



The New York State Report Card

Accountability and Overview Report 2009–10

New York State Public Schools Report Card

The New York State 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 state's performance under the State and federal accountability systems, on student performance, and on other measures of performance. Knowledge gained from the report card on the state's strengths and weaknesses can be used to improve instruction and services to students.

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

For more information:

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Use this report to:

- 1 Get Statewide Profile information.**
This section shows comprehensive data relevant to the state's learning environment.
- 2 Review State Accountability Status.**
This section indicates whether the state made adequate yearly progress (AYP).
- 3 Review an Overview of Statewide Performance.**
This section has information about statewide performance on state assessments in English, mathematics, and science.

Statewide Profile

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

Enrollment

	2007–08	2008–09	2009–10
Pre-K	45,263	70,625	70,705
Kindergarten	184,717	187,515	195,500
Grade 1	196,578	194,701	203,147
Grade 2	196,137	193,207	198,766
Grade 3	191,179	193,083	198,252
Grade 4	191,681	190,082	201,119
Grade 5	192,043	191,410	198,661
Grade 6	195,577	191,970	200,144
Ungraded Elementary	54,000	56,753	12,341
Grade 7	203,307	197,104	202,504
Grade 8	205,171	202,078	206,594
Grade 9	242,279	235,687	243,046
Grade 10	229,686	223,981	229,796
Grade 11	194,243	194,259	198,752
Grade 12	185,810	185,848	190,333
Ungraded Secondary	51,977	53,589	13,694
Total K-12	2,714,385	2,691,267	2,692,649

Average Class Size

	2007–08	2008–09	2009–10
Common Branch	21	22	22
Grade 8			
English	22	22	22
Mathematics	22	22	22
Science	22	23	23
Social Studies	22	23	23
Grade 10			
English	22	23	23
Mathematics	21	22	22
Science	22	22	23
Social Studies	22	23	23

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. The state public enrollment includes public school districts, charter schools, NYSED-operated programs, and BOCES programs. Students classified by districts as “pre-first” are included in first grade counts.

Average Class Size Information

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

Demographic Factors

	2007–08		2008–09		2009–10	
	#	%	#	%	#	%
Eligible for Free Lunch	986,578	37%	1,030,575	39%	1,076,162	40%
Reduced-Price Lunch	211,396	8%	214,831	8%	207,115	8%
Student Stability*	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	198,550	7%	202,220	8%	204,986	8%
Racial/Ethnic Origin						
American Indian or Alaska Native	13,147	**	13,027	**	12,900	**
Black or African American	526,867	19%	517,997	19%	515,431	19%
Hispanic or Latino	565,479	21%	571,699	21%	584,725	22%
Asian or Native Hawaiian/Other Pacific Islander	199,959	7%	205,486	8%	214,729	8%
White	1,403,836	52%	1,374,718	51%	1,353,012	50%
Multiracial	5,097	**	8,340	**	11,852	**

* Available only at the school level.

** Percentage is less than 1.

Attendance and Suspensions

	2006–07		2007–08		2008–09	
	#	%	#	%	#	%
Annual Attendance Rate	N/A	93%	N/A	93%	N/A	93%
Student Suspensions	142,676	5%	143,124	5%	138,829	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

A district's *Annual Attendance Rate* is determined by dividing the 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. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates. *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	221,514	223,090	219,333
Percent with No Valid Teaching Certificate	1%	1%	1%
Percent Teaching Out of Certification	5%	4%	3%
Percent with Fewer Than Three Years of Experience	10%	9%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	33%	34%	36%
Total Number of Core Classes	548,114	547,134	527,876
Percent Not Taught by Highly Qualified Teachers Statewide	4%	3%	3%
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	712,119	717,711	711,377
Percent Taught by Teachers Without Appropriate Certification	5%	4%	3%

Teacher Turnover Rate

	2006–07	2007–08	2008–09
Turnover Rate of Teachers with Fewer than Five Years of Experience	20%	20%	21%
Turnover Rate of All Teachers	13%	13%	13%

Staff Counts

	2007–08	2008–09	2009–10
Total Other Professional Staff	31,478	32,078	32,749
Total Paraprofessionals*	66,776	67,568	79,270
Assistant Principals	5,502	5,650	5,541
Principals	4,661	4,731	4,775

* 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.

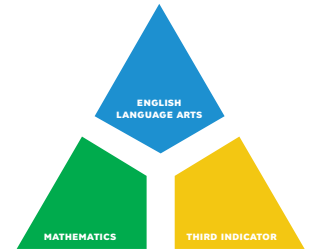
Staff Counts Information

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.

Summary

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English 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	✓ ^{SH}	✓		✓ ^{SH}	✓ ^{SH}	
Economically Disadvantaged	✓	✓		✓ ^{SH}	✓ ^{SH}	
Student groups making AYP in each subject	✗ _{9 of 10}	✓ _{10 of 10}	✓ _{1 of 1}	✗ _{6 of 10}	✗ _{7 of 10}	✓ _{1 of 1}

AYP Status

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

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

Elementary/Middle-Level English Language Arts

Accountability Measures	9 of 10	Student groups making AYP in English language arts
	X	Did Not Make AYP

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

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 (1,231,961:1,173,676)	✓	✓	99%	✓	171	154	
Ethnicity							
American Indian or Alaska Native (5,824:5,493)	✓	✓	99%	✓	162	154	
Black or African American (235,405:220,084)	✓	✓	99%	✓	155	154	
Hispanic or Latino (264,944:246,087)	✓	✓	99%	✓	157	154	
Asian or Native Hawaiian/Other Pacific Islander (98,705:90,895)	✓	✓	99%	✓	181	154	
White (621,890:606,527)	✓	✓	100%	✓	181	154	
Multiracial (5,193:4,590)	✓	✓	99%	✓	177	153	
Other Groups							
Students with Disabilities (208,722:205,471)	X	✓	98%	X	133	154	140 101
Limited English Proficient (95,068:109,746)	✓ ^{SH}	✓	99%	✓ ^{SH}	141	154	135 115
Economically Disadvantaged (654,671:612,127)	✓	✓	99%	✓	159	154	
Final AYP Determination	X _{9 of 10}						
Non-Accountability Groups							
Female (597,291:570,856)			99%		175	154	
Male (634,670:602,820)			99%		167	154	
Migrant (306:253)			100%		141	148	

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X** 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 Measures	10 of 10	Student groups making AYP in mathematics
	✓	Made AYP

