



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #29**

District ID **34-29-00-01-0000**

Superintendent **LENON MURRAY**

Telephone **(718) 264-3146**

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	453	495	506
Kindergarten	2104	2063	2359
Grade 1	2444	2497	2647
Grade 2	2347	2415	2641
Grade 3	2397	2412	2644
Grade 4	2377	2372	2638
Grade 5	2423	2403	2633
Grade 6	2401	2328	2499
Ungraded Elementary	1196	1359	95
Grade 7	2424	2397	2622
Grade 8	2505	2398	2709
Grade 9	1198	1087	1198
Grade 10	964	897	941
Grade 11	657	758	789
Grade 12	469	622	685
Ungraded Secondary	497	643	25
Total K-12	26403	26651	27125

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	24	25	25
Grade 8			
English	28	29	30
Mathematics	29	29	30
Science	29	29	29
Social Studies	28	30	30
Grade 10			
English	27	27	28
Mathematics	27	29	26
Science	26	29	27
Social Studies	27	28	28

Enrollment Information

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

Average Class Size Information

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

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	16419	62%	17253	65%	17456	64%
Reduced-Price Lunch	3041	12%	3001	11%	2837	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1834	7%	1895	7%	1957	7%
Racial/Ethnic Origin						
American Indian or Alaska Native	181	1%	188	1%	185	1%
Black or African American	19014	72%	18948	71%	19168	71%
Hispanic or Latino	3334	13%	3417	13%	3429	13%
Asian or Native Hawaiian/Other Pacific Islander	3328	13%	3452	13%	3674	14%
White	546	2%	646	2%	669	2%
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	893	3%	1094	4%	1104	4%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2007-08	2008-09	2009-10
Total Number of Teachers	1864	1861	1774
Percent with No Valid Teaching Certificate	2%	1%	1%
Percent Teaching Out of Certification	8%	5%	5%
Percent with Fewer Than Three Years of Experience	10%	7%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	42%	45%	49%
Total Number of Core Classes	3344	3308	3589
Percent Not Taught by Highly Qualified Teachers in This District	11%	6%	5%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	4171	4059	4435
Percent Taught by Teachers Without Appropriate Certification	11%	8%	7%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		13%	19%
Turnover Rate of All Teachers		12%	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 6)

ELA	Improvement (Year 6)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2008–09	2009–10	2010–11
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓ ^{SH}	✓	✓
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	✗ 8 of 10	✓ 10 of 10	✓ 1 of 1	✗ 4 of 6	✗ 5 of 6	✓ 1 of 1

AYP Status


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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts
































Accountability Status for This Subject (2010–11)  Improvement (Year 6)

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




Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be In Need of Improvement (Year 7) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will remain In Need of Improvement (Year 6) in 2011-12. [210]

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 (16599:15403)			99%		161	154	
Ethnicity							
American Indian or Alaska Native (115:107)			98%		154	145	
Black or African American (11652:10882)			99%		158	154	
Hispanic or Latino (2198:1972)			99%		159	153	
Asian or Native Hawaiian/Other Pacific Islander (2238:2081)			100%		173	153	
White (336:311)			99%		165	149	
Multiracial (60:50)			98%		158	142	
Other Groups							
Students with Disabilities (3082:2853)			97%		127	153	135 93
Limited English Proficient (1172:1260)			99%		141	152	150 108
Economically Disadvantaged (14151:13091)			99%		160	154	
Final AYP Determination	 8 of 10						
Non-Accountability Groups							
Female (8103:7552)			99%		167	154	
Male (8496:7851)			99%		154	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 (16616:15498)			99%		175	134	
Ethnicity							
American Indian or Alaska Native (115:108)			97%		182	125	
Black or African American (11662:10899)			99%		172	134	
Hispanic or Latino (2194:2001)			99%		174	133	
Asian or Native Hawaiian/Other Pacific Islander (2247:2128)			100%		188	133	
White (337:311)			99%		183	129	
Multiracial (61:51)			98%		173	122	
Other Groups							
Students with Disabilities (3083:2850)			97%		143	133	
Limited English Proficient (1180:1374)			99%		160	132	
Economically Disadvantaged (14167:13176)			99%		175	134	
Final AYP Determination	 10 of 10						
Non-Accountability Groups							
Female (8110:7601)			99%		178	134	
Male (8506:7897)			99%		171	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 (5606:5089)		Qualified		96%		158	100	
Ethnicity								
American Indian or Alaska Native (42:40)		Qualified		98%		165	100	
Black or African American (3914:3556)		Qualified		96%		154	100	
Hispanic or Latino (768:677)		Qualified		96%		158	100	
Asian or Native Hawaiian/Other Pacific Islander (766:713)		Qualified		98%		175	100	
White (100:91)		Qualified		98%		173	100	
Multiracial (16:12)		—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (1040:913)		Qualified		93%		132	100	
Limited English Proficient (413:454)		Qualified		96%		135	100	
Economically Disadvantaged (4684:4255)		Qualified		97%		159	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (2691:2466)				97%		161	100	
Male (2915:2623)				96%		155	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)  Improvement (Year 6)

Accountability Measures 4 of 6 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be In Need of Improvement (Year 7) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will remain In Need of Improvement (Year 6) in 2011-12. [210]

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 (782:801)			99%		170	173	170 173
Ethnicity							
American Indian or Alaska Native (1:6)	—	—	—	—	—	—	—
Black or African American (659:673)			100%		168	173	169‡ 171
Hispanic or Latino (71:72)			99%		169	166	
Asian or Native Hawaiian/Other Pacific Islander (38:37)		—	—		200	161	
White (6:7)	—	—	—	—	—	—	—
Multiracial (7:6)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (81:138)			98%		101	168	122‡ 111
Limited English Proficient (17:23)	—	—	—	—	—	—	—
Economically Disadvantaged (523:539)			99%		176	172	
Final AYP Determination	 4 of 6						
Non-Accountability Groups							
Female (378:384)			100%		177	171	
Male (404:417)			99%		163	172	
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 for This Subject (2010–11)  Good Standing

Accountability Measures 5 of 6 Student groups making AYP in mathematics
 Did not make AYP

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

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (782:801)			99%		170	169	
Ethnicity							
American Indian or Alaska Native (1:6)	—	—	—	—	—	—	—
Black or African American (659:673)			100%		169	169	
Hispanic or Latino (71:72)			99%		172	162	
Asian or Native Hawaiian/Other Pacific Islander (38:37)		—	—		184	157	
White (6:7)	—	—	—	—	—	—	—
Multiracial (7:6)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (81:138)			98%		107	164	116 [‡] 116
Limited English Proficient (17:23)	—	—	—	—	—	—	—
Economically Disadvantaged (523:539)			99%		176	168	
Final AYP Determination	 5 of 6						
Non-Accountability Groups							
Female (378:384)			99%		174	167	
Male (404:417)			99%		166	168	
Migrant (0:0)							

