



# The New York State District Report Card

**Accountability  
and Overview Report  
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #28**

District ID **34-28-00-01-0000**

Superintendent **JEANNETTE REED**

Telephone **(718) 557-2622**

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

## This District's Report Card

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

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

### For more information:

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

## Use this report to:

### **1** Get District Profile information.

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

### **2** Review District Accountability Status.

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

### **3** View School Accountability Status.

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

### **4** Review an Overview of District Performance.

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

## District Profile

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

### Enrollment

	2007-08	2008-09	2009-10
Pre-K	598	625	631
Kindergarten	2178	2298	2630
Grade 1	2400	2394	2747
Grade 2	2412	2307	2569
Grade 3	2172	2359	2491
Grade 4	2238	2136	2561
Grade 5	2123	2191	2353
Grade 6	2033	2081	2439
Ungraded Elementary	1272	1492	115
Grade 7	2025	1874	2129
Grade 8	2007	2097	2116
Grade 9	3710	3318	3853
Grade 10	3665	3441	3383
Grade 11	2798	2918	2933
Grade 12	2411	2579	2877
Ungraded Secondary	937	1012	80
<b>Total K-12</b>	<b>34381</b>	<b>34497</b>	<b>35276</b>

### Average Class Size

	2007-08	2008-09	2009-10
<b>Common Branch</b>	24	25	25
<b>Grade 8</b>			
English	28	26	29
Mathematics	27	27	28
Science	28	27	28
Social Studies	27	27	28
<b>Grade 10</b>			
English	31	29	30
Mathematics	27	29	28
Science	30	30	30
Social Studies	30	30	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.

District NEW YORK CITY GEOGRAPHIC DISTRICT #28

District ID 34-28-00-01-0000

## Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	16961	49%	19286	56%	20812	59%
Reduced-Price Lunch	3459	10%	4066	12%	3988	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3805	11%	3867	11%	3875	11%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	197	1%	199	1%	214	1%
Black or African American	10813	31%	10447	30%	10516	30%
Hispanic or Latino	8441	25%	8470	25%	8573	24%
Asian or Native Hawaiian/Other Pacific Islander	9807	29%	10159	29%	10453	30%
White	5123	15%	5222	15%	5520	16%
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	1326	4%	1703	5%	1702	5%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

## Teacher Qualifications

	2007-08	2008-09	2009-10
<b>Total Number of Teachers</b>	2293	2262	2213
Percent with No Valid Teaching Certificate	2%	1%	1%
Percent Teaching Out of Certification	8%	7%	4%
Percent with Fewer Than Three Years of Experience	11%	10%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	47%	49%	52%
<b>Total Number of Core Classes</b>	5423	5293	5183
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%
<b>Total Number of Classes</b>	6501	6395	6311
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		17%	12%
Turnover Rate of All Teachers		13%	11%

## Staff Counts

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

\* Not available at the school level.

## Teacher Qualifications Information

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

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

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

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

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



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

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

#### B Performance Criterion

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

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

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

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

## Useful Terms for Understanding Accountability

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

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

### 2006 Cohort

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

### Accountability Cohort for English and Mathematics

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

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuous Enrollment

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Graduation Rate

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

### Graduation-Rate Total Cohort

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

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

### Limited English Proficient

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

### Non-Accountability Groups

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

## Useful Terms for Understanding Accountability (continued)

### Participation

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

### Performance Index (PI)

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

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

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

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

A list of tests used to measure student performance for accountability is available at [www.p12.nysed.gov/irts](http://www.p12.nysed.gov/irts).

### Progress Targets

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

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

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

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

### Safe Harbor Targets

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

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

### Safe Harbor Qualification (\*)

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

### State Standard

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

### Students with Disabilities

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

### Test Performance

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

### Total

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

## Understanding Your District Accountability Status

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

### Federal Title I Status

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

#### ▲ District in Good Standing

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

#### ▲ District in Need of Improvement (Year 1)

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

#### ▲ District in Need of Improvement (Year 2)

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

#### ▲ District in Need of Improvement (Year 3)

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

#### ▲ District in Need of Improvement (Year 4)

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

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

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

### New York State Status

(Applies to New York State districts)

#### ■ District Requiring Academic Progress (Year 1)

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

#### ■ District Requiring Academic Progress (Year 2)

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

#### ■ District Requiring Academic Progress (Year 3)

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

#### ■ District Requiring Academic Progress (Year 4)

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

#### ■ District Requiring Academic Progress (Year 5 and above)

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

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



## Summary

### Overall Accountability Status (2010–11)

 **Good Standing**

ELA  Good Standing

Science  Good Standing

Math  Good Standing

Graduation Rate  Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

**2008–09**

**2009–10**













































**2010–11**

YES




YES

YES













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

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

#### AYP Status


-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Insufficient Number of Students to Determine AYP Status

#### Accountability Status Levels

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
































## Elementary/Middle-Level English Language Arts

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

**Accountability Measures** 8 of 10 Student groups making AYP in English language arts  
 Did not make AYP

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

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10    2010–11
<b>Accountability Groups</b>							
<b>All Students</b> (14765:13645)			100%		168	154	
<b>Ethnicity</b>							
American Indian or Alaska Native (82:70)			99%		157	144	
Black or African American (4474:4112)			99%		155	153	
Hispanic or Latino (3634:3331)			99%		162	153	
Asian or Native Hawaiian/Other Pacific Islander (4241:3947)			100%		180	153	
White (2256:2116)			99%		176	153	
Multiracial (78:69)			100%		177	143	
<b>Other Groups</b>							
Students with Disabilities (3016:2890)			98%		134	153	141    99
Limited English Proficient (1683:2011)			100%		144	153	153    109
Economically Disadvantaged (12812:11811)			100%		166	154	
<b>Final AYP Determination</b>	 8 of 10						
<b>Non-Accountability Groups</b>							
Female (7133:6606)			100%		172	154	
Male (7632:7039)			99%		163	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
<b>Accountability Groups</b>							
<b>All Students</b> (14779:13787)			100%		182	134	
<b>Ethnicity</b>							
American Indian or Alaska Native (82:71)			99%		185	124	
Black or African American (4483:4115)			99%		168	133	
Hispanic or Latino (3633:3385)			100%		180	133	
Asian or Native Hawaiian/Other Pacific Islander (4242:4005)			100%		192	133	
White (2261:2143)			100%		190	133	
Multiracial (78:68)			99%		181	123	
<b>Other Groups</b>							
Students with Disabilities (3013:2893)			99%		152	133	
Limited English Proficient (1687:2161)			100%		170	133	
Economically Disadvantaged (12817:11938)			100%		181	134	
<b>Final AYP Determination</b>	 10 of 10						
<b>Non-Accountability Groups</b>							
Female (7138:6670)			100%		183	134	
Male (7641:7117)			99%		180	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
<b>Accountability Groups</b>								
<b>All Students</b> (4956:4514)		Qualified		98%		168	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (25:21)	—		—	—	—	—	—	—
Black or African American (1542:1360)		Qualified		96%		152	100	
Hispanic or Latino (1186:1079)		Qualified		97%		165	100	
Asian or Native Hawaiian/Other Pacific Islander (1394:1298)		Qualified		99%		181	100	
White (787:735)		Qualified		99%		179	100	
Multiracial (22:21)	—		—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (993:896)		Qualified		95%		136	100	
Limited English Proficient (536:621)		Qualified		97%		146	100	
Economically Disadvantaged (4324:3927)		Qualified		98%		167	100	
<b>Final AYP Determination</b>		1 of 1						
<b>Non-Accountability Groups</b>								
Female (2407:2209)				98%		170	100	
Male (2549:2305)				97%		167	100	
Migrant (0:0)								