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 (1,232,269:1,179,212)	✓	✓	99%	✓	184	134	
Ethnicity							
American Indian or Alaska Native (5,834:5,509)	✓	✓	99%	✓	180	134	
Black or African American (235,450:220,269)	✓	✓	99%	✓	171	134	
Hispanic or Latino (265,077:248,996)	✓	✓	99%	✓	177	134	
Asian or Native Hawaiian/Other Pacific Islander (98,824:93,246)	✓	✓	100%	✓	194	134	
White (621,880:606,569)	✓	✓	100%	✓	191	134	
Multiracial (5,204:4,623)	✓	✓	99%	✓	186	133	
Other Groups							
Students with Disabilities (208,672:205,517)	✓	✓	98%	✓	152	134	
Limited English Proficient (95,259:116,308)	✓	✓	99%	✓	169	134	
Economically Disadvantaged (654,830:617,163)	✓	✓	99%	✓	177	134	
Final AYP Determination	✓ _{10 OF 10}						
Non-Accountability Groups							
Female (597,459:573,373)			100%		186	134	
Male (634,810:605,839)			99%		183	134	
Migrant (308:269)			100%		164	128	

Symbols

- ✓ Made AYP
- ✓^{SH} 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 Measures	1 of 1	Student groups making AYP in science
	✓	Made AYP

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 (416,338:393,149)	✓	Qualified	✓	98%	✓	178	100	
Ethnicity								
American Indian or Alaska Native (1,940:1,793)		Qualified	✓	97%	✓	173	100	
Black or African American (78,964:72,075)		Qualified	✓	97%	✓	157	100	
Hispanic or Latino (88,899:81,832)		Qualified	✓	97%	✓	162	100	
Asian or Native Hawaiian/Other Pacific Islander (34,156:31,984)		Qualified	✓	99%	✓	186	100	
White (210,711:204,016)		Qualified	✓	99%	✓	190	100	
Multiracial (1,668:1,449)		Qualified	✓	97%	✓	183	100	
Other Groups								
Students with Disabilities (70,244:67,158)		Qualified	✓	95%	✓	149	100	
Limited English Proficient (31,999:37,018)		Qualified	✓	97%	✓	148	100	
Economically Disadvantaged (218,917:202,513)		Qualified	✓	98%	✓	165	100	
Final AYP Determination	✓							
								1 of 1
Non-Accountability Groups								
Female (201,711:191,291)				98%		178	100	
Male (214,627:201,858)				98%		178	100	
Migrant (101:82)				95%		157	100	

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 Measures	6 of 10	Student groups making AYP in English language arts
	X	Did Not Make AYP

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 (199,031:196,787)	✓	✓	99%	✓	180	176	
Ethnicity							
American Indian or Alaska Native (809:825)	X	✓	99%	X	170	174	169‡ 173
Black or African American (36,659:36,279)	X	✓	99%	X	165	176	163‡ 169
Hispanic or Latino (35,968:35,545)	X	✓	99%	X	165	176	164‡ 169
Asian or Native Hawaiian/Other Pacific Islander (15,862:15,223)	✓	✓	100%	✓	188	176	
White (109,290:108,515)	✓	✓	99%	✓	189	176	
Multiracial (443:400)	✓	✓	99%	✓	180	174	
Other Groups							
Students with Disabilities (20,693:26,800)	X	✓	96%	X	132	176	131‡ 139
Limited English Proficient (8,697:10,596)	✓ ^{SH}	✓	98%	✓ ^{SH}	139	176	127 145
Economically Disadvantaged (75,059:76,958)	✓ ^{SH}	✓	99%	✓ ^{SH}	170	176	169 173
Final AYP Determination	X						
		6 of 10					
Non-Accountability Groups							
Female (99,666:97,794)			99%		185	176	
Male (99,365:98,993)			99%		176	176	
Migrant (25:19)							

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X 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 Measures	7 of 10	Student groups making AYP in mathematics
	X	Did Not Make AYP

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 (199,031:196,787)	✓	✓	99%	✓	181	172	
Ethnicity							
American Indian or Alaska Native (809:825)	✓	✓	99%	✓	174	169	
Black or African American (36,659:36,279)	X	✓	99%	X	164	172	162‡
Hispanic or Latino (35,968:35,545)	X	✓	98%	X	167	172	166‡
Asian or Native Hawaiian/Other Pacific Islander (15,862:15,223)	✓	✓	100%	✓	192	172	
White (109,290:108,515)	✓	✓	99%	✓	190	172	
Multiracial (443:400)	✓	✓	97%	✓	176	168	
Other Groups							
Students with Disabilities (20,693:26,800)	X	✓	97%	X	136	172	135‡
Limited English Proficient (8,697:10,596)	✓ ^{SH}	✓	99%	✓ ^{SH}	157	172	151
Economically Disadvantaged (75,059:76,958)	✓ ^{SH}	✓	99%	✓ ^{SH}	171	172	171
Final AYP Determination	X						
Non-Accountability Groups							
Female (99,666:97,794)			99%		183	172	
Male (99,365:98,993)			99%		179	172	
Migrant (25:19)							

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X 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 Measures	1 of 1	Student groups making AYP in graduation rate
	✓	Made AYP

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 (221,811)	✓	✓	76%	80%	75%	77%
Ethnicity						
American Indian or Alaska Native (956)		✗	63%	80%	65%	66%
Black or African American (43,105)		✗	61%	80%	63%	65%
Hispanic or Latino (41,959)		✗	60%	80%	63%	64%
Asian or Native Hawaiian/Other Pacific Islander (15,926)		✓	84%	80%		
White (119,481)		✓	85%	80%		
Multiracial (384)		✗	70%	80%	71%	72%
Other Groups						
Students with Disabilities (33,416)		✗	47%	80%	52%	54%
Limited English Proficient (13,011)		✓ ^{SH}	50%	80%	50%	56%
Economically Disadvantaged (81,784)		✓ ^{SH}	66%	80%	66%	69%
Final AYP Determination	✓	1 of 1				
Non-Accountability Groups						
Female (108,808)			80%	80%		
Male (113,003)			71%	80%		
Migrant (21)						

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.

Summary of 2009–10 Statewide 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	55%			196,499
Grade 4	57%			199,423
Grade 5	52%			197,372
Grade 6	54%			198,085
Grade 7	50%			200,062
Grade 8	51%			204,148

Mathematics

Grade 3	59%			198,665
Grade 4	64%			201,634
Grade 5	65%			199,507
Grade 6	61%			200,576
Grade 7	62%			202,488
Grade 8	55%			206,417

Science

Grade 4	88%			200,463
Grade 8	71%			180,503

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	79%			224,696
Mathematics	79%			224,696

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.