Symbols

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

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









Graduation Rate

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

Accountability Measures 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
Accountability Groups						
All Students (855)			66%	80%	65%	69%
Ethnicity						
American Indian or Alaska Native (4)		—	—	—		
Black or African American (698)			65%	80%	66%	68%
Hispanic or Latino (87)			59%	80%	60%	63%
Asian or Native Hawaiian/Other Pacific Islander (46)			80%	80%		
White (9)		—	—	—		
Multiracial (11)		—	—	—		
Other Groups						
Students with Disabilities (159)			20%	80%	34%	32%
Limited English Proficient (25)		—	—	—		
Economically Disadvantaged (475)			76%	80%	72%	77%
Final AYP Determination	 1 of 1					
Non-Accountability Groups						
Female (424)			75%	80%		
Male (431)			57%	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 **72%** 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 #29**

District ID **34-29-00-01-0000**

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

36 schools identified 88% of total

CYNTHIA JENKINS SCHOOL
EXCELSIOR PREPARATORY HIGH SCHOOL
GEORGE WASHINGTON CARVER HIGH SCHOOL
HUMANITIES AND ARTS MAGNET HIGH SCHOOL
IS 231 MAGNETECH 2000
IS 59 SPRINGFIELD GARDENS
JEAN NUZZI INTERMEDIATE SCHOOL
LAW, GOVERNMENT AND COMMUNITY MAGNET SCHOOL
MATH/SCIENCE RESEARCH TECHNICAL CTR
PATHWAYS COLLEGE PREPARATORY SCHOOL
PREPARATORY ACADEMY FOR WRITERS
PS 118 LORRAINE HANSBERRY
PS 131 ABIGAIL ADAMS
PS 132 RALPH BUNCHE
PS 134 HOLLIS
PS 136 ROY WILKINS
PS 138 SUNRISE
PS 15 JACKIE ROBINSON
PS 156 LAURELTON
PS 176 CAMBRIA HEIGHTS
PS 181 BROOKFIELD
PS 195 WILLIAM HABERLE
PS 251 QUEENS
PS 33 EDWARD M FUNK
PS 34 JOHN HARVARD
PS 35 NATHANIEL WOODHULL
PS 36 ST ALBANS SCHOOL
PS 38 ROSEDALE
PS 95 EASTWOOD
PS/IS 208
PS/IS 268
PS/IS 295
PS/MS 147 RONALD MCNAIR
QUEENS PREPARATORY ACADEMY
THE BELLAIRE SCHOOL
THE GORDON PARKS SCHOOL

Improvement (year 1) Basic

1 school identified 2% of total

PS 52 QUEENS

Improvement (year 1) Comprehensive

1 school identified 2% of total

BUSINESS/COMPUTER APPLICATIONS HIGH SCHOOL

Corrective Action (year 1) Focused

1 school identified 2% of total

PS/IS 116 WILLIAM C HUGHLEY

Restructuring (year 2) Comprehensive

1 school identified 2% of total

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

District ID **34-29-00-01-0000**

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

Restructuring (year 2) Comprehensive (continued)

IS 192 THE LINDEN

Restructuring (advanced) Focused

1 school identified 2% of total

IS 238 SUSAN B ANTHONY

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

District ID **34-29-00-01-0000**

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	46%			2664
Grade 4	40%			2648
Grade 5	41%			2698
Grade 6	35%			2544
Grade 7	34%			2645
Grade 8	36%			2715

Mathematics			
Grade 3	47%		2708
Grade 4	48%		2705
Grade 5	50%		2746
Grade 6	42%		2593
Grade 7	42%		2687
Grade 8	35%		2738

Science			
Grade 4	79%		2682
Grade 8	50%		2570

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	71%			916
Mathematics	69%			916

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.

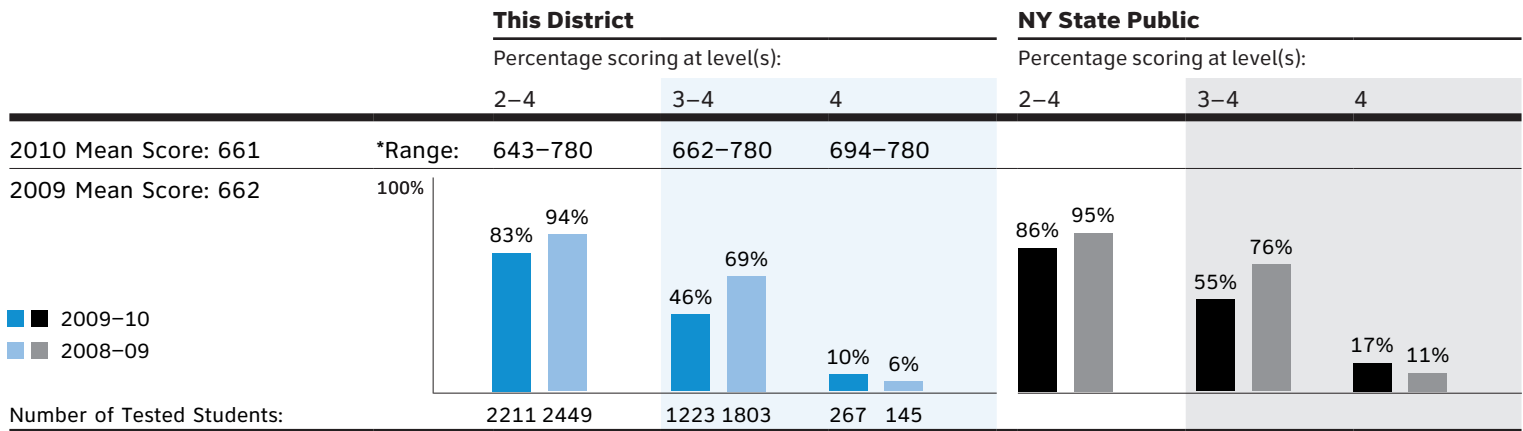
In this section, this district's performance is compared with that of public schools statewide.

