



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #31**

District ID **35-31-00-01-0000**

Superintendent **MARGARET SCHULTZ**

Telephone **(718) 420-5667**

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	1456	1446	1388
Kindergarten	4036	4213	4559
Grade 1	3979	4201	4822
Grade 2	3974	3976	4639
Grade 3	3915	3914	4393
Grade 4	3792	3862	4480
Grade 5	3823	3793	4345
Grade 6	3786	3690	4206
Ungraded Elementary	2958	3251	132
Grade 7	3867	3850	4237
Grade 8	3912	3871	4350
Grade 9	4754	4613	5231
Grade 10	4596	4329	4766
Grade 11	3687	3749	3922
Grade 12	3081	3263	3494
Ungraded Secondary	2167	2190	237
Total K-12	56327	56765	57813

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	23	-	-
Grade 8			
English	30	30	30
Mathematics	30	30	31
Science	29	30	31
Social Studies	29	30	31
Grade 10			
English	30	29	29
Mathematics	28	25	29
Science	29	29	31
Social Studies	29	30	31

Enrollment Information

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

Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #31

District ID 35-31-00-01-0000

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	20818	37%	22378	39%	24364	42%
Reduced-Price Lunch	5563	10%	5703	10%	5765	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3403	6%	3608	6%	3563	6%
Racial/Ethnic Origin						
American Indian or Alaska Native	225	0%	254	0%	258	0%
Black or African American	8765	16%	8605	15%	8700	15%
Hispanic or Latino	12356	22%	12849	23%	13291	23%
Asian or Native Hawaiian/Other Pacific Islander	4517	8%	4637	8%	4769	8%
White	30464	54%	30420	54%	30795	53%
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	2465	4%	2490	4%	2940	5%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2007-08	2008-09	2009-10
Total Number of Teachers	3862	3953	3872
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	7%	6%	4%
Percent with Fewer Than Three Years of Experience	7%	6%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	53%	57%	62%
Total Number of Core Classes	8367	8667	8404
Percent Not Taught by Highly Qualified Teachers in This District	9%	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	10194	10597	10390
Percent Taught by Teachers Without Appropriate Certification	9%	7%	5%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		9%	15%
Turnover Rate of All Teachers		9%	11%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

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	 7 of 10	 10 of 10	 1 of 1	 5 of 8	 6 of 8	 1 of 1

AYP Status

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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

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

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

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

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

Student Group (Total: Continuous Enrollment)	AYP	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 (26930:25870)			99%		168	154	
Ethnicity							
American Indian or Alaska Native (107:103)			100%		165	145	
Black or African American (4129:3818)			99%		146	153	153 116
Hispanic or Latino (6268:5947)			99%		154	154	
Asian or Native Hawaiian/Other Pacific Islander (2125:2000)			99%		183	153	
White (14212:13920)			100%		178	154	
Multiracial (89:82)			99%		173	144	
Other Groups							
Students with Disabilities (6470:6438)			99%		133	154	142 101
Limited English Proficient (1606:2098)			99%		140	153	149 106
Economically Disadvantaged (16198:15338)			99%		159	154	
Final AYP Determination	 7 of 10						
Non-Accountability Groups							
Female (12849:12381)			99%		173	154	
Male (14081:13489)			99%		164	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 (26943:25908)			99%		183	134	
Ethnicity							
American Indian or Alaska Native (107:101)			98%		179	125	
Black or African American (4136:3810)			99%		164	133	
Hispanic or Latino (6277:5963)			99%		175	134	
Asian or Native Hawaiian/Other Pacific Islander (2128:2019)			100%		194	133	
White (14207:13934)			100%		190	134	
Multiracial (88:81)			99%		188	124	
Other Groups							
Students with Disabilities (6476:6426)			98%		157	134	
Limited English Proficient (1609:2154)			99%		169	133	
Economically Disadvantaged (16211:15371)			99%		177	134	
Final AYP Determination	 10 of 10						
Non-Accountability Groups							
Female (12852:12393)			100%		185	134	
Male (14091:13515)			99%		182	134	
Migrant (0:0)							

Symbols

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

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

Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009–10 2010–11
Accountability Groups								
All Students (9160:8716)		Qualified		98%		174	100	
Ethnicity								
American Indian or Alaska Native (36:32)		Qualified	—	—		169	100	
Black or African American (1405:1272)		Qualified		96%		151	100	
Hispanic or Latino (2097:1970)		Qualified		98%		164	100	
Asian or Native Hawaiian/Other Pacific Islander (725:684)		Qualified		99%		188	100	
White (4866:4729)		Qualified		99%		183	100	
Multiracial (31:29)		—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (2131:2091)		Qualified		97%		147	100	
Limited English Proficient (549:671)		Qualified		98%		150	100	
Economically Disadvantaged (5433:5079)		Qualified		98%		167	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (4430:4228)				98%		175	100	
Male (4730:4488)				98%		174	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 5 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 (3639:4060)			100%		183	175	
Ethnicity							
American Indian or Alaska Native (11:13)	—	—	—	—	—	—	—
Black or African American (514:637)			99%		170	173	164 [‡] 173
Hispanic or Latino (654:743)			100%		175	173	
Asian or Native Hawaiian/Other Pacific Islander (398:409)			100%		190	172	
White (2051:2250)			100%		188	175	
Multiracial (11:8)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (396:618)			99%		144	173	137 [‡] 150
Limited English Proficient (81:152)			100%		159	169	151 [‡] 163
Economically Disadvantaged (1306:1566)			100%		176	174	
Final AYP Determination	 5 of 8						
Non-Accountability Groups							
Female (1782:1978)			100%		186	175	
Male (1857:2082)			100%		180	175	
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 (3639:4060)			100%		182	171	
Ethnicity							
American Indian or Alaska Native (11:13)	—	—	—	—	—	—	—
Black or African American (514:637)			100%		167	169	160 [‡] 170
Hispanic or Latino (654:743)			100%		174	169	
Asian or Native Hawaiian/Other Pacific Islander (398:409)			100%		193	168	
White (2051:2250)			100%		187	171	
Multiracial (11:8)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (396:618)			99%		141	169	131 [‡] 147
Limited English Proficient (81:152)			99%		167	165	
Economically Disadvantaged (1306:1566)			100%		177	170	
Final AYP Determination	 6 of 8						
Non-Accountability Groups							
Female (1782:1978)			100%		183	171	
Male (1857:2082)			100%		181	171	
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 (4486)			71%	80%	71%	73%
Ethnicity						
American Indian or Alaska Native (8)		—	—	—		
Black or African American (792)			56%	80%	58%	61%
Hispanic or Latino (920)			55%	80%	58%	60%
Asian or Native Hawaiian/Other Pacific Islander (379)			87%	80%		
White (2378)			80%	80%		
Multiracial (9)		—	—	—		
Other Groups						
Students with Disabilities (786)			38%	80%	44%	46%
Limited English Proficient (224)			44%	80%	46%	51%
Economically Disadvantaged (1574)			64%	80%	63%	67%
Final AYP Determination		1 of 1				
Non-Accountability Groups						
Female (2233)			75%	80%		
Male (2253)			67%	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 **75%** 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 #31**

