



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **EAST RAMAPO CENTRAL SCHOOL
DISTRICT (SPRING VALLEY)**

District ID **500402060000**

Superintendent **MITCHELL SCHWARTZ**

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Grades **PK-12, US**

This District's Report Card

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

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

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2006–07 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, and on high school graduation rate.

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

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

	2003-04	2004-05	2005-06
Pre-K	191	191	188
Kindergarten	598	579	581
Grade 1	658	629	600
Grade 2	610	645	608
Grade 3	633	595	642
Grade 4	631	597	587
Grade 5	648	622	573
Grade 6	624	666	616
Ungraded Elementary	64	0	0
Grade 7	680	644	678
Grade 8	736	659	625
Grade 9	854	910	791
Grade 10	757	776	758
Grade 11	767	736	708
Grade 12	690	496	527
Ungraded Secondary	29	12	19
Total K-12	8979	8566	8313

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	18	18	19
Grade 8			
English	19	19	18
Mathematics	20	18	17
Science	21	19	20
Social Studies	19	19	17
Grade 10			
English	21	20	21
Mathematics	21	19	20
Science	22	23	21
Social Studies	21	22	21

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 EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	3472	39%	3492	41%	3841	46%
Reduced-Price Lunch	983	11%	1085	13%	1131	14%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	711	8%	931	11%	878	11%
Racial/Ethnic Origin						
American Indian or Alaska Native	14	0%	8	0%	5	0%
Black or African American	5448	61%	5201	61%	4992	60%
Hispanic or Latino	1382	15%	1480	17%	1643	20%
Asian or Native Hawaiian/Other Pacific Islander	864	10%	785	9%	701	8%
White	1271	14%	1092	13%	972	12%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		94%
Student Suspensions	545	N/A	502	6%	458	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.

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1901	1918	2646
Percent Not Taught by Highly Qualified Teachers	5%	4%	5%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	20	11	17
Percent with No Valid Teaching Certificate	3%	1%	2%
Individuals Teaching Out of Certification			
Number of Teachers	29	26	37
Percentage of Total	4%	4%	5%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	51%	52%	52%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	739	732	716
Total Other Professional Staff	130	120	134
Total Paraprofessionals*	160	132	164
Assistant Principals	21	20	21
Principals	14	15	14

* Not available at the school level.

Teacher Qualifications Information

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

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 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



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 2005–06 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. At the secondary level, the PI of each group in the 2002 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 meet the qualification for Safe Harbor.

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 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 PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 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 (PI) 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 secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

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 (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (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.emsc.nysed.gov/irts.

Performance Index (PI)

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 (indicating no proficiency) to Level 4 (indicating advanced proficiency). 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.emsc.nysed.gov/irts.

Progress Target

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

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005\text{--}06 \text{ PI} + (200 - \text{the } 2005\text{--}06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

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: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

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.


District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

Summary

Overall Accountability Status (2006–07)

Improvement (Year 2)

Elementary/Middle Level

ELA  Improvement (Year 2)

Math  Good Standing

Science  Good Standing

Secondary Level

ELA  Improvement (Year 2)

Math  Good Standing

Graduation Rate  Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

YES









































2005–06

YES




2006–07

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 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						
Other Groups						
Students with Disabilities		 SH				
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	 7 of 8	 8 of 8	 1 of 1	 6 of 8	 7 of 8	 1 of 1

AYP Status

-  Made AYP
-  SH Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status


Accountability Status Levels

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

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

Elementary/Middle-Level English Language Arts


























Accountability Status for This Subject (2006–07)  Improvement (Year 2)

Accountability Measures 7 of 8 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 3) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 2) in 2007-08. [207]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (3808:3639)			99%		138	120	
Ethnicity							
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–
Black or African American (2311:2226)			99%		132	120	
Hispanic or Latino (785:741)			98%		137	118	
Asian or Native Hawaiian/Other Pacific Islander (292:280)			99%		173	116	
White (417:389)			97%		150	116	
Other Groups							
Students with Disabilities ⁴ (665:631)			97%		76	118	93 88
Limited English Proficient (497:443)			98%		122	117	
Economically Disadvantaged (2323:2224)			99%		129	120	
Final AYP Determination	 7 of 8						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**


























Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 8 of 8 Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (3784:3591)			98%		130	84	
Ethnicity							
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–
Black or African American (2296:2201)			99%		122	84	
Hispanic or Latino (777:722)			98%		130	82	
Asian or Native Hawaiian/Other Pacific Islander (290:278)			100%		177	79	
White (418:387)			97%		146	80	
Other Groups							
Students with Disabilities ⁴ (667:626)	 SH		96%	 SH	71	82	70 84
Limited English Proficient (495:444)			97%		83	81	
Economically Disadvantaged (2325:2217)			99%		119	84	
Final AYP Determination	 8 of 8						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**



















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2006–07)

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

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
All Students (1229:1115)		Qualified		95%		162	100	
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–	–
Black or African American (727:668)		Qualified		95%		156	100	
Hispanic or Latino (271:239)		Qualified		94%		160	100	
Asian or Native Hawaiian/Other Pacific Islander (99:92)		Qualified		98%		189	100	
White (131:115)		Qualified		91%		183	100	
Other Groups								
Students with Disabilities (201:172)		Qualified		87%		128	100	
Limited English Proficient (166:137)		Qualified		90%		105	100	
Economically Disadvantaged (743:679)		Qualified		95%		152	100	
Final AYP Determination		1 of 1						

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- ² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- ³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

Secondary-Level English Language Arts

Accountability Status for This Subject (2006–07)



Improvement (Year 2)

Accountability Measures

6 of 8

Student groups making AYP in English Language Arts



Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 3) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 2) in 2007-08. [207]

How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07	
All Students (575:600)	✓	✓	99%	✓	164	150		
Ethnicity								
American Indian or Alaska Native (1:0)	–	–	–	–	–	–	–	
Black or African American (346:363)	✓	✓	100%	✓	161	148		
Hispanic or Latino (70:77)	✓	✓	100%	✓	147	143		
Asian or Native Hawaiian/Other Pacific Islander (68:76)	✓	✓	100%	✓	182	143		
White (91:84)	✓	✓	98%	✓	177	143		
Other Groups								
Students with Disabilities (47:59)	✗	✓	96%	✗	80	141	119‡ 92	
Limited English Proficient (62:60)	✗	✓	100%	✗	120	142	121 128	
Economically Disadvantaged (208:228)	✓	✓	100%	✓	158	147		
Final AYP Determination	✗	6 of 8						

NOTES

¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.


‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


AYP Status

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

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

Secondary-Level Mathematics


























Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 7 of 8 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in Mathematics 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 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (575:600)			100%		175	142	
Ethnicity							
American Indian or Alaska Native (1:0)	–	–	–	–	–	–	–
Black or African American (346:363)			100%		172	140	
Hispanic or Latino (70:77)			100%		165	135	
Asian or Native Hawaiian/Other Pacific Islander (68:76)			100%		186	135	
White (91:84)			99%		183	135	
Other Groups							
Students with Disabilities (47:59)			96%		95	133	123 [‡] 106
Limited English Proficient (62:60)			100%		160	134	
Economically Disadvantaged (208:228)			100%		171	139	
Final AYP Determination	 7 of 8						

NOTES




¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

[‡] This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**











Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target	
				2005–06	2006–07	
All Students (638)			76%	55%		
Ethnicity						
American Indian or Alaska Native (1)		–	–	–	–	–
Black or African American (391)			74%	55%		
Hispanic or Latino (60)			62%	55%		
Asian or Native Hawaiian/Other Pacific Islander (74)			88%	55%		
White (112)			83%	55%		
Other Groups						
Students with Disabilities (94)			44%	55%	51%	45%
Limited English Proficient (70)			54%	55%	50%	55%
Economically Disadvantaged (219)			71%	55%		
Final AYP Determination		1 of 1				

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

Federal Title I Status

New York State Status

Good Standing

13 schools identified 93% of total

CHESTNUT RIDGE MIDDLE SCHOOL
ELDORADO ELEMENTARY SCHOOL
ELMWOOD ELEMENTARY SCHOOL
FLEETWOOD ELEMENTARY SCHOOL
GRANDVIEW ELEMENTARY SCHOOL
HEMPSTEAD ELEMENTARY SCHOOL
HILLCREST ELEMENTARY SCHOOL
LIME KILN ELEMENTARY SCHOOL
MARGETTS ELEMENTARY SCHOOL
MERRILL L. COLTON SCHOOL
RAMAPO HIGH SCHOOL
SPRING VALLEY HIGH SCHOOL
SUMMIT PARK ELEMENTARY SCHOOL

Requiring Academic Progress (Year 3)















1 school identified 7% of total



POMONA MIDDLE SCHOOL


District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

Summary of 2005–06 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	52%			594
Grade 4	58%			539
Grade 5	52%			558
Grade 6	45%			582
Grade 7	46%			618
Grade 8	32%			570
Mathematics				
Grade 3	66%			634
Grade 4	65%			562
Grade 5	51%			575
Grade 6	41%			612
Grade 7	36%			652
Grade 8	30%			623
Science				
Grade 4	77%			548
Grade 8	48%			480

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	66%			687
Mathematics	72%			687

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	65%			687

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.emsc.nysed.gov/irts.

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

This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high student needs in relation to district resource capacity.

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

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
Mean Score: 653	Range: 616-780	650-780	730-780			
Number of Students:	501	309	21			

Results by Student Group

	2005-06 School Year				2004-05 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	594	84%	52%	4%				
Female	263	93%	60%	4%				
Male	331	78%	46%	3%				
American Indian or Alaska Native								
Black or African American	360	84%	47%	3%				
Hispanic or Latino	127	77%	50%	3%				
Asian or Native Hawaiian/Other Pacific Islander	49	98%	76%	4%				
White	58	93%	69%	7%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	498	93%	60%	4%				
Students with Disabilities	96	40%	10%	0%				
English Proficient	535	87%	54%	4%				
Limited English Proficient	59	63%	31%	0%				
Economically Disadvantaged	375	81%	43%	2%				
Not Disadvantaged	219	89%	68%	7%				
Migrant								
Not Migrant	594	84%	52%	4%				

NOTES

The – symbol indicates that data for a group of students has 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.

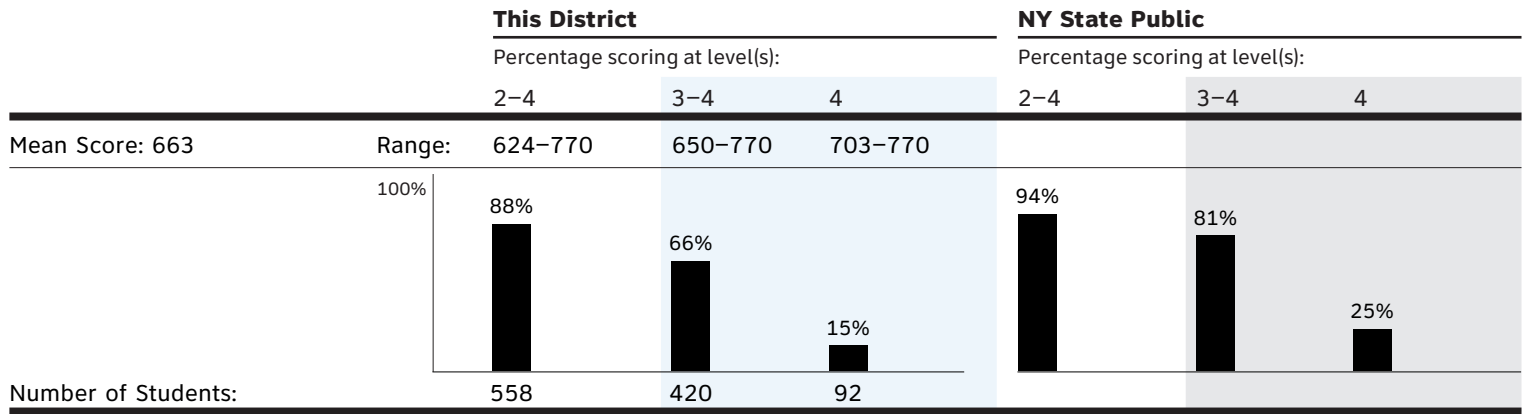
Other Assessments

	2005-06 School Year				2004-05 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	11	11	11	11	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	42	34	32	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 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	634	88%	66%	15%				
Female	285	90%	67%	17%				
Male	349	86%	65%	13%				
American Indian or Alaska Native								
Black or African American	375	86%	63%	10%				
Hispanic or Latino	148	85%	63%	11%				
Asian or Native Hawaiian/Other Pacific Islander	50	100%	86%	34%				
White	61	97%	80%	34%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	537	93%	72%	17%				
Students with Disabilities	97	61%	35%	1%				
English Proficient	534	90%	72%	17%				
Limited English Proficient	100	75%	38%	0%				
Economically Disadvantaged	413	86%	59%	8%				
Not Disadvantaged	221	92%	81%	26%				
Migrant								
Not Migrant	634	88%	66%	15%				

