



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **BETHLEHEM CENTRAL SCHOOL
DISTRICT**

District ID **01-03-06-06-0000**

Superintendent **MICHAEL TEBBANO**

Telephone **(518) 439-7098**

Grades **K-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 2007–08 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 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

	2004-05	2005-06	2006-07
Pre-K	0	0	0
Kindergarten	310	301	299
Grade 1	370	358	366
Grade 2	369	370	368
Grade 3	387	379	380
Grade 4	417	401	388
Grade 5	376	433	411
Grade 6	402	384	385
Ungraded Elementary	0	0	0
Grade 7	417	397	397
Grade 8	400	433	435
Grade 9	412	445	454
Grade 10	452	416	445
Grade 11	411	444	413
Grade 12	391	415	440
Ungraded Secondary	4	2	1
Total K-12	5118	5178	5182

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	22	22	21
Grade 8			
English	24	21	22
Mathematics	23	21	22
Science	25	22	23
Social Studies	25	22	23
Grade 10			
English	24	21	22
Mathematics	20	19	21
Science	19	19	20
Social Studies	21	24	22

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 BETHLEHEM CENTRAL SCHOOL DISTRICT

District ID 01-03-06-06-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	81	2%	111	2%	111	2%
Reduced-Price Lunch	58	1%	56	1%	73	1%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	50	1%	115	2%	69	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	7	0%	5	0%	8	0%
Black or African American	120	2%	106	2%	98	2%
Hispanic or Latino	90	2%	114	2%	118	2%
Asian or Native Hawaiian/Other Pacific Islander	182	4%	218	4%	208	4%
White	4719	92%	4735	91%	4745	92%
Multiracial**	N/A	N/A	N/A	N/A	5	0%

* Not available at the district level.

** Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate	96%		96%		94%	
Student Suspensions	88	2%	124	2%	128	2%

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 BETHLEHEM CENTRAL SCHOOL DISTRICT

District ID 01-03-06-06-0000

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	382	387	376
Percent with No Valid Teaching Certificate	2%	2%	2%
Percent Teaching Out of Certification	4%	5%	2%
Percent with Fewer Than Three Years of Experience	8%	10%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	14%	13%	13%
Total Number of Core Classes*	N/A	1374	1020
Percent Not Taught by Highly Qualified Teachers	N/A	4%	3%
Total Number of Classes	1364	1381	1380
Percent Taught by Teachers Without Appropriate Certification	4%	4%	2%

* Data for 2004-05 were not weighted, so are not shown.

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	27%	13%	18%
Turnover Rate of All Teachers	16%	18%	13%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	52	68	74
Total Paraprofessionals*	121	126	137
Assistant Principals	2	3	2
Principals	7	7	7

* Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. 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.

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: 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 2006–07 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

The PI of the All Students group 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 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 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 2002 graduation-rate cohort earning a local diploma by August 31, 2006 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 for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 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 AMO's for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

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.

Graduation-Rate Cohort

This term is defined on the graduation-rate accountability page.

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 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

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 2006–07 safe harbor targets were calculated using the following equation:

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

Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, 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.

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

Summary

Overall Accountability Status (2007-08)

Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2005-06	2006-07	2007-08
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	—	—				
Black or African American				—	—	
Hispanic or Latino				—	—	
Asian or Native Hawaiian/Other Pacific Islander				—	—	
White						
Multiracial						
Other Groups						
Students with Disabilities				—	—	
Limited English Proficient	—	—		—	—	
Economically Disadvantaged				—	—	
Student groups making AYP in each subject	7 of 7	7 of 7	1 of 1	2 of 2	2 of 2	1 of 1

AYP Status


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

Accountability Status Levels

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























Elementary/Middle-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2007-08)

Accountability Measures 7 of 7 Student groups making AYP in English Language Arts
 Made AYP

Prospective Status This district will be in good standing in 2008-09. [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 2006-07 2007-08
All Students (2444:2418)			99%		182	120	
Ethnicity							
American Indian or Alaska Native (6:6)	—	—	—	—	—	—	—
Black or African American (46:43)			98%		156	107	
Hispanic or Latino (55:51)			98%		159	109	
Asian or Native Hawaiian/Other Pacific Islander (112:108)			96%		184	112	
White (2225:2210)			100%		183	120	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (354:346)			99%		140	116	
Limited English Proficient ⁵ (31:24)	—	—	—	—	—	—	—
Economically Disadvantaged (112:110)			99%		148	112	
Final AYP Determination		7 of 7					