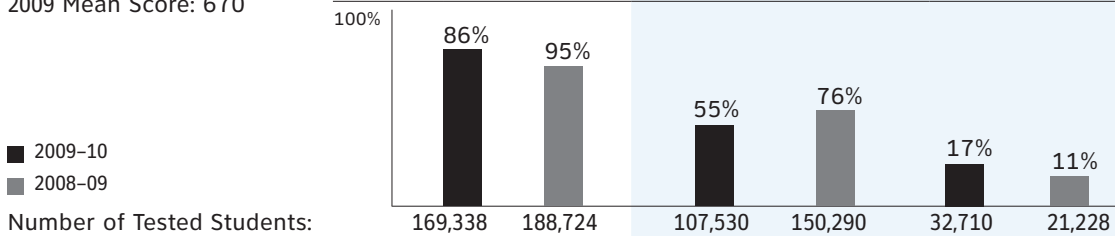
Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

Statewide Results in Grade 3 English Language Arts

NY State Public

Percentage scoring at level(s):

	2-4	3-4	4
2010 Mean Score: 668			
2009 Mean Score: 670			
*Range:	643-780	662-780	694-780



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	196,499	86%	55%	17%	198,219	95%	76%	11%
Female	95,916	88%	58%	19%	96,714	97%	80%	13%
Male	100,583	84%	52%	15%	101,505	94%	72%	9%
American Indian or Alaska Native	966	82%	47%	11%	909	95%	66%	5%
Black or African American	37,178	77%	39%	9%	37,551	92%	63%	5%
Hispanic or Latino	43,665	80%	41%	10%	42,349	92%	64%	5%
Asian or Native Hawaiian/Other Pacific Islander	15,262	92%	65%	22%	15,884	98%	87%	17%
White	98,316	92%	65%	22%	100,831	97%	84%	14%
Multiracial	1,112	89%	60%	21%	695	97%	82%	11%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	166,506	92%	61%	19%	168,427	98%	83%	12%
Students with Disabilities	29,993	54%	19%	4%	29,792	77%	36%	2%
English Proficient	178,005	88%	58%	18%	179,969	96%	79%	12%
Limited English Proficient	18,494	66%	24%	4%	18,250	86%	47%	1%
Economically Disadvantaged	108,619	80%	43%	10%	104,298	93%	66%	6%
Not Disadvantaged	87,880	93%	69%	24%	93,921	98%	87%	16%
Migrant	50	70%	30%	8%	58	81%	47%	2%
Not Migrant	196,449	86%	55%	17%	198,161	95%	76%	11%

NOTE

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	2,515	2,351	2,162	1,786	2,202	2,048	1,835	1,473
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1,975	N/A	N/A	N/A	1,696	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	2,012	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.

Statewide Results in Grade 3 Mathematics

NY State Public

Percentage scoring at level(s):

2-4

3-4

4

2010 Mean Score: 693

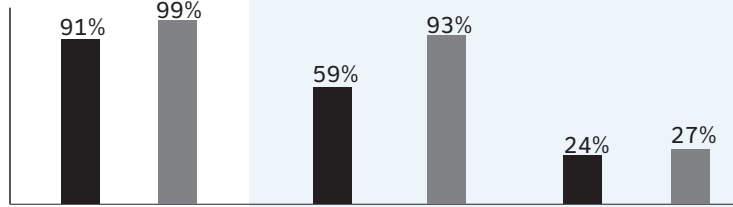
2009 Mean Score: 692

*Range: 661-770

684-770

707-770

100%



■ 2009-10

■ 2008-09

Number of Tested Students:

180,064

198,159

117,493

186,111

47,728

53,951

Results by Student Group

2009-10 School Year

2008-09 School Year

Student Group	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	198,665	91%	59%	24%	200,184	99%	93%	27%
Female	96,894	91%	59%	24%	97,584	99%	94%	28%
Male	101,771	90%	59%	24%	102,600	99%	92%	26%
American Indian or Alaska Native	976	88%	47%	16%	914	99%	90%	18%
Black or African American	37,425	83%	42%	13%	37,699	98%	87%	16%
Hispanic or Latino	44,688	87%	48%	16%	43,286	99%	90%	18%
Asian or Native Hawaiian/Other Pacific Islander	15,997	96%	79%	43%	16,454	100%	97%	47%
White	98,458	95%	68%	29%	101,119	99%	96%	32%
Multiracial	1,121	91%	61%	25%	712	100%	95%	25%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	168,567	94%	65%	27%	170,308	100%	96%	30%
Students with Disabilities	30,098	70%	28%	7%	29,876	95%	74%	8%
English Proficient	178,015	92%	62%	26%	180,117	99%	94%	29%
Limited English Proficient	20,650	78%	36%	10%	20,067	97%	84%	12%
Economically Disadvantaged	110,548	86%	49%	17%	105,730	99%	90%	20%
Not Disadvantaged	88,117	96%	72%	32%	94,454	99%	97%	35%
Migrant	57	75%	26%	0%	58	97%	72%	5%
Not Migrant	198,608	91%	59%	24%	200,126	99%	93%	27%

NOTE

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Other Assessments

2009-10 School Year

2008-09 School Year

Assessment	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	2,518	2,487	2,202	1,536	2,205	2,163	1,959	1,306

Statewide Results in Grade 4 English Language Arts

NY State Public

Percentage scoring at level(s):

2-4

3-4

4

2010 Mean Score: 673

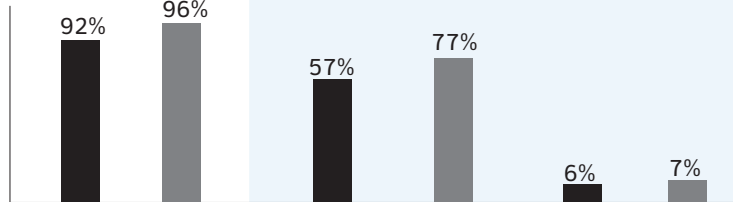
*Range: 637-775

668-775

720-775

2009 Mean Score: 670

100%



■ 2009-10

■ 2008-09

Number of Tested Students:

182,632

187,347

113,186

150,574

11,885

14,231

Results by Student Group

2009-10 School Year

2008-09 School Year

Student Group	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	199,423	92%	57%	6%	195,827	96%	77%	7%
Female	97,283	93%	61%	7%	95,273	97%	80%	9%
Male	102,140	90%	53%	5%	100,554	94%	74%	5%
American Indian or Alaska Native	938	90%	45%	4%	893	95%	69%	3%
Black or African American	37,731	85%	37%	2%	37,519	93%	65%	3%
Hispanic or Latino	42,742	87%	40%	2%	41,491	93%	65%	3%
Asian or Native Hawaiian/Other Pacific Islander	16,324	96%	72%	13%	14,663	98%	87%	14%
White	100,694	95%	69%	8%	100,714	97%	85%	10%
Multiracial	994	95%	63%	7%	547	96%	80%	8%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	168,116	96%	64%	7%	164,724	99%	84%	9%
Students with Disabilities	31,307	68%	19%	1%	31,103	79%	37%	1%
English Proficient	183,085	93%	60%	6%	180,953	97%	80%	8%
Limited English Proficient	16,338	75%	20%	0%	14,874	85%	41%	0%
Economically Disadvantaged	108,403	87%	43%	3%	102,017	94%	67%	3%
Not Disadvantaged	91,020	97%	74%	10%	93,810	98%	88%	12%
Migrant	54	87%	31%	2%	55	93%	49%	0%
Not Migrant	199,369	92%	57%	6%	195,772	96%	77%	7%

NOTE

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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

Assessment	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	2,585	2,425	2,165	1,754	2,434	2,285	1,999	1,535
New York State English as a Second Language Achievement Test (NYSESLAT) [†] : Grade 4	2,084	N/A	N/A	N/A	1,659	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	2,112	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.