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	2664	83%	46%	10%	2605	94%	69%	6%
Female	1344	88%	52%	11%	1281	96%	77%	7%
Male	1320	78%	40%	9%	1324	92%	62%	4%
American Indian or Alaska Native	17	82%	24%	0%	21	86%	57%	10%
Black or African American	1801	82%	44%	9%	1778	94%	68%	4%
Hispanic or Latino	303	82%	43%	8%	329	91%	62%	6%
Asian or Native Hawaiian/Other Pacific Islander	418	89%	57%	18%	388	98%	82%	10%
White	108	82%	42%	8%	74	95%	69%	3%
Multiracial	17	82%	59%	6%	15	93%	60%	7%
Small Group Totals								
General-Education Students	2247	89%	52%	12%	2190	98%	76%	6%
Students with Disabilities	417	49%	14%	2%	415	75%	32%	1%
English Proficient	2452	84%	47%	11%	2420	95%	71%	6%
Limited English Proficient	212	69%	31%	3%	185	86%	43%	0%
Economically Disadvantaged	2396	83%	45%	10%	2264	94%	68%	5%
Not Disadvantaged	268	85%	50%	13%	341	96%	77%	7%
Migrant								
Not Migrant	2664	83%	46%	10%	2605	94%	69%	6%

NOTES

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

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

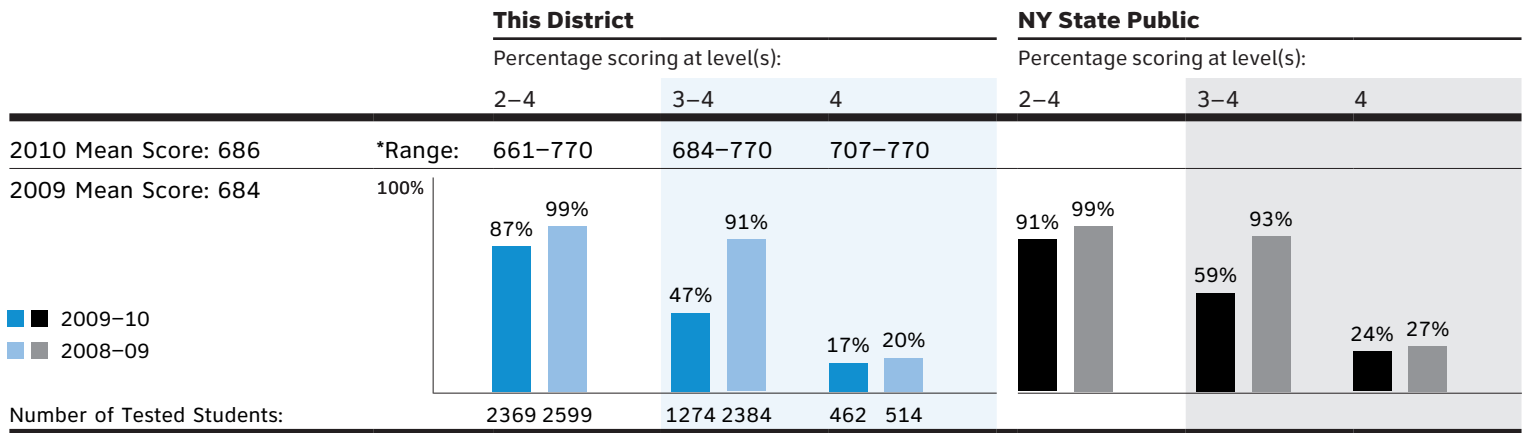
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	44	43	42	37	49	46	42	40
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	39	N/A	N/A	N/A	34	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	39	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	2708	87%	47%	17%	2631	99%	91%	20%
Female	1368	89%	48%	17%	1291	99%	92%	21%
Male	1340	86%	46%	17%	1340	98%	90%	18%
American Indian or Alaska Native	17	82%	41%	0%	21	90%	86%	19%
Black or African American	1823	86%	42%	13%	1783	99%	90%	16%
Hispanic or Latino	310	87%	40%	12%	332	99%	90%	16%
Asian or Native Hawaiian/Other Pacific Islander	431	94%	72%	36%	406	100%	97%	37%
White	109	90%	58%	20%	74	99%	86%	20%
Multiracial	18	83%	50%	17%	15	93%	80%	7%
Small Group Totals								
General-Education Students	2286	91%	51%	19%	2219	100%	94%	22%
Students with Disabilities	422	69%	24%	5%	412	95%	73%	6%
English Proficient	2456	89%	48%	18%	2412	99%	91%	20%
Limited English Proficient	252	77%	34%	9%	219	96%	81%	10%
Economically Disadvantaged	2436	87%	46%	17%	2290	99%	90%	19%
Not Disadvantaged	272	90%	57%	19%	341	99%	94%	25%
Migrant								
Not Migrant	2708	87%	47%	17%	2631	99%	91%	20%

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 3 Equivalent	43	43	42	35	50	49	46	36

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: 664	*Range: 637-775	668-775	720-775			
2009 Mean Score: 662						
Number of Tested Students:	2349	2465	1066	1794	68	107

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	2648	89%	40%	3%	2597	95%	69%	4%
Female	1311	92%	45%	4%	1297	97%	74%	5%
Male	1337	86%	35%	1%	1300	93%	64%	3%
American Indian or Alaska Native	17	94%	41%	6%	20	90%	60%	5%
Black or African American	1808	87%	38%	1%	1781	94%	68%	3%
Hispanic or Latino	332	88%	38%	2%	348	95%	66%	3%
Asian or Native Hawaiian/Other Pacific Islander	419	96%	55%	8%	369	98%	78%	10%
White	59	85%	32%	0%	66	95%	79%	3%
Multiracial	13	92%	38%	8%	13	92%	77%	0%
Small Group Totals								
General-Education Students	2205	94%	46%	3%	2169	99%	77%	5%
Students with Disabilities	443	64%	11%	1%	428	75%	30%	0%
English Proficient	2465	90%	42%	3%	2449	95%	71%	4%
Limited English Proficient	183	74%	17%	0%	148	86%	37%	0%
Economically Disadvantaged	2363	89%	40%	3%	2281	95%	69%	4%
Not Disadvantaged	285	87%	45%	2%	316	96%	72%	4%
Migrant								
Not Migrant	2648	89%	40%	3%	2597	95%	69%	4%

NOTES

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

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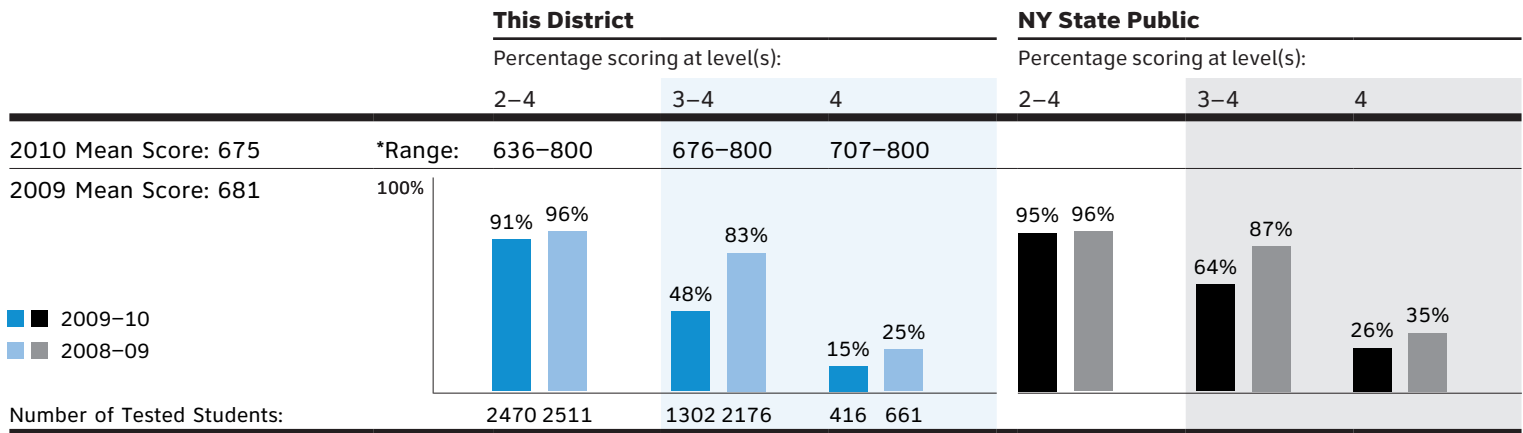
Other