#### Symbols

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

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

## Secondary-Level English Language Arts


























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

**Accountability Measures** 7 of 8 Student groups making AYP in English language arts  
 Did not make AYP




### Prospective Status

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

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10    2010–11
<b>Accountability Groups</b>							
<b>All Students</b> (3210:3055)			100%		182	175	
<b>Ethnicity</b>							
American Indian or Alaska Native (11:11)	—	—	—	—	—	—	—
Black or African American (1069:1017)			99%		171	174	174    174
Hispanic or Latino (699:663)			100%		182	173	
Asian or Native Hawaiian/Other Pacific Islander (963:908)			100%		188	173	
White (465:452)			100%		193	172	
Multiracial (3:4)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (198:285)			97%		128	171	115    135
Limited English Proficient (250:260)			99%		161	170	153    165
Economically Disadvantaged (1871:1790)			100%		185	174	
<b>Final AYP Determination</b>	 7 of 8						
<b>Non-Accountability Groups</b>							
Female (1582:1496)			100%		186	174	
Male (1628:1559)			99%		178	174	
Migrant (0:0)							


#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12<sup>th</sup> 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** 8 of 8 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 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
<b>Accountability Groups</b>							
<b>All Students</b> (3210:3055)			100%		181	171	
<b>Ethnicity</b>							
American Indian or Alaska Native (11:11)	—	—	—	—	—	—	—
Black or African American (1069:1017)			99%		169	170	169    172
Hispanic or Latino (699:663)			99%		179	169	
Asian or Native Hawaiian/Other Pacific Islander (963:908)			100%		191	169	
White (465:452)			100%		192	168	
Multiracial (3:4)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (198:285)			99%		128	167	118    135
Limited English Proficient (250:260)			99%		169	166	
Economically Disadvantaged (1871:1790)			100%		184	170	
<b>Final AYP Determination</b>	 8 of 8						
<b>Non-Accountability Groups</b>							
Female (1582:1496)			100%		182	170	
Male (1628:1559)			100%		180	170	
Migrant (0:0)							


#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12<sup>th</sup> 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	
					2009–10	2010–11
<b>Accountability Groups</b>						
<b>All Students (3311)</b>			75%	80%	70%	76%
<b>Ethnicity</b>						
American Indian or Alaska Native (11)		—	—	—		
Black or African American (1163)			68%	80%	64%	70%
Hispanic or Latino (738)			69%	80%	65%	71%
Asian or Native Hawaiian/Other Pacific Islander (949)			84%	80%		
White (449)			83%	80%		
Multiracial (1)		—	—	—		
<b>Other Groups</b>						
Students with Disabilities (312)			39%	80%	39%	47%
Limited English Proficient (323)			63%	80%	56%	66%
Economically Disadvantaged (1545)			80%	80%		
<b>Final AYP Determination</b>		1 of 1				
<b>Non-Accountability Groups</b>						
Female (1639)			80%	80%		
Male (1672)			70%	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 **79%** 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 #28**

District ID **34-28-00-01-0000**

## 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

35 schools identified 88% of total

HS FOR LAW ENFORCEMENT AND PUBLIC SAFETY  
JHS 190 RUSSELL SAGE  
JHS 217 ROBERT A VAN WYCK  
JHS 8 RICHARD S GROSSLEY  
PS 101 SCHOOL IN THE GARDENS  
PS 117 J KELD/BRIARWOOD SCHOOL  
PS 121 QUEENS  
PS 139 REGO PARK  
PS 140 EDWARD K ELLINGTON  
PS 144 COL JEROMUS REMSEN  
PS 160 WALTER FRANCIS BISHOP  
PS 161 ARTHUR ASHE  
PS 174 WILLIAM SIDNEY MOUNT  
PS 175 THE LYNN GROSS DISCOVERY SCHOOL  
PS 182 SAMANTHA SMITH  
PS 196 GRAND CENTRAL PARKWAY  
PS 206 THE HORACE HARDING SCHOOL  
PS 220 EDWARD MANDEL  
PS 30 QUEENS  
PS 40 SAMUEL HUNTINGTON  
PS 48 WILLIAM WORDSWORTH  
PS 50 TALFOURD LAWN ELEMENTARY SCHOOL  
PS 54 HILLSIDE  
PS 55 MAURE  
PS 80 THURGOOD MARSHALL MAGNET  
PS 82 HAMMOND  
PS 86  
PS 99 KEW GARDENS  
QUEENS COLLEGIATE - A COLLEGE BOARD SCHOOL  
QUEENS GATEWAY TO HEALTH SCIENCES SECONDARY SCHOOL  
QUEENS HIGH SCHOOL FOR THE SCIENCES AT YORK COLLEGE  
THE ACADEMY FOR EXCELLENCE THROUGH THE ARTS  
THOMAS A EDISON CAREER AND TECHNICAL HIGH SCHOOL  
YORK EARLY COLLEGE ACADEMY  
YOUNG WOMEN'S LEADERSHIP SCHOOL OF QUEENS

---

### Improvement (year 1) Focused

1 school identified 3% of total

HILLCREST HIGH SCHOOL

---

### Restructuring (year 1) Focused

1 school identified 3% of total

JHS 157 STEPHEN A HALSEY

---

### Restructuring (year 2) Focused

1 school identified 3% of total

FOREST HILLS HIGH SCHOOL

---

### Restructuring (advanced) Focused

1 school identified 3% of total

---

(continued)



# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

District ID **34-28-00-01-0000**

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

---

### **Restructuring (advanced) Focused (continued)**

CATHERINE AND COUNT BASIE MIDDLE SCHOOL 72

---

### **Restructuring (advanced) Comprehensive**

1 school identified 3% of total

JAMAICA HIGH SCHOOL

---

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

District ID **34-28-00-01-0000**

## 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%	
<b>English Language Arts</b>				
Grade 3	50%			2487
Grade 4	49%			2590
Grade 5	49%			2349
Grade 6	52%			2446
Grade 7	43%			2170
Grade 8	43%			2148
<b>Mathematics</b>				
Grade 3	58%			2536
Grade 4	61%			2634
Grade 5	64%			2403
Grade 6	60%			2499
Grade 7	55%			2215
Grade 8	50%			2198
<b>Science</b>				
Grade 4	82%			2613
Grade 8	57%			1958

	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	82%			3371
Mathematics	80%			3371

### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

#### Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

#### Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

#### Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

### How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at [www.p12.nysed.gov/irts](http://www.p12.nysed.gov/irts).

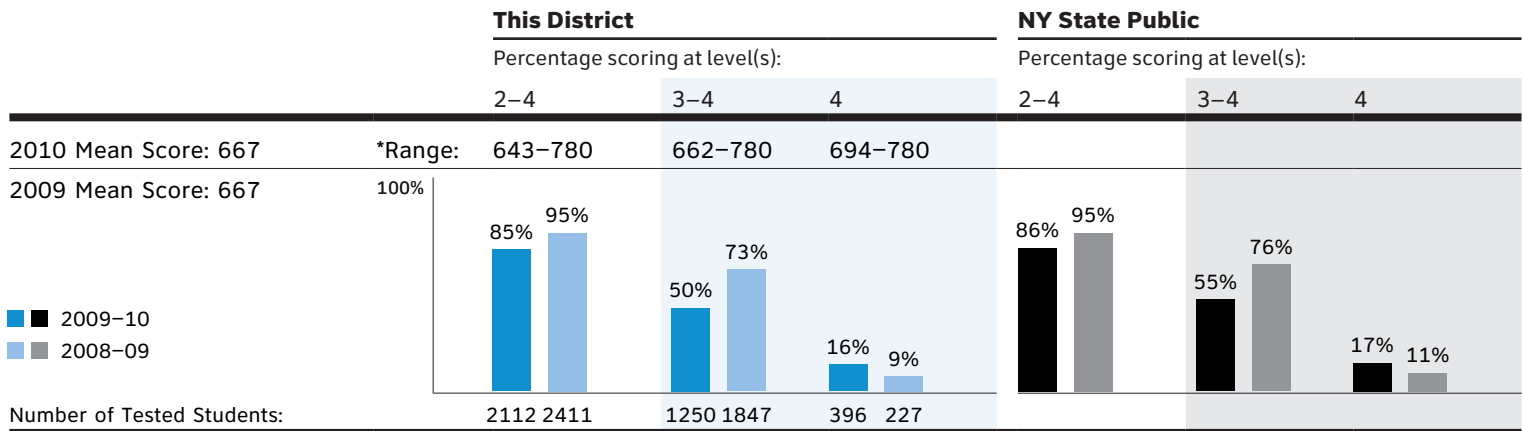
In this section, this district's performance is compared with that of public schools statewide.

