General-Education Students	3101	94%	63%	31%	3160	99%	90%	31%
Students with Disabilities	619	68%	19%	4%	641	92%	56%	4%
English Proficient	3449	92%	59%	28%	3532	98%	87%	28%
Limited English Proficient	271	69%	20%	4%	269	91%	53%	4%
Economically Disadvantaged	3261	90%	54%	25%	3229	98%	83%	24%
Not Disadvantaged	459	94%	69%	39%	572	99%	90%	40%
Migrant								
Not Migrant	3720	90%	56%	26%	3801	98%	84%	26%

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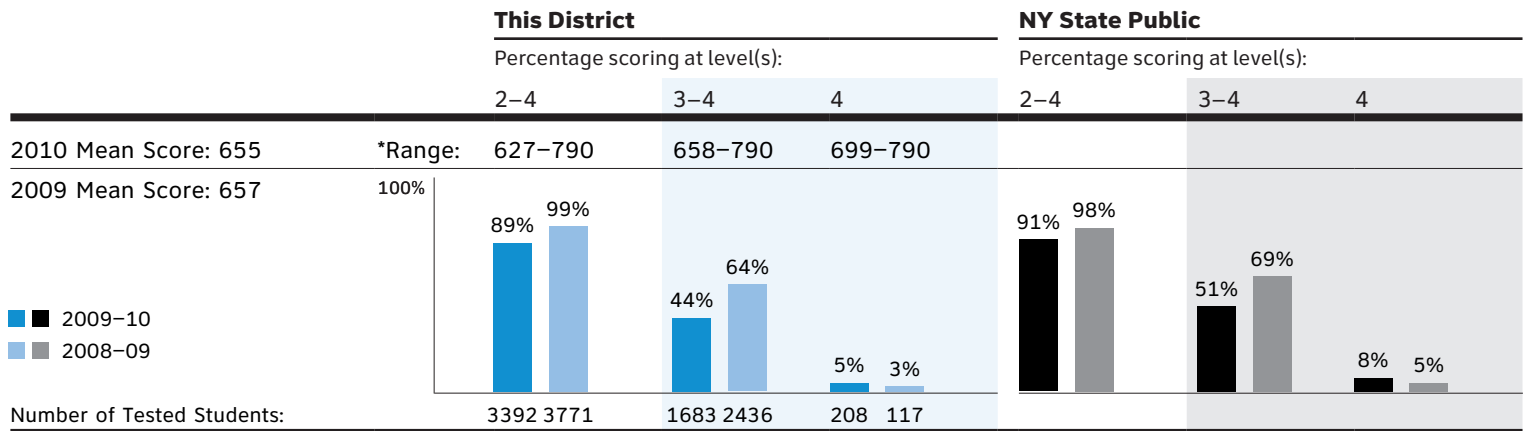
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Other

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	56	54	54	33	60	55	52	36

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	3805	89%	44%	5%	3822	99%	64%	3%
Female	1903	91%	52%	7%	1868	99%	70%	4%
Male	1902	87%	37%	4%	1954	98%	58%	2%
American Indian or Alaska Native	17	100%	71%	12%	13	92%	31%	0%
Black or African American	1096	85%	30%	3%	1167	98%	54%	1%
Hispanic or Latino	1293	87%	38%	3%	1232	99%	61%	2%
Asian or Native Hawaiian/Other Pacific Islander	1018	94%	57%	9%	980	100%	73%	5%
White	367	96%	71%	11%	420	99%	77%	6%
Multiracial	14	86%	36%	7%	10	100%	80%	0%
Small Group Totals								
General-Education Students	3198	93%	51%	6%	3205	100%	72%	4%
Students with Disabilities	607	67%	10%	0%	617	94%	23%	0%
English Proficient	3560	91%	47%	6%	3624	99%	66%	3%
Limited English Proficient	245	55%	4%	0%	198	94%	19%	0%
Economically Disadvantaged	3327	88%	42%	5%	3241	98%	62%	2%
Not Disadvantaged	478	94%	59%	10%	581	100%	75%	7%
Migrant								
Not Migrant	3805	89%	44%	5%	3822	99%	64%	3%