District ID **35-31-00-01-0000**

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

51 schools identified 78% of total

CONCORD HIGH SCHOOL
CSI HIGH SCHOOL FOR INTERNATIONAL STUDIES
CURTIS HIGH SCHOOL
GAYNOR MCCOWN EXPEDITIONARY LEARNING SCHOOL
IS 24 MYRA S BARNES
IS 34 TOTTENVILLE
IS 61 WILLIAM A MORRIS
IS 7 ELIAS BERNSTEIN
IS 75 FRANK D PAULO
MARSH AVENUE SCHOOL FOR EXPEDITIONARY LEARNING
PS 1 TOTTENVILLE
PS 11 THOMAS DONGAN
PS 13 M L LINDENMEYER
PS 18 JOHN G WHITTIER
PS 19 THE CURTIS SCHOOL
PS 20 PORT RICHMOND
PS 21 MARGARET EMERY-ELM PARK
PS 22 GRANITEVILLE
PS 23 RICHMONDTOWN
PS 26 THE CARTERET SCHOOL
PS 29 BARDWELL
PS 3 MARGARET GIOIOSA
PS 30 WESTERLEIGH
PS 32 THE GIFFORD SCHOOL
PS 35 THE CLOVE VALLEY SCHOOL
PS 36 J C DRUMGOOLE
PS 38 GEORGE CROMWELL
PS 39 FRANCIS J MURPHY JR
PS 4 MAURICE WOLLIN
PS 41 NEW DORP
PS 42 ELTINGVILLE
PS 45 JOHN TYLER
PS 46 ALBERT V MANISCALCO
PS 48 WILLIAM C WILCOX
PS 5 HUGUENOT
PS 50 FRANK HANKINSON
PS 52 JOHN C THOMPSON
PS 53 BAY TERRACE
PS 54 CHARLES W LENG
PS 55 HENRY M BOEHM
PS 56 THE LOUIS DESARIO SCHOOL
PS 6 CPL ALLAN F KIVLEHAN
PS 60 ALICE AUSTEN
PS 65 THE ACADEMY OF INNOVATIVE LEARNING
PS 69 DANIEL D TOMPKINS
PS 8 SHIRLEE SOLOMON
RALPH R MCKEE CAREER AND TECHNICAL HIGH SCHOOL

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

District ID **35-31-00-01-0000**

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

In Good Standing (continued)

SPACE SHUTTLE COLUMBIA SCHOOL
STATEN ISLAND SCHOOL OF CIVIC LEADERSHIP
STATEN ISLAND TECHNICAL HIGH SCHOOL
THE MICHAEL J PETRIDES SCHOOL

Improvement (year 1) Basic

1 school identified 2% of total
PS 31 WILLIAM T DAVIS

Improvement (year 1) Comprehensive

1 school identified 2% of total
PS 14 CORNELIUS VANDERBILT

Improvement (year 2) Basic

1 school identified 2% of total
PS 57 HUBERT H HUMPHREY

Corrective Action (year 2) Focused

1 school identified 2% of total
TOTTENVILLE HIGH SCHOOL

Corrective Action (year 2) Comprehensive

1 school identified 2% of total
PS 44 THOMAS C BROWN

Restructuring (year 1) Focused

1 school identified 2% of total
IS 72 ROCCO LAURIE

Restructuring (advanced) Focused

6 schools identified 9% of total
IS 2 GEORGE L EGBERT
IS 27 ANNING S PRALL
IS 51 EDWIN MARKHAM
NEW DORP HIGH SCHOOL
PORT RICHMOND HIGH SCHOOL
SUSAN E WAGNER HIGH SCHOOL

Restructuring (advanced) Comprehensive

2 schools identified 3% of total
IS 49 BERTHA A DREYFUS
PS 16 JOHN J DRISCOLL

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

District ID **35-31-00-01-0000**

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	53%			4398
Grade 4	51%			4508
Grade 5	53%			4375
Grade 6	48%			4222
Grade 7	47%			4234
Grade 8	44%			4393

Mathematics			
Grade 3	62%		4415
Grade 4	65%		4529
Grade 5	68%		4414
Grade 6	60%		4248
Grade 7	60%		4250
Grade 8	52%		4408

Science			
Grade 4	86%		4513
Grade 8	68%		4324

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	81%			4559
Mathematics	79%			4559

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

	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: 643-780	662-780	694-780			
2009 Mean Score: 669						
Number of Tested Students:	3743	4204	2345	3386	679	445

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	4398	85%	53%	15%	4469	94%	76%	10%
Female	2144	88%	56%	17%	2149	96%	82%	12%
Male	2254	83%	51%	14%	2320	92%	70%	8%
American Indian or Alaska Native	25	76%	48%	12%	15	93%	67%	13%
Black or African American	662	72%	32%	7%	662	88%	57%	4%
Hispanic or Latino	1085	78%	39%	8%	1049	90%	63%	4%
Asian or Native Hawaiian/Other Pacific Islander	324	94%	69%	23%	351	98%	89%	16%
White	2282	91%	64%	20%	2379	97%	85%	13%
Multiracial	20	90%	55%	30%	13	92%	92%	8%
Small Group Totals								
General-Education Students	3352	93%	63%	19%	3411	99%	86%	12%
Students with Disabilities	1046	60%	23%	5%	1058	79%	42%	2%
English Proficient	4047	87%	56%	17%	4108	95%	78%	11%
Limited English Proficient	351	64%	24%	3%	361	83%	45%	1%
Economically Disadvantaged	2874	81%	44%	11%	2671	91%	68%	6%
Not Disadvantaged	1524	93%	72%	25%	1798	98%	87%	16%
Migrant								
Not Migrant	4398	85%	53%	15%	4469	94%	76%	10%

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.