Statewide Results in Grade 4 Mathematics

NY State Public

Percentage scoring at level(s):

2–4

3–4

4

2010 Mean Score: 687

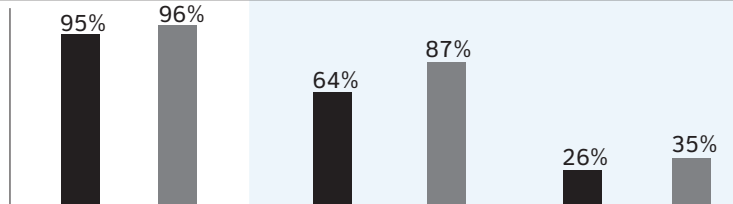
2009 Mean Score: 689

*Range: 636–800

676–800

707–800

100%



■ 2009-10

■ 2008-09

Number of Tested Students:

190,833

190,127

128,650

172,297

51,834

70,027

Results by Student Group

2009–10 School Year

2008–09 School Year

Student Group	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	201,634	95%	64%	26%	197,561	96%	87%	35%
Female	98,304	95%	63%	25%	96,042	97%	88%	35%
Male	103,330	94%	64%	26%	101,519	96%	87%	36%
American Indian or Alaska Native	942	93%	54%	16%	892	95%	83%	24%
Black or African American	37,968	90%	45%	12%	37,707	93%	78%	21%
Hispanic or Latino	43,740	92%	51%	15%	42,461	95%	82%	26%
Asian or Native Hawaiian/Other Pacific Islander	17,162	98%	83%	50%	15,150	99%	96%	62%
White	100,822	97%	73%	31%	100,789	98%	92%	41%
Multiracial	1,000	96%	66%	27%	562	96%	86%	33%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	170,285	97%	70%	29%	166,406	99%	92%	40%
Students with Disabilities	31,349	80%	29%	6%	31,155	83%	61%	10%
English Proficient	183,040	96%	67%	27%	180,876	97%	89%	37%
Limited English Proficient	18,594	85%	36%	8%	16,685	90%	71%	15%
Economically Disadvantaged	110,364	92%	53%	18%	103,393	95%	82%	27%
Not Disadvantaged	91,270	98%	77%	36%	94,168	98%	93%	45%
Migrant	56	93%	38%	5%	61	92%	75%	8%
Not Migrant	201,578	95%	64%	26%	197,500	96%	87%	35%

NOTE

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

Assessment	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	2,584	2,553	2,223	1,475	2,438	2,402	2,068	1,312

Statewide Results in Grade 4 Science

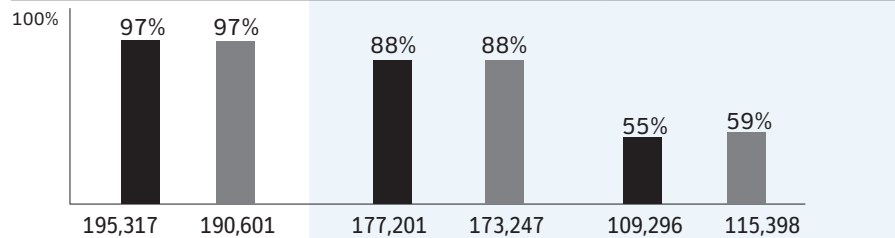
NY State Public

Percentage scoring at level(s):

2-4 3-4 4

Range: 45-100 65-100 85-100

2010 Mean Score: 82
2009 Mean Score: 83



Number of Tested Students:

195,317 190,601 177,201 173,247 109,296 115,398

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	200,463	97%	88%	55%	196,825	97%	88%	59%
Female	97,825	98%	89%	54%	95,744	97%	88%	58%
Male	102,638	97%	88%	55%	101,081	97%	88%	59%
American Indian or Alaska Native	938	98%	86%	47%	891	96%	87%	51%
Black or African American	37,603	95%	79%	35%	37,424	94%	79%	40%
Hispanic or Latino	43,429	96%	81%	38%	42,319	94%	79%	41%
Asian or Native Hawaiian/Other Pacific Islander	17,130	98%	92%	68%	15,197	98%	93%	72%
White	100,369	99%	95%	67%	100,417	99%	95%	71%
Multiracial	994	98%	92%	59%	577	97%	90%	61%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	169,498	98%	92%	60%	166,025	98%	92%	64%
Students with Disabilities	30,965	92%	70%	25%	30,800	90%	69%	28%
English Proficient	182,028	98%	91%	58%	180,201	98%	90%	62%
Limited English Proficient	18,435	89%	65%	20%	16,624	87%	63%	22%
Economically Disadvantaged	109,465	96%	82%	40%	102,793	95%	81%	44%
Not Disadvantaged	90,998	99%	96%	71%	94,032	99%	95%	75%
Migrant	57	95%	75%	28%	60	92%	75%	25%
Not Migrant	200,406	97%	88%	55%	196,765	97%	88%	59%

NOTE

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

Other Assessments

2009-10 School Year

2008-09 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2,575	2,512	2,435	2,025	2,423	2,349	2,282	1,880

Statewide Results in Grade 5 English Language Arts

NY State Public

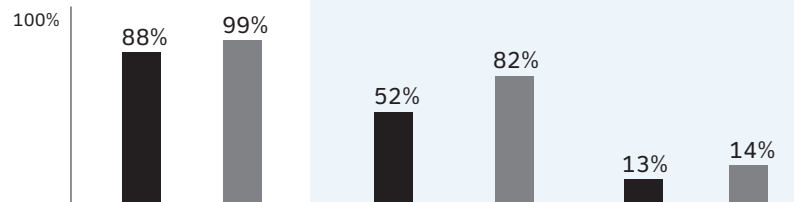
Percentage scoring at level(s):