NOTES

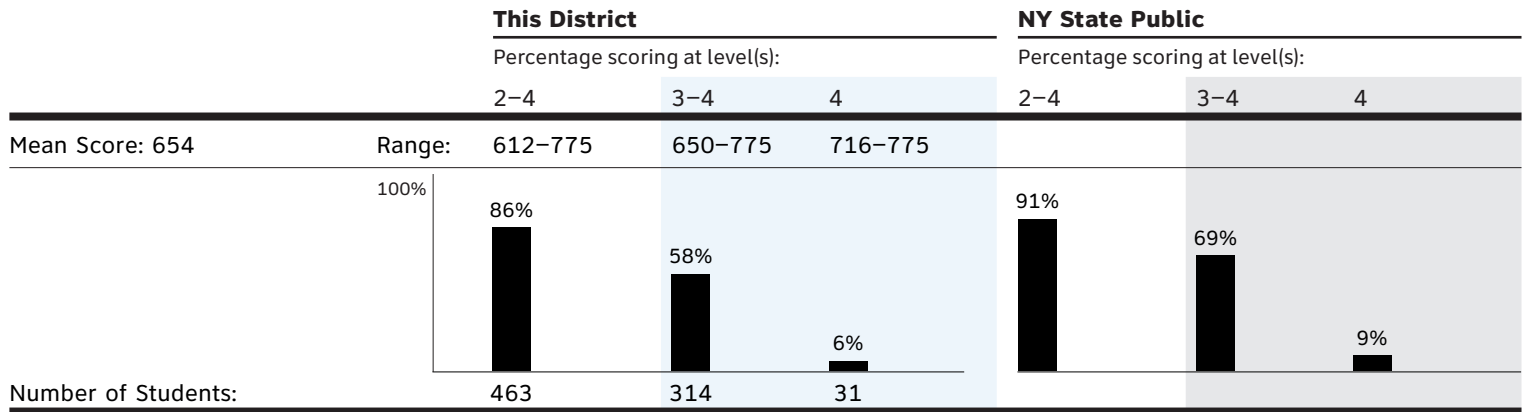
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Other Assessments

	2005-06 School Year				2004-05 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	11	11	11	11	This test was not given in 2004-05.			

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 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	539	86%	58%	6%				
Female	273	88%	61%	7%				
Male	266	83%	56%	5%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	304	86%	53%	3%				
Hispanic or Latino	133	83%	57%	5%				
Asian or Native Hawaiian/Other Pacific Islander	49	-	-	-				
White	52	83%	62%	15%				
Small Group Totals	50	98%	92%	12%				
General-Education Students	445	93%	67%	7%				
Students with Disabilities	94	53%	19%	0%				
English Proficient	493	88%	62%	6%				
Limited English Proficient	46	59%	15%	0%				
Economically Disadvantaged	332	83%	51%	4%				
Not Disadvantaged	207	91%	70%	9%				
Migrant								
Not Migrant	539	86%	58%	6%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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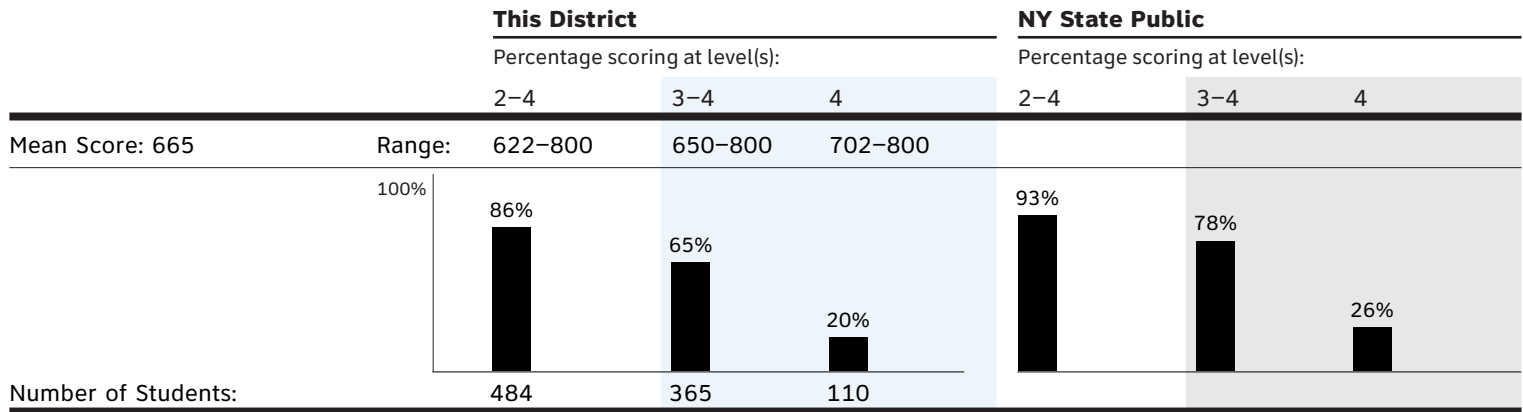
Other Assessments

	2005-06 School Year				2004-05 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	7	7	7	5	11	11	11	8
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	35	31	31	N/A	36	32	28	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 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	562	86%	65%	20%				
Female	279	84%	64%	19%				
Male	283	88%	66%	20%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	315	83%	60%	14%				
Hispanic or Latino	139	88%	65%	14%				
Asian or Native Hawaiian/Other Pacific Islander	51	-	-	-				
White	56	84%	68%	32%				
Small Group Totals	52	98%	92%	52%				
General-Education Students	467	93%	73%	23%				
Students with Disabilities	95	55%	23%	2%				
English Proficient	484	89%	70%	23%				
Limited English Proficient	78	71%	31%	0%				
Economically Disadvantaged	358	83%	56%	14%				
Not Disadvantaged	204	91%	80%	30%				
Migrant								
Not Migrant	562	86%	65%	20%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

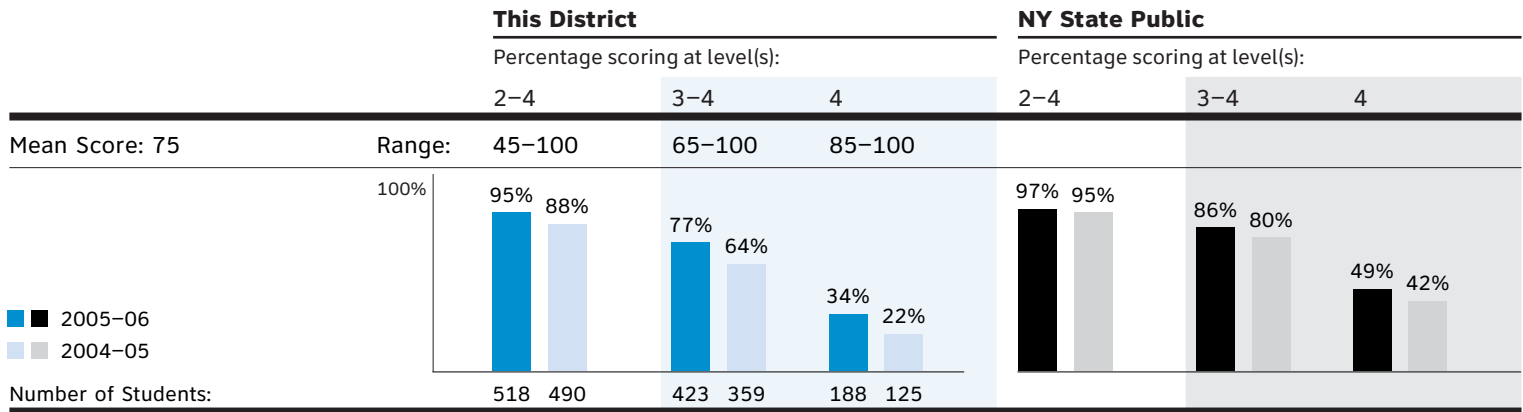
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Other Assessments