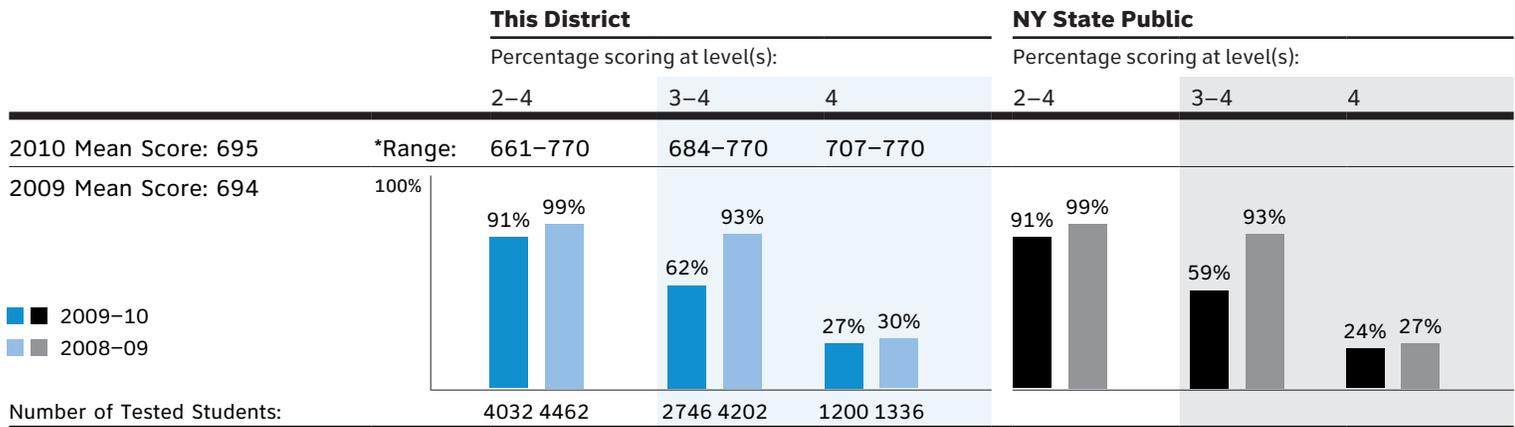
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	79	66	64	59	70	69	68	59
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	15	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 3	15	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	4415	91%	62%	27%	4515	99%	93%	30%
Female	2147	92%	63%	26%	2171	99%	94%	32%
Male	2268	90%	62%	28%	2344	98%	92%	28%
American Indian or Alaska Native	25	84%	60%	12%	15	93%	80%	27%
Black or African American	663	79%	36%	9%	675	97%	83%	12%
Hispanic or Latino	1089	88%	50%	15%	1062	99%	90%	16%
Asian or Native Hawaiian/Other Pacific Islander	330	97%	83%	52%	361	99%	98%	53%
White	2288	96%	73%	35%	2388	99%	97%	37%
Multiracial	20	100%	60%	25%	14	100%	93%	21%
Small Group Totals								
General-Education Students	3367	96%	71%	33%	3459	100%	98%	36%
Students with Disabilities	1048	77%	35%	10%	1056	96%	78%	9%
English Proficient	4048	92%	65%	29%	4128	99%	94%	31%
Limited English Proficient	367	80%	34%	7%	387	98%	87%	10%
Economically Disadvantaged	2891	88%	54%	20%	2706	98%	90%	22%
Not Disadvantaged	1524	97%	78%	41%	1809	100%	97%	41%
Migrant								
Not Migrant	4415	91%	62%	27%	4515	99%	93%	30%

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	80	80	62	51	70	70	68	53

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: 669	*Range: 637-775	668-775	720-775			
2009 Mean Score: 668						
Number of Tested Students:	4076	4151	2311	3292	195	257

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	4508	90%	51%	4%	4360	95%	76%	6%
Female	2161	93%	56%	6%	2078	97%	79%	8%
Male	2347	88%	47%	3%	2282	94%	72%	4%
American Indian or Alaska Native	16	94%	44%	0%	12	100%	83%	0%
Black or African American	672	79%	29%	1%	669	90%	55%	3%
Hispanic or Latino	1058	86%	36%	2%	985	92%	64%	3%
Asian or Native Hawaiian/Other Pacific Islander	373	95%	71%	10%	314	99%	85%	15%
White	2366	95%	61%	5%	2373	98%	85%	7%
Multiracial	23	100%	65%	9%	7	100%	57%	0%
Small Group Totals								
General-Education Students	3462	97%	61%	6%	3380	99%	85%	8%
Students with Disabilities	1046	70%	20%	0%	980	82%	42%	0%
English Proficient	4197	92%	54%	5%	4108	96%	78%	6%
Limited English Proficient	311	72%	16%	0%	252	83%	34%	0%
Economically Disadvantaged	2909	87%	42%	3%	2558	93%	68%	3%
Not Disadvantaged	1599	96%	68%	7%	1802	98%	87%	9%
Migrant								
Not Migrant	4508	90%	51%	4%	4360	95%	76%	6%

NOTES

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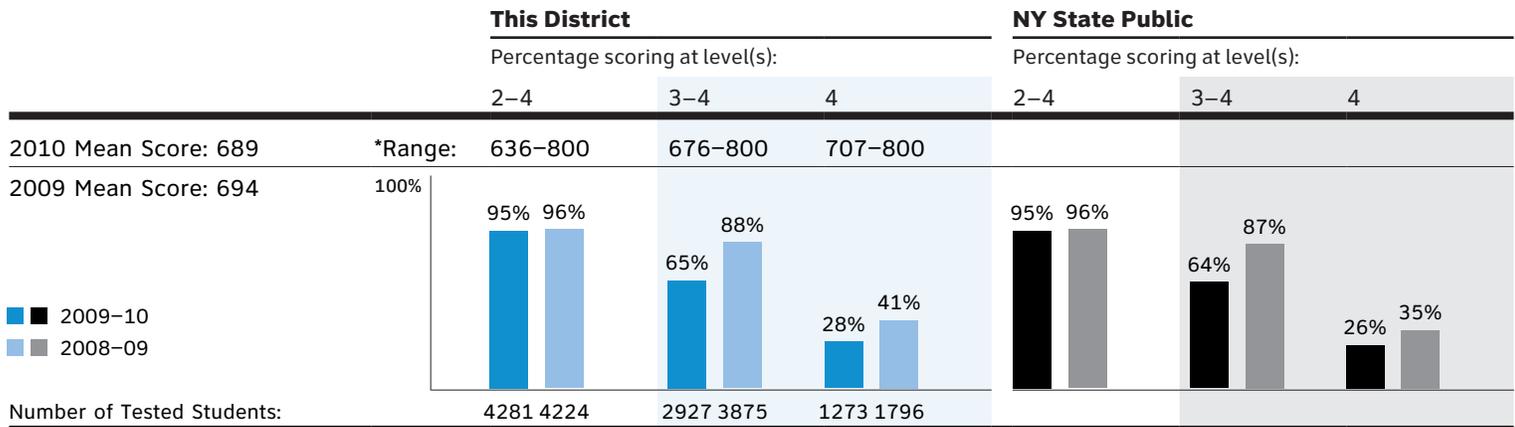
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	75	71	67	55	97	97	92	75
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	15	N/A	N/A	N/A	25	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	16	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	4529	95%	65%	28%	4381	96%	88%	41%
Female	2171	95%	64%	28%	2089	96%	88%	41%
Male	2358	94%	65%	28%	2292	96%	89%	41%
American Indian or Alaska Native	16	81%	50%	0%	13	100%	92%	31%
Black or African American	674	87%	37%	11%	671	92%	76%	19%
Hispanic or Latino	1068	92%	49%	15%	1001	94%	83%	27%
Asian or Native Hawaiian/Other Pacific Islander	379	98%	84%	51%	320	99%	95%	68%
White	2370	97%	77%	36%	2369	98%	93%	50%
Multiracial	22	100%	55%	18%	7	100%	71%	43%
Small Group Totals								
General-Education Students	3486	98%	74%	34%	3402	99%	95%	49%
Students with Disabilities	1043	83%	32%	7%	979	88%	66%	12%
English Proficient	4197	95%	67%	30%	4103	97%	90%	43%
Limited English Proficient	332	86%	34%	7%	278	89%	66%	14%
Economically Disadvantaged	2929	93%	56%	21%	2579	95%	84%	32%
Not Disadvantaged	1600	98%	81%	42%	1802	98%	94%	54%
Migrant								
Not Migrant	4529	95%	65%	28%	4381	96%	88%	41%

