



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #30**

District ID **34-30-00-01-0000**

Superintendent **PHILIP COMPOSTO**

Telephone **(718) 391-8323**

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	1235	1163	1175
Kindergarten	2758	2808	2968
Grade 1	2990	2937	3203
Grade 2	2849	2824	3110
Grade 3	2663	2714	2961
Grade 4	2716	2620	3007
Grade 5	2666	2714	2977
Grade 6	2914	2851	3215
Ungraded Elementary	1651	1813	200
Grade 7	2740	2654	2964
Grade 8	2693	2753	2987
Grade 9	2639	2445	3397
Grade 10	2643	2610	2930
Grade 11	1945	1933	2086
Grade 12	1518	1501	1851
Ungraded Secondary	1132	1204	91
Total K-12	36517	36381	37947

Average Class Size

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

Enrollment Information

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

Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #30

District ID 34-30-00-01-0000

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	24625	67%	26319	72%	26015	69%
Reduced-Price Lunch	4028	11%	4121	11%	3697	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	8985	25%	8830	24%	8880	23%
Racial/Ethnic Origin						
American Indian or Alaska Native	85	0%	80	0%	77	0%
Black or African American	3359	9%	3138	9%	3115	8%
Hispanic or Latino	19298	53%	19484	54%	20351	54%
Asian or Native Hawaiian/Other Pacific Islander	8156	22%	8095	22%	8466	22%
White	5619	15%	5584	15%	5938	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	1141	3%	1091	3%	1455	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	2657	2644	2582
Percent with No Valid Teaching Certificate	1%	1%	1%
Percent Teaching Out of Certification	9%	6%	5%
Percent with Fewer Than Three Years of Experience	10%	10%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	42%	46%	51%
Total Number of Core Classes	5260	5407	5417
Percent Not Taught by Highly Qualified Teachers in This District	9%	5%	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	6740	6874	6807
Percent Taught by Teachers Without Appropriate Certification	10%	8%	7%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		15%	20%
Turnover Rate of All Teachers		11%	12%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

12th Graders

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

2006 Cohort

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

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuous Enrollment

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation Rate

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

Graduation-Rate Total Cohort

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

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

Limited English Proficient

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

Non-Accountability Groups

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

Useful Terms for Understanding Accountability (continued)

Participation

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

Performance Index (PI)

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

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

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

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

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

Progress Targets

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

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

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

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

Safe Harbor Targets

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

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

Safe Harbor Qualification (*)

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

State Standard

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

Students with Disabilities

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

Test Performance

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

Total

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2010–11)

▲ **Good Standing**

ELA ▲ Good Standing

Science ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2008–09

2009–10

2010–11

YES

YES

YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✗	✓	✗
Ethnicity						
American Indian or Alaska Native	✓	✓		—	—	
Black or African American	✓	✓		✗	✗	
Hispanic or Latino	✓	✓		✗	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✓	
Multiracial	✓	✓		—	—	
Other Groups						
Students with Disabilities	✗	✓		✗	✗	
Limited English Proficient	✗	✓		✗	✓	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✗ 8 of 10	✓ 10 of 10	✓ 1 of 1	✗ 3 of 8	✗ 6 of 8	✗ 0 of 1

AYP Status


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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts































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

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 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 (18431:17309)			100%		168	154	
Ethnicity							
American Indian or Alaska Native (39:37)		—	—		162	139	
Black or African American (1551:1441)			99%		152	152	
Hispanic or Latino (9788:9222)			100%		162	154	
Asian or Native Hawaiian/Other Pacific Islander (4164:3871)			100%		180	153	
White (2847:2703)			99%		180	153	
Multiracial (42:35)			100%		171	139	
Other Groups							
Students with Disabilities (2857:2859)			98%		132	153	140 99
Limited English Proficient (3854:4759)			100%		146	153	153 113
Economically Disadvantaged (17246:16239)			100%		168	154	
Final AYP Determination	 8 of 10						
Non-Accountability Groups							
Female (9131:8596)			100%		171	154	
Male (9300:8713)			99%		165	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 (18433:17579)			100%		186	134	
Ethnicity							
American Indian or Alaska Native (39:37)		—	—		184	119	
Black or African American (1552:1447)			99%		168	132	
Hispanic or Latino (9784:9345)			100%		183	134	
Asian or Native Hawaiian/Other Pacific Islander (4169:3978)			100%		194	133	
White (2847:2736)			99%		192	133	
Multiracial (42:36)			100%		192	119	
Other Groups							
Students with Disabilities (2861:2864)			98%		157	133	
Limited English Proficient (3855:5032)			100%		176	133	
Economically Disadvantaged (17242:16496)			100%		186	134	
Final AYP Determination	 10 of 10						
Non-Accountability Groups							
Female (9134:8722)			100%		187	134	
Male (9299:8857)			100%		185	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 (6086:5770)		Qualified		99%		172	100	
Ethnicity								
American Indian or Alaska Native (17:14)	—	—	—	—	—	—	—	—
Black or African American (517:472)		Qualified		97%		148	100	
Hispanic or Latino (3121:2950)		Qualified		99%		167	100	
Asian or Native Hawaiian/Other Pacific Islander (1427:1371)		Qualified		100%		185	100	
White (988:949)		Qualified		99%		185	100	
Multiracial (16:14)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (927:904)		Qualified		96%		143	100	
Limited English Proficient (1187:1540)		Qualified		99%		156	100	
Economically Disadvantaged (5668:5388)		Qualified		99%		172	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (2962:2817)				99%		172	100	
Male (3124:2953)				99%		173	100	
Migrant (0:0)								


Symbols

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

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

Secondary-Level English Language Arts


























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

Accountability Measures 3 of 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

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

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (2161:2178)			100%		174	175	168 [‡] 177
Ethnicity							
American Indian or Alaska Native (1:2)	—	—	—	—	—	—	—
Black or African American (229:255)			100%		156	170	151 [‡] 160
Hispanic or Latino (1018:1039)			100%		170	174	161 [‡] 173
Asian or Native Hawaiian/Other Pacific Islander (520:490)			100%		183	172	
White (391:389)			100%		188	171	
Multiracial (2:3)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (180:265)			98%		117	170	99 [‡] 125
Limited English Proficient (388:486)			100%		152	172	145 [‡] 157
Economically Disadvantaged (1739:1757)			100%		177	174	
Final AYP Determination	 3 of 8						
Non-Accountability Groups							
Female (1073:1076)			100%		183	174	
Male (1088:1102)			100%		166	174	
Migrant (0:0)							


Symbols

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

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


























Secondary-Level Mathematics

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

Accountability Measures 6 of 8 Student groups making AYP in mathematics
 Did not make AYP

