



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **BEDFORD CENTRAL SCHOOL
DISTRICT**

District ID **660102060000**

Superintendent **DEBRA JACKSON**

Telephone **(914) 241-6010**

Grades **PK-12, UE, US**

This District's Report Card

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

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

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 **BEDFORD CENTRAL SCHOOL DISTRICT**

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	33	31	32
Kindergarten	345	355	333
Grade 1	329	349	347
Grade 2	338	332	346
Grade 3	329	332	327
Grade 4	347	341	328
Grade 5	321	348	328
Grade 6	285	314	337
Ungraded Elementary	63	19	22
Grade 7	303	283	327
Grade 8	294	310	311
Grade 9	338	329	328
Grade 10	318	334	332
Grade 11	291	312	304
Grade 12	243	288	288
Ungraded Secondary	58	53	13
Total K-12	4202	4299	4271

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	21	21	20
Grade 8			
English	18	20	20
Mathematics	20	21	20
Science	19	20	20
Social Studies	19	20	20
Grade 10			
English	23	19	16
Mathematics	20	20	18
Science	18	19	20
Social Studies	18	20	17

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 **BEDFORD CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	372	9%	353	8%	324	8%
Reduced-Price Lunch	210	5%	261	6%	282	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	318	8%	324	8%	347	8%
Racial/Ethnic Origin						
American Indian or Alaska Native	7	0%	3	0%	4	0%
Black or African American	238	6%	228	5%	224	5%
Hispanic or Latino	673	16%	724	17%	743	17%
Asian or Native Hawaiian/Other Pacific Islander	172	4%	184	4%	184	4%
White	3112	74%	3160	74%	3116	73%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		96%
Student Suspensions	149	N/A	166	4%	155	4%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District **BEDFORD CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	929	1034	1455
Percent Not Taught by Highly Qualified Teachers	7%	6%	3%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	13	15	5
Percent with No Valid Teaching Certificate	4%	4%	1%
Individuals Teaching Out of Certification			
Number of Teachers	23	19	6
Percentage of Total	6%	5%	2%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	34%	32%	33%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	374	393	399
Total Other Professional Staff	47	60	58
Total Paraprofessionals*	148	166	143
Assistant Principals	4	4	5
Principals	7	7	7

* 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.

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 **BEDFORD CENTRAL SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

▲ Good Standing

Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

Secondary Level

ELA ▲ Good Standing

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	✓	✓		✓	✓	
Limited English Proficient	✓	✓		–	–	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✓ 5 of 5	✓ 5 of 5	✓ 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 **BEDFORD CENTRAL SCHOOL DISTRICT**


























Elementary/Middle-Level English Language Arts

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

Accountability Measures 8 of 8 Student groups making AYP in English Language Arts
 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 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 (1965:1944)			100%		175	120	
Ethnicity							
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–
Black or African American (101:99)			99%		142	112	
Hispanic or Latino (331:321)			99%		158	116	
Asian or Native Hawaiian/Other Pacific Islander (99:99)			100%		183	112	
White (1432:1423)			100%		181	119	
Other Groups							
Students with Disabilities ⁴ (177:174)			99%		116	114	
Limited English Proficient (117:109)			98%		155	112	
Economically Disadvantaged (167:164)			99%		150	114	
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 **BEDFORD CENTRAL SCHOOL DISTRICT**


























Elementary/Middle-Level Mathematics

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

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 (1962:1935)			100%		177	84	
Ethnicity							
American Indian or Alaska Native (3:2)	–	–	–	–	–	–	–
Black or African American (101:97)			98%		143	76	
Hispanic or Latino (329:319)			100%		149	80	
Asian or Native Hawaiian/Other Pacific Islander (98:97)			99%		189	76	
White (1431:1420)			100%		185	83	
Other Groups							
Students with Disabilities ⁴ (179:174)			99%		126	78	
Limited English Proficient (114:110)			100%		122	76	
Economically Disadvantaged (166:164)			99%		138	78	
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 **BEDFORD CENTRAL SCHOOL DISTRICT**














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 (637:617)		Qualified		98%		189	100		
Ethnicity									
American Indian or Alaska Native (2:1)	–	–	–	–	–	–	–	–	
Black or African American (38:35)	–	–	–	–		171	100		
Hispanic or Latino (105:99)	–	Qualified		97%		181	100		
Asian or Native Hawaiian/Other Pacific Islander (29:29)	–	–	–	–	–	–	–	–	
White (463:453)	–	Qualified		98%		192	100		
Other Groups									
Students with Disabilities (63:55)	–	Qualified		87%		151	100		
Limited English Proficient (33:31)	–	–	–	–		155	100		
Economically Disadvantaged (38:36)	–	–	–	–		183	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 **BEDFORD CENTRAL SCHOOL DISTRICT**















Secondary-Level English Language Arts

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

Accountability Measures 5 of 5 Student groups making AYP in English Language Arts
 Made AYP

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

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
(12th Graders: 2002 Cohort) ¹							2005–06	2006–07
All Students (288:278)			99%		185	147		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (15:16)	–	–	–	–	–	–	–	–
Hispanic or Latino (55:50)			100%		160	141		
Asian or Native Hawaiian/Other Pacific Islander (11:11)	–	–	–	–	–	–	–	–
White (207:201)			99%		195	146		
Other Groups								
Students with Disabilities (32:32)		–	–		159	137		
Limited English Proficient (16:15)	–	–	–	–	–	–	–	–
Economically Disadvantaged (39:35)		–	–		151	138		
Final AYP Determination	 5 of 5							

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 **BEDFORD CENTRAL SCHOOL DISTRICT**















Secondary-Level Mathematics

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

Accountability Measures 5 of 5 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 secondary-level Mathematics accountability measures?

Student Group	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
(12th Graders: 2002 Cohort) ¹							
All Students (288:278)			100%		187	139	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (15:16)	–	–	–	–	–	–	–
Hispanic or Latino (55:50)			100%		162	133	
Asian or Native Hawaiian/Other Pacific Islander (11:11)	–	–	–	–	–	–	–
White (207:201)			100%		195	138	
Other Groups							
Students with Disabilities (32:32)		–	–		172	129	
Limited English Proficient (16:15)	–	–	–	–	–	–	–
Economically Disadvantaged (39:35)		–	–		163	130	
Final AYP Determination	 5 of 5						

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 **BEDFORD CENTRAL SCHOOL DISTRICT**







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 (287)			90%	55%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (23)		–	–	–	–
Hispanic or Latino (46)			67%	55%	
Asian or Native Hawaiian/Other Pacific Islander (10)		–	–	–	–
White (208)			94%	55%	
Other Groups					
Students with Disabilities (42)			93%	55%	
Limited English Proficient (11)		–	–	–	–
Economically Disadvantaged (8)		–	–	–	–
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 **BEDFORD CENTRAL SCHOOL DISTRICT**