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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 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 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, 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.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


‡ 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























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2007-08)

Accountability Measures 7 of 7 Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2008-09. [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 2006-07 2007-08
All Students (2440:2412)			99%		185	84	
Ethnicity							
American Indian or Alaska Native (6:6)	—	—	—	—	—	—	—
Black or African American (46:44)			100%		157	71	
Hispanic or Latino (53:52)			100%		163	73	
Asian or Native Hawaiian/Other Pacific Islander (114:111)			100%		192	76	
White (2221:2199)			99%		186	84	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (354:343)			98%		146	80	
Limited English Proficient ⁵ (33:29)	—	—	—	—	—	—	—
Economically Disadvantaged (111:110)			100%		163	76	
Final AYP Determination	 7 of 7						

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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 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 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, 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.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ 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










Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2007–08)

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

Prospective Status This district will be in good standing in 2008-09. [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 2006–07 2007–08
All Students (783:771)		Qualified		99%		194	100	
Ethnicity								
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—	—
Black or African American (10:10)	—	—	—	—	—	—	—	—
Hispanic or Latino (21:21)	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (39:38)	—	—	—	—		200	100	—
White (710:699)	—	Qualified		99%		194	100	—
Multiracial (0:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (123:119)	—	Qualified		97%		177	100	—
Limited English Proficient ⁴ (11:9)	—	—	—	—	—	—	—	—
Economically Disadvantaged (27:26)	—	—	—	—	—	—	—	—
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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 districts with fewer than 30 continuously enrolled tested students in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and performance indices.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

AYP Status

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








Secondary-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2007–08)

Accountability Measures 2 of 2 Student groups making AYP in English Language Arts
 Made AYP

Prospective Status This district will be in good standing in 2008-09. [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 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (422:420)			99%		193	154	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (8:8)	—	—	—	—	—	—	—
Hispanic or Latino (12:12)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (13:13)	—	—	—	—	—	—	—
White (389:387)			99%		193	153	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (14:18)	—	—	—	—	—	—	—
Limited English Proficient ⁴ (1:0)	—	—	—	—	—	—	—
Economically Disadvantaged (6:6)	—	—	—	—	—	—	—
Final AYP Determination	 2 of 2						

NOTES

- ¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.
 - ⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- ‡ 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








Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2007–08)

Accountability Measures 2 of 2 Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2008-09. [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 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (422:420)			97%		191	147	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (8:8)	–	–	–	–	–	–	–
Hispanic or Latino (12:12)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (13:13)	–	–	–	–	–	–	–
White (389:387)			97%		191	146	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (14:18)	–	–	–	–	–	–	–
Limited English Proficient ⁴ (1:0)	–	–	–	–	–	–	–
Economically Disadvantaged (6:6)	–	–	–	–	–	–	–
Final AYP Determination	 2 of 2						

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ 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





Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2007–08)

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

Prospective Status This district will be in good standing in 2008-09. [201]

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

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2006–07	2007–08
All Students (407)			93%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (14)		–	–	–		
Hispanic or Latino (7)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (13)		–	–	–		
White (373)			94%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (14)		–	–	–		
Limited English Proficient ³ (7)		–	–	–		
Economically Disadvantaged (10)		–	–	–		
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 2002 cohort that earned a local or Regents diploma by August 31, 2006.

³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

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 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **BETHLEHEM CENTRAL SCHOOL DISTRICT**

District ID **01-03-06-06-0000**

2007–08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 accountability status.