NOTES

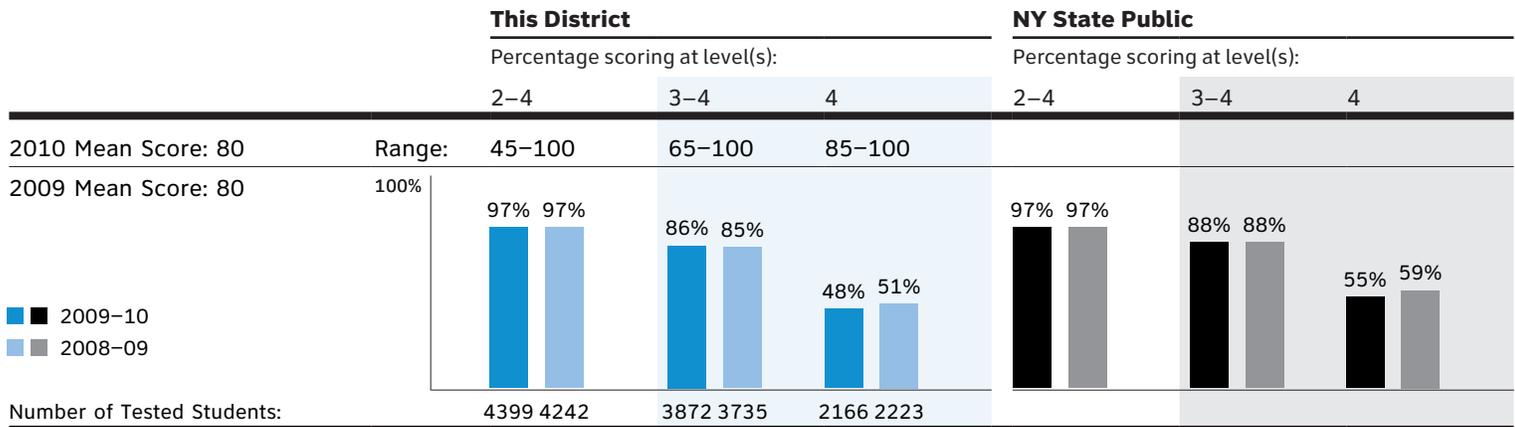
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* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	76	76	67	46	97	97	91	70

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	4513	97%	86%	48%	4390	97%	85%	51%
Female	2168	98%	86%	49%	2096	97%	84%	50%
Male	2345	97%	86%	47%	2294	97%	86%	52%
American Indian or Alaska Native	16	100%	81%	31%	13	100%	85%	31%
Black or African American	661	94%	68%	24%	679	94%	67%	26%
Hispanic or Latino	1065	97%	79%	34%	1005	94%	78%	35%
Asian or Native Hawaiian/Other Pacific Islander	381	98%	92%	66%	323	98%	93%	73%
White	2367	99%	93%	58%	2363	98%	92%	61%
Multiracial	23	100%	91%	57%	7	100%	86%	57%
Small Group Totals								
General-Education Students	3471	99%	91%	56%	3404	98%	90%	58%
Students with Disabilities	1042	93%	67%	20%	986	90%	67%	24%
English Proficient	4182	98%	88%	51%	4110	98%	87%	53%
Limited English Proficient	331	91%	63%	12%	280	83%	55%	13%
Economically Disadvantaged	2916	97%	81%	40%	2586	95%	80%	40%
Not Disadvantaged	1597	99%	94%	63%	1804	99%	93%	66%
Migrant								
Not Migrant	4513	97%	86%	48%	4390	97%	85%	51%

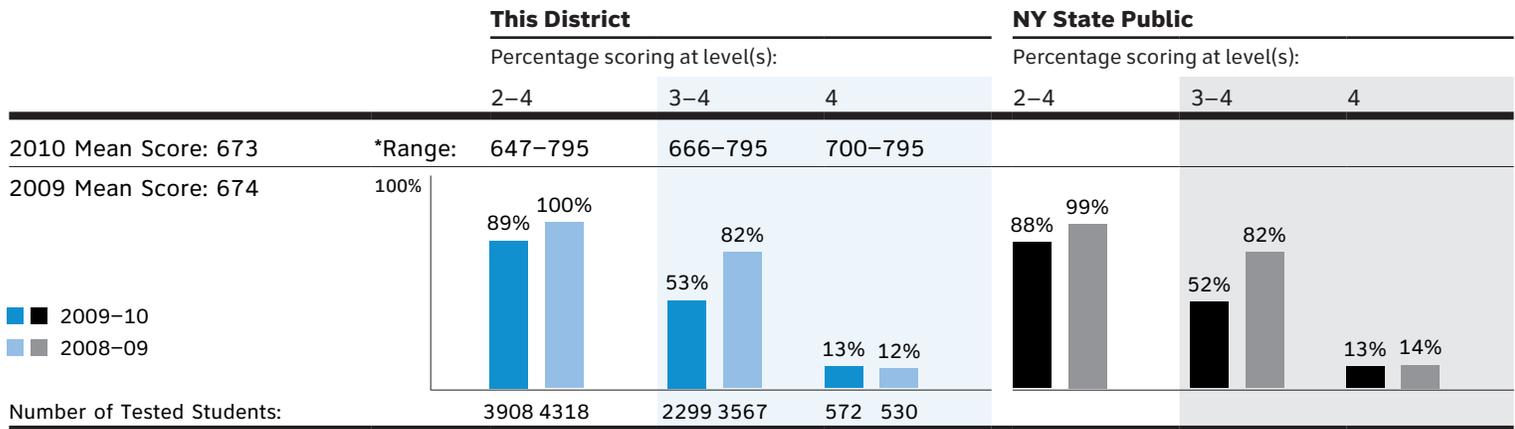
NOTES

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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	75	71	71	61	97	96	96	88

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	4375	89%	53%	13%	4336	100%	82%	12%
Female	2083	91%	58%	17%	2095	100%	83%	13%
Male	2292	87%	48%	10%	2241	99%	81%	12%
American Indian or Alaska Native	12	92%	42%	8%	16	100%	75%	19%
Black or African American	658	76%	30%	5%	667	99%	67%	4%
Hispanic or Latino	1013	85%	39%	6%	1015	99%	74%	8%
Asian or Native Hawaiian/Other Pacific Islander	332	95%	72%	28%	343	100%	92%	23%
White	2342	94%	62%	16%	2290	100%	89%	15%
Multiracial	18	83%	56%	6%	5	100%	100%	20%
Small Group Totals								
General-Education Students	3387	96%	63%	16%	3347	100%	91%	15%
Students with Disabilities	988	68%	18%	2%	989	98%	51%	2%
English Proficient	4157	91%	55%	14%	4110	100%	84%	13%
Limited English Proficient	218	65%	12%	1%	226	99%	45%	1%
Economically Disadvantaged	2792	86%	43%	8%	2470	99%	75%	8%
Not Disadvantaged	1583	96%	69%	23%	1866	100%	92%	18%
Migrant								
Not Migrant	4375	89%	53%	13%	4336	100%	82%	12%