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















7 schools identified 100% of total



BEDFORD HILLS ELEMENTARY SCHOOL
BEDFORD VILLAGE ELEMENTARY SCHOOL
FOX LANE HIGH SCHOOL
FOX LANE MIDDLE SCHOOL
MOUNT KISCO ELEMENTARY SCHOOL
POUND RIDGE ELEMENTARY SCHOOL
WEST PATENT ELEMENTARY SCHOOL


District **BEDFORD CENTRAL SCHOOL DISTRICT**

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	83%			292
Grade 4	81%			304
Grade 5	87%			321
Grade 6	75%			318
Grade 7	76%			320
Grade 8	69%			295
Mathematics				
Grade 3	81%			325
Grade 4	86%			323
Grade 5	83%			326
Grade 6	74%			324
Grade 7	79%			328
Grade 8	83%			308
Science				
Grade 4	94%			319
Grade 8	87%			300

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	88%			288
Mathematics	88%			288

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	88%			288

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:

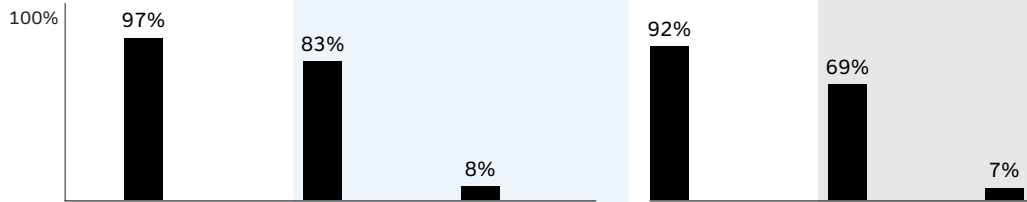
Low Need Districts

This is a school district with low student needs in relation to district resource capacity.

District **BEDFORD CENTRAL SCHOOL DISTRICT**

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: 678	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	283	241	23	283	241	23



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	292	97%	83%	8%				
Female	154	99%	88%	11%				
Male	138	95%	76%	4%				
American Indian or Alaska Native								
Black or African American	10	90%	40%	0%				
Hispanic or Latino	35	91%	71%	3%				
Asian or Native Hawaiian/Other Pacific Islander	12	100%	92%	8%				
White	235	98%	86%	9%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	273	98%	85%	8%				
Students with Disabilities	19	79%	42%	0%				
English Proficient	291	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	21	90%	71%	0%				
Not Disadvantaged	271	97%	83%	8%				
Migrant								
Not Migrant	292	97%	83%	8%				

NOTES

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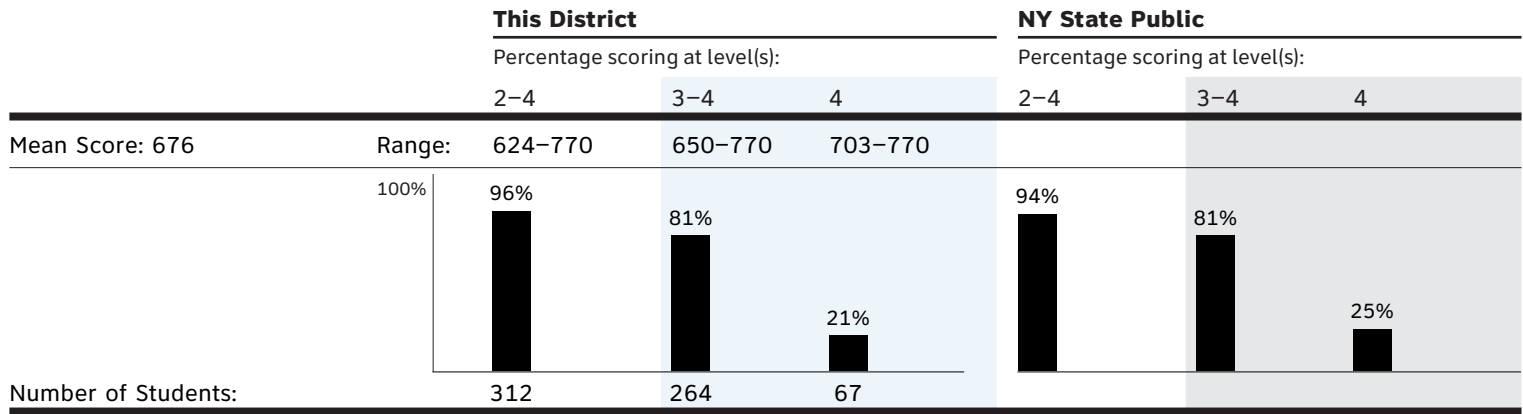
Other Assessments

	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 3 Equivalent	7	6	4	4	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	37	26	21	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 **BEDFORD CENTRAL SCHOOL DISTRICT**

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	325	96%	81%	21%				
Female	171	97%	82%	20%				
Male	154	95%	80%	21%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	9	-	-	-				
Hispanic or Latino	63	86%	54%	8%				
Asian or Native Hawaiian/Other Pacific Islander	15	100%	87%	33%				
White	237	99%	89%	24%	This test was not given in 2004-05.			
Small Group Totals	10	90%	50%	10%				
General-Education Students	305	97%	83%	22%				
Students with Disabilities	20	80%	50%	5%				
English Proficient	287	98%	87%	23%				
Limited English Proficient	38	84%	39%	3%				
Economically Disadvantaged	42	88%	50%	5%				
Not Disadvantaged	283	97%	86%	23%				
Migrant								
Not Migrant	325	96%	81%	21%				

NOTES

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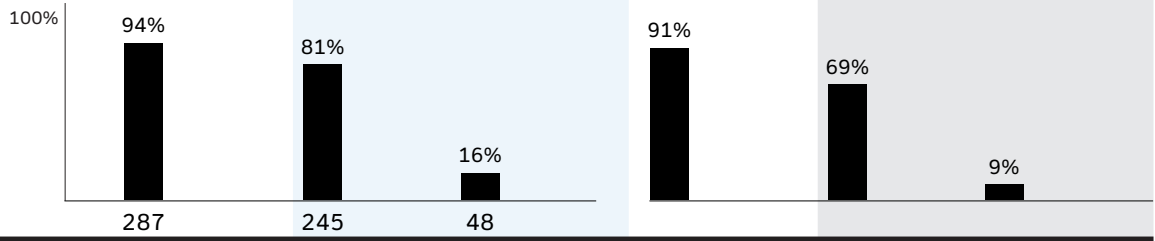
Other Assessments

	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	7	7	6	5	This test was not given in 2004-05.			