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

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (2161:2178)			100%		178	171	
Ethnicity							
American Indian or Alaska Native (1:2)	—	—	—	—	—	—	—
Black or African American (229:255)			100%		156	166	151 [‡] 160
Hispanic or Latino (1018:1039)			100%		173	170	
Asian or Native Hawaiian/Other Pacific Islander (520:490)			100%		192	168	
White (391:389)			100%		187	167	
Multiracial (2:3)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (180:265)			100%		125	166	104 [‡] 133
Limited English Proficient (388:486)			100%		172	168	
Economically Disadvantaged (1739:1757)			100%		179	170	
Final AYP Determination	 6 of 8						
Non-Accountability Groups							
Female (1073:1076)			100%		183	170	
Male (1088:1102)			100%		173	170	
Migrant (0:0)							


Symbols

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

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











Graduation Rate

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

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

Prospective Status A district that fails to make AYP in graduation rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP in 2010-11, the district will be in good standing in 2011-12. [203]

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 (2451)			59%	80%	63% 63%
Ethnicity					
American Indian or Alaska Native (3)		—	—	—	
Black or African American (313)			48%	80%	58% 54%
Hispanic or Latino (1257)			53%	80%	59% 58%
Asian or Native Hawaiian/Other Pacific Islander (531)			73%	80%	70% 74%
White (339)			67%	80%	72% 70%
Multiracial (8)		—	—	—	
Other Groups					
Students with Disabilities (329)			21%	80%	41% 33%
Limited English Proficient (610)			50%	80%	58% 56%
Economically Disadvantaged (1896)			65%	80%	67% 68%
Final AYP Determination	 0 of 1				
Non-Accountability Groups					
Female (1089)			69%	80%	
Male (1362)			50%	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 **66%** 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 #30**

District ID **34-30-00-01-0000**

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

31 schools identified 74% of total

ACADEMY FOR CAREERS IN TELEVISION AND FILM
ACADEMY FOR NEW AMERICANS
ACADEMY OF AMERICAN STUDIES
BACCALAUREATE SCHOOL FOR GLOBAL EDUCATION
FRANK SINATRA SCHOOL OF THE ARTS HIGH SCHOOL
INFORMATION TECHNOLOGY HIGH SCHOOL
IS 10 HORACE GREELEY
IS 145 JOSEPH PULITZER
IS 227 LOUIS ARMSTRONG
IS 230
PS 11 KATHRYN PHELAN
PS 111 JACOB BLACKWELL
PS 122 MAMIE FAY
PS 148 QUEENS
PS 149 CHRISTA MCAULIFFE
PS 150 QUEENS
PS 152 GWENDOLYN ALLEYNE
PS 166 HENRY GRADSTEIN
PS 171 PETER G VAN ALST
PS 2 ALFRED ZIMBERG
PS 212
PS 222-FIRE FIGHTER CHRISTOPHER A SANTORA SCHOOL
PS 228 EARLY CHILDHOOD MAGNET SCHOOL FOR THE ARTS
PS 69 JACKSON HEIGHTS
PS 70 QUEENS
PS 76 WILLIAM HALLETT
PS 78
PS 84 STEINWAY
PS 85 JUDGE CHARLES VALLONE
PS 92 HARRY T STEWART SR
YOUNG WOMENS LEADERSHIP SCHOOL

Improvement (year 1) Basic

1 school identified 2% of total

PS 234

Improvement (year 2) Basic

2 schools identified 5% of total

PS 112 DUTCH KILLS
PS 127 AEROSPACE SCIENCE MAGNET

Improvement (year 2) Focused

1 school identified 2% of total

PS 17 HENRY DAVID THOREAU

Corrective Action (year 1) Comprehensive

1 school identified 2% of total

NEWCOMERS HIGH SCHOOL

Corrective Action (year 2) Focused

1 school identified 2% of total

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

District ID **34-30-00-01-0000**

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

Corrective Action (year 2) Focused (continued)

PS 151 MARY D CARTER

Restructuring (advanced) Focused

2 schools identified 5% of total

IS 141 THE STEINWAY

IS 204 OLIVER W HOLMES

Restructuring (advanced) Comprehensive

3 schools identified 7% of total

ALBERT SHANKER SCHOOL FOR VISUAL AND PERFORMING ARTS

LONG ISLAND CITY HIGH SCHOOL

WILLIAM CULLEN BRYANT HIGH SCHOOL

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

District ID **34-30-00-01-0000**

Summary of 2009–10 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	49%			2915
Grade 4	51%			2920
Grade 5	51%			2879
Grade 6	49%			3106
Grade 7	45%			2914
Grade 8	45%			2897
Mathematics				
Grade 3	57%			2967
Grade 4	63%			2993
Grade 5	67%			2963
Grade 6	64%			3200
Grade 7	63%			3016
Grade 8	58%			2981
Science				
Grade 4	84%			2984
Grade 8	66%			2868

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	75%			2510
Mathematics	76%			2510

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.

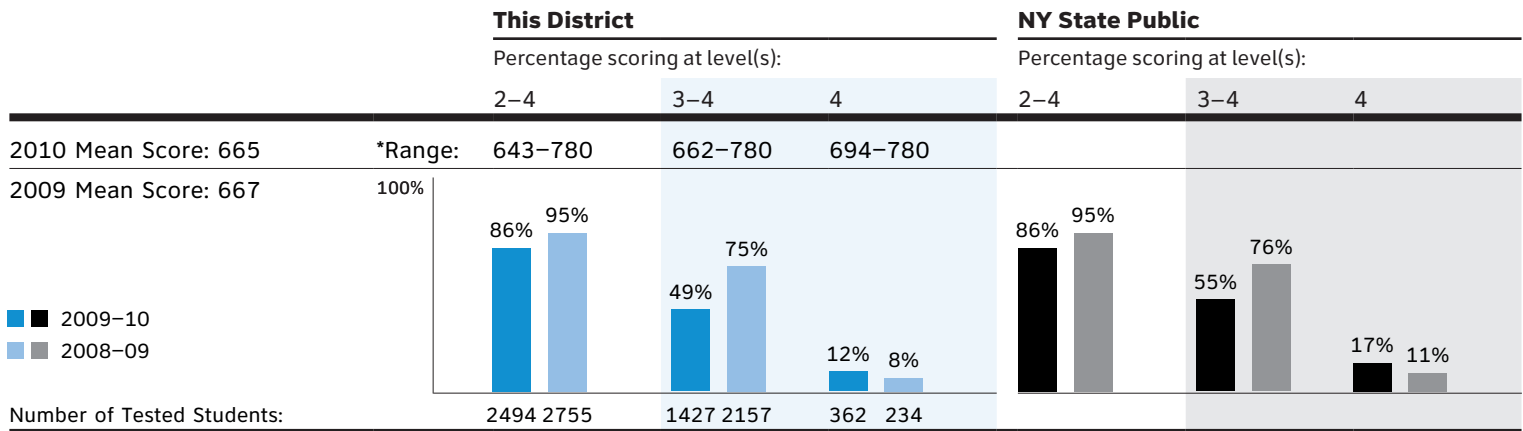
In this section, this district's performance is compared with that of public schools statewide.