### This District's N/RC Category:

#### NYC Public Schools

This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

## This District's Results in Grade 3 English Language Arts



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2487</b>	<b>85%</b>	<b>50%</b>	<b>16%</b>	<b>2541</b>	<b>95%</b>	<b>73%</b>	<b>9%</b>
Female	1196	87%	54%	17%	1247	96%	77%	11%
Male	1291	83%	47%	14%	1294	94%	69%	7%
American Indian or Alaska Native	18	83%	44%	22%	13	77%	54%	8%
Black or African American	688	77%	40%	9%	706	92%	61%	4%
Hispanic or Latino	611	82%	41%	12%	608	94%	65%	5%
Asian or Native Hawaiian/Other Pacific Islander	743	93%	62%	22%	764	97%	84%	14%
White	407	88%	58%	22%	436	97%	83%	16%
Multiracial	20	90%	70%	25%	14	93%	79%	7%
<b>Small Group Totals</b>								
General-Education Students	2031	92%	58%	19%	2085	98%	80%	11%
Students with Disabilities	456	54%	17%	3%	456	81%	38%	2%
English Proficient	2171	88%	54%	18%	2196	96%	77%	10%
Limited English Proficient	316	66%	22%	3%	345	87%	45%	1%
Economically Disadvantaged	2053	83%	46%	13%	2143	94%	70%	7%
Not Disadvantaged	434	93%	70%	29%	398	98%	89%	21%
Migrant								
Not Migrant	2487	85%	50%	16%	2541	95%	73%	9%

### 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.

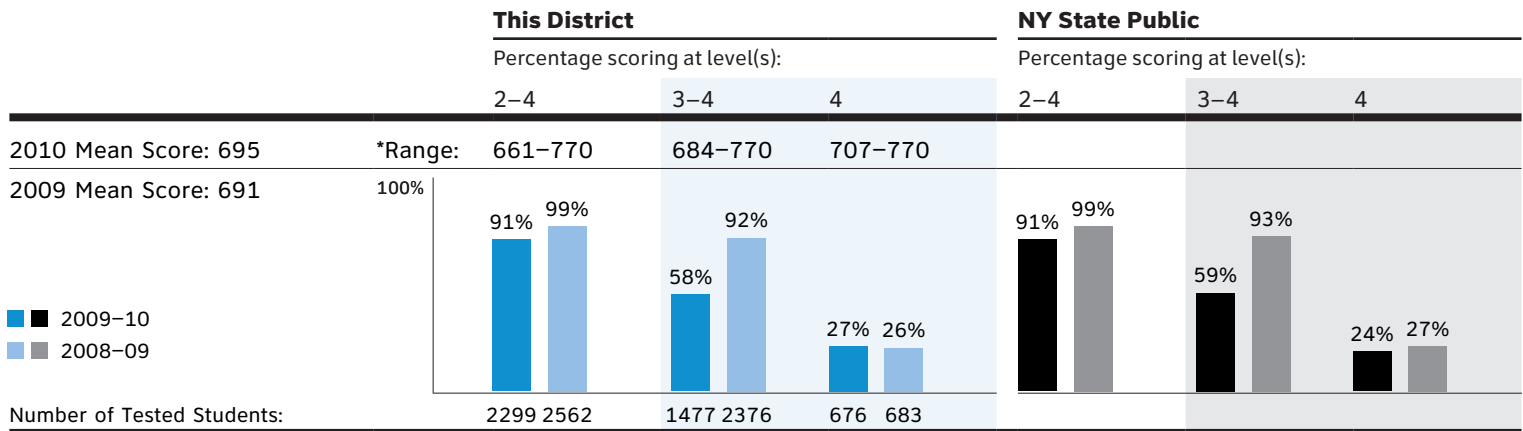
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## 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	32	30	30	29	39	38	37	35
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	46	N/A	N/A	N/A	38	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	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 3 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2536</b>	<b>91%</b>	<b>58%</b>	<b>27%</b>	<b>2591</b>	<b>99%</b>	<b>92%</b>	<b>26%</b>
Female	1213	92%	59%	27%	1277	99%	92%	27%
Male	1323	90%	58%	27%	1314	99%	92%	26%
American Indian or Alaska Native	18	100%	50%	33%	14	100%	86%	29%
Black or African American	690	85%	40%	14%	711	98%	86%	13%
Hispanic or Latino	631	88%	47%	18%	625	99%	89%	19%
Asian or Native Hawaiian/Other Pacific Islander	766	95%	79%	40%	778	100%	97%	43%
White	411	94%	68%	36%	447	99%	95%	30%
Multiracial	20	95%	70%	40%	16	94%	81%	19%
<b>Small Group Totals</b>								
General-Education Students	2076	95%	65%	31%	2133	100%	95%	30%
Students with Disabilities	460	73%	30%	9%	458	96%	76%	8%
English Proficient	2173	93%	63%	30%	2201	99%	93%	29%
Limited English Proficient	363	78%	32%	7%	390	98%	83%	12%
Economically Disadvantaged	2098	90%	54%	23%	2184	99%	91%	23%
Not Disadvantaged	438	96%	78%	44%	407	99%	95%	44%
Migrant								
Not Migrant	2536	91%	58%	27%	2591	99%	92%	26%

### 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	32	32	32	30	39	38	37	29

## 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: 670	*Range: 637-775	668-775	720-775			
2009 Mean Score: 668						
Number of Tested Students:	2299	2255	1279	1753	175	177

## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2590</b>	<b>89%</b>	<b>49%</b>	<b>7%</b>	<b>2365</b>	<b>95%</b>	<b>74%</b>	<b>7%</b>
Female	1274	91%	53%	8%	1139	96%	78%	8%
Male	1316	86%	46%	6%	1226	95%	71%	7%
American Indian or Alaska Native	9	78%	44%	0%	7	100%	71%	0%
Black or African American	738	83%	31%	1%	712	93%	61%	3%
Hispanic or Latino	612	87%	41%	3%	547	94%	71%	5%
Asian or Native Hawaiian/Other Pacific Islander	763	94%	66%	13%	676	97%	86%	12%
White	447	93%	63%	11%	417	98%	81%	12%
Multiracial	21	95%	71%	5%	6	100%	67%	0%
<b>Small Group Totals</b>								
General-Education Students	2097	94%	57%	8%	1887	99%	83%	9%
Students with Disabilities	493	66%	16%	1%	478	81%	38%	1%
English Proficient	2312	92%	54%	8%	2135	96%	78%	8%
Limited English Proficient	278	66%	15%	0%	230	87%	39%	0%
Economically Disadvantaged	2160	88%	45%	5%	1979	95%	71%	5%
Not Disadvantaged	430	95%	71%	18%	386	97%	88%	18%
Migrant								
Not Migrant	2590	89%	49%	7%	2365	95%	74%	7%