District **BEDFORD CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 682	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	287	245	48			



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	304	94%	81%	16%				
Female	158	94%	85%	16%				
Male	146	95%	76%	16%				
American Indian or Alaska Native								
Black or African American	19	68%	47%	16%				
Hispanic or Latino	35	91%	71%	3%				
Asian or Native Hawaiian/Other Pacific Islander	16	94%	88%	6%				
White	234	97%	84%	18%				
Small Group Totals								
General-Education Students	283	99%	86%	17%				
Students with Disabilities	21	38%	10%	0%				
English Proficient	302	-	-	-				
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	25	80%	64%	4%				
Not Disadvantaged	279	96%	82%	17%				
Migrant								
Not Migrant	304	94%	81%	16%				

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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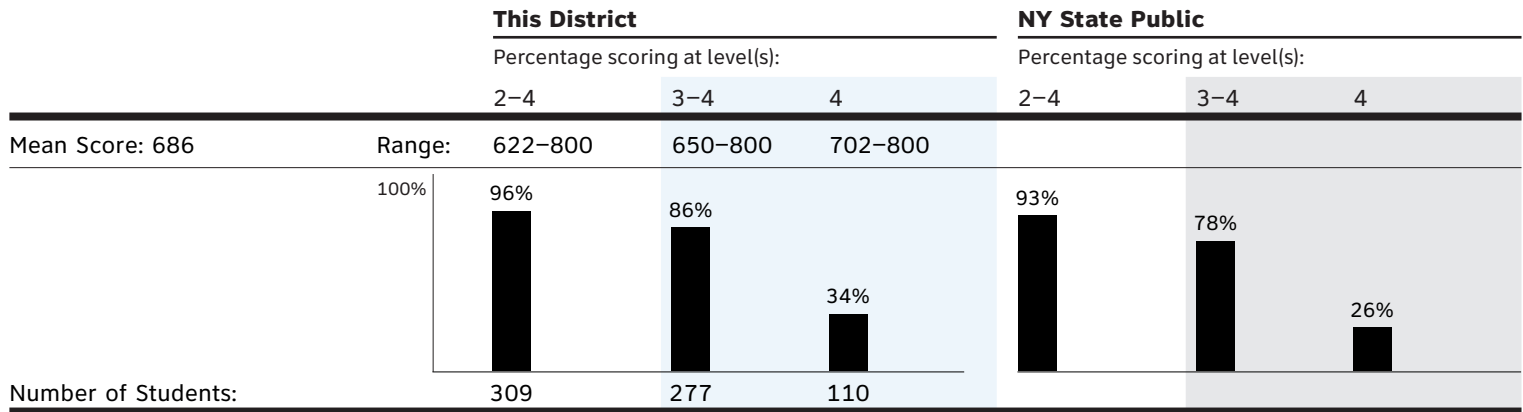
Other Assessments

	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	4	-	-	-	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	19	18	16	N/A	26	19	14	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 **BEDFORD CENTRAL SCHOOL DISTRICT**

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	323	96%	86%	34%				
Female	170	95%	85%	34%				
Male	153	97%	86%	35%				
American Indian or Alaska Native								
Black or African American	19	84%	68%	5%				
Hispanic or Latino	53	94%	66%	11%				
Asian or Native Hawaiian/Other Pacific Islander	15	93%	93%	33%				
White	236	97%	91%	42%				
Small Group Totals								
General-Education Students	301	99%	90%	36%				
Students with Disabilities	22	55%	23%	5%				
English Proficient	303	96%	88%	36%				
Limited English Proficient	20	90%	55%	0%				
Economically Disadvantaged	37	92%	54%	8%				
Not Disadvantaged	286	96%	90%	37%				
Migrant								
Not Migrant	323	96%	86%	34%				

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

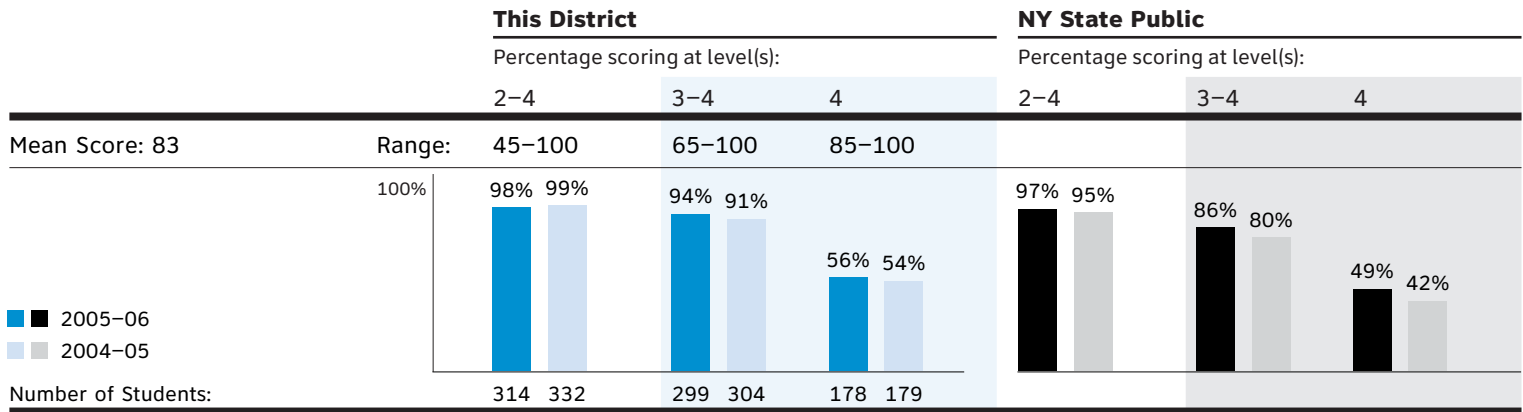
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Other Assessments

	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	4	–	–	–	5	5	3	2

District **BEDFORD CENTRAL SCHOOL DISTRICT**

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	319	98%	94%	56%	334	99%	91%	54%
Female	169	98%	93%	59%	153	100%	90%	48%
Male	150	99%	95%	53%	181	99%	92%	59%
American Indian or Alaska Native	1	-	-	-				
Black or African American	17	94%	82%	41%	8	100%	38%	25%
Hispanic or Latino	52	98%	90%	37%	57	100%	86%	30%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	7	100%	86%	57%
White	235	99%	96%	61%	262	99%	94%	60%
Small Group Totals	15	100%	87%	60%				
General-Education Students	301	100%	96%	59%	311	100%	94%	56%
Students with Disabilities	18	78%	56%	0%	23	91%	57%	17%
English Proficient	299	98%	94%	59%	299	99%	93%	58%
Limited English Proficient	20	100%	85%	15%	35	100%	74%	14%
Economically Disadvantaged	35	100%	83%	31%	53	100%	75%	21%
Not Disadvantaged	284	98%	95%	59%	281	99%	94%	60%
Migrant								
Not Migrant	319	98%	94%	56%	334	99%	91%	54%

NOTES

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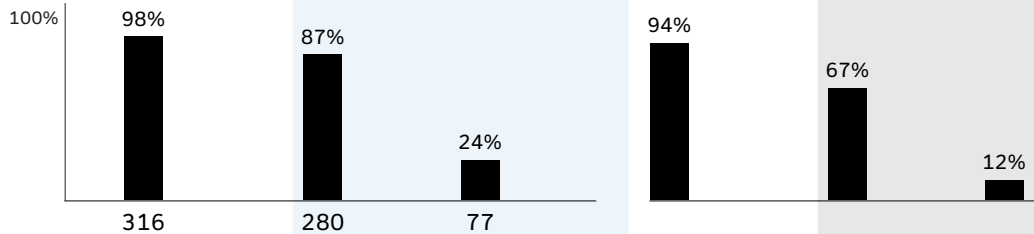
Other Assessments