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	2915	86%	49%	12%	2886	95%	75%	8%
Female	1460	86%	50%	13%	1409	97%	77%	10%
Male	1455	85%	48%	12%	1477	94%	72%	6%
American Indian or Alaska Native	5	80%	60%	20%	7	-	-	-
Black or African American	194	73%	28%	5%	218	86%	53%	3%
Hispanic or Latino	1629	83%	43%	9%	1329	95%	69%	4%
Asian or Native Hawaiian/Other Pacific Islander	549	92%	60%	18%	770	98%	84%	13%
White	529	92%	64%	21%	558	97%	83%	13%
Multiracial	9	100%	33%	11%	4	-	-	-
Small Group Totals					11	100%	82%	9%
General-Education Students	2474	91%	55%	14%	2463	99%	81%	9%
Students with Disabilities	441	54%	17%	3%	423	77%	38%	1%
English Proficient	2080	91%	58%	16%	2116	97%	83%	11%
Limited English Proficient	835	72%	25%	4%	770	91%	53%	0%
Economically Disadvantaged	2768	85%	48%	12%	2769	95%	74%	7%
Not Disadvantaged	147	90%	65%	21%	117	95%	85%	24%
Migrant								
Not Migrant	2915	86%	49%	12%	2886	95%	75%	8%

NOTES

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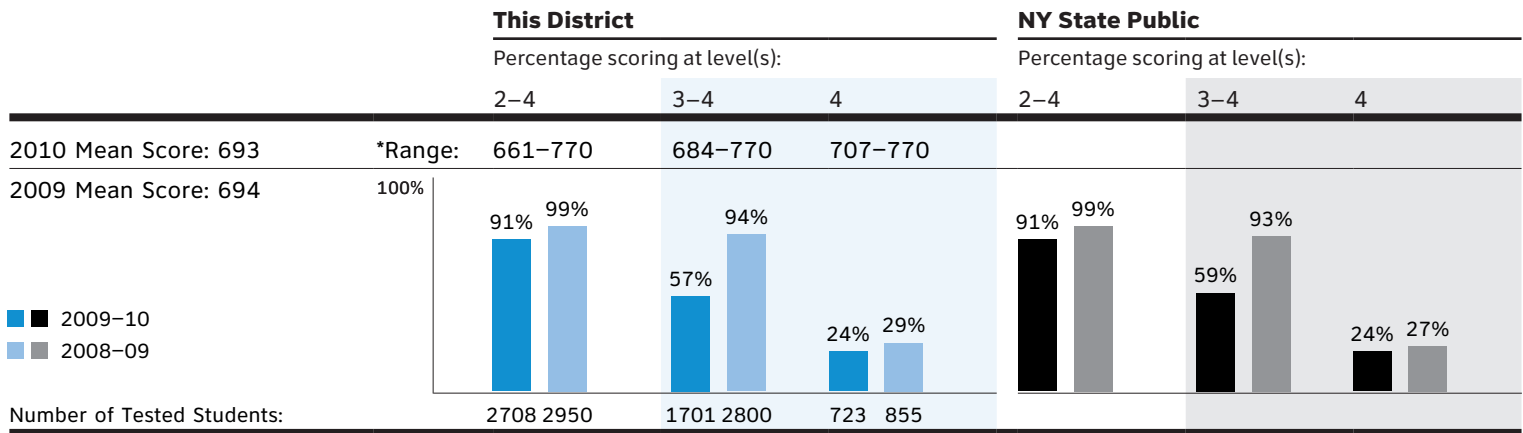
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	42	42	40	34	35	33	31	27
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	52	N/A	N/A	N/A	63	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	52	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	2967	91%	57%	24%	2968	99%	94%	29%
Female	1486	92%	54%	25%	1450	100%	95%	30%
Male	1481	91%	60%	24%	1518	99%	94%	27%
American Indian or Alaska Native	5	100%	100%	80%	8	100%	100%	13%
Black or African American	196	76%	28%	5%	219	99%	86%	10%
Hispanic or Latino	1652	91%	52%	20%	1378	99%	93%	21%
Asian or Native Hawaiian/Other Pacific Islander	572	94%	73%	37%	785	100%	97%	42%
White	533	95%	67%	32%	573	99%	96%	38%
Multiracial	9	89%	44%	11%	5	100%	100%	0%
Small Group Totals								
General-Education Students	2523	95%	63%	28%	2543	100%	97%	32%
Students with Disabilities	444	72%	25%	5%	425	97%	77%	8%
English Proficient	2082	95%	66%	31%	2127	100%	97%	35%
Limited English Proficient	885	83%	37%	9%	841	99%	89%	12%
Economically Disadvantaged	2819	91%	57%	24%	2850	99%	94%	28%
Not Disadvantaged	148	96%	69%	32%	118	98%	92%	37%
Migrant								
Not Migrant	2967	91%	57%	24%	2968	99%	94%	29%

NOTES

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

* 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	42	42	39	34	35	35	32	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: 667						
Number of Tested Students:	2647	2684	1491	2071	130	193

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	2920	91%	51%	4%	2818	95%	73%	7%
Female	1421	91%	53%	5%	1400	96%	76%	9%
Male	1499	90%	49%	4%	1418	94%	71%	5%
American Indian or Alaska Native	8	88%	50%	0%	3	-	-	-
Black or African American	219	78%	29%	1%	259	94%	57%	2%
Hispanic or Latino	1370	89%	42%	2%	1505	93%	69%	4%
Asian or Native Hawaiian/Other Pacific Islander	756	95%	66%	8%	688	99%	85%	13%
White	555	95%	61%	7%	358	97%	85%	11%
Multiracial	12	92%	75%	17%	5	-	-	-
Small Group Totals					8	100%	50%	0%
General-Education Students	2469	95%	58%	5%	2372	99%	81%	8%
Students with Disabilities	451	67%	16%	0%	446	77%	33%	0%
English Proficient	2245	94%	60%	6%	2165	98%	82%	9%
Limited English Proficient	675	80%	21%	0%	653	86%	44%	1%
Economically Disadvantaged	2784	90%	50%	4%	2706	95%	73%	7%
Not Disadvantaged	136	94%	65%	11%	112	93%	79%	11%
Migrant								
Not Migrant	2920	91%	51%	4%	2818	95%	73%	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.