NOTES

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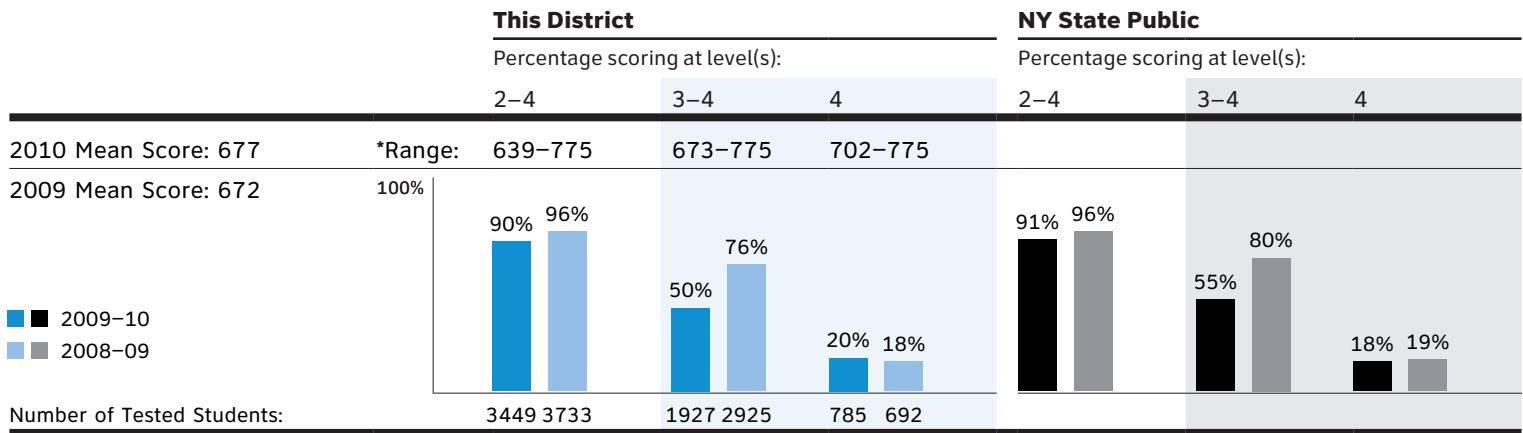
Other

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	64	64	59	55	57	56	51	42
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	44	N/A	N/A	N/A	43	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	45	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	3838	90%	50%	20%	3872	96%	76%	18%
Female	1918	91%	54%	23%	1881	97%	78%	19%
Male	1920	88%	47%	18%	1991	96%	73%	17%
American Indian or Alaska Native	17	100%	59%	18%	12	83%	67%	17%
Black or African American	1093	84%	31%	8%	1177	94%	62%	8%
Hispanic or Latino	1309	89%	42%	14%	1256	97%	75%	13%
Asian or Native Hawaiian/Other Pacific Islander	1036	96%	72%	37%	994	99%	88%	30%
White	368	94%	75%	36%	423	98%	87%	30%
Multiracial	15	93%	47%	0%	10	90%	60%	30%
Small Group Totals								
General-Education Students	3232	94%	57%	24%	3251	99%	82%	21%
Students with Disabilities	606	68%	15%	2%	621	84%	40%	1%
English Proficient	3552	91%	53%	22%	3628	97%	77%	19%
Limited English Proficient	286	75%	18%	3%	244	89%	60%	5%
Economically Disadvantaged	3357	89%	48%	20%	3281	96%	74%	16%
Not Disadvantaged	481	93%	62%	26%	591	98%	83%	27%
Migrant								
Not Migrant	3838	90%	50%	20%	3872	96%	76%	18%