### NOTES

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

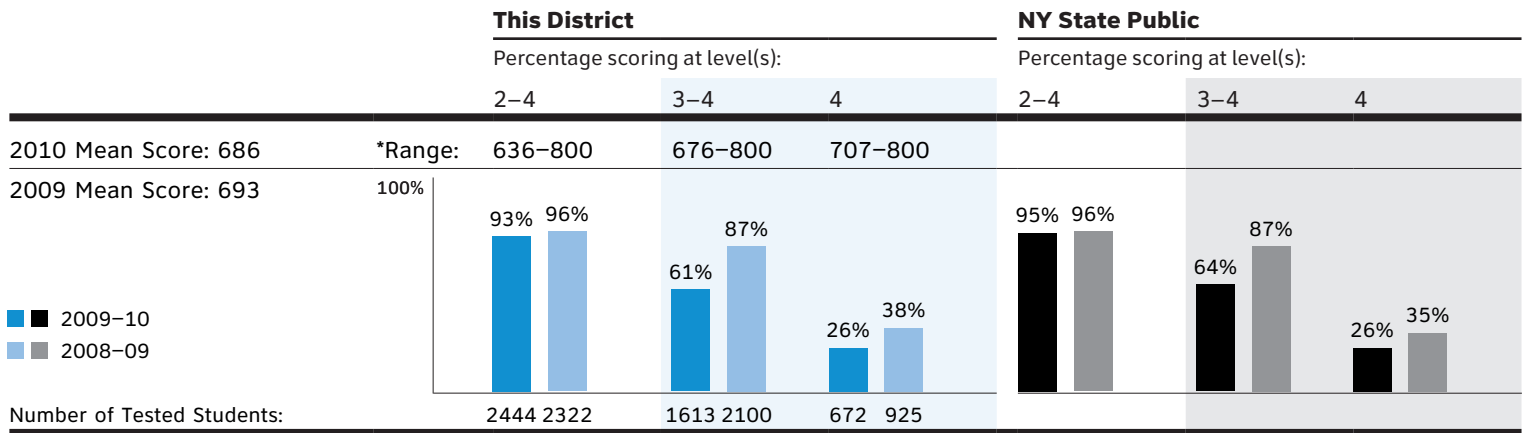
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	45	43	43	41	41	39	39	34
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	44	N/A	N/A	N/A	43	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	43	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 4 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2634</b>	<b>93%</b>	<b>61%</b>	<b>26%</b>	<b>2414</b>	<b>96%</b>	<b>87%</b>	<b>38%</b>
Female	1297	93%	61%	25%	1160	97%	87%	38%
Male	1337	93%	61%	26%	1254	96%	87%	38%
American Indian or Alaska Native	9	100%	78%	56%	8	100%	88%	38%
Black or African American	745	88%	40%	11%	714	93%	76%	18%
Hispanic or Latino	624	92%	53%	14%	556	96%	85%	32%
Asian or Native Hawaiian/Other Pacific Islander	782	96%	79%	42%	702	99%	95%	59%
White	454	95%	76%	36%	428	98%	95%	46%
Multiracial	20	95%	75%	30%	6	100%	100%	17%
<b>Small Group Totals</b>								
General-Education Students	2144	96%	69%	30%	1936	99%	93%	45%
Students with Disabilities	490	79%	28%	6%	478	87%	63%	11%
English Proficient	2309	94%	65%	28%	2139	97%	89%	41%
Limited English Proficient	325	81%	33%	5%	275	90%	73%	17%
Economically Disadvantaged	2199	92%	58%	21%	2016	96%	86%	35%
Not Disadvantaged	435	95%	78%	48%	398	98%	94%	56%
Migrant								
Not Migrant	2634	93%	61%	26%	2414	96%	87%	38%

### NOTES

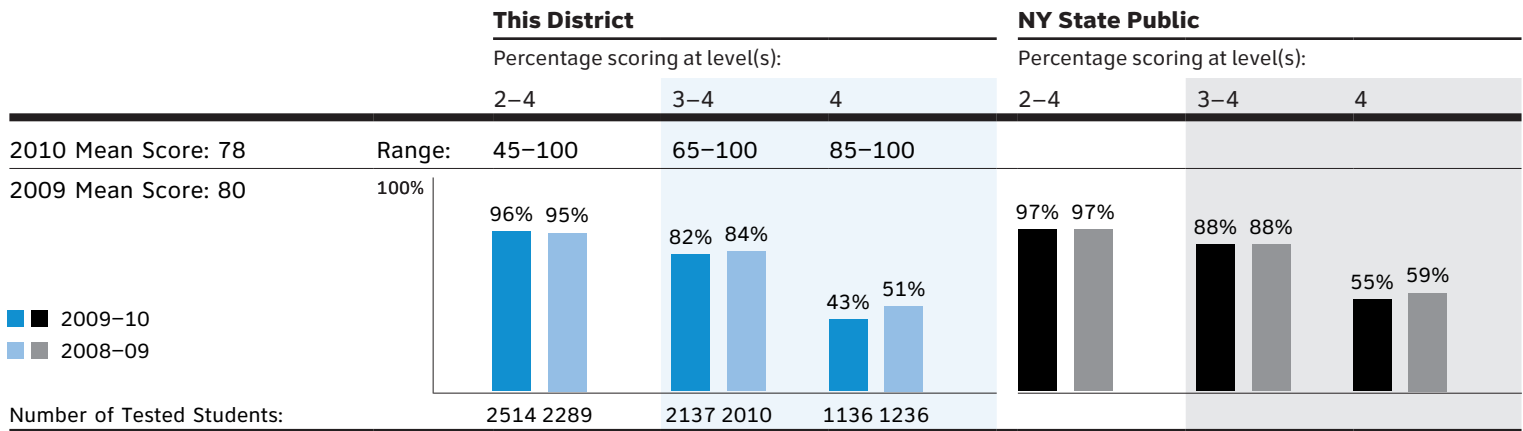
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\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	44	44	42	38	40	40	38	32

## This District's Results in Grade 4 Science



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2613</b>	<b>96%</b>	<b>82%</b>	<b>43%</b>	<b>2402</b>	<b>95%</b>	<b>84%</b>	<b>51%</b>
Female	1288	97%	83%	43%	1149	95%	84%	52%
Male	1325	96%	81%	44%	1253	95%	83%	51%
American Indian or Alaska Native	9	100%	89%	33%	10	100%	90%	40%
Black or African American	731	94%	72%	23%	698	93%	73%	32%
Hispanic or Latino	618	96%	80%	34%	559	94%	82%	46%
Asian or Native Hawaiian/Other Pacific Islander	781	98%	89%	62%	703	97%	90%	67%
White	454	97%	87%	57%	426	98%	91%	66%
Multiracial	20	95%	90%	60%	6	100%	83%	17%
<b>Small Group Totals</b>								
General-Education Students	2131	98%	87%	49%	1930	98%	89%	59%
Students with Disabilities	482	90%	59%	17%	472	86%	61%	22%
English Proficient	2299	98%	86%	48%	2130	97%	87%	55%
Limited English Proficient	314	87%	52%	13%	272	85%	61%	24%
Economically Disadvantaged	2176	96%	80%	39%	2000	95%	82%	47%
Not Disadvantaged	437	97%	91%	68%	402	99%	94%	73%
Migrant								
Not Migrant	2613	96%	82%	43%	2402	95%	84%	51%

### NOTES

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## Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	45	44	44	42	40	38	38	36