	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	4	-	-	-	4	-	-	-

District **BEDFORD CENTRAL SCHOOL DISTRICT**

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: 684	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	316	280	77	94%	67%	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	321	98%	87%	24%				
Female	147	99%	88%	23%				
Male	174	98%	87%	25%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	10	-	-	-				
Hispanic or Latino	54	96%	74%	7%				
Asian or Native Hawaiian/Other Pacific Islander	12	100%	100%	50%				
White	244	99%	90%	27%	This test was not given in 2004-05.			
Small Group Totals	11	91%	73%	0%				
General-Education Students	301	99%	89%	26%				
Students with Disabilities	20	85%	55%	0%				
English Proficient	307	99%	88%	25%				
Limited English Proficient	14	93%	64%	0%				
Economically Disadvantaged	39	92%	69%	3%				
Not Disadvantaged	282	99%	90%	27%				
Migrant								
Not Migrant	321	98%	87%	24%				

NOTES

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Other Assessments

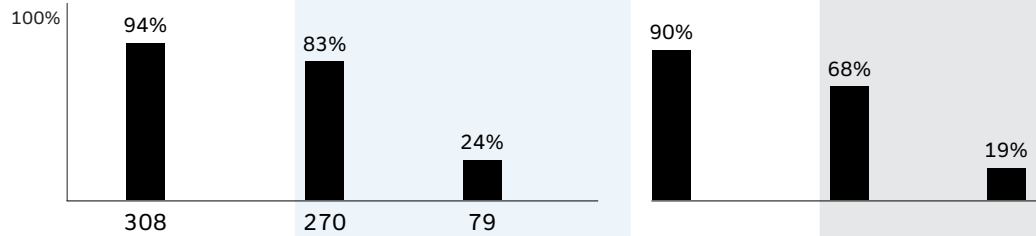
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	5	5	4	3	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	4	-	-	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 **BEDFORD CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 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: 676	619-780	650-780	699-780			
Range:	619-780	650-780	699-780			
Number of Students:	308	270	79			



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	326	94%	83%	24%				
Female	150	97%	81%	25%				
Male	176	93%	84%	24%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	10	-	-	-				
Hispanic or Latino	58	90%	59%	3%				
Asian or Native Hawaiian/Other Pacific Islander	13	100%	92%	38%				
White	244	97%	89%	29%				
Small Group Totals	11	64%	64%	9%				
General-Education Students	305	97%	85%	26%				
Students with Disabilities	21	62%	48%	5%				
English Proficient	308	95%	86%	26%				
Limited English Proficient	18	83%	33%	0%				
Economically Disadvantaged	39	87%	62%	3%				
Not Disadvantaged	287	95%	86%	27%				
Migrant								
Not Migrant	326	94%	83%	24%				

This test was not given in 2004-05.

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.

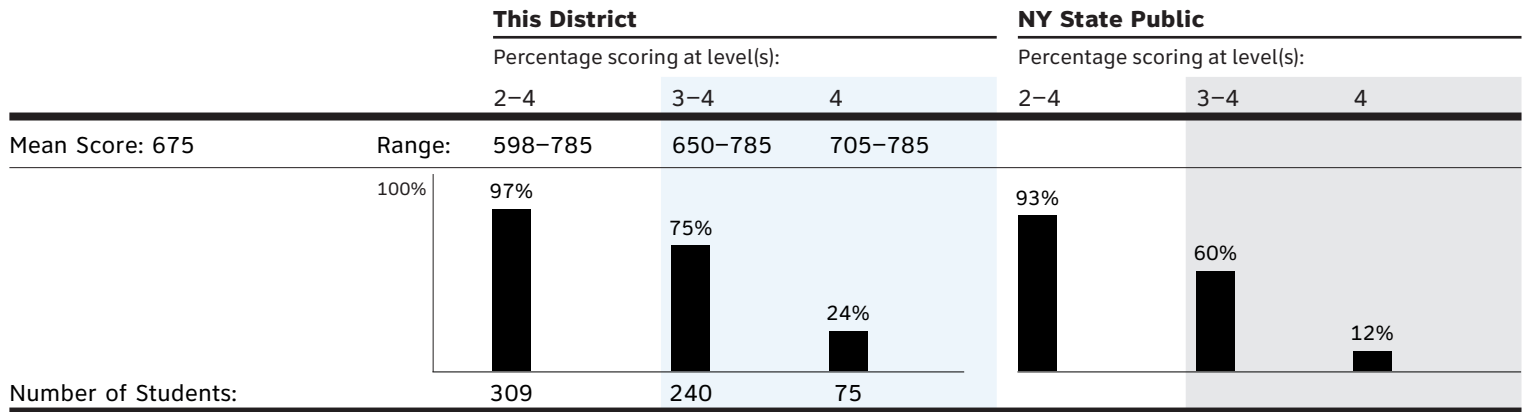
Other Assessments

	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 5 Equivalent	5	5	5	5				

This test was not given in 2004-05.

District **BEDFORD CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 6 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	318	97%	75%	24%				
Female	158	98%	81%	29%				
Male	160	96%	70%	18%				
American Indian or Alaska Native								
Black or African American	22	100%	68%	14%				
Hispanic or Latino	47	91%	55%	9%				
Asian or Native Hawaiian/Other Pacific Islander	18	100%	72%	11%				
White	231	98%	81%	29%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	299	98%	79%	25%				
Students with Disabilities	19	79%	26%	0%				
English Proficient	312	97%	77%	24%				
Limited English Proficient	6	100%	17%	0%				
Economically Disadvantaged	41	90%	49%	2%				
Not Disadvantaged	277	98%	79%	27%				
Migrant								
Not Migrant	318	97%	75%	24%				

NOTES

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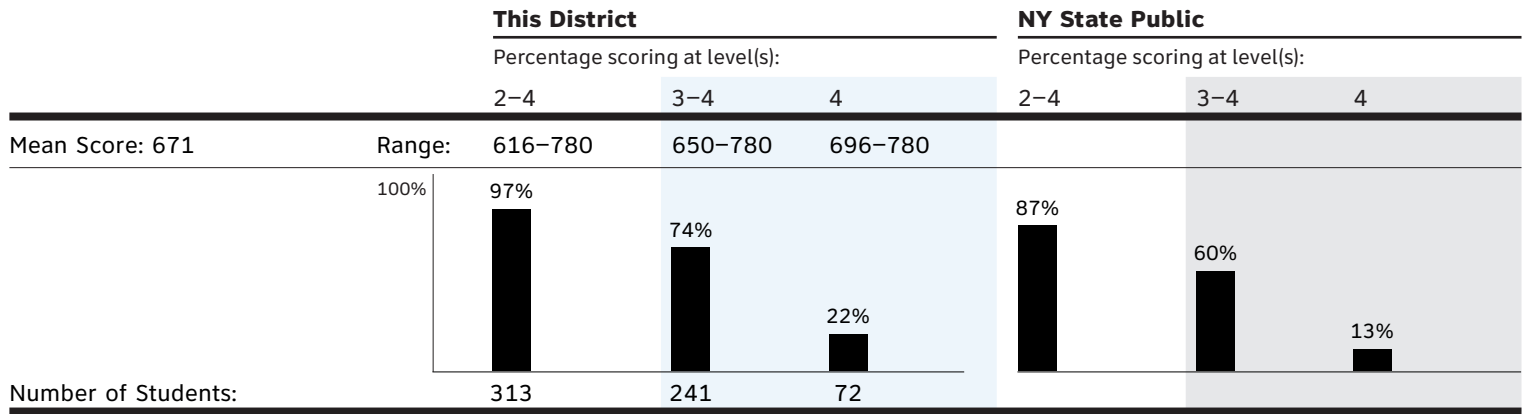
Other Assessments