NOTES

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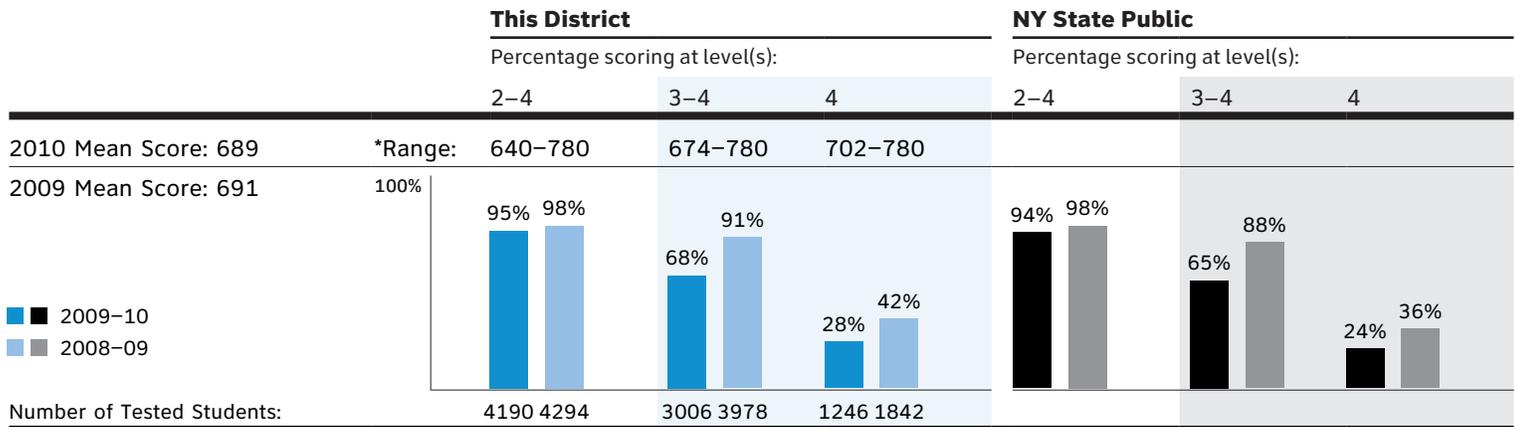
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	98	97	95	68	91	91	88	57
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	13	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 5	13	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	4414	95%	68%	28%	4361	98%	91%	42%
Female	2102	96%	68%	28%	2102	99%	92%	42%
Male	2312	94%	69%	28%	2259	98%	90%	42%
American Indian or Alaska Native	12	100%	50%	25%	16	94%	81%	38%
Black or African American	668	88%	42%	10%	665	96%	82%	20%
Hispanic or Latino	1025	92%	56%	17%	1023	98%	87%	30%
Asian or Native Hawaiian/Other Pacific Islander	342	98%	86%	48%	352	99%	96%	64%
White	2349	98%	78%	35%	2300	99%	95%	51%
Multiracial	18	100%	44%	28%	5	100%	100%	60%
Small Group Totals								
General-Education Students	3417	98%	78%	35%	3369	100%	97%	51%
Students with Disabilities	997	84%	35%	6%	992	94%	72%	12%
English Proficient	4178	95%	70%	29%	4115	99%	92%	44%
Limited English Proficient	236	86%	42%	8%	246	96%	76%	12%
Economically Disadvantaged	2821	93%	59%	21%	2496	98%	88%	32%
Not Disadvantaged	1593	98%	84%	42%	1865	100%	96%	57%
Migrant								
Not Migrant	4414	95%	68%	28%	4361	98%	91%	42%

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	98	95	95	71	90	90	90	65

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 661	*Range: 644-785	662-785	694-785			
2009 Mean Score: 664						
Number of Tested Students:	3653	4212	2010 3215	186	296	

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	4222	87%	48%	4%	4221	100%	76%	7%
Female	2027	89%	53%	5%	1995	100%	81%	9%
Male	2195	84%	43%	4%	2226	100%	72%	5%
American Indian or Alaska Native	16	75%	38%	6%	20	95%	75%	5%
Black or African American	656	73%	24%	1%	645	100%	56%	2%
Hispanic or Latino	999	78%	32%	1%	926	100%	64%	3%
Asian or Native Hawaiian/Other Pacific Islander	338	95%	63%	10%	347	100%	86%	14%
White	2207	93%	59%	6%	2272	100%	85%	9%
Multiracial	6	100%	83%	0%	11	100%	82%	9%
Small Group Totals								
General-Education Students	3274	94%	58%	6%	3269	100%	87%	9%
Students with Disabilities	948	60%	12%	0%	952	99%	40%	0%
English Proficient	4046	88%	50%	5%	4015	100%	79%	7%
Limited English Proficient	176	45%	2%	0%	206	99%	20%	0%
Economically Disadvantaged	2375	81%	34%	2%	2287	100%	68%	4%
Not Disadvantaged	1847	94%	65%	7%	1934	100%	86%	11%
Migrant								
Not Migrant	4222	87%	48%	4%	4221	100%	76%	7%

NOTES

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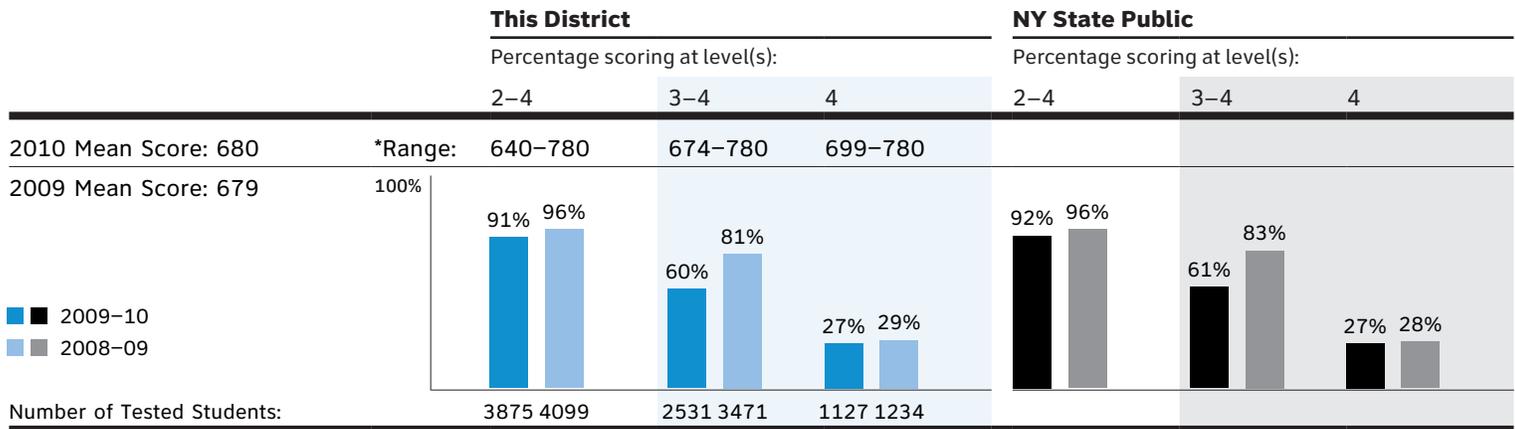
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Other Assessments