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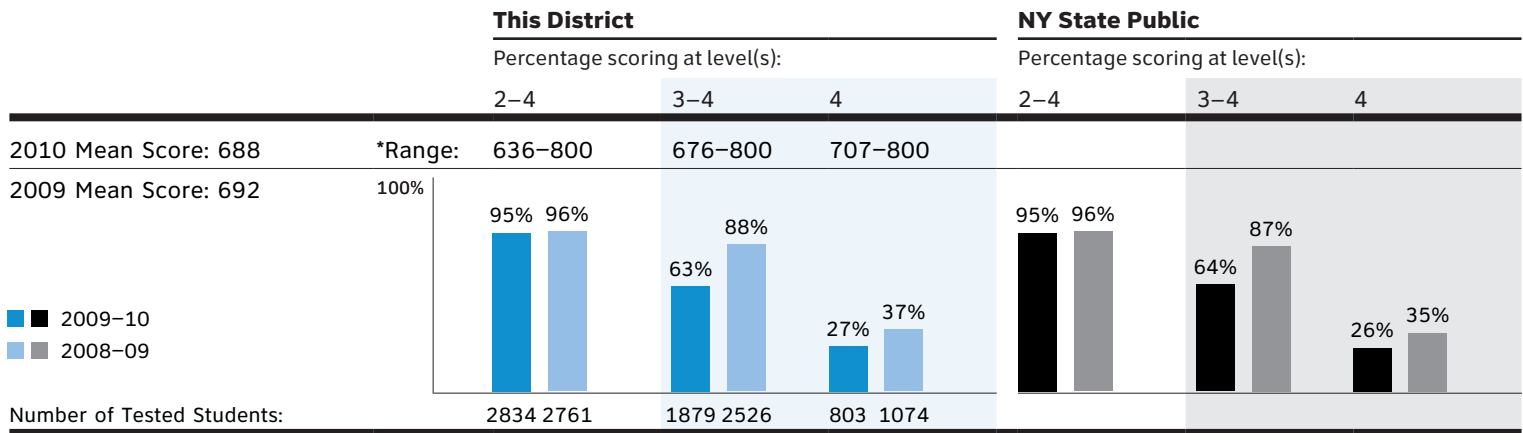
Other

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	39	37	37	35	31	31	30	28
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	73	N/A	N/A	N/A	52	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	74	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	2993	95%	63%	27%	2866	96%	88%	37%
Female	1456	95%	61%	25%	1430	96%	87%	36%
Male	1537	95%	64%	28%	1436	97%	89%	39%
American Indian or Alaska Native	8	100%	75%	13%	4	-	-	-
Black or African American	221	86%	36%	12%	258	90%	73%	14%
Hispanic or Latino	1406	94%	53%	16%	1542	96%	86%	29%
Asian or Native Hawaiian/Other Pacific Islander	787	98%	79%	43%	692	99%	96%	59%
White	559	97%	74%	37%	365	98%	95%	48%
Multiracial	12	92%	83%	42%	5	-	-	-
Small Group Totals					9	78%	78%	33%
General-Education Students	2540	97%	68%	31%	2418	99%	93%	42%
Students with Disabilities	453	82%	32%	6%	448	83%	61%	11%
English Proficient	2242	97%	72%	33%	2156	98%	93%	45%
Limited English Proficient	751	89%	36%	7%	710	92%	75%	14%
Economically Disadvantaged	2854	95%	62%	26%	2749	96%	88%	37%
Not Disadvantaged	139	91%	75%	37%	117	93%	82%	40%
Migrant								
Not Migrant	2993	95%	63%	27%	2866	96%	88%	37%

NOTES

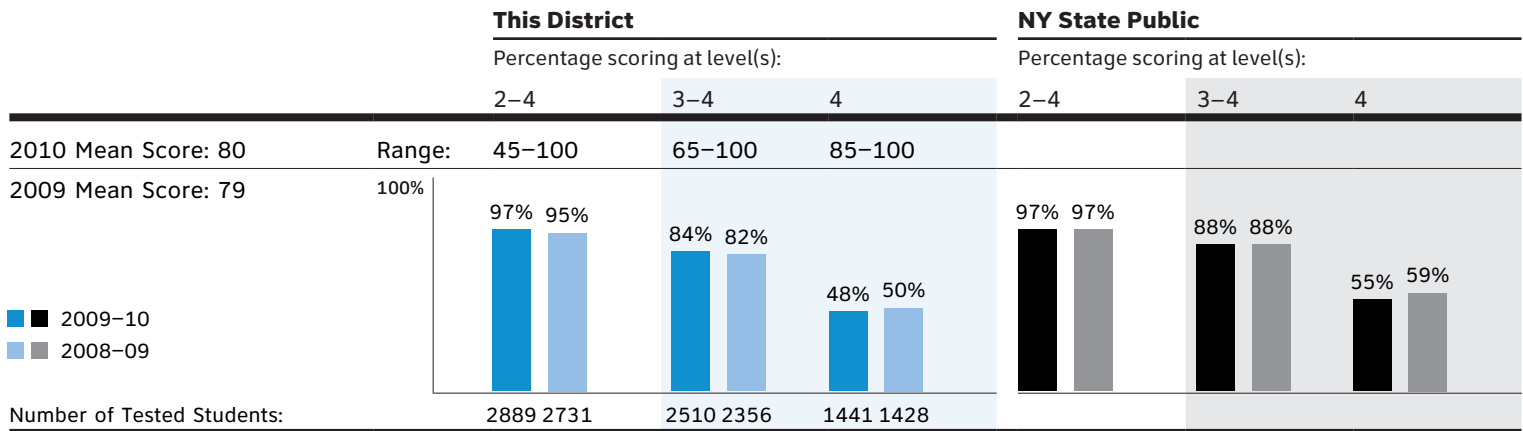
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Other Assessments

	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	40	39	38	31	31	31	28	25

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	2984	97%	84%	48%	2863	95%	82%	50%
Female	1449	97%	84%	47%	1431	95%	82%	49%
Male	1535	97%	84%	50%	1432	95%	83%	51%
American Indian or Alaska Native	8	100%	100%	38%	4	-	-	-
Black or African American	218	93%	67%	25%	253	94%	68%	30%
Hispanic or Latino	1408	96%	79%	37%	1543	94%	79%	41%
Asian or Native Hawaiian/Other Pacific Islander	781	98%	91%	65%	694	97%	91%	70%
White	557	99%	93%	63%	364	98%	92%	66%
Multiracial	12	100%	83%	67%	5	-	-	-
Small Group Totals					9	89%	78%	33%
General-Education Students	2539	98%	87%	52%	2415	98%	88%	55%
Students with Disabilities	445	91%	66%	25%	448	83%	54%	20%
English Proficient	2238	98%	91%	58%	2153	98%	90%	61%
Limited English Proficient	746	92%	65%	18%	710	88%	60%	17%
Economically Disadvantaged	2845	97%	84%	48%	2745	96%	82%	49%
Not Disadvantaged	139	96%	91%	60%	118	92%	85%	59%
Migrant								
Not Migrant	2984	97%	84%	48%	2863	95%	82%	50%

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	40	39	39	35	31	31	31	27

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: 670						
Number of Tested Students:	2536	2880	1463	2260	397	301