## This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 672	*Range: 647-795	666-795	700-795			
2009 Mean Score: 672						
Number of Tested Students:	2034	2411	1155	1897	319	297

## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2349</b>	<b>87%</b>	<b>49%</b>	<b>14%</b>	<b>2430</b>	<b>99%</b>	<b>78%</b>	<b>12%</b>
Female	1118	89%	54%	16%	1161	99%	81%	13%
Male	1231	84%	45%	11%	1269	99%	76%	12%
American Indian or Alaska Native	13	92%	46%	8%	12	100%	75%	8%
Black or African American	696	78%	32%	5%	737	99%	72%	4%
Hispanic or Latino	559	86%	42%	8%	603	98%	73%	7%
Asian or Native Hawaiian/Other Pacific Islander	673	93%	66%	21%	726	100%	86%	20%
White	393	92%	62%	23%	344	100%	83%	21%
Multiracial	15	80%	60%	27%	8	100%	88%	0%
<b>Small Group Totals</b>								
General-Education Students	1868	93%	57%	16%	1933	100%	87%	15%
Students with Disabilities	481	62%	18%	2%	497	97%	45%	2%
English Proficient	2143	89%	52%	15%	2180	100%	83%	14%
Limited English Proficient	206	60%	15%	0%	250	96%	37%	1%
Economically Disadvantaged	1965	85%	45%	11%	2070	99%	76%	9%
Not Disadvantaged	384	92%	70%	27%	360	100%	90%	34%
Migrant								
Not Migrant	2349	87%	49%	14%	2430	99%	78%	12%

### NOTES

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## Other

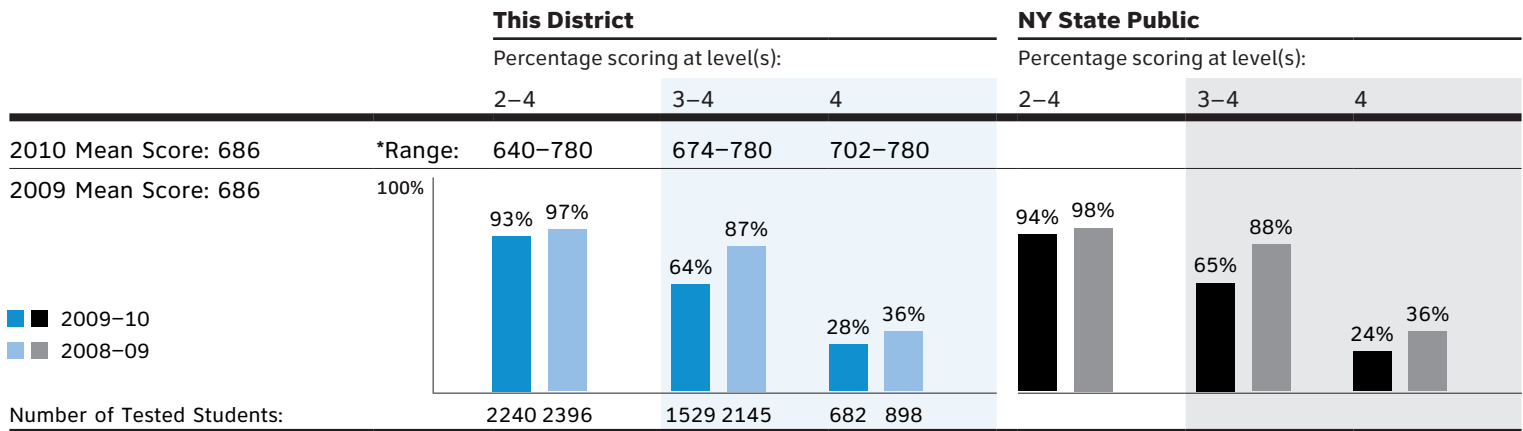
### Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	38	35	35	30	34	34	32	28
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	49	N/A	N/A	N/A	30	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	48	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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



## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2403</b>	<b>93%</b>	<b>64%</b>	<b>28%</b>	<b>2468</b>	<b>97%</b>	<b>87%</b>	<b>36%</b>
Female	1144	94%	65%	28%	1183	98%	88%	36%
Male	1259	93%	63%	28%	1285	97%	86%	37%
American Indian or Alaska Native	14	93%	50%	21%	12	100%	100%	33%
Black or African American	700	87%	45%	11%	736	95%	79%	18%
Hispanic or Latino	571	94%	57%	20%	617	97%	83%	26%
Asian or Native Hawaiian/Other Pacific Islander	696	96%	81%	47%	743	99%	95%	56%
White	406	98%	77%	39%	352	99%	93%	54%
Multiracial	16	100%	50%	25%	8	100%	100%	13%
<b>Small Group Totals</b>								
General-Education Students	1920	97%	72%	33%	1970	99%	93%	44%
Students with Disabilities	483	78%	32%	8%	498	89%	63%	6%
English Proficient	2148	95%	67%	31%	2179	98%	89%	40%
Limited English Proficient	255	80%	36%	10%	289	92%	71%	10%
Economically Disadvantaged	2010	93%	61%	25%	2100	97%	86%	32%
Not Disadvantaged	393	96%	79%	47%	368	99%	95%	62%
Migrant								
Not Migrant	2403	93%	64%	28%	2468	97%	87%	36%

### 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	38	33	33	29	34	31	28	27

## 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: 664	*Range: 644-785	662-785	694-785			
2009 Mean Score: 668						
Number of Tested Students:	2141	2275	1263	1832	176	263

## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2446</b>	<b>88%</b>	<b>52%</b>	<b>7%</b>	<b>2277</b>	<b>100%</b>	<b>80%</b>	<b>12%</b>
Female	1188	89%	55%	9%	1089	100%	85%	13%
Male	1258	86%	48%	6%	1188	100%	76%	10%
American Indian or Alaska Native	12	92%	75%	8%	13	-	-	-
Black or African American	727	84%	36%	2%	671	100%	68%	4%
Hispanic or Latino	630	84%	46%	3%	608	100%	81%	7%
Asian or Native Hawaiian/Other Pacific Islander	728	94%	68%	14%	695	100%	91%	21%
White	337	88%	61%	12%	286	100%	83%	17%
Multiracial	12	83%	33%	0%	4	-	-	-
Small Group Totals					17	100%	82%	0%
General-Education Students	1967	94%	61%	9%	1806	100%	88%	14%
Students with Disabilities	479	61%	14%	0%	471	100%	50%	2%
English Proficient	2228	91%	56%	8%	2074	100%	84%	13%
Limited English Proficient	218	50%	6%	0%	203	100%	45%	0%
Economically Disadvantaged	2143	87%	50%	7%	1894	100%	78%	8%
Not Disadvantaged	303	91%	61%	12%	383	100%	90%	28%
Migrant								
Not Migrant	2446	88%	52%	7%	2277	100%	80%	12%