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	56	55	54	49	54	53	51	49
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	48	N/A	N/A	N/A	28	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	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 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	2705	91%	48%	15%	2628	96%	83%	25%
Female	1340	93%	49%	15%	1313	96%	85%	26%
Male	1365	90%	48%	15%	1315	95%	81%	25%
American Indian or Alaska Native	17	94%	59%	29%	20	95%	80%	15%
Black or African American	1829	90%	43%	12%	1791	95%	80%	21%
Hispanic or Latino	347	88%	45%	14%	356	96%	85%	25%
Asian or Native Hawaiian/Other Pacific Islander	441	98%	71%	32%	384	99%	94%	43%
White	58	91%	53%	12%	64	95%	88%	28%
Multiracial	13	92%	46%	31%	13	92%	85%	46%
Small Group Totals								
General-Education Students	2256	94%	53%	18%	2199	98%	88%	29%
Students with Disabilities	449	76%	22%	4%	429	81%	55%	5%
English Proficient	2471	93%	50%	16%	2444	96%	84%	26%
Limited English Proficient	234	77%	28%	4%	184	89%	72%	11%
Economically Disadvantaged	2418	91%	47%	15%	2310	96%	83%	25%
Not Disadvantaged	287	91%	54%	18%	318	95%	84%	29%
Migrant								
Not Migrant	2705	91%	48%	15%	2628	96%	83%	25%

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.

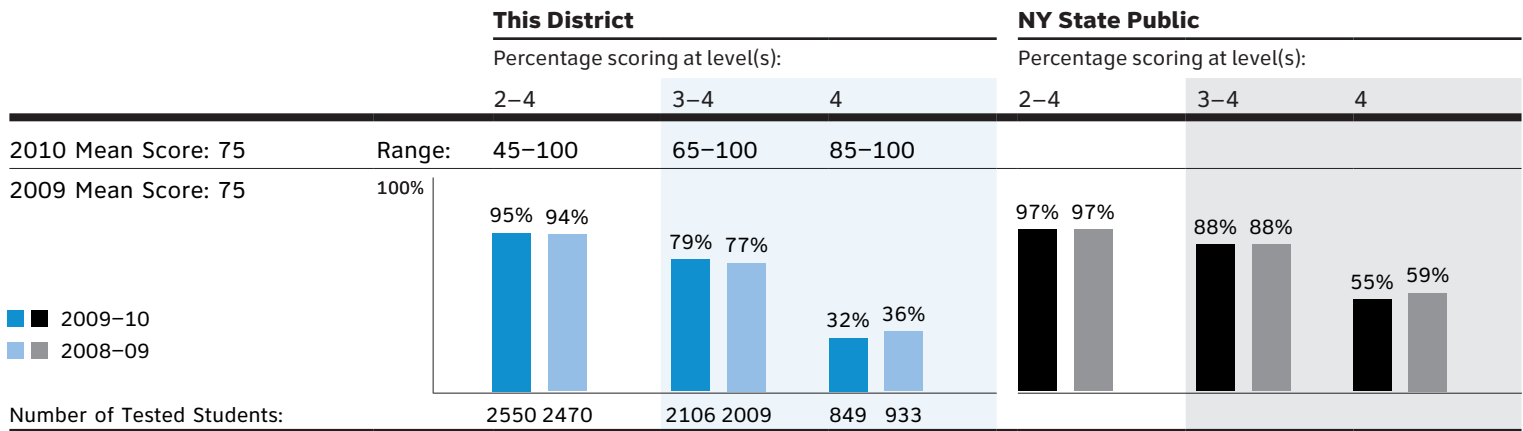
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	56	56	55	45	54	53	51	42

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	2682	95%	79%	32%	2615	94%	77%	36%
Female	1329	95%	80%	31%	1303	95%	78%	36%
Male	1353	95%	78%	32%	1312	94%	75%	35%
American Indian or Alaska Native	17	94%	76%	41%	20	85%	65%	30%
Black or African American	1809	95%	76%	29%	1778	94%	74%	31%
Hispanic or Latino	346	94%	78%	27%	350	95%	77%	34%
Asian or Native Hawaiian/Other Pacific Islander	440	98%	89%	46%	390	96%	88%	56%
White	58	95%	78%	41%	64	97%	88%	44%
Multiracial	12	92%	75%	25%	13	92%	77%	46%
Small Group Totals								
General-Education Students	2240	96%	82%	35%	2195	96%	81%	40%
Students with Disabilities	442	90%	60%	12%	420	87%	54%	15%
English Proficient	2449	96%	81%	34%	2433	95%	78%	37%
Limited English Proficient	233	84%	54%	8%	182	84%	58%	15%
Economically Disadvantaged	2396	95%	78%	30%	2300	94%	76%	35%
Not Disadvantaged	286	94%	84%	43%	315	95%	83%	41%
Migrant								
Not Migrant	2682	95%	79%	32%	2615	94%	77%	36%