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	2879	88%	51%	14%	2913	99%	78%	10%
Female	1451	90%	54%	16%	1460	99%	79%	10%
Male	1428	86%	47%	12%	1453	99%	76%	11%
American Indian or Alaska Native	3	-	-	-	6	-	-	-
Black or African American	260	76%	31%	4%	272	100%	68%	7%
Hispanic or Latino	1528	86%	42%	8%	1542	99%	73%	6%
Asian or Native Hawaiian/Other Pacific Islander	688	94%	67%	26%	684	100%	86%	16%
White	390	93%	68%	22%	406	98%	89%	18%
Multiracial	10	-	-	-	3	-	-	-
Small Group Totals	13	92%	54%	8%	9	100%	89%	0%
General-Education Students	2447	93%	57%	16%	2459	100%	83%	12%
Students with Disabilities	432	58%	16%	1%	454	95%	47%	2%
English Proficient	2345	93%	59%	17%	2371	99%	86%	13%
Limited English Proficient	534	65%	15%	2%	542	96%	41%	1%
Economically Disadvantaged	2745	88%	50%	14%	2830	99%	78%	10%
Not Disadvantaged	134	89%	60%	18%	83	96%	80%	22%
Migrant								
Not Migrant	2879	88%	51%	14%	2913	99%	78%	10%

NOTES

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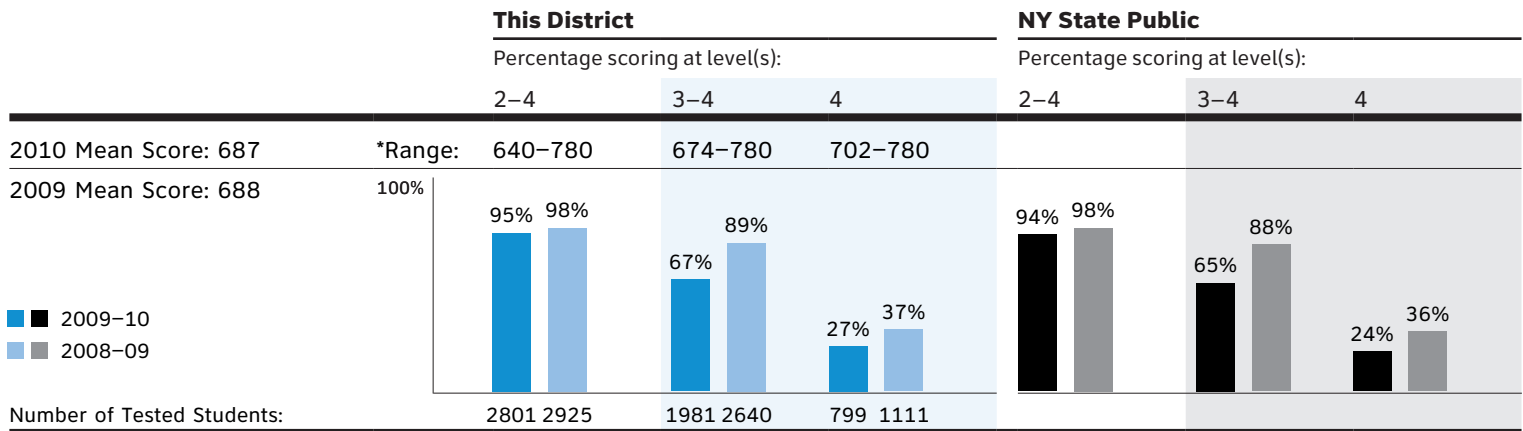
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	34	34	34	30	44	43	43	32
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	81	N/A	N/A	N/A	47	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	81	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	2963	95%	67%	27%	2970	98%	89%	37%
Female	1487	94%	65%	26%	1490	99%	89%	37%
Male	1476	95%	68%	28%	1480	98%	88%	38%
American Indian or Alaska Native	3	-	-	-	6	-	-	-
Black or African American	259	88%	41%	8%	273	97%	78%	21%
Hispanic or Latino	1571	94%	62%	19%	1564	99%	87%	27%
Asian or Native Hawaiian/Other Pacific Islander	715	97%	81%	46%	710	99%	94%	60%
White	404	96%	79%	38%	414	99%	94%	48%
Multiracial	11	-	-	-	3	-	-	-
Small Group Totals	14	93%	64%	36%	9	100%	100%	33%
General-Education Students	2527	97%	73%	31%	2518	99%	93%	43%
Students with Disabilities	436	79%	33%	6%	452	94%	65%	9%
English Proficient	2348	97%	75%	33%	2375	99%	93%	44%
Limited English Proficient	615	85%	37%	6%	595	96%	72%	12%
Economically Disadvantaged	2824	95%	67%	27%	2883	99%	89%	37%
Not Disadvantaged	139	91%	65%	31%	87	93%	80%	44%
Migrant								
Not Migrant	2963	95%	67%	27%	2970	98%	89%	37%

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	34	34	34	26	44	41	38	35

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: 662	*Range: 644-785	662-785	694-785			
2009 Mean Score: 667						
Number of Tested Students:	2717	3048	1520	2409	153	288

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	3106	87%	49%	5%	3049	100%	79%	9%
Female	1583	89%	52%	6%	1524	100%	82%	11%
Male	1523	86%	46%	4%	1525	100%	76%	8%
American Indian or Alaska Native	6	-	-	-	9	100%	67%	11%
Black or African American	263	80%	31%	2%	284	100%	64%	2%
Hispanic or Latino	1700	85%	41%	2%	1608	100%	75%	6%
Asian or Native Hawaiian/Other Pacific Islander	694	93%	65%	10%	725	100%	88%	19%
White	440	94%	64%	9%	423	100%	87%	12%
Multiracial	3	-	-	-				
Small Group Totals	9	100%	44%	0%				
General-Education Students	2685	92%	55%	6%	2600	100%	85%	11%
Students with Disabilities	421	61%	13%	0%	449	100%	46%	0%
English Proficient	2672	94%	56%	6%	2542	100%	87%	11%
Limited English Proficient	434	49%	7%	0%	507	100%	41%	0%
Economically Disadvantaged	2909	87%	49%	5%	2890	100%	79%	9%
Not Disadvantaged	197	90%	55%	10%	159	100%	84%	24%
Migrant								
Not Migrant	3106	87%	49%	5%	3049	100%	79%	9%