### NOTES

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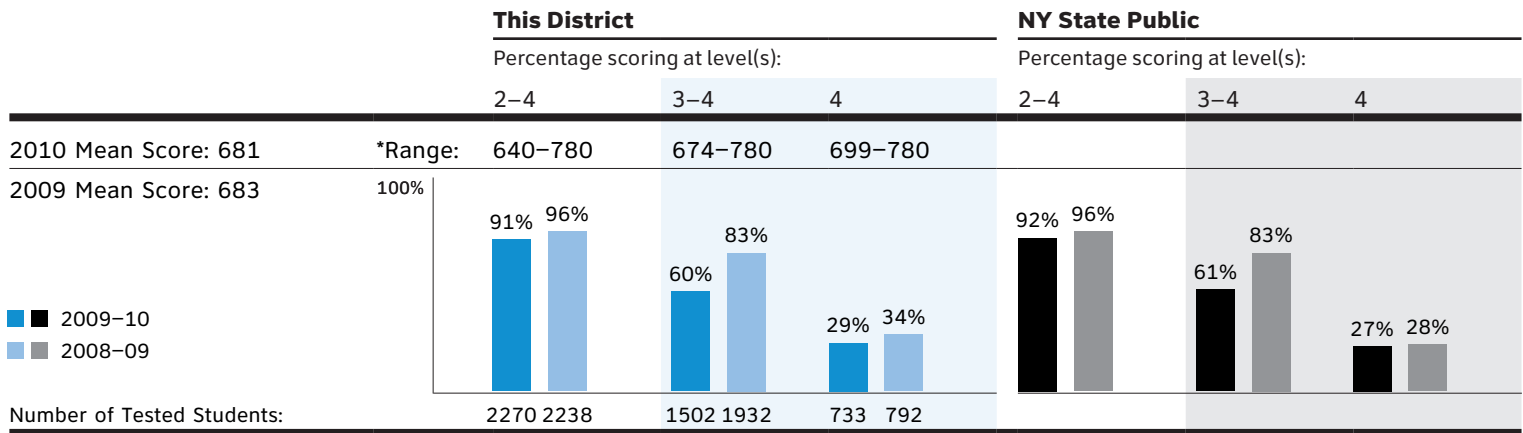
## Other

### Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	30	30	30	25	33	31	30	26
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	50	N/A	N/A	N/A	39	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	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 6 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2499</b>	<b>91%</b>	<b>60%</b>	<b>29%</b>	<b>2333</b>	<b>96%</b>	<b>83%</b>	<b>34%</b>
Female	1217	91%	63%	29%	1120	98%	85%	37%
Male	1282	91%	58%	29%	1213	94%	81%	31%
American Indian or Alaska Native	12	100%	58%	42%	13	92%	77%	31%
Black or African American	731	85%	39%	15%	679	93%	68%	15%
Hispanic or Latino	644	90%	54%	20%	621	96%	83%	27%
Asian or Native Hawaiian/Other Pacific Islander	754	96%	81%	47%	724	98%	94%	56%
White	346	93%	73%	38%	291	98%	90%	38%
Multiracial	12	83%	33%	25%	5	80%	40%	20%
<b>Small Group Totals</b>								
General-Education Students	2021	95%	69%	35%	1858	98%	90%	41%
Students with Disabilities	478	74%	21%	3%	475	87%	55%	5%
English Proficient	2230	93%	65%	32%	2081	97%	85%	37%
Limited English Proficient	269	72%	23%	5%	252	88%	63%	13%
Economically Disadvantaged	2190	91%	59%	28%	1942	96%	82%	31%
Not Disadvantaged	309	92%	68%	38%	391	98%	89%	51%
Migrant								
Not Migrant	2499	91%	60%	29%	2333	96%	83%	34%

### 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	34	30	29	26	33	32	32	23

## 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:	1890	2075	943	1611	187	110

### Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2170</b>	<b>87%</b>	<b>43%</b>	<b>9%</b>	<b>2083</b>	<b>100%</b>	<b>77%</b>	<b>5%</b>
Female	1069	91%	49%	11%	1012	100%	80%	6%
Male	1101	83%	38%	6%	1071	99%	75%	4%
American Indian or Alaska Native	13	69%	23%	0%	8	-	-	-
Black or African American	733	82%	28%	3%	712	100%	71%	2%
Hispanic or Latino	549	87%	41%	6%	525	99%	72%	2%
Asian or Native Hawaiian/Other Pacific Islander	596	93%	62%	17%	561	100%	86%	11%
White	272	90%	52%	11%	276	100%	85%	9%
Multiracial	7	71%	14%	0%	1	-	-	-
Small Group Totals					9	100%	78%	0%
General-Education Students	1733	92%	51%	11%	1671	100%	86%	7%
Students with Disabilities	437	67%	12%	1%	412	98%	42%	0%
English Proficient	1986	90%	47%	9%	1946	100%	81%	6%
Limited English Proficient	184	57%	5%	0%	137	98%	30%	0%
Economically Disadvantaged	2022	87%	44%	9%	1793	100%	76%	5%
Not Disadvantaged	148	82%	31%	7%	290	100%	83%	6%
Migrant								
Not Migrant	2170	87%	43%	9%	2083	100%	77%	5%

#### NOTES

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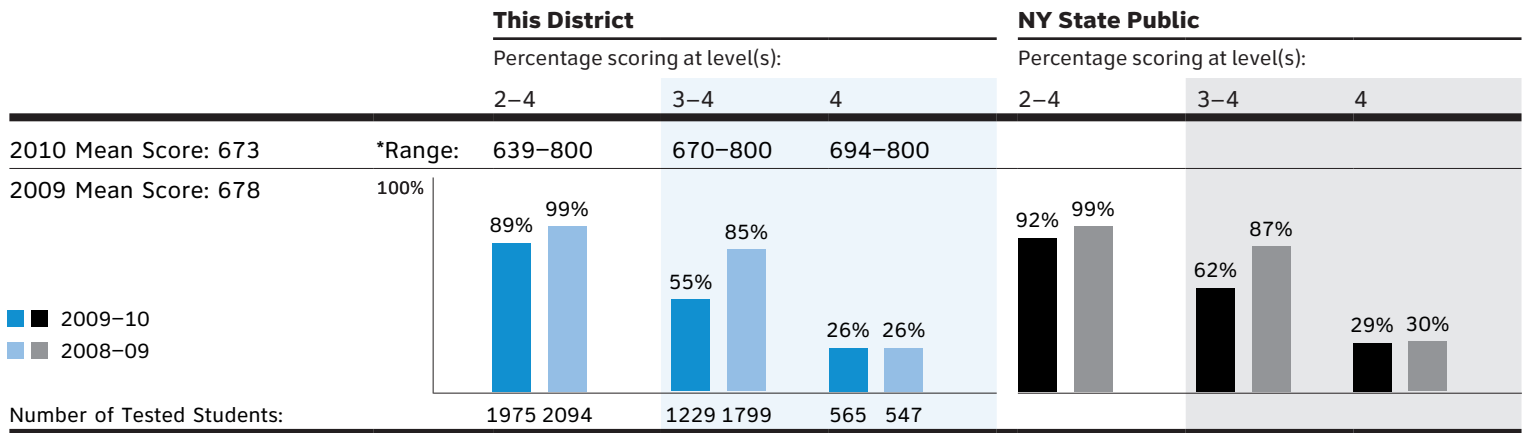
### Other

#### Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	33	32	31	29	46	45	41	37
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	43	N/A	N/A	N/A	33	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	43	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2215</b>	<b>89%</b>	<b>55%</b>	<b>26%</b>	<b>2123</b>	<b>99%</b>	<b>85%</b>	<b>26%</b>
Female	1096	91%	59%	28%	1021	99%	87%	27%
Male	1119	88%	52%	24%	1102	98%	83%	25%
American Indian or Alaska Native	13	85%	46%	8%	8	-	-	-
Black or African American	739	82%	36%	11%	715	98%	77%	14%
Hispanic or Latino	559	89%	52%	18%	536	99%	84%	18%
Asian or Native Hawaiian/Other Pacific Islander	612	96%	79%	47%	573	99%	93%	42%
White	285	95%	64%	32%	287	100%	91%	38%
Multiracial	7	86%	29%	14%	4	-	-	-
Small Group Totals					12	92%	67%	25%
General-Education Students	1775	94%	64%	31%	1709	99%	91%	31%
Students with Disabilities	440	71%	20%	3%	414	95%	58%	4%
English Proficient	1987	91%	59%	28%	1954	99%	87%	27%
Limited English Proficient	228	71%	21%	4%	169	97%	61%	7%
Economically Disadvantaged	2062	90%	57%	26%	1829	99%	84%	25%
Not Disadvantaged	153	81%	41%	20%	294	99%	89%	33%
Migrant								
Not Migrant	2215	89%	55%	26%	2123	99%	85%	26%