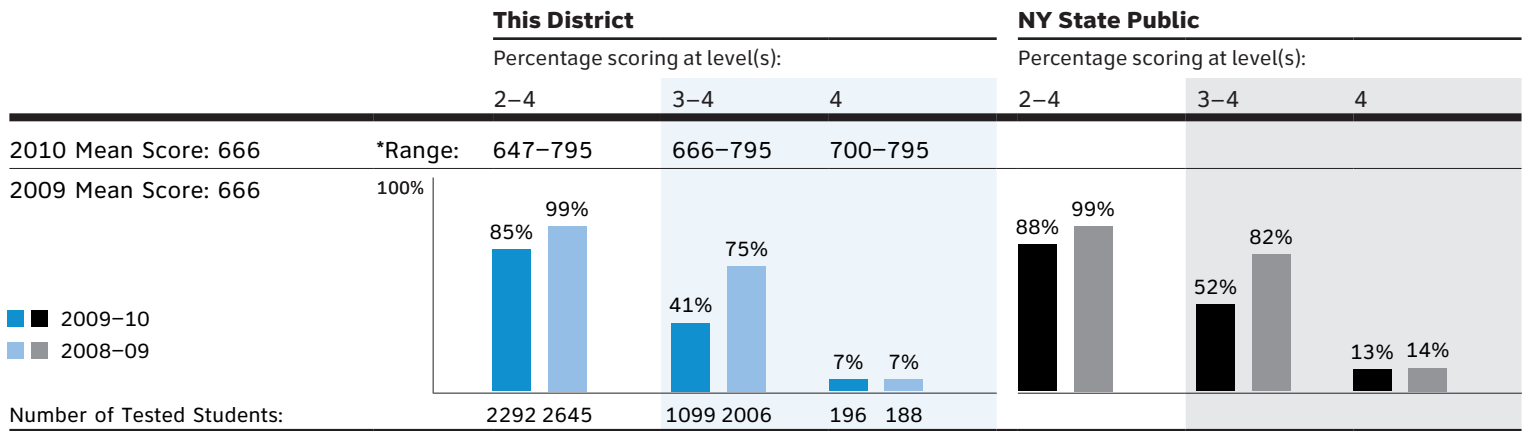
NOTES

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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 4 Equivalent	56	55	55	53	54	54	53	51

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	2698	85%	41%	7%	2665	99%	75%	7%
Female	1329	88%	46%	9%	1328	99%	79%	8%
Male	1369	82%	35%	6%	1337	99%	72%	6%
American Indian or Alaska Native	18	78%	61%	11%	18	100%	78%	6%
Black or African American	1857	83%	36%	5%	1873	99%	74%	6%
Hispanic or Latino	352	85%	37%	5%	351	98%	71%	8%
Asian or Native Hawaiian/Other Pacific Islander	408	92%	62%	16%	373	100%	83%	11%
White	49	90%	47%	16%	38	100%	84%	8%
Multiracial	14	79%	43%	7%	12	100%	92%	8%
Small Group Totals								
General-Education Students	2225	90%	47%	9%	2184	100%	82%	8%
Students with Disabilities	473	61%	12%	1%	481	96%	44%	1%
English Proficient	2554	86%	42%	8%	2524	99%	77%	7%
Limited English Proficient	144	66%	16%	0%	141	96%	41%	0%
Economically Disadvantaged	2406	85%	41%	8%	2318	99%	75%	7%
Not Disadvantaged	292	83%	41%	5%	347	99%	77%	8%
Migrant								
Not Migrant	2698	85%	41%	7%	2665	99%	75%	7%

NOTES

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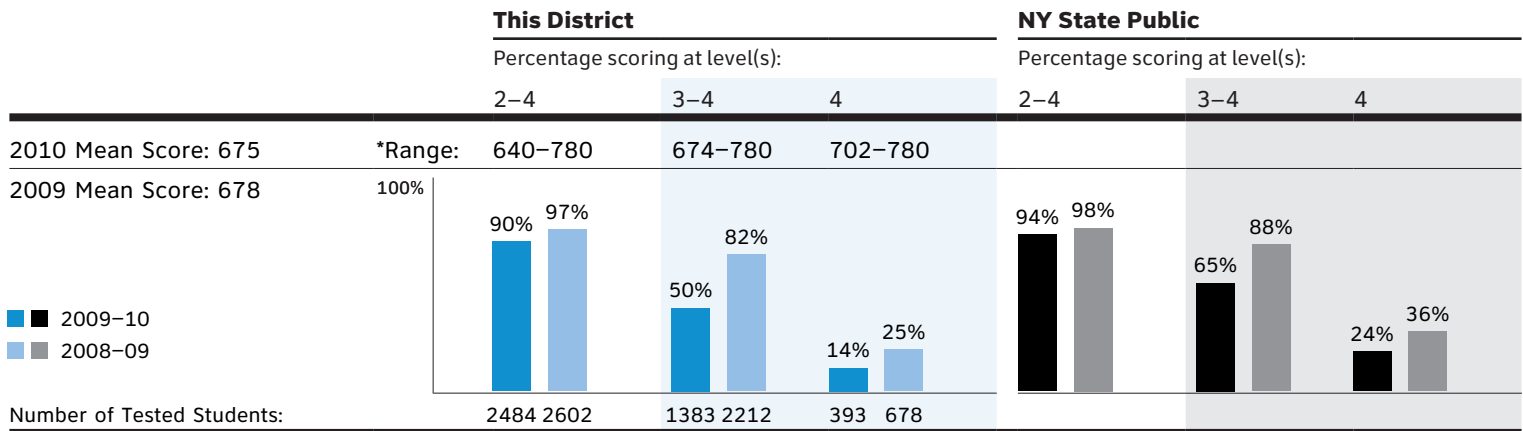
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	58	56	54	48	48	43	42	33
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	45	N/A	N/A	N/A	24	N/A	N/A	N/A
Total					Total			
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
All Students	2746	90%	50%	14%	2685	97%	82%	25%
Female	1350	91%	52%	14%	1329	98%	84%	26%
Male	1396	90%	49%	15%	1356	96%	80%	24%
American Indian or Alaska Native	18	94%	56%	11%	18	94%	89%	22%
Black or African American	1879	89%	43%	9%	1877	96%	80%	21%
Hispanic or Latino	363	91%	55%	14%	358	98%	84%	25%
Asian or Native Hawaiian/Other Pacific Islander	420	97%	75%	35%	382	98%	93%	48%
White	50	88%	68%	22%	38	97%	89%	26%
Multiracial	16	81%	50%	25%	12	92%	83%	17%
Small Group Totals								
General-Education Students	2271	94%	56%	17%	2207	99%	88%	29%
Students with Disabilities	475	73%	24%	3%	478	88%	55%	6%
English Proficient	2554	92%	52%	15%	2519	97%	83%	27%
Limited English Proficient	192	76%	26%	3%	166	94%	67%	6%
Economically Disadvantaged	2449	90%	51%	14%	2332	97%	82%	25%
Not Disadvantaged	297	92%	47%	13%	353	96%	82%	24%
Migrant								
Not Migrant	2746	90%	50%	14%	2685	97%	82%	25%

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	58	58	57	48	47	44	42	32

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: 656	*Range: 644-785	662-785	694-785			
2009 Mean Score: 661						
Number of Tested Students:	2122	2557	901	1873	48	116

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	2544	83%	35%	2%	2564	100%	73%	5%
Female	1271	87%	39%	2%	1267	100%	80%	6%
Male	1273	79%	32%	1%	1297	100%	66%	3%
American Indian or Alaska Native	19	84%	26%	0%	16	-	-	-
Black or African American	1877	83%	34%	2%	1897	100%	72%	4%
Hispanic or Latino	335	81%	34%	1%	342	100%	72%	4%
Asian or Native Hawaiian/Other Pacific Islander	276	88%	47%	4%	287	100%	82%	11%
White	31	87%	52%	3%	19	95%	68%	0%
Multiracial	6	100%	67%	0%	3	-	-	-
Small Group Totals					19	95%	63%	5%
General-Education Students	2082	90%	41%	2%	2106	100%	80%	5%
Students with Disabilities	462	54%	9%	1%	458	98%	42%	0%
English Proficient	2440	85%	37%	2%	2466	100%	75%	5%
Limited English Proficient	104	53%	2%	0%	98	100%	33%	0%
Economically Disadvantaged	2122	83%	35%	2%	2133	100%	72%	4%
Not Disadvantaged	422	86%	40%	2%	431	99%	77%	5%
Migrant								
Not Migrant	2544	83%	35%	2%	2564	100%	73%	5%