	2005-06 School Year				2004-05 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	7	7	5	5	11	11	10	9

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 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	548	95%	77%	34%	558	88%	64%	22%
Female	271	96%	79%	35%	278	90%	66%	25%
Male	277	93%	75%	34%	280	85%	63%	20%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	307	94%	75%	30%	354	85%	57%	19%
Hispanic or Latino	137	92%	73%	26%	92	89%	70%	11%
Asian or Native Hawaiian/Other Pacific Islander	51	-	-	-	48	-	-	-
White	52	98%	87%	48%	62	95%	81%	40%
Small Group Totals	52	100%	94%	71%	50	96%	84%	42%
General-Education Students	464	97%	82%	39%	472	92%	72%	26%
Students with Disabilities	84	81%	50%	10%	86	63%	22%	2%
English Proficient	470	97%	83%	40%	478	89%	68%	25%
Limited English Proficient	78	79%	45%	1%	80	79%	45%	6%
Economically Disadvantaged	348	93%	71%	25%	316	84%	54%	12%
Not Disadvantaged	200	98%	89%	51%	242	93%	77%	36%
Migrant								
Not Migrant	548	95%	77%	34%	558	88%	64%	22%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 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	7	7	6	5	11	11	10	8

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 649	608-795	650-795	711-795			
Number of Students:	505	289	43			

Results by Student Group

	2005-06 School Year				2004-05 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	558	91%	52%	8%				
Female	280	92%	54%	7%				
Male	278	89%	49%	8%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	355	90%	48%	6%				
Hispanic or Latino	87	92%	46%	3%				
Asian or Native Hawaiian/Other Pacific Islander	43	-	-	-				
White	71	92%	62%	13%	This test was not given in 2004-05.			
Small Group Totals	45	93%	76%	20%				
General-Education Students	448	96%	61%	10%				
Students with Disabilities	110	70%	13%	0%				
English Proficient	506	92%	56%	8%				
Limited English Proficient	52	81%	15%	0%				
Economically Disadvantaged	325	88%	42%	4%				
Not Disadvantaged	233	94%	66%	13%				
Migrant								
Not Migrant	558	91%	52%	8%				

NOTES

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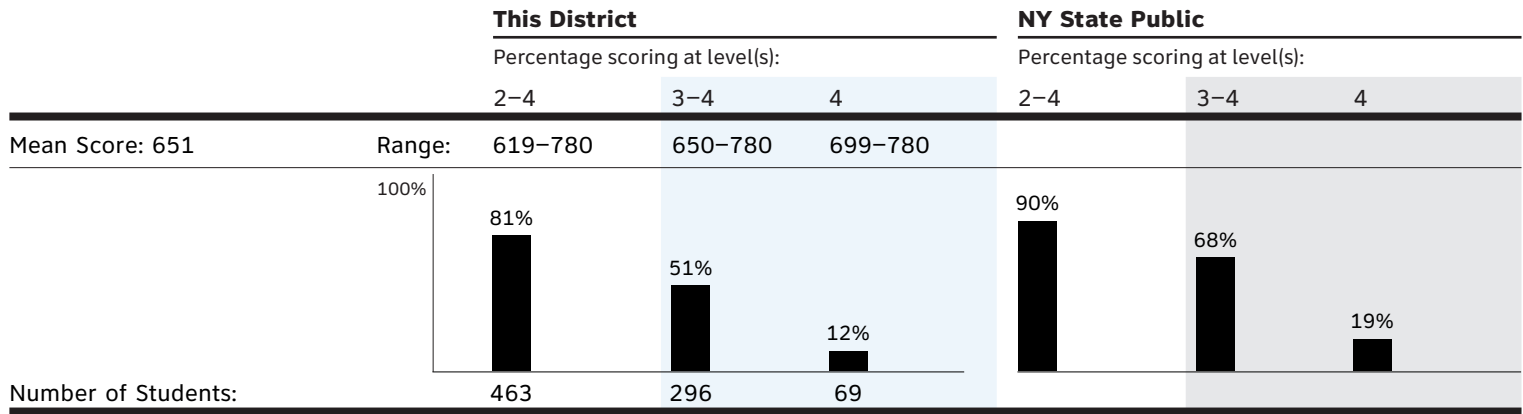
Other Assessments

	2005-06 School Year				2004-05 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	12	12	12	11	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	28	24	23	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 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	575	81%	51%	12%				
Female	286	82%	54%	11%				
Male	289	79%	49%	13%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	361	78%	48%	8%				
Hispanic or Latino	98	82%	51%	5%				
Asian or Native Hawaiian/Other Pacific Islander	44	-	-	-				
White	70	83%	56%	20%	This test was not given in 2004-05.			
Small Group Totals	46	93%	76%	43%				
General-Education Students	465	89%	62%	15%				
Students with Disabilities	110	43%	8%	1%				
English Proficient	498	83%	56%	14%				
Limited English Proficient	77	64%	23%	1%				
Economically Disadvantaged	345	77%	45%	7%				
Not Disadvantaged	230	85%	62%	19%				
Migrant								
Not Migrant	575	81%	51%	12%				

NOTES

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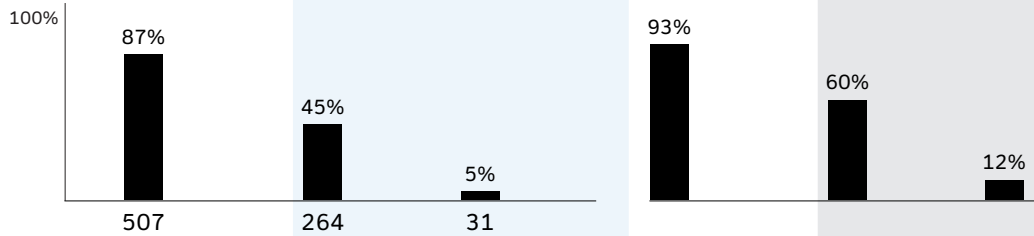
Other Assessments

	2005-06 School Year				2004-05 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	12	11	11	11	This test was not given in 2004-05.			