2-4 3-4 4

2010 Mean Score: 672

2009 Mean Score: 675

*Range: 647-795 666-795 700-795



Number of Tested Students:

174,431 196,516 103,601 162,564 25,332 26,805

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	197,372	88%	52%	13%	197,765	99%	82%	14%
Female	96,055	91%	57%	16%	96,872	100%	84%	14%
Male	101,317	86%	48%	10%	100,893	99%	80%	13%
American Indian or Alaska Native	919	86%	40%	7%	914	100%	78%	9%
Black or African American	37,843	81%	36%	6%	38,041	99%	70%	6%
Hispanic or Latino	41,965	82%	39%	7%	41,486	99%	72%	7%
Asian or Native Hawaiian/Other Pacific Islander	15,194	94%	70%	25%	14,637	100%	89%	22%
White	100,582	93%	62%	16%	102,154	100%	90%	18%
Multiracial	869	91%	58%	15%	533	100%	84%	14%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	165,573	94%	59%	15%	165,237	100%	89%	16%
Students with Disabilities	31,799	60%	17%	2%	32,528	97%	48%	2%
English Proficient	184,262	90%	55%	14%	185,108	100%	85%	14%
Limited English Proficient	13,110	63%	15%	1%	12,657	96%	43%	1%
Economically Disadvantaged	105,847	83%	40%	8%	101,504	99%	74%	7%
Not Disadvantaged	91,525	95%	67%	19%	96,261	100%	91%	20%
Migrant	55	67%	29%	0%	31	97%	65%	10%
Not Migrant	197,317	88%	52%	13%	197,734	99%	82%	14%

NOTE

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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	2,615	2,522	2,352	1,612	2,506	2,409	2,180	1,349
New York State English as a Second Language Achievement Test (NYSESLAT) [†] : Grade 5	2,041	N/A	N/A	N/A	1,553	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	2,077	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.

Statewide Results in Grade 5 Mathematics

NY State Public

Percentage scoring at level(s):

2–4

3–4

4

2010 Mean Score: 685

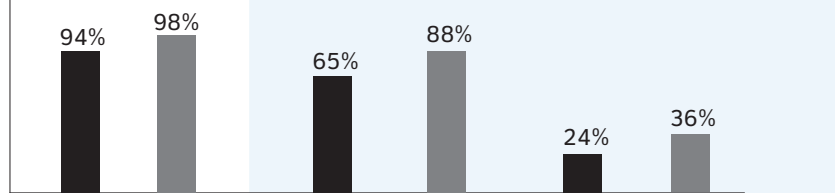
*Range: 640–780

674–780

702–780

2009 Mean Score: 686

100%



■ 2009-10

■ 2008-09

Number of Tested Students:

187,340

195,058

128,982

175,676

47,612

71,477

Results by Student Group

2009–10 School Year

2008–09 School Year

Student Group	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	199,507	94%	65%	24%	199,452	98%	88%	36%
Female	97,051	94%	65%	24%	97,668	98%	89%	36%
Male	102,456	93%	65%	24%	101,784	97%	87%	36%
American Indian or Alaska Native	927	93%	55%	13%	920	97%	85%	24%
Black or African American	38,088	89%	46%	11%	38,231	96%	78%	19%
Hispanic or Latino	43,040	91%	53%	15%	42,352	97%	83%	25%
Asian or Native Hawaiian/Other Pacific Islander	15,909	97%	84%	47%	15,175	99%	96%	63%
White	100,668	97%	74%	29%	102,222	99%	93%	43%
Multiracial	875	95%	64%	24%	552	97%	86%	30%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	167,625	97%	71%	27%	166,904	99%	93%	41%
Students with Disabilities	31,882	77%	29%	5%	32,548	90%	62%	9%
English Proficient	184,236	95%	67%	25%	185,061	98%	90%	38%
Limited English Proficient	15,271	81%	34%	7%	14,391	93%	69%	13%
Economically Disadvantaged	107,747	91%	54%	17%	102,834	97%	83%	26%
Not Disadvantaged	91,760	97%	78%	32%	96,618	99%	94%	46%
Migrant	59	83%	39%	2%	32	94%	75%	9%
Not Migrant	199,448	94%	65%	24%	199,420	98%	88%	36%

NOTE

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Other Assessments

2009–10 School Year

2008–09 School Year

Assessment	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	2,612	2,521	2,377	1,649	2,506	2,439	2,247	1,447

Statewide Results in Grade 6 English Language Arts

NY State Public

Percentage scoring at level(s):

2–4

3–4

4

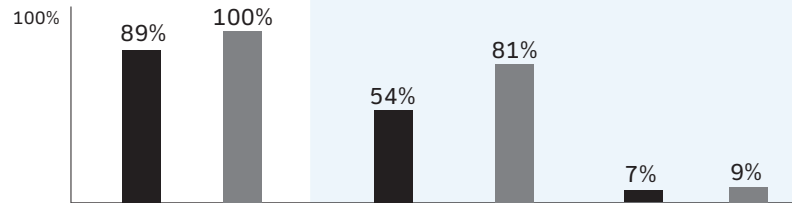
2010 Mean Score: 664

2009 Mean Score: 667

*Range: 644–785

662–785

694–785



■ 2009–10

■ 2008–09

Number of Tested Students:

175,516

197,666

107,312

160,121

13,554

17,817

Results by Student Group

2009–10 School Year

2008–09 School Year

Student Group	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	198,085	89%	54%	7%	197,931	100%	81%	9%
Female	97,014	91%	58%	9%	96,564	100%	84%	12%
Male	101,071	87%	50%	5%	101,367	100%	78%	6%
American Indian or Alaska Native	949	86%	45%	3%	889	100%	75%	5%
Black or African American	38,043	81%	34%	2%	38,211	100%	69%	3%
Hispanic or Latino	41,513	81%	35%	2%	40,586	100%	70%	4%
Asian or Native Hawaiian/Other Pacific Islander	15,015	93%	69%	13%	14,807	100%	90%	19%
White	101,819	94%	67%	10%	102,975	100%	88%	12%
Multiracial	746	91%	60%	9%	463	100%	86%	11%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	166,100	94%	62%	8%	165,955	100%	88%	11%
Students with Disabilities	31,985	59%	14%	0%	31,976	99%	44%	1%
English Proficient	187,262	91%	57%	7%	187,285	100%	83%	10%
Limited English Proficient	10,823	49%	6%	0%	10,646	99%	35%	0%
Economically Disadvantaged	103,484	82%	38%	3%	98,712	100%	72%	4%
Not Disadvantaged	94,601	95%	71%	11%	99,219	100%	90%	14%
Migrant	39	46%	18%	3%	45	100%	47%	0%
Not Migrant	198,046	89%	54%	7%	197,886	100%	81%	9%

NOTE

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Other Assessments

2009–10 School Year

2008–09 School Year

Assessment	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	2,608	2,489	2,147	1,635	2,302	2,222	1,865	1,361
New York State English as a Second Language Achievement Test (NYSESLAT) [†] : Grade 6	2,190	N/A	N/A	N/A	1,673	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	2,211	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.