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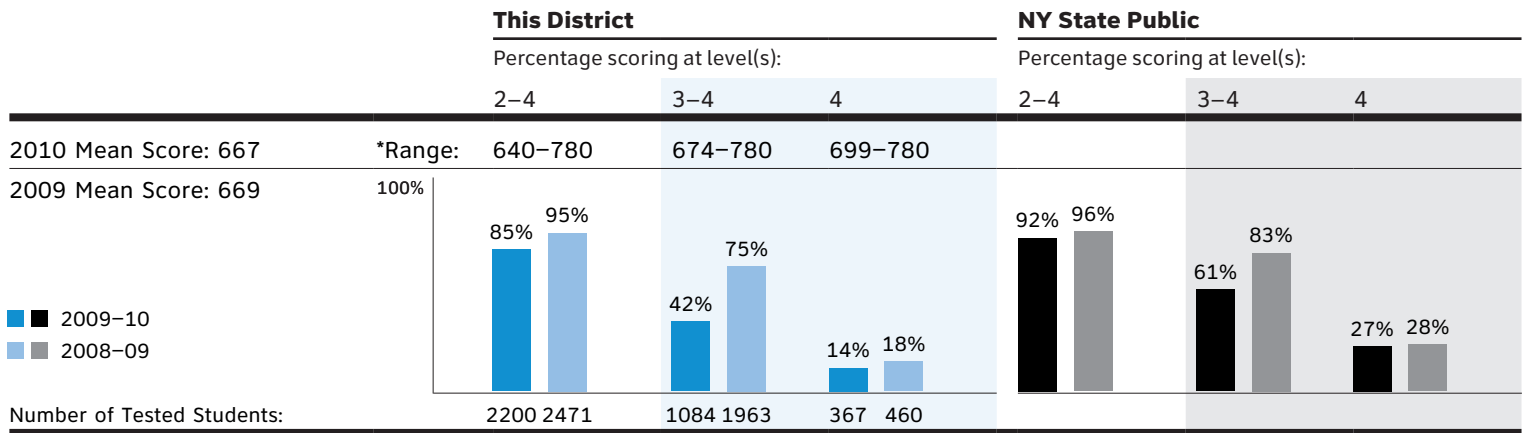
Other

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 6 Equivalent	51	51	49	44	39	37	35	29
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	43	N/A	N/A	N/A	30	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	44	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	2593	85%	42%	14%	2606	95%	75%	18%
Female	1290	88%	44%	16%	1283	96%	80%	20%
Male	1303	82%	40%	13%	1323	93%	71%	16%
American Indian or Alaska Native	20	90%	50%	20%	16	-	-	-
Black or African American	1896	84%	38%	11%	1913	95%	74%	14%
Hispanic or Latino	346	85%	43%	14%	357	94%	75%	19%
Asian or Native Hawaiian/Other Pacific Islander	294	92%	64%	32%	297	95%	87%	36%
White	31	94%	48%	10%	20	90%	80%	20%
Multiracial	6	100%	83%	0%	3	-	-	-
Small Group Totals					19	84%	63%	21%
General-Education Students	2131	90%	48%	17%	2151	97%	83%	21%
Students with Disabilities	462	62%	15%	2%	455	83%	40%	2%
English Proficient	2444	86%	44%	15%	2471	96%	78%	18%
Limited English Proficient	149	61%	13%	1%	135	72%	35%	2%
Economically Disadvantaged	2169	85%	42%	14%	2168	95%	75%	17%
Not Disadvantaged	424	85%	42%	16%	438	96%	78%	21%
Migrant								
Not Migrant	2593	85%	42%	14%	2606	95%	75%	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 6 Equivalent	51	51	48	42	39	39	37	32

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: 659	*Range: 642-790	664-790	698-790			
2009 Mean Score: 658						
Number of Tested Students:	2274	2608	901	1891	114	53

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	2645	86%	34%	4%	2624	99%	72%	2%
Female	1297	90%	41%	6%	1253	100%	78%	3%
Male	1348	82%	27%	3%	1371	99%	67%	1%
American Indian or Alaska Native	13	-	-	-	22	-	-	-
Black or African American	1931	86%	32%	4%	1904	99%	71%	2%
Hispanic or Latino	362	83%	36%	5%	370	98%	71%	2%
Asian or Native Hawaiian/Other Pacific Islander	309	90%	42%	8%	294	100%	78%	3%
White	26	92%	50%	8%	32	100%	75%	0%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	17	94%	41%	12%	24	100%	83%	4%
General-Education Students	2205	90%	39%	5%	2162	100%	79%	2%
Students with Disabilities	440	64%	9%	1%	462	98%	39%	0%
English Proficient	2530	88%	36%	5%	2489	100%	74%	2%
Limited English Proficient	115	45%	2%	0%	135	95%	27%	0%
Economically Disadvantaged	2186	86%	33%	4%	2075	99%	71%	2%
Not Disadvantaged	459	88%	39%	6%	549	99%	76%	2%
Migrant								
Not Migrant	2645	86%	34%	4%	2624	99%	72%	2%

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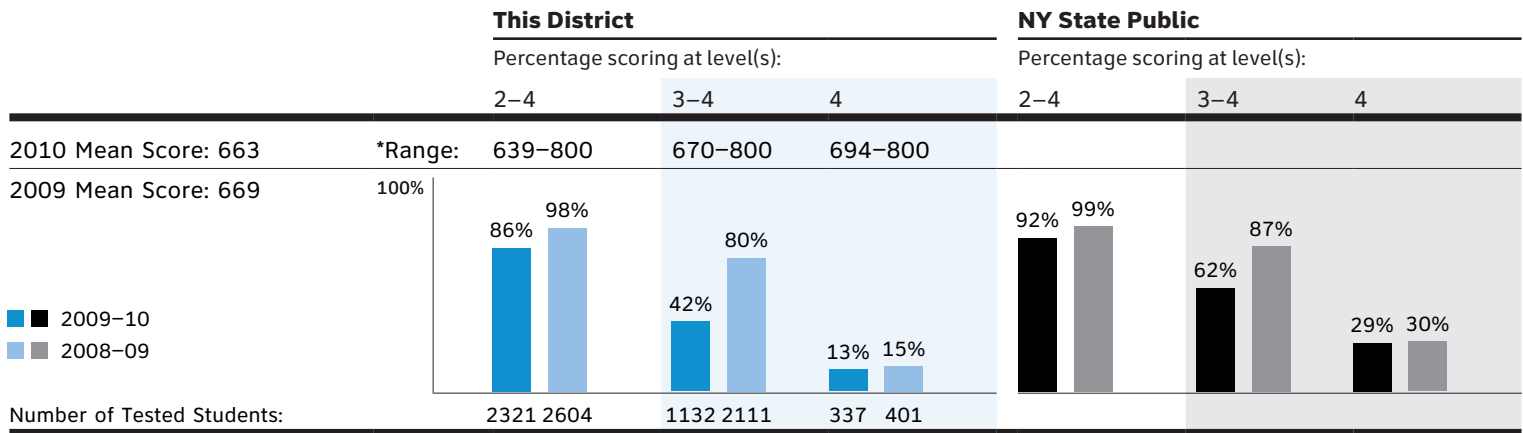
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Other Assessments