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

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
Mean Score: 641	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	507	264	31	93%	60%	12%



Results by Student Group

	2005-06 School Year				2004-05 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	582	87%	45%	5%				
Female	286	90%	52%	6%				
Male	296	85%	39%	5%				
American Indian or Alaska Native								
Black or African American	366	86%	43%	3%				
Hispanic or Latino	106	85%	36%	2%				
Asian or Native Hawaiian/Other Pacific Islander	44	98%	70%	18%				
White	66	89%	59%	14%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	475	95%	54%	7%				
Students with Disabilities	107	54%	6%	0%				
English Proficient	537	89%	49%	6%				
Limited English Proficient	45	69%	2%	0%				
Economically Disadvantaged	373	86%	38%	3%				
Not Disadvantaged	209	89%	59%	10%				
Migrant								
Not Migrant	582	87%	45%	5%				

NOTES

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Other Assessments

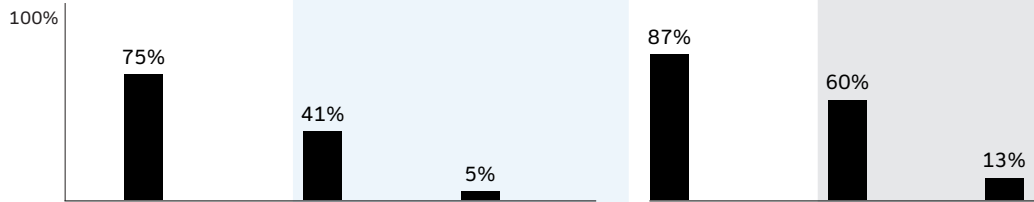
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	12	12	11	11	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	34	26	24	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

This District's Results in Grade 6 Mathematics

	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
Mean Score: 638	616-780	650-780	696-780			
Range:	616-780	650-780	696-780			
Number of Students:	457	248	29	87%	60%	13%



Results by Student Group

	2005-06 School Year				2004-05 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	612	75%	41%	5%				
Female	302	77%	41%	4%				
Male	310	73%	40%	5%				
American Indian or Alaska Native								
Black or African American	381	72%	34%	2%				
Hispanic or Latino	122	73%	38%	1%				
Asian or Native Hawaiian/Other Pacific Islander	44	89%	75%	20%				
White	65	83%	62%	15%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	508	83%	48%	6%				
Students with Disabilities	104	35%	5%	0%				
English Proficient	536	78%	45%	5%				
Limited English Proficient	76	51%	11%	0%				
Economically Disadvantaged	398	71%	32%	2%				
Not Disadvantaged	214	81%	56%	10%				
Migrant								
Not Migrant	612	75%	41%	5%				

NOTES

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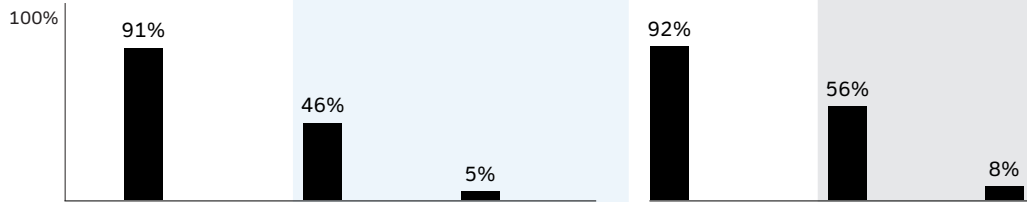
Other Assessments

	2005-06 School Year				2004-05 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	12	12	11	10	This test was not given in 2004-05.			

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 645	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	564	286	29	92%	56%	8%



Results by Student Group

	2005-06 School Year				2004-05 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	618	91%	46%	5%				
Female	289	95%	49%	6%				
Male	329	88%	44%	3%				
American Indian or Alaska Native								
Black or African American	400	91%	43%	4%				
Hispanic or Latino	106	90%	38%	2%				
Asian or Native Hawaiian/Other Pacific Islander	49	96%	76%	12%				
White	63	95%	57%	8%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	525	95%	52%	6%				
Students with Disabilities	93	71%	12%	0%				
English Proficient	589	92%	48%	5%				
Limited English Proficient	29	72%	7%	0%				
Economically Disadvantaged	356	90%	38%	2%				
Not Disadvantaged	262	94%	58%	8%				
Migrant								
Not Migrant	618	91%	46%	5%				

NOTES

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Other Assessments

	2005-06 School Year				2004-05 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	13	13	13	13	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	39	39	35	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

This District's Results in Grade 7 Mathematics

	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
Mean Score: 635	611-800	650-800	693-800			
Range:	611-800	650-800	693-800			
Number of Students:	528	232	27			

Results by Student Group

	2005-06 School Year				2004-05 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	652	81%	36%	4%				
Female	307	83%	38%	5%				
Male	345	79%	34%	3%				
American Indian or Alaska Native								
Black or African American	409	78%	31%	3%				
Hispanic or Latino	128	80%	32%	2%				
Asian or Native Hawaiian/Other Pacific Islander	49	98%	82%	14%				
White	66	86%	39%	8%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	559	87%	41%	5%				
Students with Disabilities	93	47%	3%	0%				
English Proficient	584	84%	39%	5%				
Limited English Proficient	68	53%	10%	0%				
Economically Disadvantaged	390	77%	25%	2%				
Not Disadvantaged	262	87%	52%	8%				
Migrant								
Not Migrant	652	81%	36%	4%				

NOTES

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Other Assessments

	2005-06 School Year				2004-05 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	14	14	14	14	This test was not given in 2004-05.			

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 637	602-790	650-790	715-790			
Number of Students:	497	185	12			

Results by Student Group

	2005-06 School Year				2004-05 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	570	87%	32%	2%				
Female	283	92%	42%	2%				
Male	287	83%	23%	2%				
American Indian or Alaska Native								
Black or African American	373	84%	26%	1%				
Hispanic or Latino	92	95%	34%	3%				
Asian or Native Hawaiian/Other Pacific Islander	45	98%	56%	2%				
White	60	90%	52%	10%				
Small Group Totals								
General-Education Students	494	93%	37%	2%				
Students with Disabilities	76	49%	0%	0%				
English Proficient	545	88%	34%	2%				
Limited English Proficient	25	72%	4%	0%				
Economically Disadvantaged	319	83%	23%	0%				
Not Disadvantaged	251	92%	44%	5%				
Migrant								
Not Migrant	570	87%	32%	2%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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Other Assessments