### NOTES

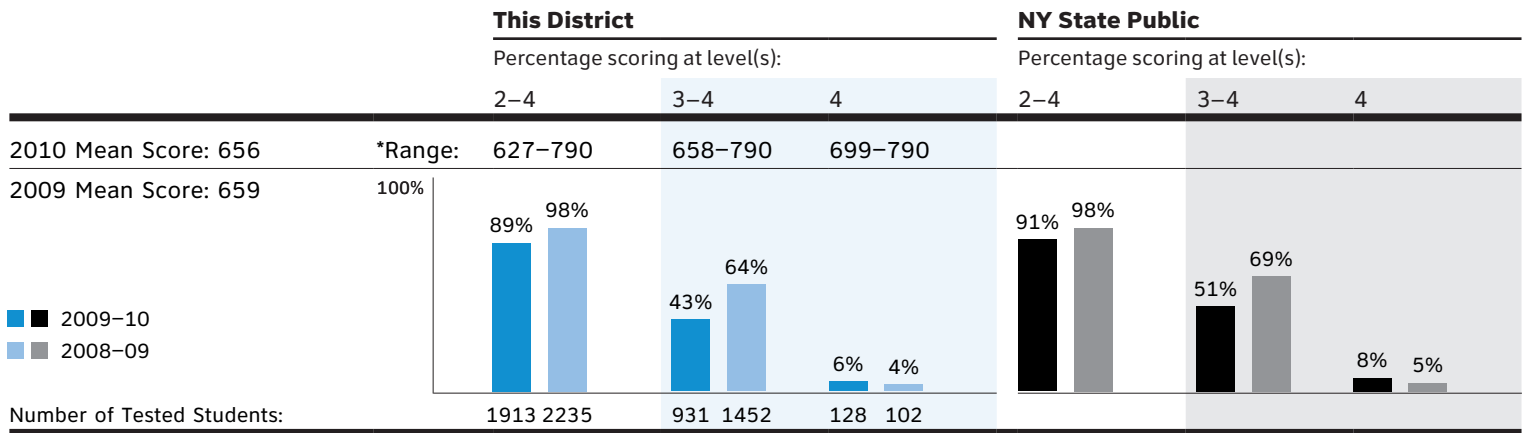
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## Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	33	30	30	27	46	46	45	30

## This District's Results in Grade 8 English Language Arts



### Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2148</b>	<b>89%</b>	<b>43%</b>	<b>6%</b>	<b>2270</b>	<b>98%</b>	<b>64%</b>	<b>4%</b>
Female	1058	91%	50%	7%	1093	99%	71%	6%
Male	1090	87%	37%	5%	1177	98%	58%	3%
American Indian or Alaska Native	13	-	-	-	9	-	-	-
Black or African American	738	85%	32%	2%	809	98%	54%	2%
Hispanic or Latino	525	86%	36%	4%	533	99%	60%	3%
Asian or Native Hawaiian/Other Pacific Islander	575	95%	61%	10%	600	99%	75%	8%
White	295	95%	52%	11%	316	100%	76%	8%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	15	67%	27%	0%	12	83%	58%	0%
General-Education Students	1758	95%	51%	7%	1877	99%	73%	5%
Students with Disabilities	390	63%	10%	1%	393	94%	23%	0%
English Proficient	2000	92%	46%	6%	2121	99%	67%	5%
Limited English Proficient	148	56%	5%	0%	149	94%	17%	0%
Economically Disadvantaged	1986	89%	44%	6%	1894	99%	63%	4%
Not Disadvantaged	162	91%	38%	4%	376	97%	70%	8%
Migrant								
Not Migrant	2148	89%	43%	6%	2270	98%	64%	4%

#### NOTES

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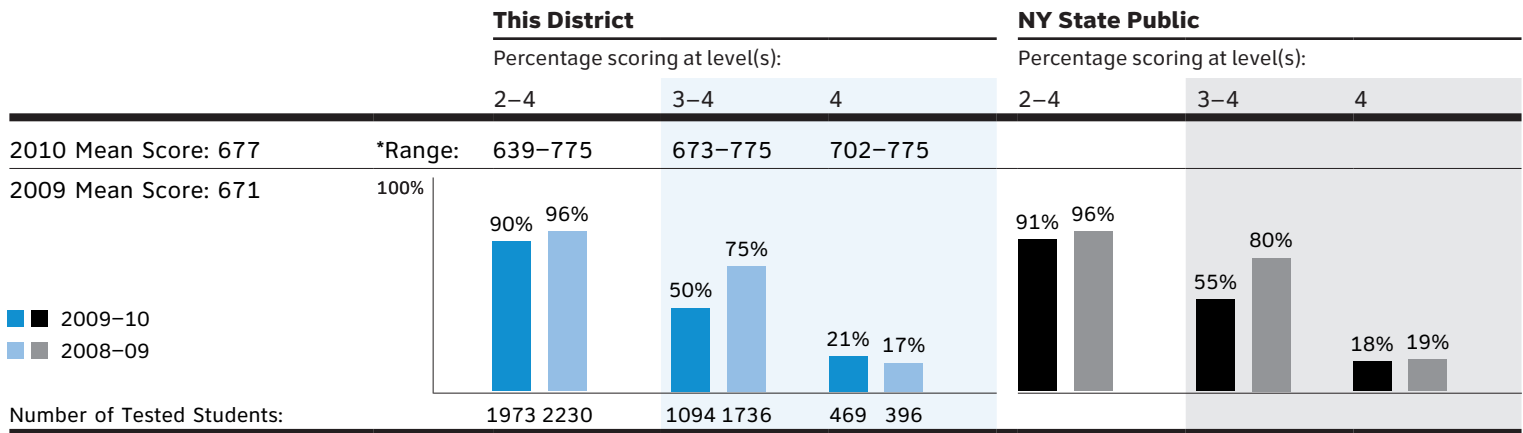
### Other

#### Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	50	50	50	49	34	32	32	29
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	47	N/A	N/A	N/A	44	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	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 8 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2198</b>	<b>90%</b>	<b>50%</b>	<b>21%</b>	<b>2324</b>	<b>96%</b>	<b>75%</b>	<b>17%</b>
Female	1071	93%	56%	24%	1124	97%	78%	19%
Male	1127	87%	44%	19%	1200	95%	71%	15%
American Indian or Alaska Native	14	-	-	-	9	89%	44%	11%
Black or African American	740	83%	33%	11%	804	93%	65%	8%
Hispanic or Latino	541	89%	41%	14%	551	96%	71%	8%
Asian or Native Hawaiian/Other Pacific Islander	590	96%	72%	39%	623	99%	84%	33%
White	311	96%	64%	25%	330	97%	88%	25%
Multiracial	2	-	-	-	7	100%	29%	0%
Small Group Totals	16	81%	44%	19%				
General-Education Students	1806	94%	58%	25%	1935	98%	81%	20%
Students with Disabilities	392	71%	14%	3%	389	84%	44%	1%
English Proficient	2002	92%	52%	23%	2124	97%	77%	18%
Limited English Proficient	196	71%	24%	8%	200	90%	52%	4%
Economically Disadvantaged	2032	90%	50%	22%	1939	96%	75%	17%
Not Disadvantaged	166	90%	42%	19%	385	95%	74%	18%
Migrant								
Not Migrant	2198	90%	50%	21%	2324	96%	75%	17%