	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	42	42	41	38	43	42	36	36
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	40	N/A	N/A	N/A	20	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	42	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2687	86%	42%	13%	2650	98%	80%	15%
Female	1321	89%	45%	14%	1273	99%	81%	17%
Male	1366	84%	39%	11%	1377	98%	79%	13%
American Indian or Alaska Native	13	-	-	-	22	-	-	-
Black or African American	1953	85%	39%	10%	1906	98%	78%	12%
Hispanic or Latino	371	87%	43%	12%	387	98%	79%	17%
Asian or Native Hawaiian/Other Pacific Islander	319	92%	62%	27%	303	99%	87%	32%
White	27	85%	52%	22%	30	100%	87%	27%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	17	94%	65%	29%	24	100%	92%	25%
General-Education Students	2250	90%	47%	15%	2191	99%	85%	18%
Students with Disabilities	437	65%	15%	2%	459	95%	52%	3%
English Proficient	2528	88%	44%	13%	2488	99%	81%	16%
Limited English Proficient	159	57%	10%	1%	162	92%	54%	5%
Economically Disadvantaged	2224	86%	42%	12%	2094	98%	79%	15%
Not Disadvantaged	463	86%	45%	14%	556	98%	82%	16%
Migrant								
Not Migrant	2687	86%	42%	13%	2650	98%	80%	15%

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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	42	42	42	32	42	39	37	23

This District's Results in Grade 8 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: 650	*Range: 627-790	658-790	699-790			
2009 Mean Score: 652						
Number of Tested Students:	2380	2596	974	1470	58	38

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	2715	88%	36%	2%	2642	98%	56%	1%
Female	1290	90%	43%	3%	1285	99%	65%	2%
Male	1425	85%	30%	1%	1357	98%	46%	1%
American Indian or Alaska Native	23	-	-	-	16	100%	56%	0%
Black or African American	1963	88%	34%	2%	1920	98%	55%	1%
Hispanic or Latino	388	85%	35%	2%	353	97%	48%	1%
Asian or Native Hawaiian/Other Pacific Islander	303	89%	47%	4%	305	99%	69%	5%
White	35	86%	49%	9%	40	100%	50%	3%
Multiracial	3	-	-	-	8	100%	63%	0%
Small Group Totals	26	96%	38%	0%				
General-Education Students	2254	93%	42%	3%	2202	100%	62%	2%
Students with Disabilities	461	61%	7%	0%	440	92%	21%	0%
English Proficient	2578	90%	38%	2%	2529	99%	58%	2%
Limited English Proficient	137	48%	5%	0%	113	91%	11%	0%
Economically Disadvantaged	2144	88%	35%	2%	1979	98%	54%	1%
Not Disadvantaged	571	88%	37%	2%	663	98%	59%	2%
Migrant								
Not Migrant	2715	88%	36%	2%	2642	98%	56%	1%

NOTES

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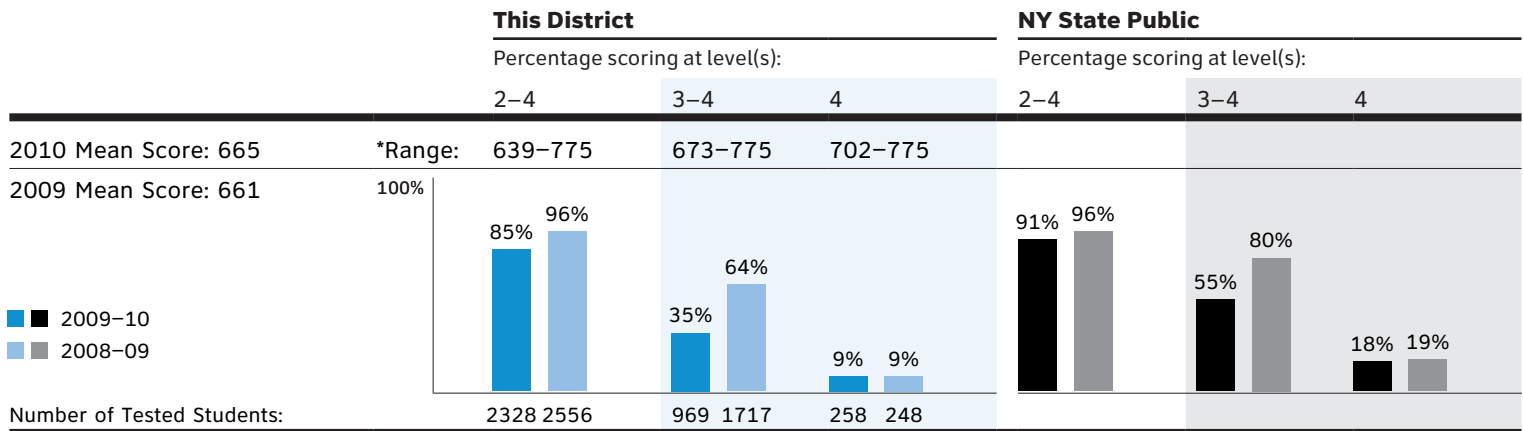
Other

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	44	43	42	37	46	44	44	40
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	32	N/A	N/A	N/A	28	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	34	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	2738	85%	35%	9%	2669	96%	64%	9%
Female	1304	87%	39%	11%	1297	97%	68%	11%
Male	1434	84%	32%	8%	1372	94%	61%	8%
American Indian or Alaska Native	23	-	-	-	17	100%	82%	6%
Black or African American	1972	85%	32%	7%	1928	96%	63%	7%
Hispanic or Latino	394	81%	35%	12%	358	95%	60%	8%
Asian or Native Hawaiian/Other Pacific Islander	311	94%	58%	23%	318	97%	79%	25%
White	35	80%	46%	20%	40	90%	65%	13%
Multiracial	3	-	-	-	8	100%	63%	25%
Small Group Totals	26	88%	35%	12%				
General-Education Students	2281	90%	40%	11%	2234	98%	70%	11%
Students with Disabilities	457	60%	11%	0%	435	85%	33%	0%
English Proficient	2574	87%	37%	10%	2526	96%	66%	10%
Limited English Proficient	164	61%	10%	2%	143	89%	43%	3%
Economically Disadvantaged	2169	86%	35%	9%	1999	96%	65%	10%
Not Disadvantaged	569	83%	37%	9%	670	94%	64%	7%
Migrant								
Not Migrant	2738	85%	35%	9%	2669	96%	64%	9%