	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	4	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	8	8	6	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 **BEDFORD CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 6 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	324	97%	74%	22%				
Female	160	99%	75%	21%				
Male	164	95%	74%	24%				
American Indian or Alaska Native								
Black or African American	21	95%	57%	5%				
Hispanic or Latino	54	91%	41%	6%				
Asian or Native Hawaiian/Other Pacific Islander	18	100%	89%	39%				
White	231	98%	83%	26%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	305	98%	77%	24%				
Students with Disabilities	19	74%	32%	0%				
English Proficient	310	97%	77%	23%				
Limited English Proficient	14	86%	14%	0%				
Economically Disadvantaged	44	89%	32%	2%				
Not Disadvantaged	280	98%	81%	25%				
Migrant								
Not Migrant	324	97%	74%	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 6 Equivalent	4	–	–	–	This test was not given in 2004-05.			

District **BEDFORD CENTRAL SCHOOL DISTRICT**

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: 667	Range: 600-790			650-790 712-790		
Number of Students:	309	244	34			

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	320	97%	76%	11%				
Female	144	99%	83%	15%				
Male	176	95%	71%	7%				
American Indian or Alaska Native								
Black or African American	21	86%	43%	0%				
Hispanic or Latino	37	95%	54%	3%				
Asian or Native Hawaiian/Other Pacific Islander	18	100%	83%	6%				
White	244	98%	82%	13%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	284	99%	81%	12%				
Students with Disabilities	36	81%	36%	3%				
English Proficient	317	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged								
Not Disadvantaged	320	97%	76%	11%				
Migrant								
Not Migrant	320	97%	76%	11%				

NOTES

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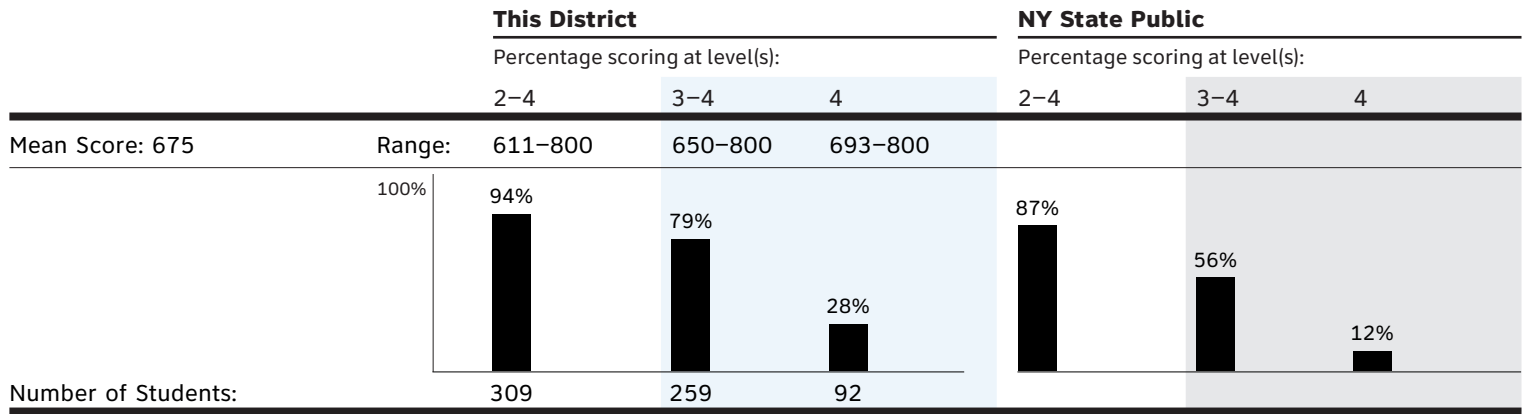
Other Assessments

	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	3	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	7	7	7	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 **BEDFORD CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 7 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	328	94%	79%	28%				
Female	150	95%	83%	30%				
Male	178	93%	75%	26%				
American Indian or Alaska Native								
Black or African American	21	76%	29%	0%				
Hispanic or Latino	45	82%	62%	11%				
Asian or Native Hawaiian/Other Pacific Islander	17	100%	88%	35%				
White	245	98%	86%	33%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	291	97%	84%	30%				
Students with Disabilities	37	73%	38%	11%				
English Proficient	318	95%	81%	29%				
Limited English Proficient	10	60%	30%	0%				
Economically Disadvantaged	1	-	-	-				
Not Disadvantaged	327	-	-	-				
Migrant								
Not Migrant	328	94%	79%	28%				

NOTES

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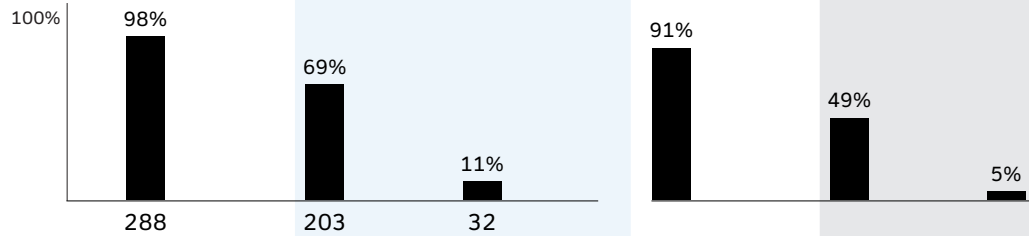
Other Assessments

	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	3	-	-	-	This test was not given in 2004-05.			