	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	91	74	71	55	93	93	86	66
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	23	N/A	N/A	N/A	15	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	23	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	4248	91%	60%	27%	4266	96%	81%	29%
Female	2041	92%	61%	27%	2007	97%	83%	28%
Male	2207	90%	59%	26%	2259	95%	80%	30%
American Indian or Alaska Native	16	81%	69%	31%	19	100%	79%	21%
Black or African American	654	80%	32%	9%	661	92%	61%	8%
Hispanic or Latino	1013	87%	45%	14%	946	92%	70%	15%
Asian or Native Hawaiian/Other Pacific Islander	348	96%	82%	50%	353	98%	92%	57%
White	2211	96%	71%	34%	2276	99%	90%	36%
Multiracial	6	100%	100%	17%	11	91%	82%	18%
Small Group Totals								
General-Education Students	3299	97%	71%	33%	3304	99%	90%	36%
Students with Disabilities	949	71%	21%	5%	962	87%	53%	5%
English Proficient	4048	92%	62%	28%	4042	97%	84%	30%
Limited English Proficient	200	68%	18%	4%	224	79%	42%	2%
Economically Disadvantaged	2397	87%	48%	17%	2326	94%	73%	19%
Not Disadvantaged	1851	96%	75%	38%	1940	98%	91%	41%
Migrant								
Not Migrant	4248	91%	60%	27%	4266	96%	81%	29%

NOTES

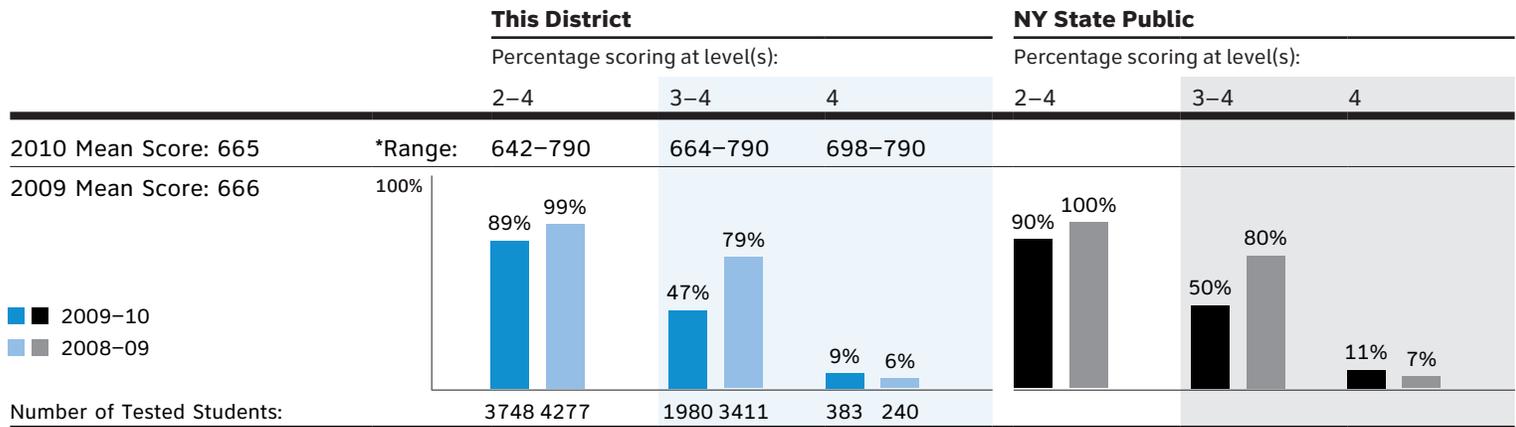
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	90	88	86	75	94	94	92	72

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	4234	89%	47%	9%	4300	99%	79%	6%
Female	1998	92%	53%	10%	2132	100%	83%	7%
Male	2236	85%	42%	8%	2168	99%	76%	4%
American Indian or Alaska Native	17	94%	47%	18%	18	100%	72%	17%
Black or African American	644	78%	24%	3%	669	99%	62%	1%
Hispanic or Latino	931	81%	32%	5%	944	99%	68%	3%
Asian or Native Hawaiian/Other Pacific Islander	361	96%	65%	17%	319	99%	90%	10%
White	2270	93%	56%	11%	2339	100%	87%	7%
Multiracial	11	91%	36%	0%	11	100%	91%	0%
Small Group Totals								
General-Education Students	3311	95%	57%	11%	3404	100%	88%	7%
Students with Disabilities	923	64%	11%	1%	896	98%	46%	0%
English Proficient	4038	91%	49%	9%	4116	100%	82%	6%
Limited English Proficient	196	42%	1%	0%	184	95%	23%	0%
Economically Disadvantaged	2387	84%	35%	5%	2200	99%	70%	2%
Not Disadvantaged	1847	95%	62%	14%	2100	100%	89%	9%
Migrant								
Not Migrant	4234	89%	47%	9%	4300	99%	79%	6%

NOTES

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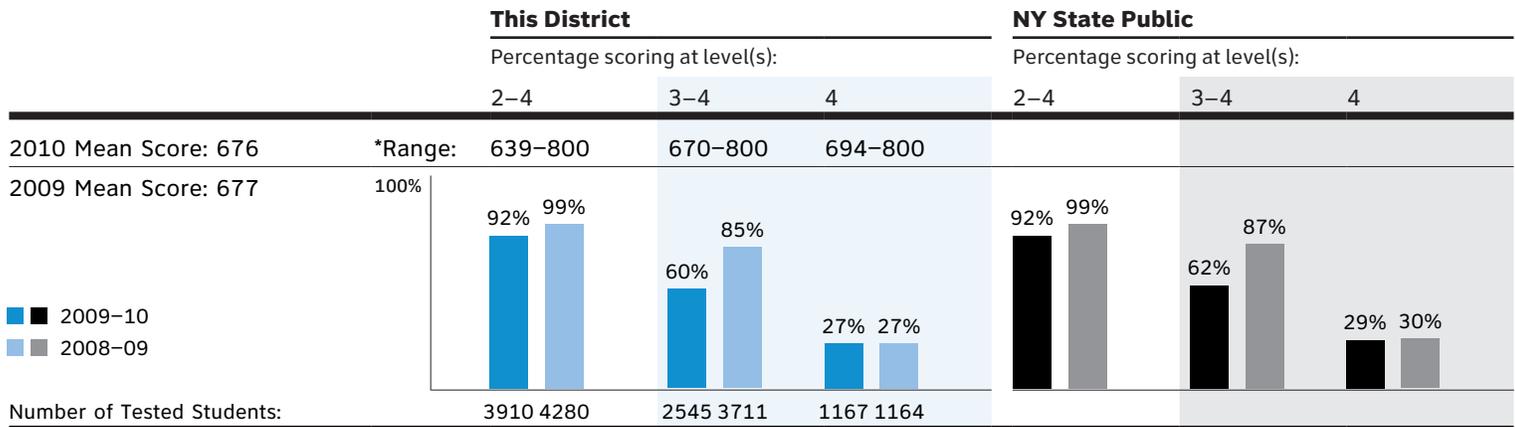
Other