Statewide Results in Grade 6 Mathematics

NY State Public

Percentage scoring at level(s):

2–4

3–4

4

2010 Mean Score: 680

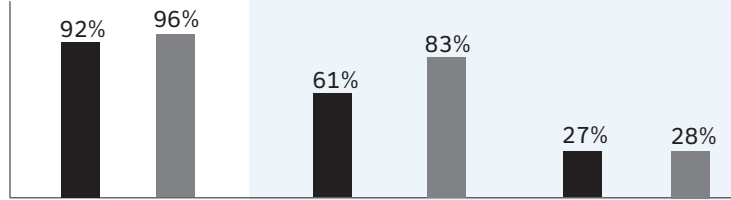
2009 Mean Score: 680

*Range: 640–780

674–780

699–780

100%



■ 2009–10

■ 2008–09

Number of Tested Students:

184,428

192,628

123,120

165,947

54,470

56,113

Results by Student Group

2009–10 School Year

2008–09 School Year

Student Group	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	200,576	92%	61%	27%	199,915	96%	83%	28%
Female	98,156	93%	62%	28%	97,438	97%	85%	28%
Male	102,420	91%	60%	26%	102,477	96%	82%	28%
American Indian or Alaska Native	958	90%	53%	19%	890	95%	76%	16%
Black or African American	38,373	85%	41%	12%	38,430	93%	70%	13%
Hispanic or Latino	42,633	87%	47%	16%	41,578	94%	74%	17%
Asian or Native Hawaiian/Other Pacific Islander	15,841	97%	82%	52%	15,399	99%	94%	55%
White	102,005	96%	72%	34%	103,134	98%	90%	34%
Multiracial	766	92%	62%	26%	484	98%	85%	27%
Small Group Totals	0	–	–	–	0	–	–	–
General-Education Students	168,444	96%	69%	32%	167,887	99%	89%	32%
Students with Disabilities	32,132	70%	22%	4%	32,028	84%	49%	5%
English Proficient	187,461	93%	64%	29%	187,442	97%	85%	29%
Limited English Proficient	13,115	72%	23%	6%	12,473	86%	53%	7%
Economically Disadvantaged	105,603	88%	49%	18%	100,244	95%	75%	18%
Not Disadvantaged	94,973	96%	75%	38%	99,671	98%	91%	38%
Migrant	42	74%	19%	5%	45	91%	47%	4%
Not Migrant	200,534	92%	61%	27%	199,870	96%	83%	28%

NOTE

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Other Assessments

2009–10 School Year

2008–09 School Year

Assessment	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	2,611	2,565	2,320	1,728	2,232	2,200	1,944	1,346

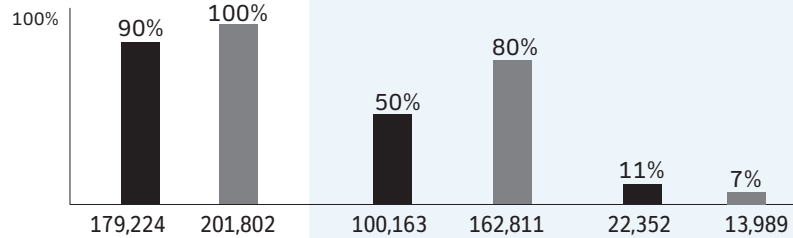
Statewide Results in Grade 7 English Language Arts

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
*Range: 642-790	664-790	698-790

2010 Mean Score: 668
2009 Mean Score: 667



Number of Tested Students:

179,224 201,802 100,163 162,811 22,352 13,989

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	200,062	90%	50%	11%	202,679	100%	80%	7%
Female	97,534	92%	56%	14%	98,552	100%	84%	8%
Male	102,528	87%	44%	9%	104,127	99%	77%	6%
American Indian or Alaska Native	962	84%	35%	4%	921	99%	74%	3%
Black or African American	38,346	83%	30%	4%	38,499	99%	67%	2%
Hispanic or Latino	41,171	82%	32%	4%	41,198	99%	67%	2%
Asian or Native Hawaiian/Other Pacific Islander	15,294	93%	65%	20%	14,916	99%	87%	13%
White	103,586	95%	63%	16%	106,740	100%	89%	10%
Multiracial	703	94%	57%	11%	405	100%	84%	10%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	168,489	95%	57%	13%	170,056	100%	87%	8%
Students with Disabilities	31,573	63%	12%	1%	32,623	98%	44%	0%
English Proficient	189,681	92%	53%	12%	192,778	100%	83%	7%
Limited English Proficient	10,381	49%	5%	0%	9,901	96%	25%	0%
Economically Disadvantaged	102,458	84%	34%	5%	98,330	99%	70%	3%
Not Disadvantaged	97,604	96%	66%	18%	104,349	100%	90%	11%
Migrant	42	83%	19%	2%	37	100%	57%	0%
Not Migrant	200,020	90%	50%	11%	202,642	100%	80%	7%

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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	2,425	2,401	2,200	1,912	2,471	2,436	2,196	1,852
New York State English as a Second Language Achievement Test (NYSESLAT) [†] : Grade 7	2,231	N/A	N/A	N/A	1,841	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	2,269	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.

Statewide Results in Grade 7 Mathematics

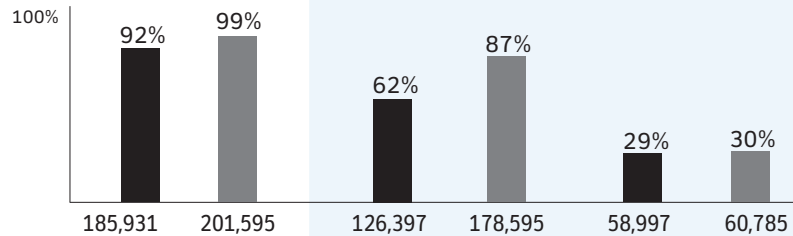
NY State Public

Percentage scoring at level(s):

2-4 3-4 4

*Range: 639-800 670-800 694-800

2010 Mean Score: 677
2009 Mean Score: 681



Number of Tested Students:

185,931 201,595 126,397 178,595 58,997 60,785

Results by Student Group

2009-10 School Year

2008-09 School Year

Student Group	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	202,488	92%	62%	29%	204,585	99%	87%	30%
Female	98,675	93%	64%	30%	99,430	99%	88%	30%
Male	103,813	91%	61%	28%	105,155	98%	86%	30%
American Indian or Alaska Native	968	89%	49%	17%	925	98%	83%	18%
Black or African American	38,582	84%	40%	12%	38,613	97%	75%	12%
Hispanic or Latino	42,186	87%	47%	15%	42,219	98%	79%	15%
Asian or Native Hawaiian/Other Pacific Islander	16,224	96%	82%	55%	15,601	99%	94%	55%
White	103,808	96%	74%	37%	106,806	99%	94%	38%
Multiracial	720	94%	62%	28%	421	98%	86%	29%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	170,787	96%	70%	34%	172,014	100%	93%	34%
Students with Disabilities	31,701	70%	23%	5%	32,571	93%	59%	5%
English Proficient	189,809	93%	65%	31%	192,696	99%	89%	31%
Limited English Proficient	12,679	70%	25%	6%	11,889	93%	58%	6%
Economically Disadvantaged	104,507	87%	49%	18%	99,857	98%	80%	18%
Not Disadvantaged	97,981	96%	77%	41%	104,728	99%	94%	41%
Migrant	46	83%	37%	2%	38	97%	74%	8%
Not Migrant	202,442	92%	62%	29%	204,547	99%	87%	30%

NOTE

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Other Assessments

2009-10 School Year

2008-09 School Year

Assessment	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	2,407	2,199	2,093	1,392	2,470	2,265	2,111	1,331

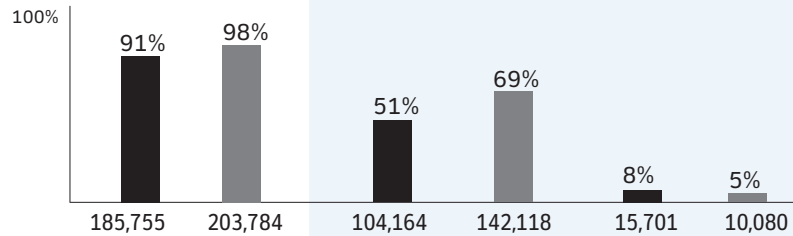
Statewide Results in Grade 8 English Language Arts

NY State Public

Percentage scoring at level(s):

	2-4	3-4	4
*Range:	627-790	658-790	699-790

2010 Mean Score: 659
2009 Mean Score: 661



Number of Tested Students:

185,755 203,784 104,164 142,118 15,701 10,080

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	204,148	91%	51%	8%	207,409	98%	69%	5%
Female	99,420	93%	57%	10%	101,566	99%	74%	6%
Male	104,728	89%	45%	6%	105,843	98%	64%	4%
American Indian or Alaska Native	935	87%	37%	3%	992	98%	56%	2%
Black or African American	38,607	85%	31%	2%	39,678	98%	52%	1%
Hispanic or Latino	41,949	84%	33%	3%	41,991	97%	53%	1%
Asian or Native Hawaiian/Other Pacific Islander	15,661	92%	66%	15%	15,051	98%	80%	9%
White	106,384	96%	63%	11%	109,366	99%	79%	7%
Multiracial	612	94%	57%	11%	331	98%	74%	5%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	172,053	95%	58%	9%	175,459	99%	76%	6%
Students with Disabilities	32,095	67%	11%	0%	31,950	92%	25%	0%
English Proficient	193,961	93%	54%	8%	197,366	99%	71%	5%
Limited English Proficient	10,187	49%	4%	0%	10,043	86%	13%	0%
Economically Disadvantaged	102,450	86%	35%	3%	98,632	97%	55%	2%
Not Disadvantaged	101,698	96%	67%	12%	108,777	99%	81%	8%
Migrant	39	74%	15%	0%	36	94%	50%	0%
Not Migrant	204,109	91%	51%	8%	207,373	98%	69%	5%

NOTE

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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	2,593	2,561	2,404	2,041	2,531	2,498	2,292	1,848
New York State English as a Second Language Achievement Test (NYSESLAT) [†] : Grade 8	2,370	N/A	N/A	N/A	1,868	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	2,420	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.

Statewide Results in Grade 8 Mathematics

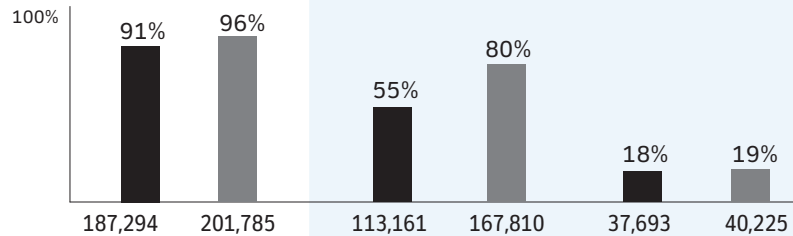
NY State Public

Percentage scoring at level(s):

2-4 3-4 4

*Range: 639-775 673-775 702-775

2010 Mean Score: 677
2009 Mean Score: 675



Number of Tested Students:

187,294 201,785 113,161 167,810 37,693 40,225

Results by Student Group

2009-10 School Year

2008-09 School Year

Student Group	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	206,417	91%	55%	18%	209,215	96%	80%	19%
Female	100,479	92%	58%	20%	102,437	97%	82%	21%
Male	105,938	89%	52%	17%	106,778	96%	78%	18%
American Indian or Alaska Native	941	88%	40%	9%	999	96%	74%	11%
Black or African American	38,675	82%	32%	7%	39,816	93%	63%	7%
Hispanic or Latino	43,033	85%	39%	9%	43,014	95%	69%	9%
Asian or Native Hawaiian/Other Pacific Islander	16,567	97%	80%	44%	15,686	99%	92%	43%
White	106,561	95%	66%	22%	109,352	98%	89%	24%
Multiracial	640	89%	51%	19%	348	97%	79%	17%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	174,363	95%	62%	21%	177,313	99%	86%	22%
Students with Disabilities	32,054	68%	17%	2%	31,902	84%	46%	2%
English Proficient	193,828	92%	57%	19%	197,137	97%	82%	20%
Limited English Proficient	12,589	72%	24%	5%	12,078	89%	53%	5%
Economically Disadvantaged	104,436	86%	41%	12%	100,169	95%	70%	12%
Not Disadvantaged	101,981	96%	69%	25%	109,046	98%	89%	26%
Migrant	43	84%	21%	2%	39	95%	74%	0%
Not Migrant	206,374	91%	55%	18%	209,176	96%	80%	19%