District **BEDFORD CENTRAL SCHOOL DISTRICT**

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: 670	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	288	203	32			



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	295	98%	69%	11%				
Female	151	98%	79%	14%				
Male	144	97%	58%	8%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	16	100%	38%	0%				
Hispanic or Latino	42	93%	57%	0%				
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-				
White	222	99%	73%	14%				
Small Group Totals	15	93%	73%	13%				
General-Education Students	260	99%	75%	12%				
Students with Disabilities	35	89%	20%	0%				
English Proficient	292	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged								
Not Disadvantaged	295	98%	69%	11%				
Migrant								
Not Migrant	295	98%	69%	11%				

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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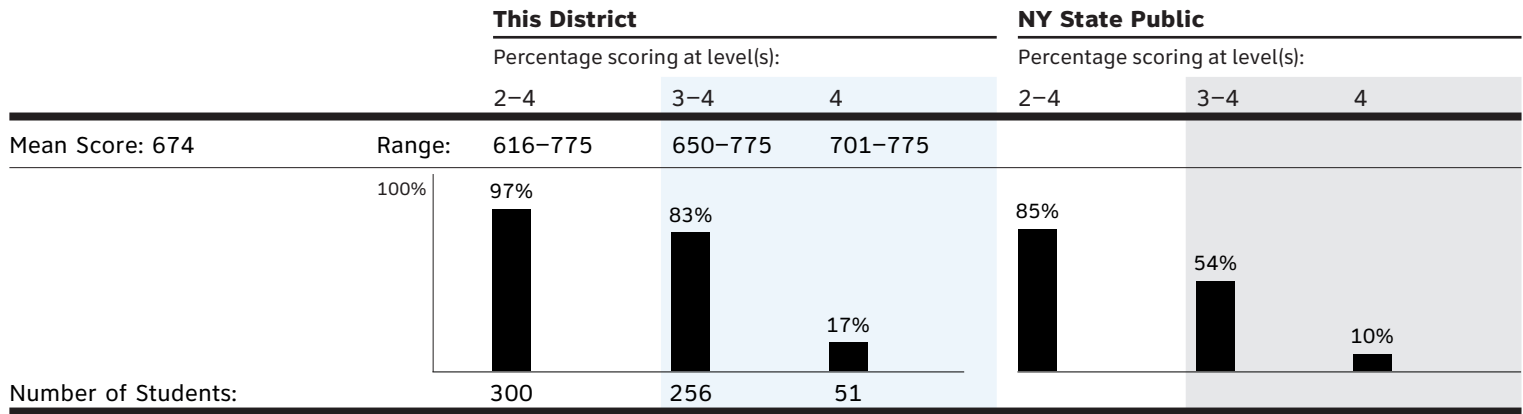
Other Assessments

	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	1	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	11	10	10	N/A	9	8	7	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 **BEDFORD CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 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	308	97%	83%	17%				
Female	159	98%	87%	18%				
Male	149	97%	79%	15%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	18	89%	67%	6%				
Hispanic or Latino	52	94%	65%	4%				
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-				
White	223	99%	88%	18%				
Small Group Totals	15	100%	87%	53%				
General-Education Students	274	99%	86%	19%				
Students with Disabilities	34	88%	59%	0%				
English Proficient	294	98%	86%	17%				
Limited English Proficient	14	93%	29%	0%				
Economically Disadvantaged								
Not Disadvantaged	308	97%	83%	17%				
Migrant								
Not Migrant	308	97%	83%	17%				

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

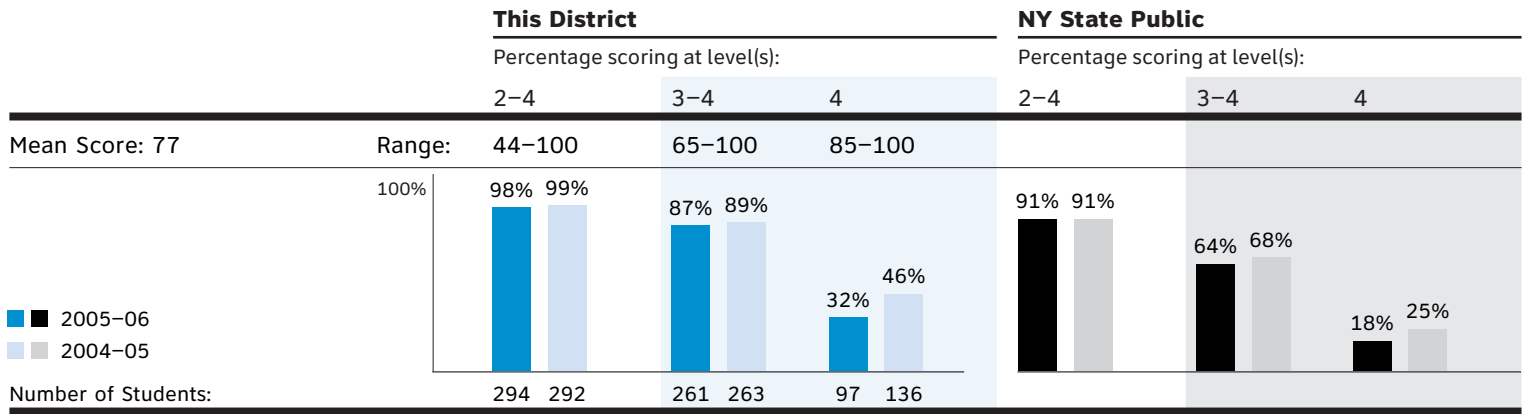
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Other Assessments

	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	1	-	-	-	1	-	-	-

District **BEDFORD CENTRAL SCHOOL DISTRICT**

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	300	98%	87%	32%	295	99%	89%	46%
Female	155	99%	86%	35%	142	100%	90%	44%
Male	145	97%	88%	29%	153	98%	88%	48%
American Indian or Alaska Native	1	-	-	-				
Black or African American	19	84%	74%	11%	12	100%	92%	33%
Hispanic or Latino	49	98%	76%	12%	46	96%	59%	15%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	12	100%	100%	58%
White	217	99%	90%	37%	225	100%	95%	52%
Small Group Totals	15	100%	100%	53%				
General-Education Students	268	99%	90%	36%	257	100%	92%	51%
Students with Disabilities	32	91%	63%	0%	38	95%	68%	11%
English Proficient	288	99%	90%	34%	279	99%	92%	49%
Limited English Proficient	12	83%	25%	0%	16	94%	44%	0%
Economically Disadvantaged					41	95%	61%	17%
Not Disadvantaged	300	98%	87%	32%	254	100%	94%	51%
Migrant								
Not Migrant	300	98%	87%	32%	295	99%	89%	46%

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	1	-	-	-	1	-	-	-
Regents Science	0				0			

District **BEDFORD CENTRAL SCHOOL DISTRICT**

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

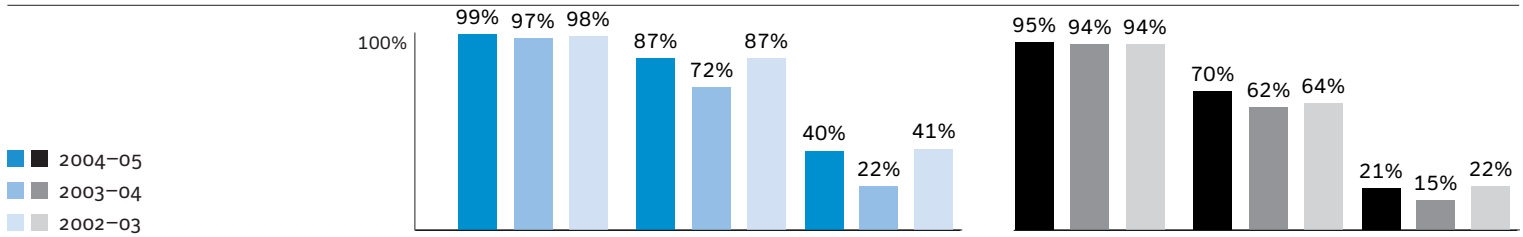
Percentage scoring at level(s):