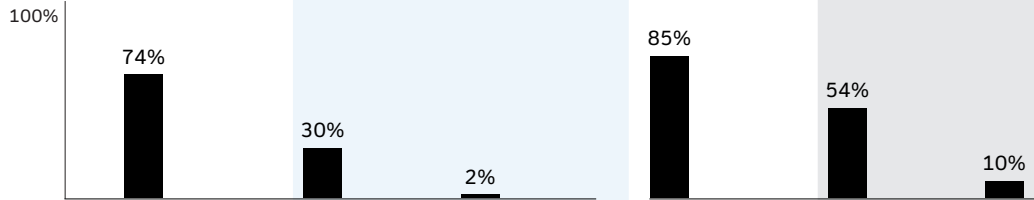
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	10	10	10	9	11	11	11	8
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	51	42	38	N/A	43	40	34	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

This District's Results in Grade 8 Mathematics

	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
Mean Score: 632	616-775	650-775	701-775			
Range:						
	74%	30%	2%	85%	54%	10%
Number of Students:	458	184	15			



Results by Student Group

	2005-06 School Year				2004-05 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	623	74%	30%	2%				
Female	304	76%	34%	2%				
Male	319	71%	26%	3%				
American Indian or Alaska Native								
Black or African American	396	70%	22%	1%				
Hispanic or Latino	121	69%	26%	2%				
Asian or Native Hawaiian/Other Pacific Islander	47	91%	70%	0%				
White	59	90%	56%	14%				
Small Group Totals								
General-Education Students	547	78%	33%	3%				
Students with Disabilities	76	42%	7%	0%				
English Proficient	543	78%	33%	3%				
Limited English Proficient	80	44%	6%	0%				
Economically Disadvantaged	368	68%	20%	0%				
Not Disadvantaged	255	82%	43%	5%				
Migrant								
Not Migrant	623	74%	30%	2%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

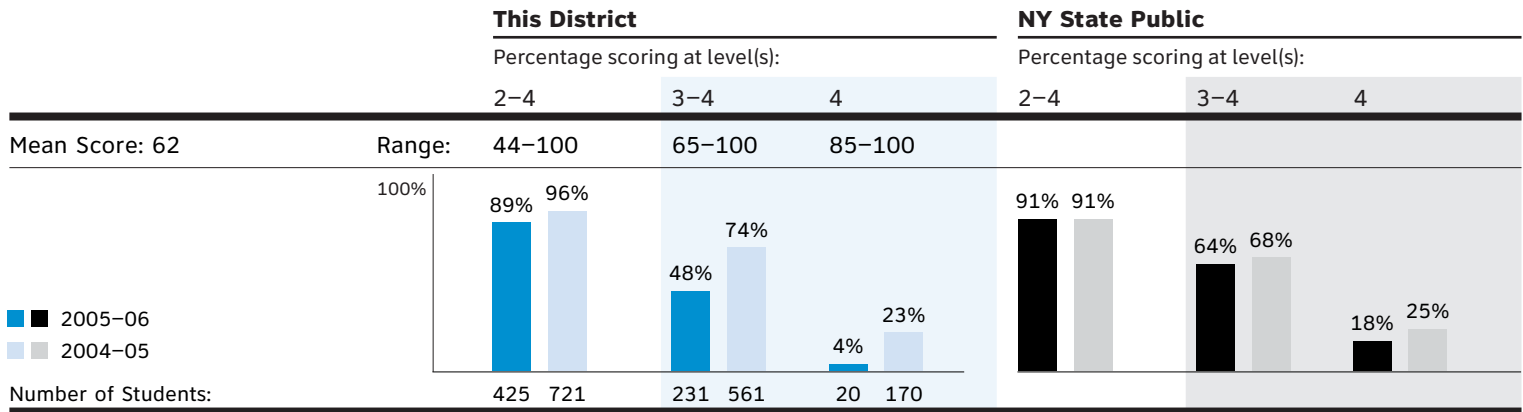
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Other Assessments

	2005-06 School Year				2004-05 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	11	11	11	10	11	11	11	8

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 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	480	89%	48%	4%	754	96%	74%	23%
Female	222	91%	47%	4%	369	95%	75%	19%
Male	258	87%	49%	4%	385	96%	74%	26%
American Indian or Alaska Native					1	-	-	-
Black or African American	326	89%	44%	4%	437	95%	68%	15%
Hispanic or Latino	99	84%	48%	2%	141	94%	69%	16%
Asian or Native Hawaiian/Other Pacific Islander	24	96%	75%	4%	84	-	-	-
White	31	94%	71%	10%	91	100%	92%	52%
Small Group Totals					85	100%	95%	40%
General-Education Students	407	89%	52%	5%	671	96%	79%	25%
Students with Disabilities	73	85%	27%	0%	83	89%	41%	5%
English Proficient	408	94%	53%	5%	705	97%	78%	24%
Limited English Proficient	72	56%	18%	1%	49	71%	22%	2%
Economically Disadvantaged	321	87%	45%	4%	352	92%	65%	13%
Not Disadvantaged	159	92%	55%	4%	402	99%	82%	31%
Migrant								
Not Migrant	480	89%	48%	4%	754	96%	74%	23%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 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	11	11	11	10	10	10	10	7
Regents Science	120	120	119	37	0			

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

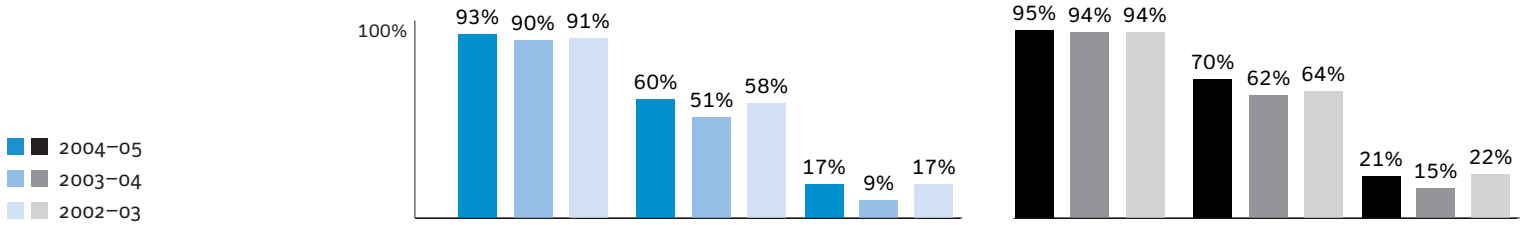
Percentage scoring at level(s):

2-4	3-4	4
Range: 603-800	645-800	692-800

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
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Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	36	167	219	89	511	656
Feb 2004	60	231	251	54	596	646
Feb 2003	54	204	257	103	618	653