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	98	97	88	76	81	80	75	70
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	15	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 7	15	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	4250	92%	60%	27%	4341	99%	85%	27%
Female	2002	94%	61%	29%	2142	99%	87%	28%
Male	2248	91%	59%	26%	2199	98%	84%	25%
American Indian or Alaska Native	17	94%	65%	35%	18	94%	78%	22%
Black or African American	640	82%	33%	8%	672	96%	68%	8%
Hispanic or Latino	942	86%	41%	12%	960	99%	77%	12%
Asian or Native Hawaiian/Other Pacific Islander	365	98%	84%	58%	333	99%	94%	50%
White	2275	96%	71%	35%	2348	99%	93%	35%
Multiracial	11	100%	36%	18%	10	100%	90%	40%
Small Group Totals								
General-Education Students	3324	97%	70%	34%	3439	100%	93%	33%
Students with Disabilities	926	75%	24%	5%	902	95%	58%	4%
English Proficient	4036	93%	62%	29%	4135	99%	87%	28%
Limited English Proficient	214	70%	20%	3%	206	95%	53%	2%
Economically Disadvantaged	2399	88%	48%	18%	2230	98%	78%	16%
Not Disadvantaged	1851	97%	76%	40%	2111	99%	93%	39%
Migrant								
Not Migrant	4250	92%	60%	27%	4341	99%	85%	27%

NOTES

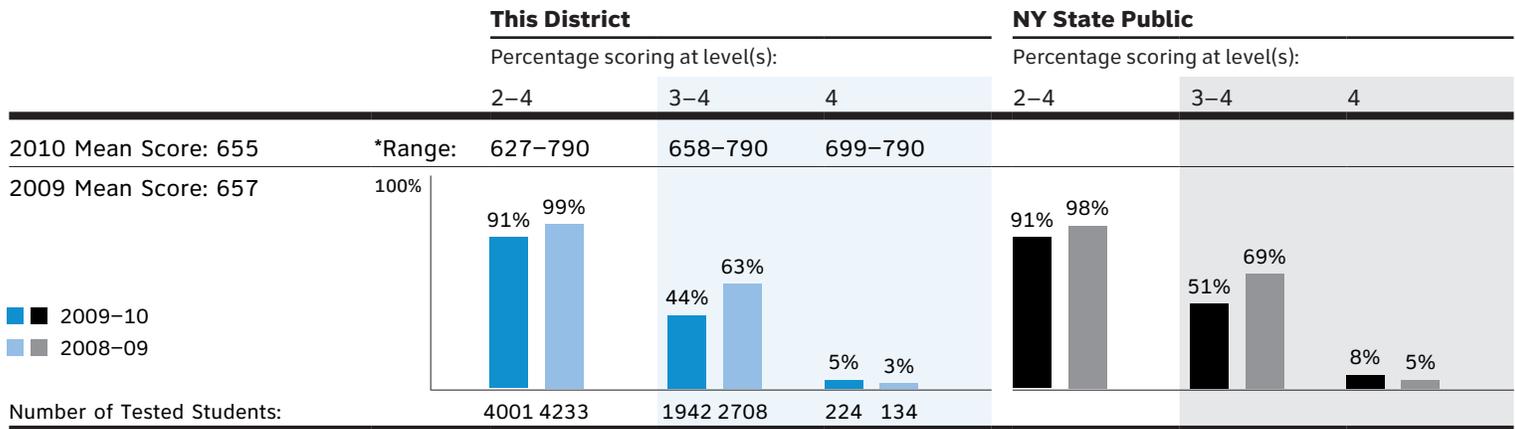
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Other Assessments

	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	98	90	85	56	81	78	77	51

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	4393	91%	44%	5%	4283	99%	63%	3%
Female	2187	93%	50%	6%	2074	99%	69%	4%
Male	2206	89%	38%	4%	2209	98%	57%	2%
American Indian or Alaska Native	19	100%	63%	11%	12	100%	50%	0%
Black or African American	690	82%	24%	1%	669	98%	43%	0%
Hispanic or Latino	976	86%	32%	2%	858	98%	48%	1%
Asian or Native Hawaiian/Other Pacific Islander	330	96%	62%	10%	351	99%	80%	8%
White	2370	95%	53%	7%	2386	99%	72%	4%
Multiracial	8	100%	63%	0%	7	100%	57%	0%
Small Group Totals								
General-Education Students	3493	97%	53%	6%	3501	100%	73%	4%
Students with Disabilities	900	69%	9%	0%	782	95%	19%	0%
English Proficient	4211	93%	46%	5%	4134	99%	65%	3%
Limited English Proficient	182	57%	2%	0%	149	88%	11%	0%
Economically Disadvantaged	2358	87%	33%	3%	2116	98%	52%	1%
Not Disadvantaged	2035	95%	57%	8%	2167	99%	75%	5%
Migrant								
Not Migrant	4393	91%	44%	5%	4283	99%	63%	3%

NOTES

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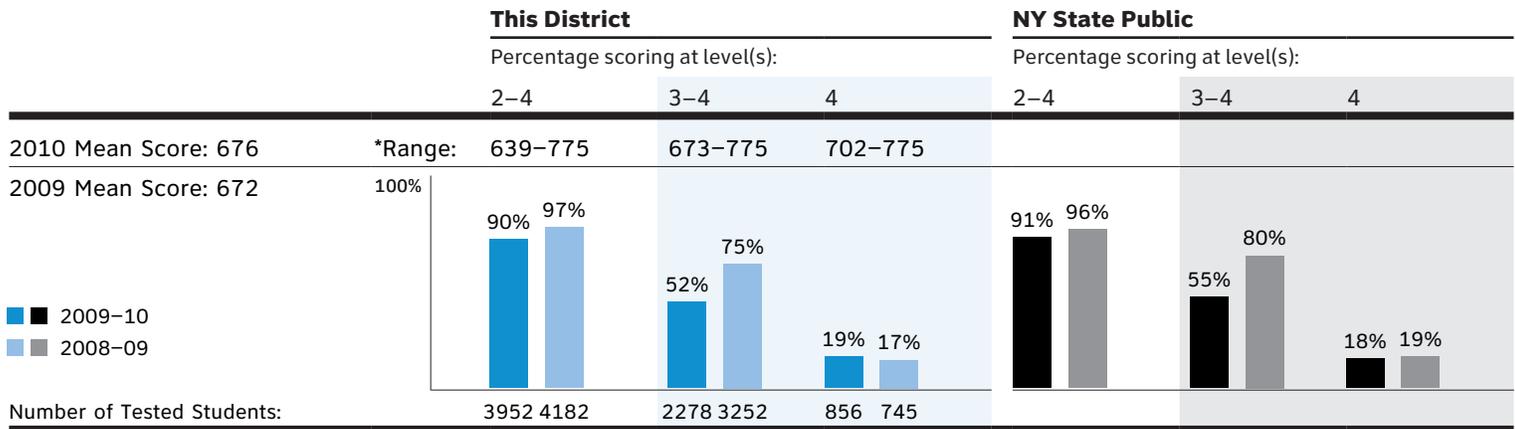
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Other Assessments

	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	82	82	80	73	82	82	70	67
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	21	N/A	N/A	N/A	17	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	21	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	4408	90%	52%	19%	4319	97%	75%	17%
Female	2194	91%	55%	22%	2092	98%	78%	18%
Male	2214	88%	48%	17%	2227	96%	73%	16%
American Indian or Alaska Native	18	83%	56%	22%	12	100%	83%	8%
Black or African American	685	74%	25%	6%	682	91%	49%	4%
Hispanic or Latino	979	86%	34%	8%	871	95%	61%	7%
Asian or Native Hawaiian/Other Pacific Islander	338	96%	76%	40%	357	99%	92%	39%
White	2380	95%	63%	25%	2390	99%	85%	22%
Multiracial	8	88%	63%	38%	7	100%	71%	0%
Small Group Totals								
General-Education Students	3522	95%	60%	24%	3529	99%	83%	21%
Students with Disabilities	886	69%	17%	2%	790	88%	41%	1%
English Proficient	4207	90%	53%	20%	4151	97%	77%	18%
Limited English Proficient	201	72%	17%	3%	168	89%	45%	1%
Economically Disadvantaged	2367	85%	39%	11%	2145	95%	64%	10%
Not Disadvantaged	2041	96%	67%	30%	2174	98%	86%	24%
Migrant								
Not Migrant	4408	90%	52%	19%	4319	97%	75%	17%