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



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	4	36	143	121	304	690
Feb 2004	9	88	179	76	352	666
Feb 2003	5	33	139	123	300	684

Grade 8

This School

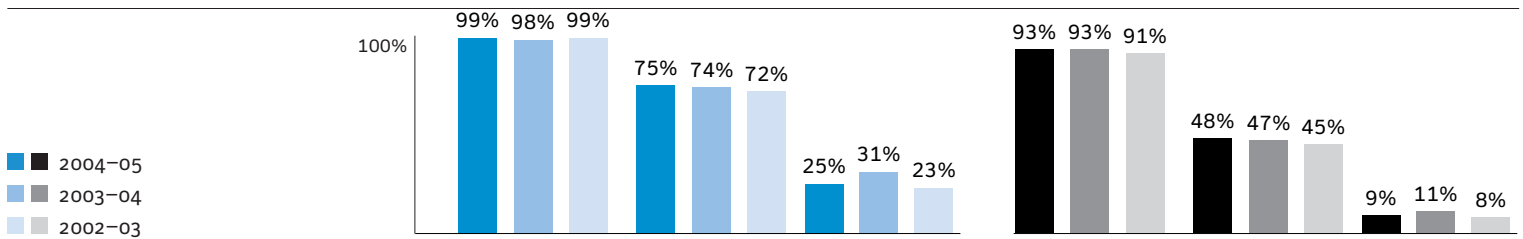
Percentage scoring at level(s):

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	4	74	153	77	308	718
Jan 2004	6	72	125	92	295	723
Jan 2003	4	75	136	63	278	717

District **BEDFORD CENTRAL SCHOOL DISTRICT**

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

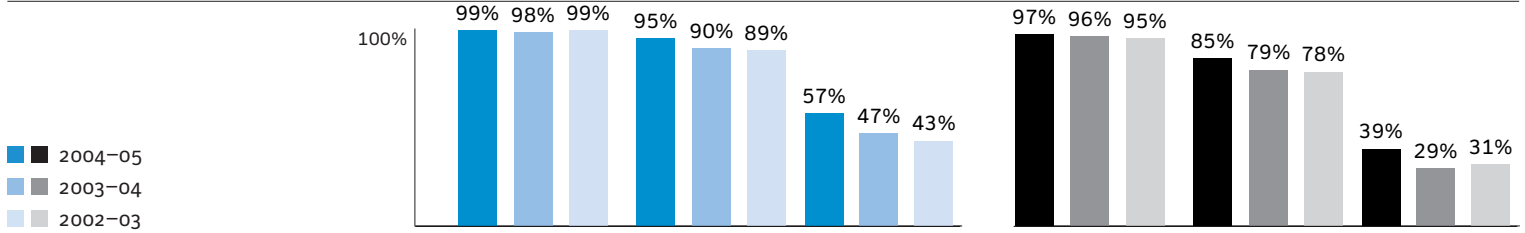
Percentage scoring at level(s):

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	2	16	125	187	330	685
May 2004	7	28	157	168	360	677
May 2003	2	35	148	139	324	672

Grade 8

This School

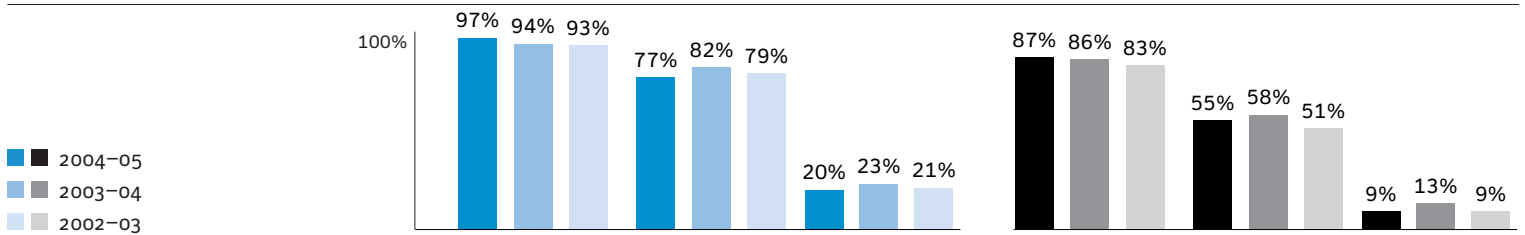
Percentage scoring at level(s):

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	8	62	179	62	311	738
May 2004	18	37	180	69	304	738
May 2003	19	42	169	62	292	735

District **BEDFORD CENTRAL SCHOOL DISTRICT**

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

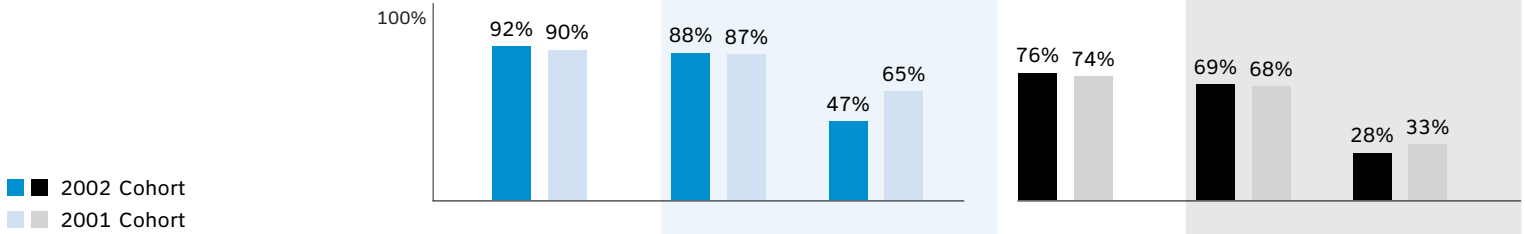
NY State Public

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	288	92%	88%	47%	292	90%	87%	65%
Female	132	96%	94%	50%	137	93%	91%	77%
Male	156	88%	83%	44%	155	88%	84%	54%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	17	76%	59%	6%	24	88%	71%	38%
Hispanic or Latino	56	75%	68%	16%	49	78%	73%	35%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	45%	10	100%	100%	80%
White	204	97%	96%	59%	209	93%	92%	75%
Small Group Totals								
General-Education Students	255	93%	90%	51%	251	91%	90%	70%
Students with Disabilities	33	85%	70%	15%	41	85%	73%	37%
English Proficient	273	93%	90%	49%	259	93%	90%	70%
Limited English Proficient	15	60%	53%	0%	33	73%	67%	27%
Economically Disadvantaged	36	78%	69%	17%	-	-	-	-
Not Disadvantaged	252	94%	90%	51%	-	-	-	-
Migrant	-	-	-	-	-	-	-	-
Not Migrant	288	92%	88%	47%	-	-	-	-