NOTES

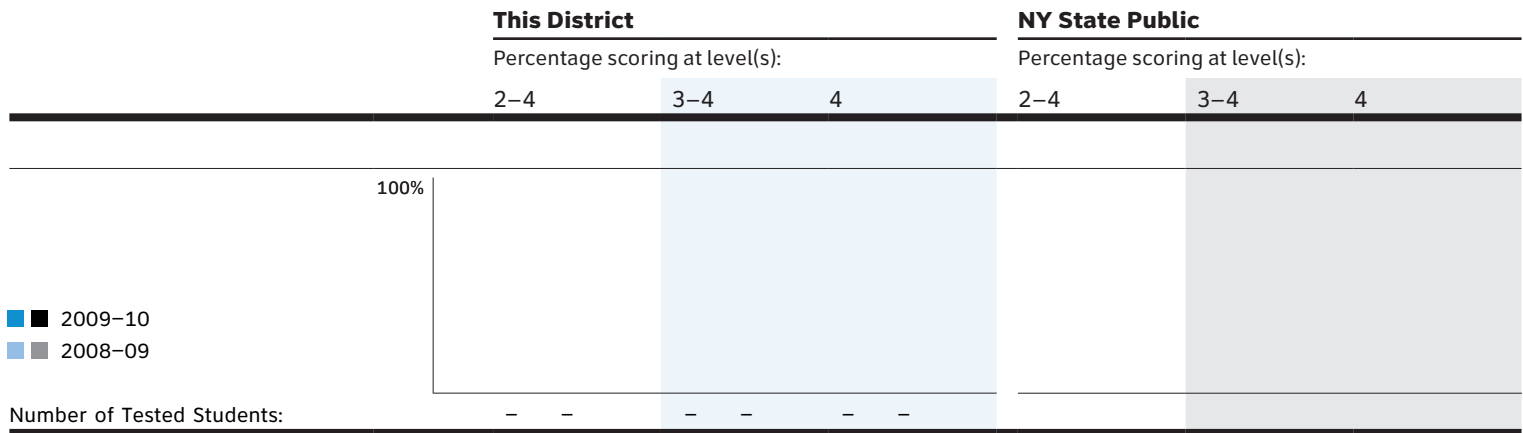
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Other Assessments

	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	64	62	61	37	57	56	50	30

This District's Results in Grade 8 Science



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3740	91%	62%	19%	3822	93%	59%	13%
Female	1871	91%	63%	19%	1871	93%	60%	12%
Male	1869	91%	61%	18%	1951	92%	59%	14%
American Indian or Alaska Native	16	100%	69%	25%	11	64%	36%	9%
Black or African American	1056	86%	45%	8%	1154	89%	44%	6%
Hispanic or Latino	1267	90%	57%	14%	1240	93%	58%	10%
Asian or Native Hawaiian/Other Pacific Islander	1021	95%	76%	27%	989	96%	73%	19%
White	365	98%	85%	41%	418	97%	77%	26%
Multiracial	15	93%	60%	13%	10	70%	60%	20%
Small Group Totals								
General-Education Students	3159	94%	68%	21%	3224	96%	66%	15%
Students with Disabilities	581	76%	29%	3%	598	78%	24%	1%
English Proficient	3462	93%	65%	20%	3587	94%	62%	14%
Limited English Proficient	278	72%	22%	1%	235	77%	26%	0%
Economically Disadvantaged	3270	91%	60%	17%	3240	92%	57%	11%
Not Disadvantaged	470	94%	76%	32%	582	96%	71%	25%
Migrant								
Not Migrant	3740	91%	62%	19%	3822	93%	59%	13%

NOTES

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

Other Assessments

	2009-10 School Year				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	64	59	57	45	57	55	52	40
Regents Science	4	-	-	-	2	-	-	-

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

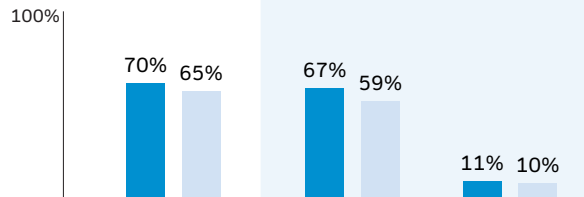
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2006 Cohort
■ 2005 Cohort