### NOTES

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

## Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	50	43	43	33	34	33	31	25

## This District's Results in Grade 8 Science

### This District

Percentage scoring at level(s):

2-4

3-4

4

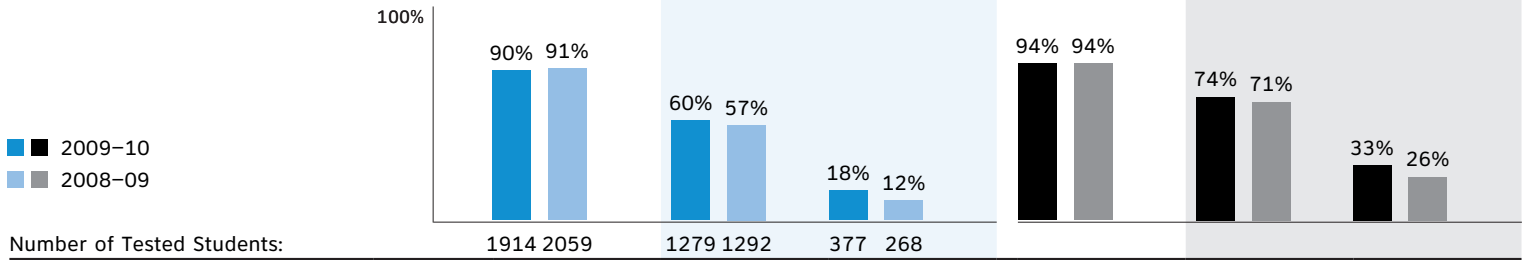
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2009-10 School Year

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

### 2008-09 School Year

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

	2009-10 School Year				2008-09 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
<b>All Students</b>	<b>1958</b>	<b>89%</b>	<b>57%</b>	<b>14%</b>	<b>2106</b>	<b>90%</b>	<b>54%</b>	<b>9%</b>
Female	950	90%	59%	14%	1006	90%	53%	9%
Male	1008	88%	55%	15%	1100	89%	54%	9%
American Indian or Alaska Native	14	-	-	-	9	67%	22%	11%
Black or African American	661	83%	44%	7%	735	84%	41%	3%
Hispanic or Latino	497	90%	56%	11%	519	91%	48%	6%
Asian or Native Hawaiian/Other Pacific Islander	501	93%	70%	24%	535	95%	69%	16%
White	283	94%	67%	19%	301	94%	67%	17%
Multiracial	2	-	-	-	7	86%	29%	0%
Small Group Totals	16	75%	31%	19%				
General-Education Students	1593	93%	64%	17%	1737	93%	60%	11%
Students with Disabilities	365	73%	25%	4%	369	73%	22%	1%
English Proficient	1770	91%	60%	16%	1912	91%	57%	10%
Limited English Proficient	188	70%	26%	2%	194	75%	16%	1%
Economically Disadvantaged	1814	89%	57%	15%	1743	90%	53%	8%
Not Disadvantaged	144	85%	49%	8%	363	90%	57%	14%
Migrant								
Not Migrant	1958	89%	57%	14%	2106	90%	54%	9%

### NOTES

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## Other Assessments

### 2009-10 School Year

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

### 2008-09 School Year

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

New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	50	49	49	48	34	31	30	28
Regents Science	176	175	170	98	169	168	164	76



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

### This District

Percentage scoring at level(s):

2-4

3-4

4

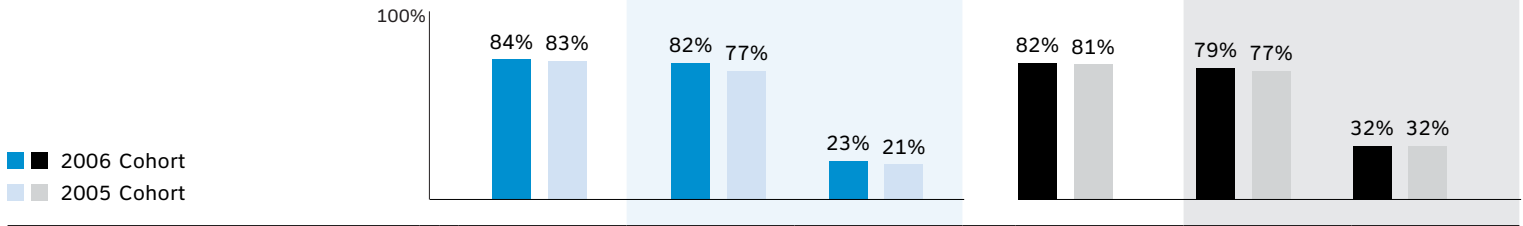
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

### 2005 Cohort\*\*

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>3371</b>	<b>84%</b>	<b>82%</b>	<b>23%</b>	<b>3285</b>	<b>83%</b>	<b>77%</b>	<b>21%</b>
Female	1602	89%	87%	28%	1630	88%	82%	26%
Male	1769	81%	78%	18%	1655	78%	72%	16%
American Indian or Alaska Native	12	-	-	-	10	-	-	-
Black or African American	1154	78%	75%	14%	1151	79%	73%	13%
Hispanic or Latino	747	82%	80%	18%	734	78%	70%	18%
Asian or Native Hawaiian/Other Pacific Islander	965	91%	90%	35%	943	92%	87%	32%
White	489	91%	89%	30%	446	86%	80%	23%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	16	88%	81%	19%	11	82%	64%	9%
General-Education Students	3042	89%	88%	25%	2993	88%	83%	23%
Students with Disabilities	329	39%	33%	1%	292	31%	20%	2%
English Proficient	3104	86%	84%	25%	3052	85%	80%	22%
Limited English Proficient	267	68%	62%	2%	233	60%	46%	3%
Economically Disadvantaged	1900	90%	87%	27%	1537	88%	82%	24%
Not Disadvantaged	1471	78%	76%	18%	1748	79%	74%	18%
Migrant								
Not Migrant	3371	84%	82%	23%	3285	83%	77%	21%

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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

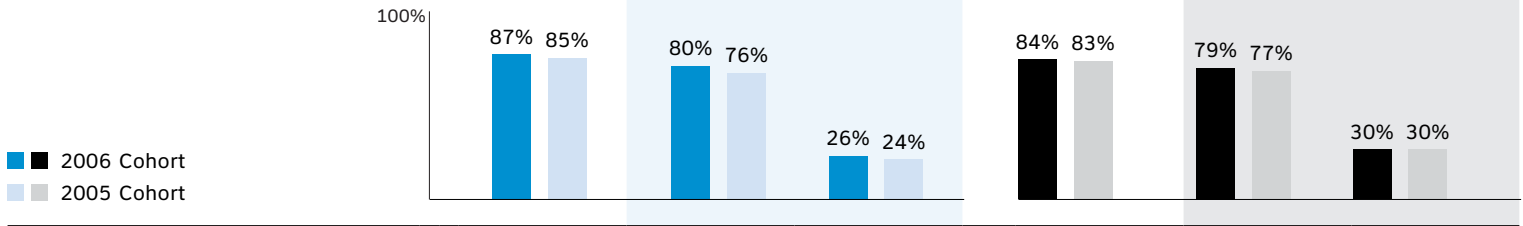
### NY State Public

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
<b>All Students</b>	<b>3371</b>	<b>87%</b>	<b>80%</b>	<b>26%</b>	<b>3285</b>	<b>85%</b>	<b>76%</b>	<b>24%</b>
Female	1602	89%	83%	26%	1630	88%	79%	25%
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American Indian or Alaska Native	12	-	-	-	10	-	-	-
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Not Migrant	3371	87%	80%	26%	3285	85%	76%	24%

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