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	0	0

* 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 **BEDFORD CENTRAL SCHOOL DISTRICT**

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

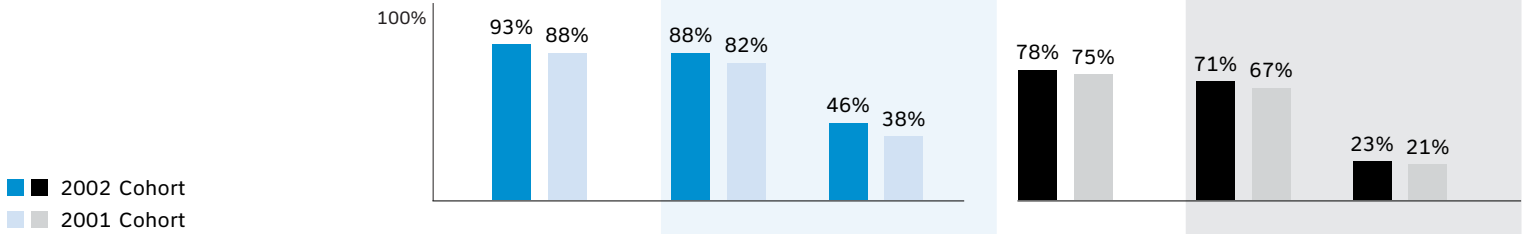
NY State Public

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	288	93%	88%	46%	292	88%	82%	38%
Female	132	95%	89%	45%	137	93%	87%	45%
Male	156	90%	87%	47%	155	84%	77%	32%
American Indian or Alaska Native								
Black or African American	17	76%	76%	12%	24	75%	58%	0%
Hispanic or Latino	56	80%	64%	18%	49	80%	67%	22%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	100%	73%	10	100%	100%	60%
White	204	97%	95%	55%	209	91%	87%	45%
Small Group Totals								
General-Education Students	255	95%	90%	51%	251	90%	85%	42%
Students with Disabilities	33	79%	76%	9%	41	76%	61%	15%
English Proficient	273	93%	90%	48%	259	88%	83%	39%
Limited English Proficient	15	87%	60%	13%	33	85%	67%	27%
Economically Disadvantaged	36	83%	69%	17%				
Not Disadvantaged	252	94%	91%	50%				
Migrant								
Not Migrant	288	93%	88%	46%				

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

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	0	0

* 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.

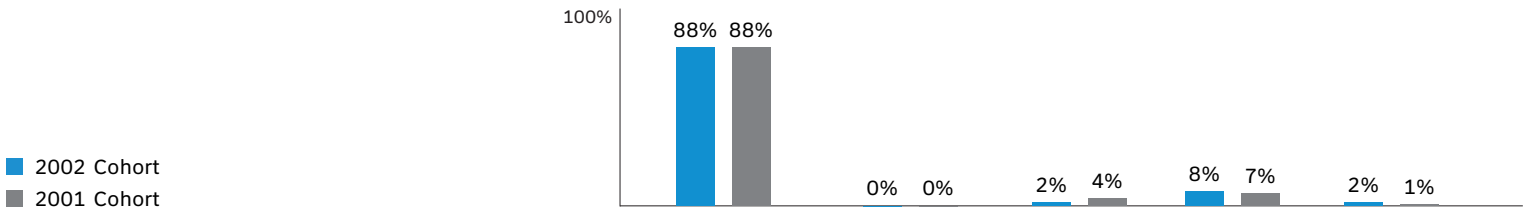
District **BEDFORD CENTRAL SCHOOL DISTRICT**

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	288	88%	0%	2%	8%	2%
	2001	292	88%	0%	4%	7%	1%
Female	2002	132	92%	0%	1%	5%	2%
	2001	137	93%	0%	2%	4%	1%
Male	2002	156	83%	0%	3%	11%	3%
	2001	155	83%	0%	5%	10%	1%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
Black or African American	2002	17	71%	0%	6%	24%	0%
	2001	24	88%	0%	8%	4%	0%
Hispanic or Latino	2002	56	73%	0%	2%	14%	11%
	2001	49	61%	0%	6%	31%	2%
Asian or Native Hawaiian/Other Pacific Islander	2002	11	91%	0%	0%	9%	0%
White	2002	204	93%	0%	2%	5%	0%
	2001	209	94%	0%	3%	2%	1%
Small Group Totals							
General-Education Students	2002	255	87%	0%	2%	8%	2%
	2001	251	87%	0%	4%	8%	1%
Students with Disabilities	2002	33	88%	0%	3%	9%	0%
	2001	41	95%	0%	5%	0%	0%
English Proficient	2002	273	89%	0%	2%	7%	2%
	2001	259	92%	0%	4%	3%	1%
Limited English Proficient	2002	15	60%	0%	0%	40%	0%
	2001	33	58%	0%	0%	39%	3%
Economically Disadvantaged	2002	36	81%	0%	0%	14%	6%
	2001	36	81%	0%	0%	14%	6%
Not Disadvantaged	2002	252	88%	0%	2%	8%	2%
	2001	252	88%	0%	2%	8%	2%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	288	88%	0%	2%	8%	2%

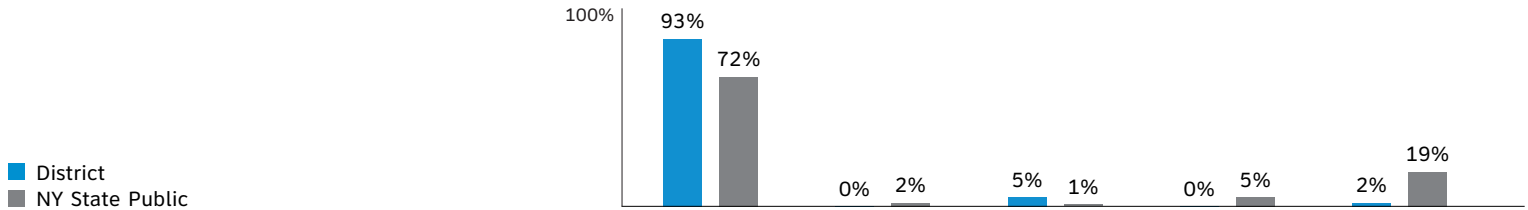
NOTES

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 **BEDFORD CENTRAL SCHOOL DISTRICT**

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	294	93%	0%	5%	0%	2%
Female	137	95%	0%	4%	0%	1%
Male	157	90%	0%	7%	1%	2%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	24	88%	0%	8%	4%	0%
Hispanic or Latino	48	81%	0%	13%	0%	6%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	0%	0%	0%	0%
White	212	95%	0%	4%	0%	1%
Small Group Totals						
General-Education Students	252	92%	0%	6%	0%	2%
Students with Disabilities	42	95%	0%	5%	0%	0%
English Proficient	282	93%	0%	5%	0%	1%
Limited English Proficient	12	83%	0%	8%	0%	8%
Economically Disadvantaged	8	88%	0%	0%	0%	13%
Not Disadvantaged	286	93%	0%	6%	0%	1%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	294	93%	0%	5%	0%	2%

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.