NOTES

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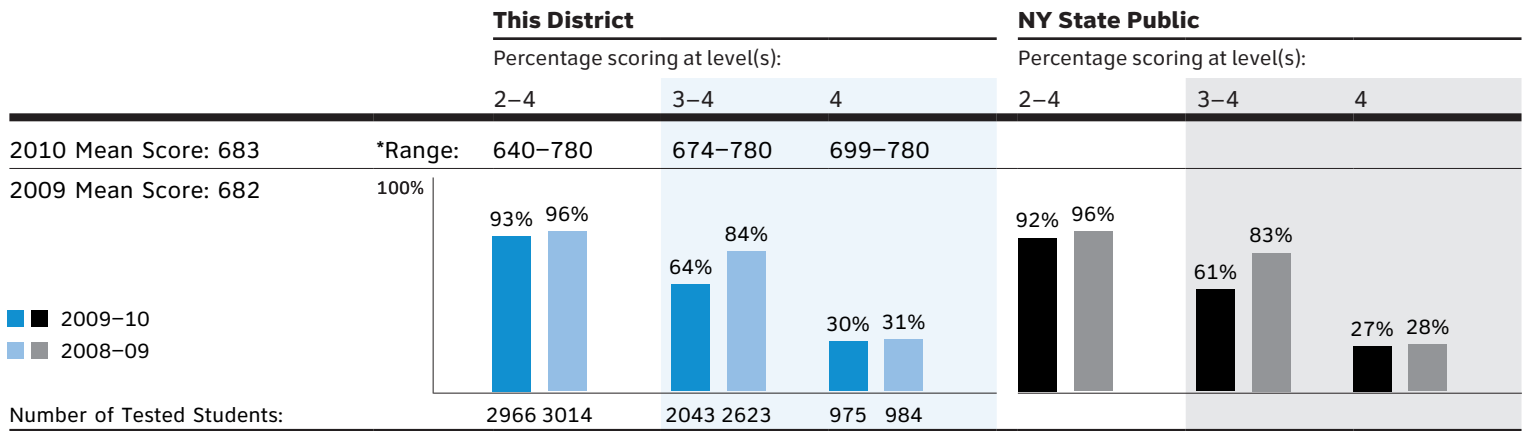
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	44	41	39	36	37	35	32	30
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	91	N/A	N/A	N/A	78	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	91	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	3200	93%	64%	30%	3129	96%	84%	31%
Female	1628	93%	65%	31%	1559	98%	86%	32%
Male	1572	92%	63%	30%	1570	95%	82%	31%
American Indian or Alaska Native	6	-	-	-	9	89%	67%	22%
Black or African American	268	89%	42%	11%	283	93%	71%	10%
Hispanic or Latino	1751	91%	55%	22%	1662	96%	80%	22%
Asian or Native Hawaiian/Other Pacific Islander	723	96%	82%	52%	742	98%	94%	53%
White	448	95%	80%	42%	433	98%	90%	45%
Multiracial	4	-	-	-				
Small Group Totals	10	100%	80%	30%				
General-Education Students	2780	95%	69%	34%	2677	98%	90%	36%
Students with Disabilities	420	76%	28%	8%	452	84%	49%	4%
English Proficient	2675	97%	72%	35%	2539	98%	90%	37%
Limited English Proficient	525	72%	25%	6%	590	88%	58%	7%
Economically Disadvantaged	2989	93%	64%	30%	2965	96%	84%	31%
Not Disadvantaged	211	90%	59%	34%	164	96%	84%	43%
Migrant								
Not Migrant	3200	93%	64%	30%	3129	96%	84%	31%

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	44	43	42	36	37	37	36	33

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: 666	*Range: 642-790	664-790	698-790			
2009 Mean Score: 665						
Number of Tested Students:	2555	2791	1307	2181	305	169

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	2914	88%	45%	10%	2803	100%	78%	6%
Female	1450	90%	50%	13%	1363	100%	82%	6%
Male	1464	85%	40%	8%	1440	100%	74%	6%
American Indian or Alaska Native	7	-	-	-	7	-	-	-
Black or African American	279	82%	30%	5%	277	100%	68%	2%
Hispanic or Latino	1544	85%	35%	5%	1555	100%	73%	3%
Asian or Native Hawaiian/Other Pacific Islander	648	93%	64%	20%	570	100%	88%	15%
White	435	93%	61%	21%	393	99%	91%	9%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	8	88%	50%	0%	8	100%	75%	0%
General-Education Students	2479	92%	51%	12%	2403	100%	84%	7%
Students with Disabilities	435	63%	10%	1%	400	99%	41%	0%
English Proficient	2437	94%	52%	13%	2492	100%	85%	7%
Limited English Proficient	477	55%	6%	0%	311	97%	24%	0%
Economically Disadvantaged	2702	87%	45%	10%	2609	100%	78%	6%
Not Disadvantaged	212	91%	49%	19%	194	99%	80%	12%
Migrant								
Not Migrant	2914	88%	45%	10%	2803	100%	78%	6%

NOTES

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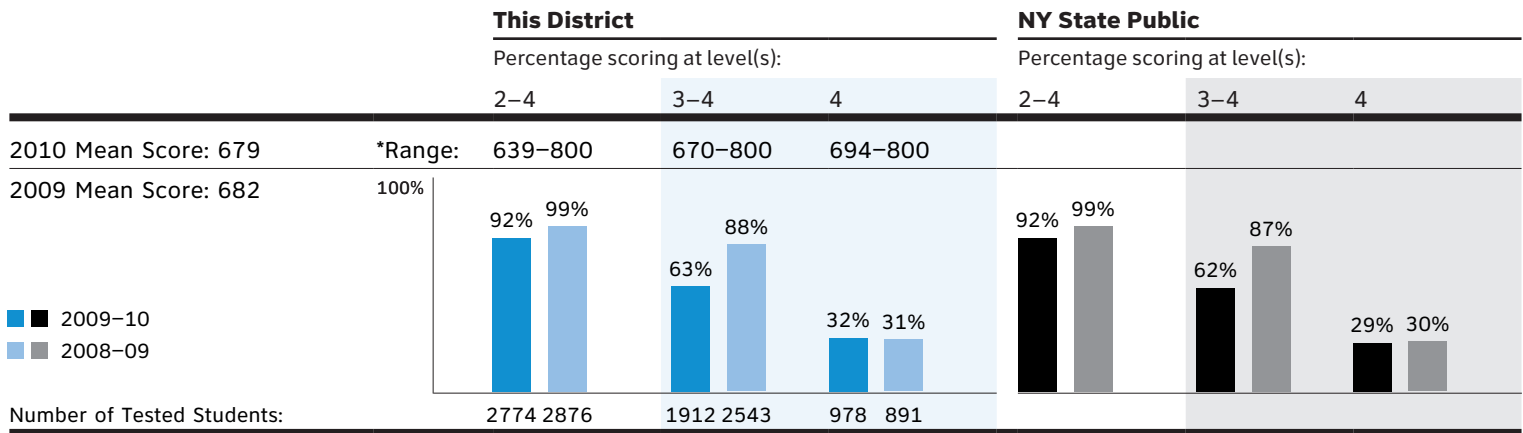
Other

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	44	42	42	39	42	42	41	37
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	100	N/A	N/A	N/A	88	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	101	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	3016	92%	63%	32%	2904	99%	88%	31%
Female	1499	92%	65%	34%	1417	99%	88%	30%
Male	1517	92%	62%	31%	1487	99%	87%	31%
American Indian or Alaska Native	7	-	-	-	7	-	-	-
Black or African American	281	84%	47%	15%	276	99%	76%	15%
Hispanic or Latino	1597	90%	56%	21%	1628	99%	86%	22%
Asian or Native Hawaiian/Other Pacific Islander	686	98%	80%	55%	594	99%	94%	55%
White	443	95%	78%	51%	398	99%	94%	42%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	9	78%	33%	22%	8	100%	75%	13%
General-Education Students	2579	96%	70%	37%	2507	99%	92%	35%
Students with Disabilities	437	71%	24%	6%	397	97%	60%	4%
English Proficient	2437	95%	72%	39%	2491	100%	92%	35%
Limited English Proficient	579	77%	26%	5%	413	95%	62%	3%
Economically Disadvantaged	2783	92%	64%	32%	2702	99%	88%	30%
Not Disadvantaged	233	88%	59%	32%	202	97%	81%	33%
Migrant								
Not Migrant	3016	92%	63%	32%	2904	99%	88%	31%