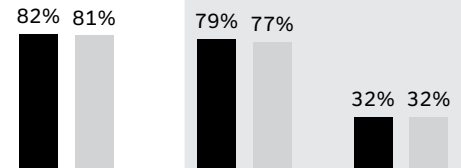
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students Percentage scoring at level(s):
2-4 3-4 4

2005 Cohort**

Number of Students Percentage scoring at level(s):
2-4 3-4 4

	2006 Cohort	Percentage scoring at level(s):			2005 Cohort**	Percentage scoring at level(s):		
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	3008	70%	67%	11%	3075	65%	59%	10%
Female	1362	75%	72%	17%	1441	73%	68%	15%
Male	1646	66%	63%	7%	1634	58%	51%	7%
American Indian or Alaska Native	13	69%	62%	15%	17	41%	41%	6%
Black or African American	1036	65%	61%	8%	1218	63%	56%	7%
Hispanic or Latino	1065	69%	67%	11%	1078	61%	56%	9%
Asian or Native Hawaiian/Other Pacific Islander	688	81%	78%	18%	546	75%	72%	21%
White	178	61%	60%	11%	169	66%	63%	12%
Multiracial	28	61%	57%	21%	47	70%	66%	13%
Small Group Totals								
General-Education Students	2529	78%	75%	13%	2524	73%	67%	13%
Students with Disabilities	479	29%	25%	2%	551	28%	21%	1%
English Proficient	2669	72%	69%	12%	2757	67%	62%	11%
Limited English Proficient	339	57%	53%	5%	318	44%	36%	3%
Economically Disadvantaged	2230	74%	71%	13%	2592	68%	62%	11%
Not Disadvantaged	778	58%	56%	8%	483	48%	44%	8%
Migrant								
Not Migrant	3008	70%	67%	11%	3075	65%	59%	10%

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

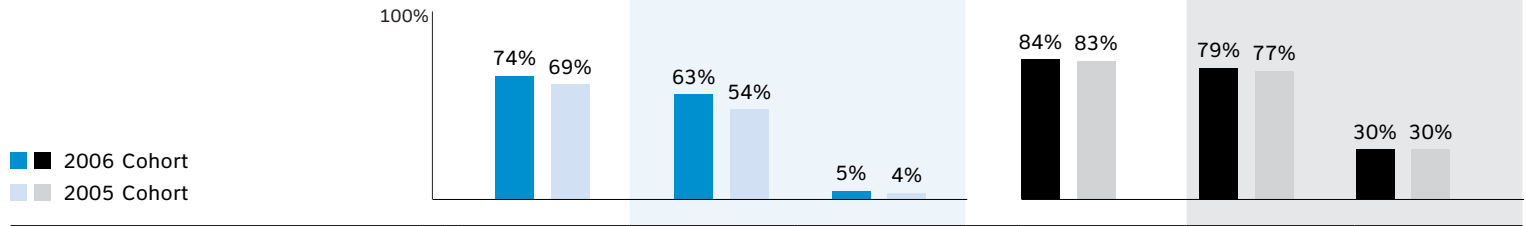
NY State Public

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
All Students	3008	74%	63%	5%	3075	69%	54%	4%
Female	1362	78%	66%	5%	1441	75%	60%	5%
Male	1646	71%	61%	4%	1634	63%	49%	4%
American Indian or Alaska Native	13	62%	46%	0%	17	53%	35%	6%
Black or African American	1036	70%	56%	3%	1218	65%	49%	3%
Hispanic or Latino	1065	73%	64%	3%	1078	66%	51%	3%
Asian or Native Hawaiian/Other Pacific Islander	688	85%	77%	10%	546	82%	71%	10%
White	178	63%	55%	2%	169	71%	60%	7%
Multiracial	28	68%	61%	4%	47	77%	64%	6%
Small Group Totals								
General-Education Students	2529	82%	72%	5%	2524	77%	62%	5%
Students with Disabilities	479	32%	19%	1%	551	30%	17%	0%
English Proficient	2669	74%	64%	5%	2757	70%	55%	5%
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Not Disadvantaged	778	65%	54%	4%	483	55%	41%	3%
Migrant								
Not Migrant	3008	74%	63%	5%	3075	69%	54%	4%

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