Grade 8

This School

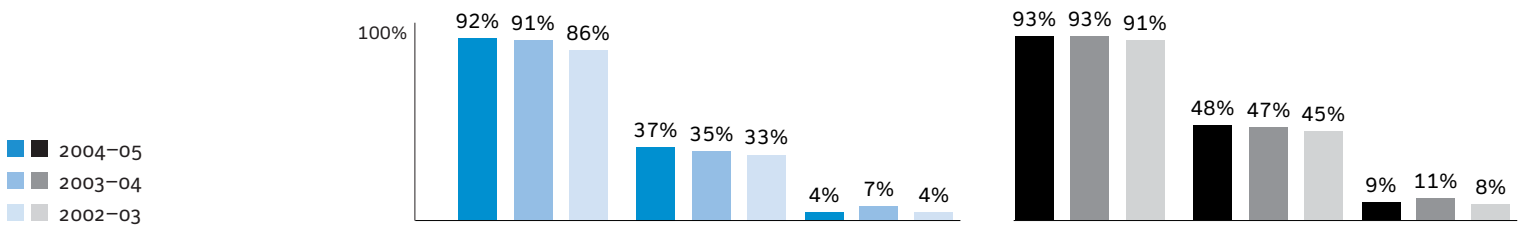
Percentage scoring at level(s):

2-4	3-4	4
Range: 658-830	697-830	737-830

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	49	333	200	23	605	689
Jan 2004	63	368	189	48	668	691
Jan 2003	94	368	200	29	691	686

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

Percentage scoring at level(s):

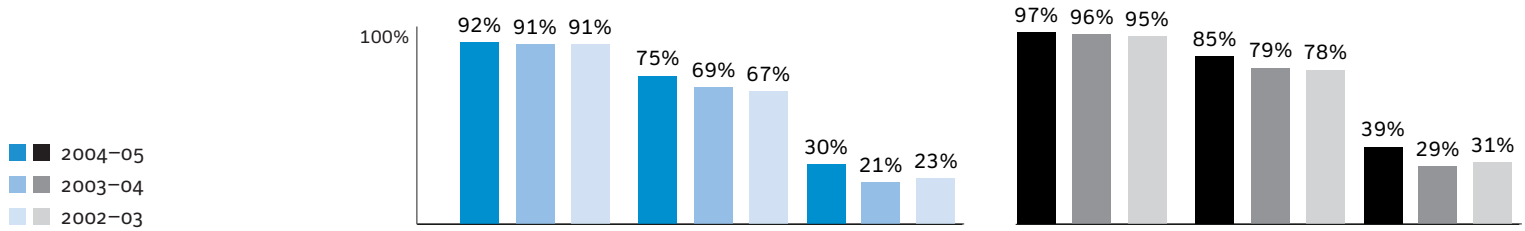
2-4 3-4 4

Range: 602-810 637-810 678-810

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	47	100	262	174	583	658
May 2004	56	145	309	133	643	651
May 2003	60	162	295	155	672	650

Grade 8

This School

Percentage scoring at level(s):

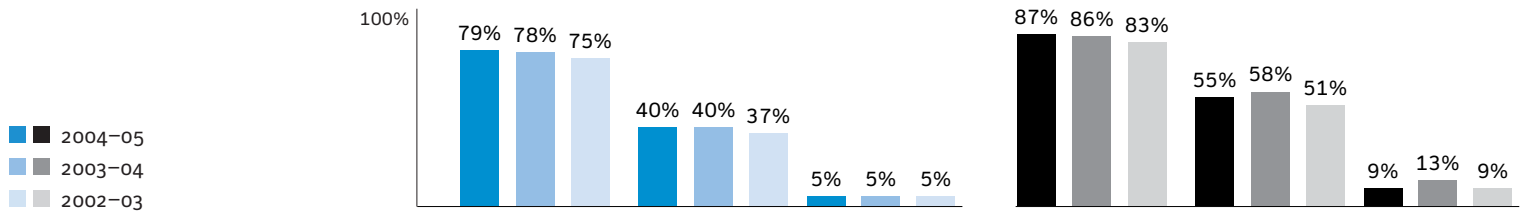
2-4 3-4 4

Range: 681-882 716-882 760-882

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	138	248	226	31	643	705
May 2004	158	273	250	34	715	701
May 2003	185	289	242	34	750	699

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

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

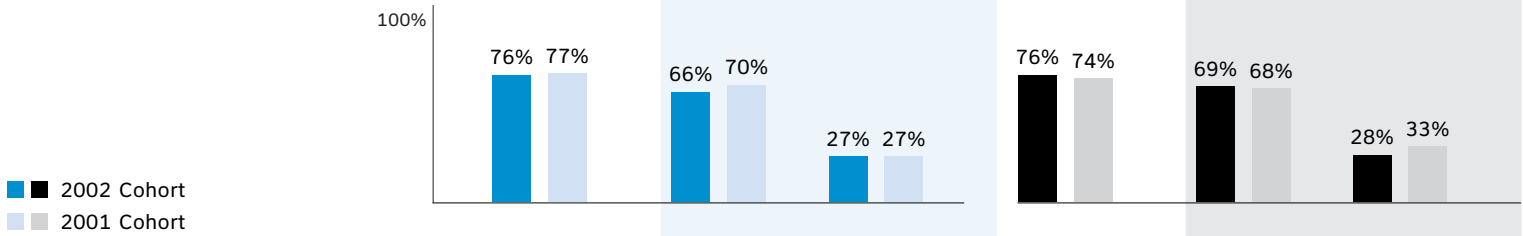
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	687	76%	66%	27%	706	77%	70%	27%
Female	323	78%	71%	31%	331	82%	77%	34%
Male	364	74%	62%	24%	375	74%	64%	21%
American Indian or Alaska Native					1	-	-	-
Black or African American	415	76%	64%	21%	435	76%	67%	20%
Hispanic or Latino	95	62%	56%	17%	64	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	80	89%	83%	51%	77	90%	86%	55%
White	97	77%	73%	41%	129	78%	75%	43%
Small Group Totals					65	72%	63%	14%
General-Education Students	616	81%	72%	30%	606	83%	77%	31%
Students with Disabilities	71	30%	14%	3%	100	42%	30%	4%
English Proficient	598	80%	72%	30%	625	80%	74%	30%
Limited English Proficient	89	48%	31%	4%	81	54%	38%	2%
Economically Disadvantaged	257	76%	63%	16%				
Not Disadvantaged	430	76%	68%	33%				
Migrant								
Not Migrant	687	76%	66%	27%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	6	11

* 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.