NOTES

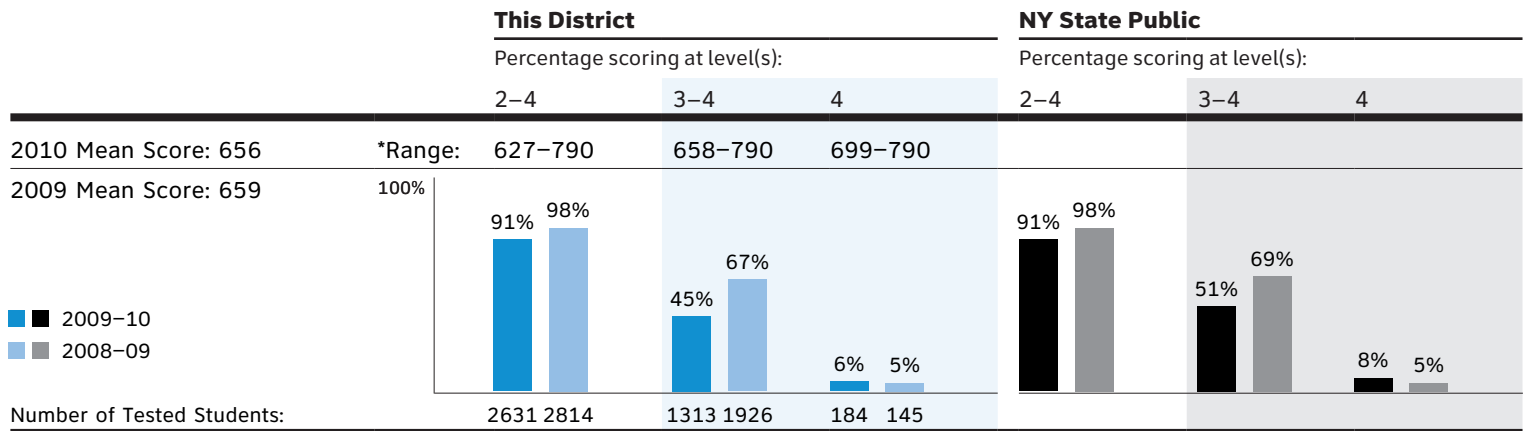
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Other Assessments

	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	43	41	41	40	42	41	40	31

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2897	91%	45%	6%	2880	98%	67%	5%
Female	1419	93%	50%	7%	1412	98%	71%	6%
Male	1478	89%	40%	5%	1468	97%	63%	4%
American Indian or Alaska Native	8	-	-	-	3	-	-	-
Black or African American	280	88%	28%	2%	289	-	-	-
Hispanic or Latino	1606	90%	38%	2%	1571	97%	60%	2%
Asian or Native Hawaiian/Other Pacific Islander	597	93%	66%	17%	596	98%	80%	11%
White	403	95%	59%	10%	420	99%	78%	8%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	11	100%	27%	9%	293	100%	62%	2%
General-Education Students	2528	94%	51%	7%	2540	98%	73%	6%
Students with Disabilities	369	67%	8%	0%	340	94%	24%	1%
English Proficient	2563	95%	51%	7%	2519	100%	75%	6%
Limited English Proficient	334	56%	2%	0%	361	84%	11%	0%
Economically Disadvantaged	2656	91%	45%	6%	2661	98%	67%	5%
Not Disadvantaged	241	90%	51%	12%	219	98%	66%	10%
Migrant								
Not Migrant	2897	91%	45%	6%	2880	98%	67%	5%

NOTES

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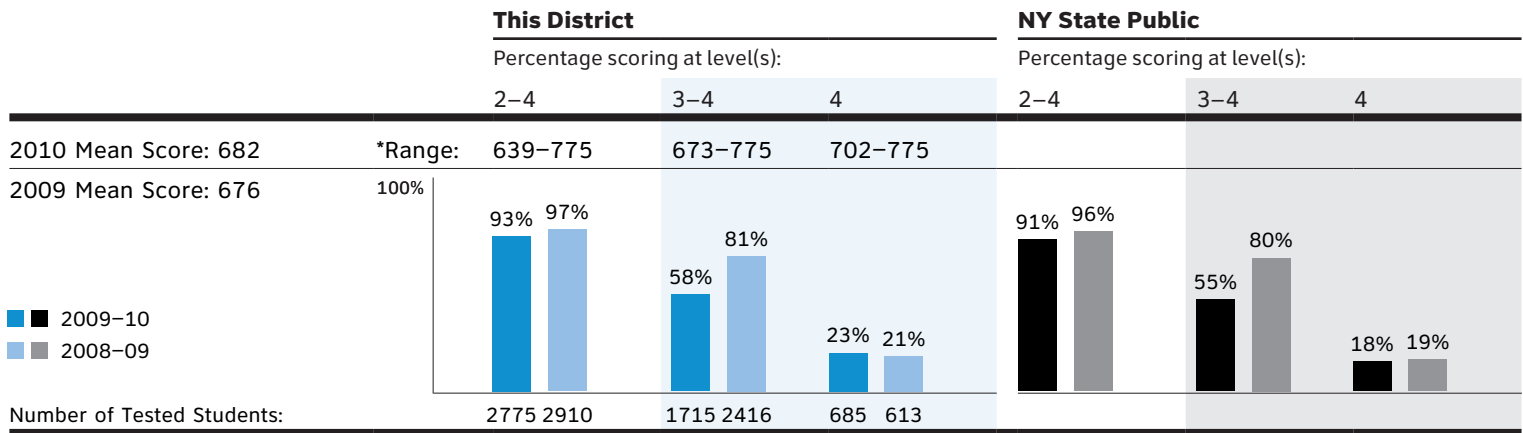
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	41	41	40	34	32	32	32	28
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	80	N/A	N/A	N/A	105	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	83	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	2981	93%	58%	23%	2990	97%	81%	21%
Female	1462	93%	59%	23%	1461	98%	82%	21%
Male	1519	93%	56%	23%	1529	97%	79%	20%
American Indian or Alaska Native	8	-	-	-	3	-	-	-
Black or African American	280	83%	29%	9%	288	95%	65%	10%
Hispanic or Latino	1652	92%	49%	15%	1638	97%	77%	12%
Asian or Native Hawaiian/Other Pacific Islander	625	98%	83%	48%	635	98%	90%	40%
White	412	97%	73%	28%	424	99%	91%	31%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	12	92%	42%	8%	5	100%	100%	40%
General-Education Students	2608	96%	63%	26%	2648	98%	85%	23%
Students with Disabilities	373	73%	19%	2%	342	90%	46%	1%
English Proficient	2566	95%	63%	26%	2515	99%	86%	24%
Limited English Proficient	415	84%	25%	5%	475	90%	54%	3%
Economically Disadvantaged	2738	93%	58%	23%	2769	97%	81%	21%
Not Disadvantaged	243	93%	51%	26%	221	95%	76%	17%
Migrant								
Not Migrant	2981	93%	58%	23%	2990	97%	81%	21%