NOTE

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

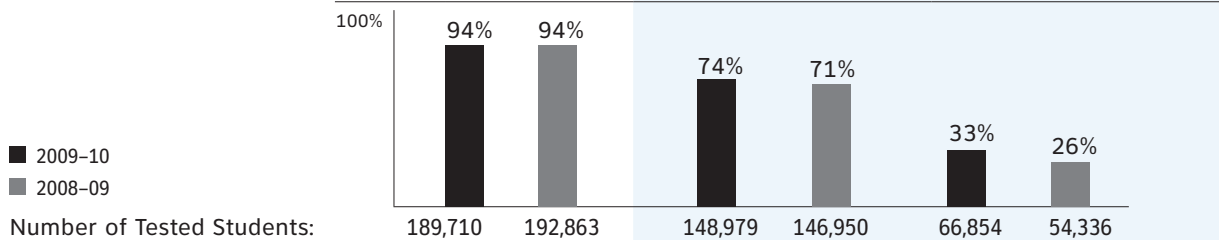
Assessment	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2,577	2,360	2,206	1,479	2,526	2,339	2,148	1,314

Statewide Results in Grade 8 Science

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2009-10 School Year

2008-09 School Year

Student Group	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	180,503	93%	71%	28%	185,178	93%	68%	21%
Female	87,277	94%	70%	26%	90,203	94%	68%	19%
Male	93,226	93%	71%	30%	94,975	92%	69%	23%
American Indian or Alaska Native	874	93%	66%	17%	918	91%	63%	12%
Black or African American	35,723	86%	48%	9%	37,423	86%	45%	6%
Hispanic or Latino	40,093	88%	53%	12%	40,854	87%	49%	7%
Asian or Native Hawaiian/Other Pacific Islander	14,013	95%	80%	38%	13,261	95%	77%	28%
White	89,276	98%	86%	41%	92,402	98%	85%	32%
Multiracial	524	93%	69%	30%	320	94%	74%	19%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	150,370	96%	77%	32%	154,922	95%	74%	24%
Students with Disabilities	30,133	81%	41%	7%	30,256	80%	38%	5%
English Proficient	168,417	95%	74%	30%	173,458	95%	71%	22%
Limited English Proficient	12,086	71%	26%	3%	11,720	69%	22%	1%
Economically Disadvantaged	97,892	89%	57%	15%	95,356	89%	53%	10%
Not Disadvantaged	82,611	98%	87%	43%	89,822	97%	84%	32%
Migrant	38	89%	45%	13%	37	95%	62%	3%
Not Migrant	180,465	93%	71%	28%	185,141	93%	68%	21%

NOTE

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

Other Assessments

2009-10 School Year

2008-09 School Year

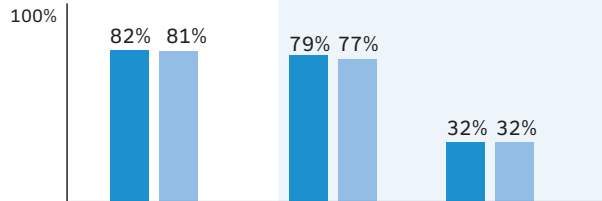
Assessment	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2,597	2,447	2,247	1,968	2,524	2,397	2,134	1,800
Regents Science	22,037	21,611	21,208	16,332	20,973	20,755	20,479	15,948

Statewide Total Cohort* Results in Secondary-Level English after Four Years of Instruction

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



■ 2006 Cohort
■ 2005 Cohort

Results by Student Group

	2006 Cohort			2005 Cohort**				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	224,696	82%	79%	32%	224,902	81%	77%	32%
Female	109,986	86%	83%	38%	110,275	85%	81%	38%
Male	114,710	78%	75%	26%	114,627	77%	72%	26%
American Indian or Alaska Native	1,078	68%	64%	19%	980	67%	63%	18%
Black or African American	44,597	72%	67%	14%	43,854	70%	63%	14%
Hispanic or Latino	43,320	72%	68%	15%	42,649	70%	64%	14%
Asian or Native Hawaiian/Other Pacific Islander	16,484	90%	88%	44%	16,067	89%	86%	43%
White	118,743	88%	86%	44%	120,947	87%	85%	43%
Multiracial	474	84%	81%	34%	405	77%	72%	21%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	192,010	88%	86%	37%	192,821	86%	83%	37%
Students with Disabilities	32,686	47%	39%	4%	32,081	46%	37%	4%
English Proficient	213,092	83%	81%	34%	213,817	82%	78%	33%
Limited English Proficient	11,604	53%	46%	3%	11,085	51%	42%	2%
Economically Disadvantaged	88,869	77%	73%	18%	82,819	75%	70%	17%
Not Disadvantaged	135,827	85%	83%	42%	142,083	84%	81%	40%
Migrant	25	68%	60%	8%	30	37%	30%	3%
Not Migrant	224,671	82%	79%	32%	224,872	81%	77%	32%

NOTE

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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.

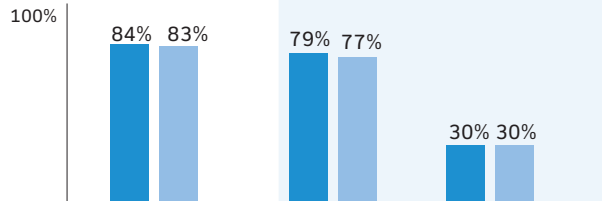
** 2005 cohort data are those reported in the 2008-09 *Accountability and Overview Report*.

Statewide Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



■ 2006 Cohort
■ 2005 Cohort

Results by Student Group

	2006 Cohort			2005 Cohort**				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
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All Students	224,696	84%	79%	30%	224,902	83%	77%	30%
Female	109,986	87%	82%	31%	110,275	86%	80%	31%
Male	114,710	82%	76%	28%	114,627	80%	74%	28%
American Indian or Alaska Native	1,078	74%	67%	17%	980	73%	66%	16%
Black or African American	44,597	75%	64%	8%	43,854	72%	61%	9%
Hispanic or Latino	43,320	75%	67%	11%	42,649	73%	63%	11%
Asian or Native Hawaiian/Other Pacific Islander	16,484	93%	91%	54%	16,067	92%	90%	53%
White	118,743	90%	87%	41%	120,947	89%	86%	41%
Multiracial	474	83%	79%	29%	405	78%	71%	18%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	192,010	90%	86%	34%	192,821	89%	84%	34%
Students with Disabilities	32,686	50%	39%	4%	32,081	48%	37%	5%
English Proficient	213,092	85%	80%	31%	213,817	84%	78%	31%
Limited English Proficient	11,604	66%	55%	8%	11,085	66%	53%	9%
Economically Disadvantaged	88,869	81%	72%	16%	82,819	79%	70%	16%
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Migrant	25	68%	64%	16%	30	43%	40%	7%
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