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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	44	40	37	26	47	45	43	34

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

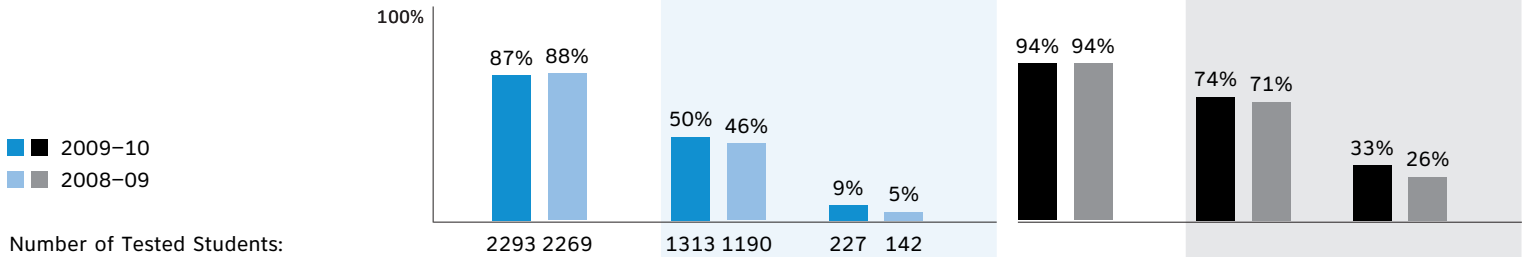
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Number of Tested Students:

2293 2269

1313 1190

227 142

Results by Student Group

2009-10 School Year

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

2008-09 School Year

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

	2009-10 School Year				2008-09 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	2570	88%	50%	9%	2557	88%	46%	6%
Female	1222	90%	51%	8%	1248	90%	48%	5%
Male	1348	85%	49%	9%	1309	86%	44%	6%
American Indian or Alaska Native	23	-	-	-	17	94%	59%	12%
Black or African American	1844	87%	47%	8%	1832	88%	45%	5%
Hispanic or Latino	369	88%	51%	8%	348	85%	39%	3%
Asian or Native Hawaiian/Other Pacific Islander	299	92%	64%	16%	315	91%	57%	10%
White	33	91%	73%	12%	38	82%	47%	11%
Multiracial	2	-	-	-	7	86%	71%	0%
Small Group Totals	25	88%	64%	0%				
General-Education Students	2149	91%	55%	10%	2161	92%	51%	6%
Students with Disabilities	421	70%	23%	2%	396	69%	20%	1%
English Proficient	2412	89%	52%	9%	2419	89%	48%	6%
Limited English Proficient	158	62%	17%	1%	138	64%	12%	0%
Economically Disadvantaged	2042	88%	50%	8%	1913	88%	46%	5%
Not Disadvantaged	528	88%	51%	10%	644	89%	47%	7%
Migrant								
Not Migrant	2570	88%	50%	9%	2557	88%	46%	6%

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	44	40	38	37	47	41	40	37
Regents Science	53	42	35	5	28	18	14	1

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

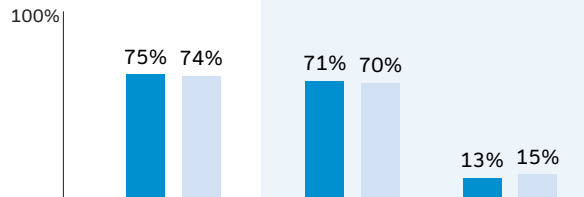
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2006 Cohort
■ 2005 Cohort

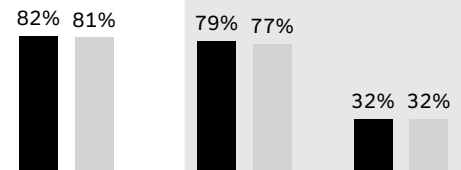
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2005 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	916	75%	71%	13%	846	74%	70%	15%
Female	429	81%	79%	17%	419	81%	77%	19%
Male	487	69%	65%	10%	427	68%	63%	10%
American Indian or Alaska Native	6	83%	67%	0%	4	–	–	–
Black or African American	763	74%	71%	12%	691	74%	69%	14%
Hispanic or Latino	86	71%	65%	12%	87	70%	68%	11%
Asian or Native Hawaiian/Other Pacific Islander	43	86%	86%	21%	46	87%	83%	28%
White	11	82%	82%	18%	8	–	–	–
Multiracial	7	86%	86%	57%	10	100%	100%	30%
Small Group Totals					12	75%	75%	8%
General-Education Students	737	87%	84%	16%	695	85%	81%	18%
Students with Disabilities	179	26%	21%	1%	151	24%	19%	0%
English Proficient	886	76%	73%	13%	821	75%	71%	15%
Limited English Proficient	30	50%	37%	3%	25	48%	40%	0%
Economically Disadvantaged	582	82%	79%	15%	477	83%	78%	16%
Not Disadvantaged	334	63%	58%	10%	369	63%	60%	13%
Migrant								
Not Migrant	916	75%	71%	13%	846	74%	70%	15%

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

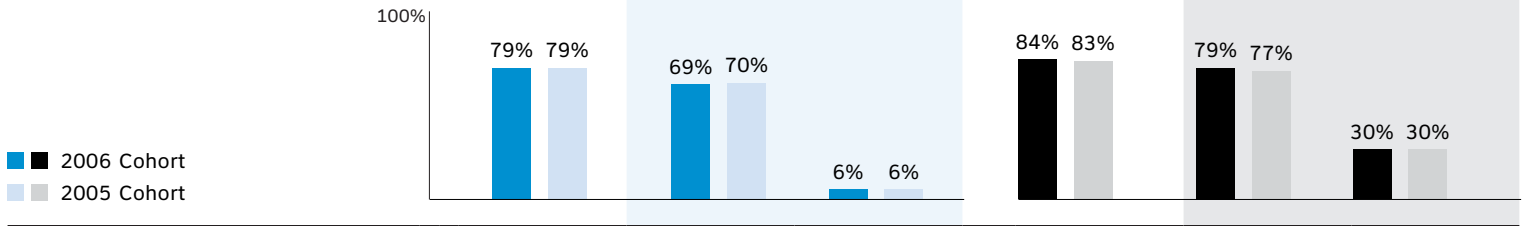
NY State Public

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

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