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 8 Equivalent	42	40	38	32	32	31	29	22

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

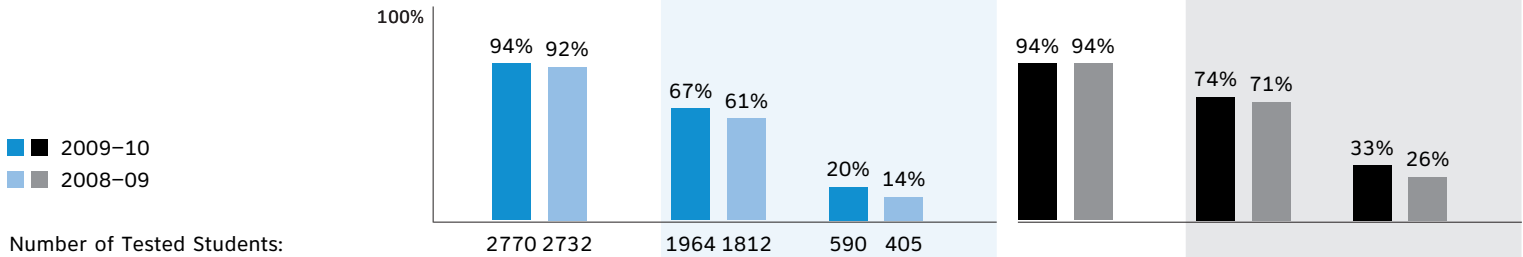
NY State Public

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
All Students	2868	94%	66%	19%	2871	92%	60%	13%
Female	1403	94%	65%	16%	1410	92%	58%	11%
Male	1465	94%	67%	23%	1461	92%	62%	15%
American Indian or Alaska Native	7	-	-	-	3	-	-	-
Black or African American	269	89%	42%	6%	279	-	-	-
Hispanic or Latino	1615	93%	62%	14%	1592	91%	55%	8%
Asian or Native Hawaiian/Other Pacific Islander	588	96%	79%	36%	604	95%	73%	23%
White	385	97%	76%	25%	392	95%	71%	22%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	11	100%	73%	18%	283	87%	46%	6%
General-Education Students	2503	96%	71%	22%	2544	94%	65%	14%
Students with Disabilities	365	79%	32%	3%	327	75%	20%	2%
English Proficient	2456	96%	72%	22%	2407	95%	67%	15%
Limited English Proficient	412	80%	29%	4%	464	76%	23%	2%
Economically Disadvantaged	2630	94%	65%	18%	2648	92%	60%	13%
Not Disadvantaged	238	93%	71%	30%	223	91%	64%	17%
Migrant								
Not Migrant	2868	94%	66%	19%	2871	92%	60%	13%

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	42	38	37	34	32	30	29	24
Regents Science	76	74	74	34	90	90	90	33

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

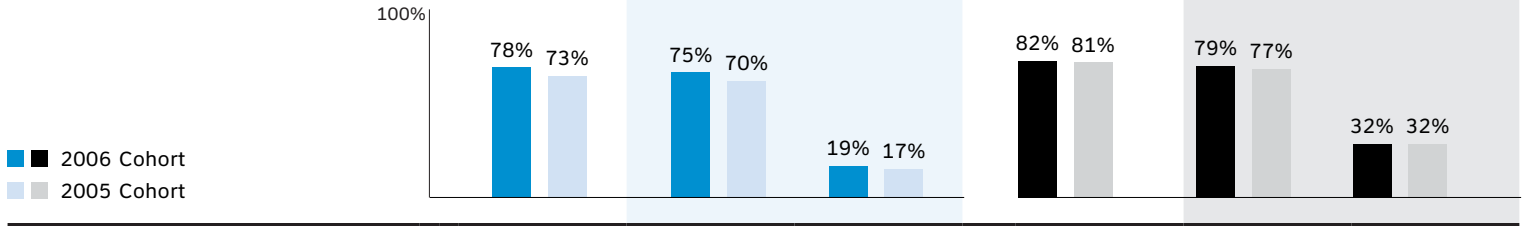
NY State Public

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
All Students	2510	78%	75%	19%	2453	73%	70%	17%
Female	1200	84%	82%	25%	1079	82%	80%	24%
Male	1310	72%	69%	13%	1374	67%	62%	12%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	308	64%	61%	10%	327	63%	60%	10%
Hispanic or Latino	1222	74%	71%	15%	1259	69%	66%	14%
Asian or Native Hawaiian/Other Pacific Islander	533	88%	85%	25%	527	86%	83%	23%
White	441	86%	84%	29%	329	79%	76%	26%
Multiracial	4	-	-	-	8	-	-	-
Small Group Totals	6	33%	33%	0%	11	82%	64%	9%
General-Education Students	2184	84%	81%	21%	2103	81%	78%	20%
Students with Disabilities	326	40%	34%	3%	350	28%	25%	2%
English Proficient	1988	83%	81%	23%	1931	77%	75%	21%
Limited English Proficient	522	59%	53%	3%	522	59%	51%	2%
Economically Disadvantaged	1935	83%	79%	20%	1879	81%	77%	19%
Not Disadvantaged	575	62%	61%	15%	574	47%	45%	11%
Migrant								
Not Migrant	2510	78%	75%	19%	2453	73%	70%	17%

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

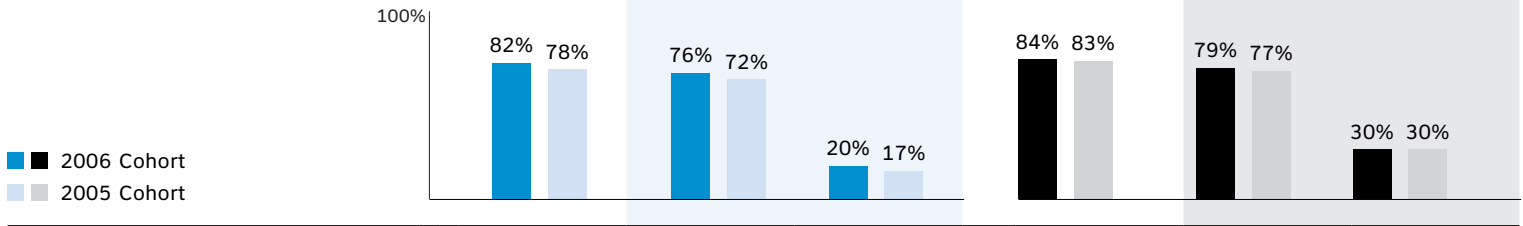
NY State Public

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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Small Group Totals	6	67%	67%	0%	11	82%	73%	18%
General-Education Students	2184	87%	83%	23%	2103	85%	80%	20%
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English Proficient	1988	84%	79%	23%	1931	78%	73%	18%
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