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	82	78	76	59	82	81	81	62

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

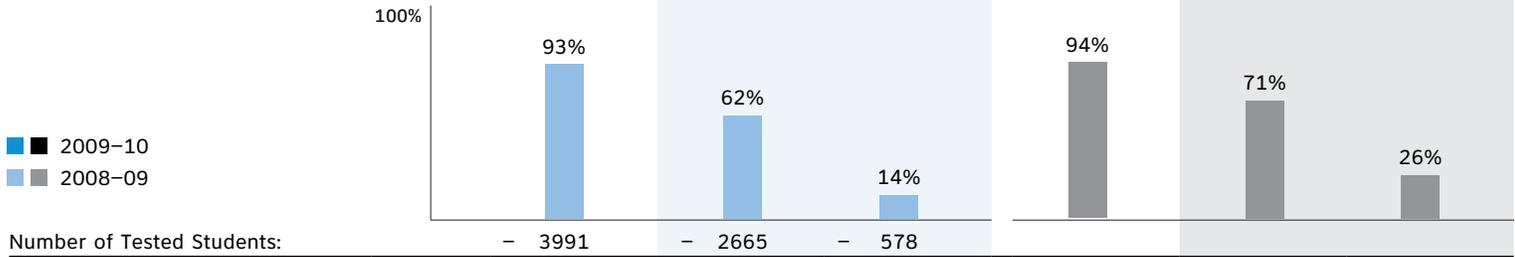
NY State Public

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	4324	95%	68%	22%	4277	93%	62%	14%
Female	2150	95%	68%	21%	2071	94%	62%	12%
Male	2174	94%	68%	23%	2206	93%	62%	15%
American Indian or Alaska Native	19	84%	68%	32%	11	100%	55%	0%
Black or African American	666	88%	45%	5%	671	84%	37%	4%
Hispanic or Latino	954	92%	57%	13%	860	89%	47%	6%
Asian or Native Hawaiian/Other Pacific Islander	335	97%	85%	42%	355	98%	84%	31%
White	2342	97%	77%	27%	2372	97%	72%	17%
Multiracial	8	100%	88%	50%	8	100%	38%	0%
Small Group Totals								
General-Education Students	3459	97%	77%	26%	3510	97%	71%	16%
Students with Disabilities	865	84%	32%	4%	767	78%	23%	1%
English Proficient	4128	96%	70%	23%	4111	94%	64%	14%
Limited English Proficient	196	73%	25%	2%	166	72%	16%	0%
Economically Disadvantaged	2303	92%	57%	14%	2112	90%	49%	8%
Not Disadvantaged	2021	98%	81%	31%	2165	97%	75%	19%
Migrant								
Not Migrant	4324	95%	68%	22%	4277	93%	62%	14%

NOTES

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

Other Assessments

2009-10 School Year

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	80	78	76	71	82	81	78	77
Regents Science	4	-	-	-	0			

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

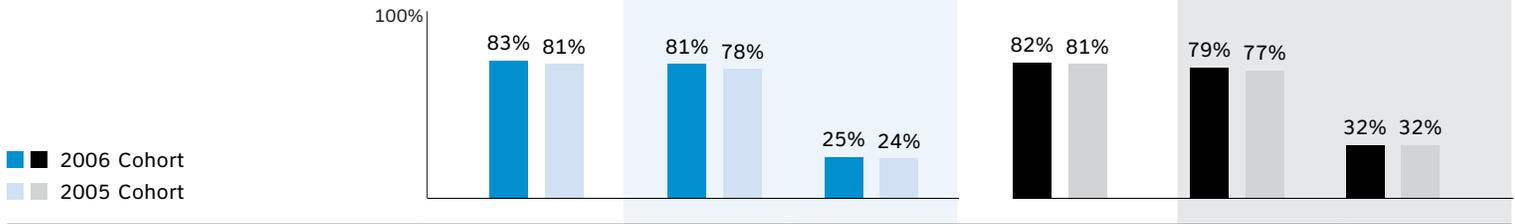
NY State Public

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	4559	83%	81%	25%	4416	81%	78%	24%
Female	2168	86%	85%	30%	2201	85%	83%	30%
Male	2391	80%	78%	19%	2215	77%	73%	18%
American Indian or Alaska Native	14	86%	79%	29%	8	50%	38%	0%
Black or African American	755	73%	71%	11%	767	70%	66%	12%
Hispanic or Latino	893	74%	72%	13%	900	70%	66%	11%
Asian or Native Hawaiian/Other Pacific Islander	437	93%	91%	44%	376	94%	93%	38%
White	2450	87%	86%	29%	2356	87%	84%	30%
Multiracial	10	90%	90%	30%	9	89%	89%	0%
Small Group Totals								
General-Education Students	3790	90%	88%	29%	3650	89%	86%	28%
Students with Disabilities	769	51%	45%	3%	766	45%	40%	3%
English Proficient	4407	84%	82%	25%	4238	82%	79%	24%
Limited English Proficient	152	59%	55%	3%	178	48%	44%	1%
Economically Disadvantaged	1747	80%	78%	17%	1546	77%	73%	16%
Not Disadvantaged	2812	85%	83%	29%	2870	83%	80%	28%
Migrant								
Not Migrant	4559	83%	81%	25%	4416	81%	78%	24%

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

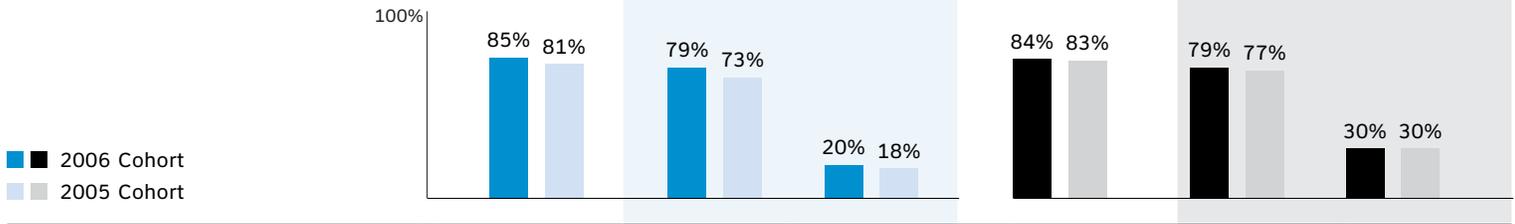
NY State Public

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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Economically Disadvantaged	1747	82%	75%	14%	1546	77%	68%	10%
Not Disadvantaged	2812	87%	82%	25%	2870	83%	76%	22%
Migrant								
Not Migrant	4559	85%	79%	20%	4416	81%	73%	18%

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