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

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

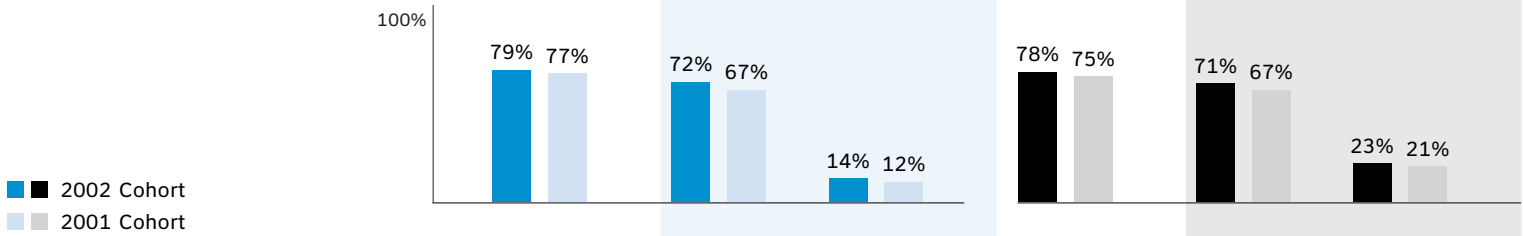
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	687	79%	72%	14%	706	77%	67%	12%
Female	323	81%	75%	15%	331	82%	73%	13%
Male	364	78%	70%	13%	375	72%	62%	11%
American Indian or Alaska Native					1	-	-	-
Black or African American	415	79%	70%	8%	435	74%	61%	6%
Hispanic or Latino	95	71%	63%	8%	64	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	80	91%	85%	38%	77	90%	88%	40%
White	97	80%	78%	24%	129	81%	78%	21%
Small Group Totals					65	71%	58%	2%
General-Education Students	616	85%	78%	15%	606	84%	74%	14%
Students with Disabilities	71	30%	17%	1%	100	32%	24%	2%
English Proficient	598	82%	75%	15%	625	79%	69%	13%
Limited English Proficient	89	60%	52%	7%	81	60%	52%	6%
Economically Disadvantaged	257	80%	70%	9%				
Not Disadvantaged	430	79%	73%	17%				
Migrant								
Not Migrant	687	79%	72%	14%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	6	11

* 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.

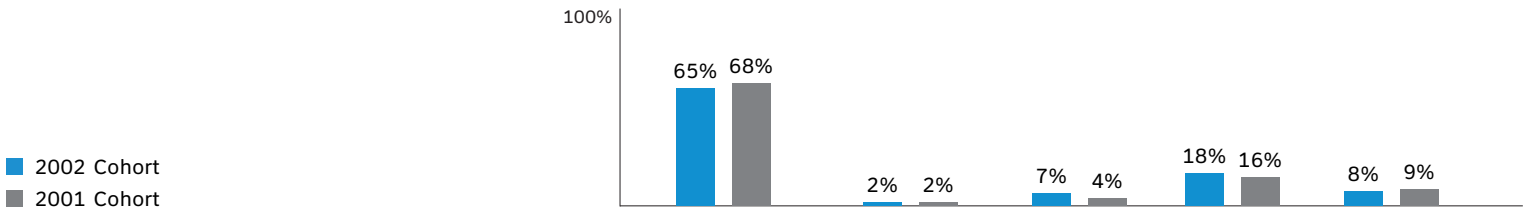
District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	687	65%	2%	7%	18%	8%
	2001	706	68%	2%	4%	16%	9%
Female	2002	323	72%	2%	6%	11%	10%
	2001	331	75%	2%	5%	13%	6%
Male	2002	364	60%	2%	8%	24%	7%
	2001	375	61%	2%	4%	19%	13%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	1	–	–	–	–	–
Black or African American	2002	415	65%	2%	6%	20%	7%
	2001	435	65%	3%	4%	18%	9%
Hispanic or Latino	2002	95	53%	1%	13%	18%	16%
	2001	64	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2002	80	78%	1%	4%	14%	4%
	2001	77	87%	1%	1%	3%	8%
White	2002	97	71%	1%	7%	12%	8%
	2001	129	71%	0%	9%	12%	9%
Small Group Totals	2001	65	55%	0%	3%	28%	14%
General-Education Students	2002	616	70%	0%	7%	15%	7%
	2001	606	72%	0%	4%	14%	9%
Students with Disabilities	2002	71	21%	15%	4%	41%	18%
	2001	100	38%	16%	5%	31%	10%
English Proficient	2002	598	69%	2%	4%	18%	7%
	2001	625	71%	2%	4%	16%	8%
Limited English Proficient	2002	89	40%	1%	22%	18%	18%
	2001	81	43%	2%	11%	21%	22%
Economically Disadvantaged	2002	257	63%	2%	4%	22%	9%
	2001	257	63%	2%	4%	22%	9%
Not Disadvantaged	2002	430	67%	1%	8%	16%	8%
	2001	430	67%	1%	8%	16%	8%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	687	65%	2%	7%	18%	8%
	2001	706	68%	2%	4%	16%	9%

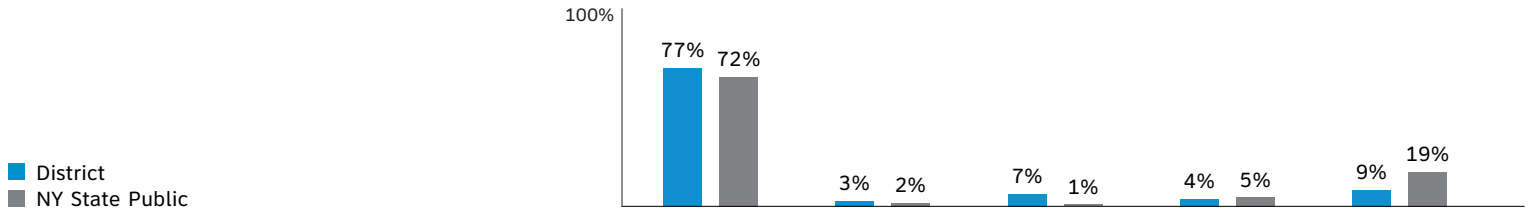
NOTES

The – symbol indicates that data for a group of students has 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.

District **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	699	77%	3%	7%	4%	9%
Female	328	82%	2%	6%	3%	6%
Male	371	73%	3%	7%	5%	12%
American Indian or Alaska Native	1	–	–	–	–	–
Black or African American	427	76%	4%	7%	3%	10%
Hispanic or Latino	68	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	77	88%	1%	1%	1%	8%
White	126	79%	0%	9%	5%	7%
Small Group Totals	69	70%	1%	6%	10%	13%
General-Education Students	601	81%	0%	7%	3%	9%
Students with Disabilities	98	51%	19%	7%	12%	10%
English Proficient	618	80%	3%	6%	3%	8%
Limited English Proficient	81	54%	2%	15%	9%	20%
Economically Disadvantaged	235	78%	4%	5%	4%	9%
Not Disadvantaged	464	77%	2%	8%	4%	9%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	699	77%	3%	7%	4%	9%

NOTES

The – symbol indicates that data for a group of students has 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.