Federal Title I Status

Good Standing

5 schools identified 71% of total

BETHLEHEM CENTRAL MIDDLE SCHOOL
CLARKSVILLE ELEMENTARY SCHOOL
ELSMERE ELEMENTARY SCHOOL
GLENMONT ELEMENTARY SCHOOL
SLINGERLANDS ELEMENTARY SCHOOL

New York State Status

Good Standing

2 schools identified 29% of total

BETHLEHEM CENTRAL SENIOR HIGH SCHOOL
HAMAGRAEL ELEMENTARY SCHOOL

District **BETHLEHEM CENTRAL SCHOOL DISTRICT**District ID **01-03-06-06-0000**

Summary of 2006–07 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	86%			380
Grade 4	87%			387
Grade 5	86%			414
Grade 6	80%			457
Grade 7	84%			390
Grade 8	81%			389
Mathematics				
Grade 3	92%			383
Grade 4	92%			388
Grade 5	88%			410
Grade 6	85%			455
Grade 7	88%			390
Grade 8	80%			388
Science				
Grade 4	95%			382
Grade 8	93%			385

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	92%			439
Mathematics	92%			439

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.

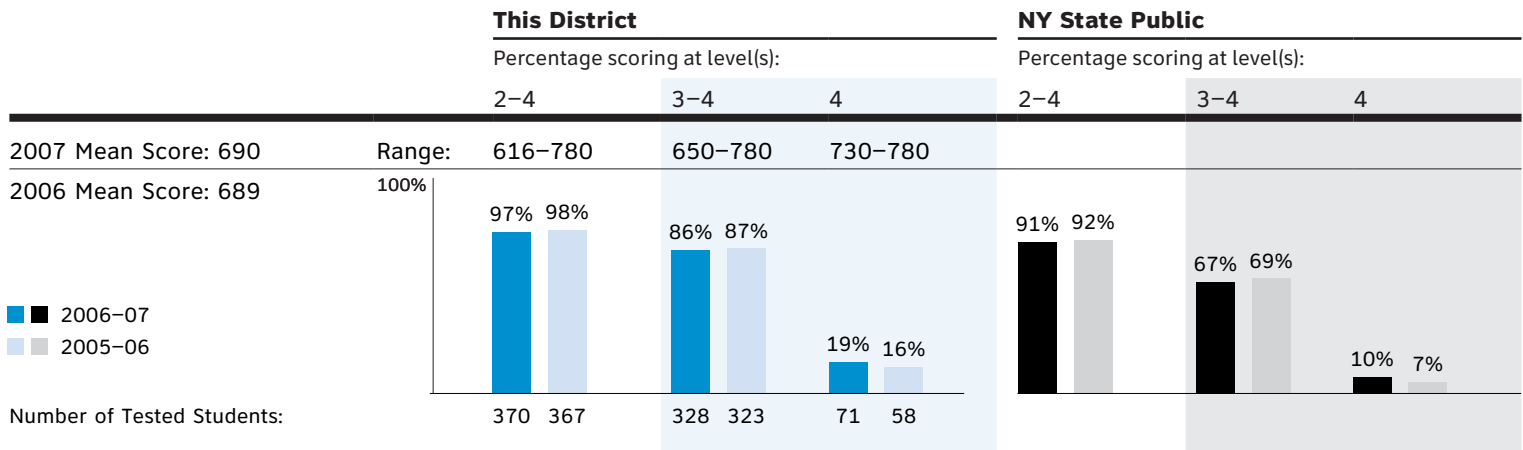
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Low Need Districts

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	380	97%	86%	19%	373	98%	87%	16%
Female	175	99%	90%	22%	172	98%	93%	20%
Male	205	96%	83%	16%	201	99%	81%	12%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	10	-	-	-	3	-	-	-
Hispanic or Latino	3	-	-	-	9	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	16	100%	88%	13%	14	100%	79%	21%
White	350	98%	87%	19%	346	99%	87%	15%
Multiracial								
Small Group Totals	14	86%	57%	7%	13	92%	77%	15%
General-Education Students	318	100%	91%	21%	302	100%	91%	19%
Students with Disabilities	62	85%	61%	6%	71	93%	66%	3%
English Proficient	375	98%	87%	19%	373	98%	87%	16%
Limited English Proficient	5	80%	20%	0%				
Economically Disadvantaged	20	95%	55%	0%	14	86%	64%	0%
Not Disadvantaged	360	98%	88%	20%	359	99%	87%	16%
Migrant								
Not Migrant	380	97%	86%	19%	373	98%	87%	16%

NOTES

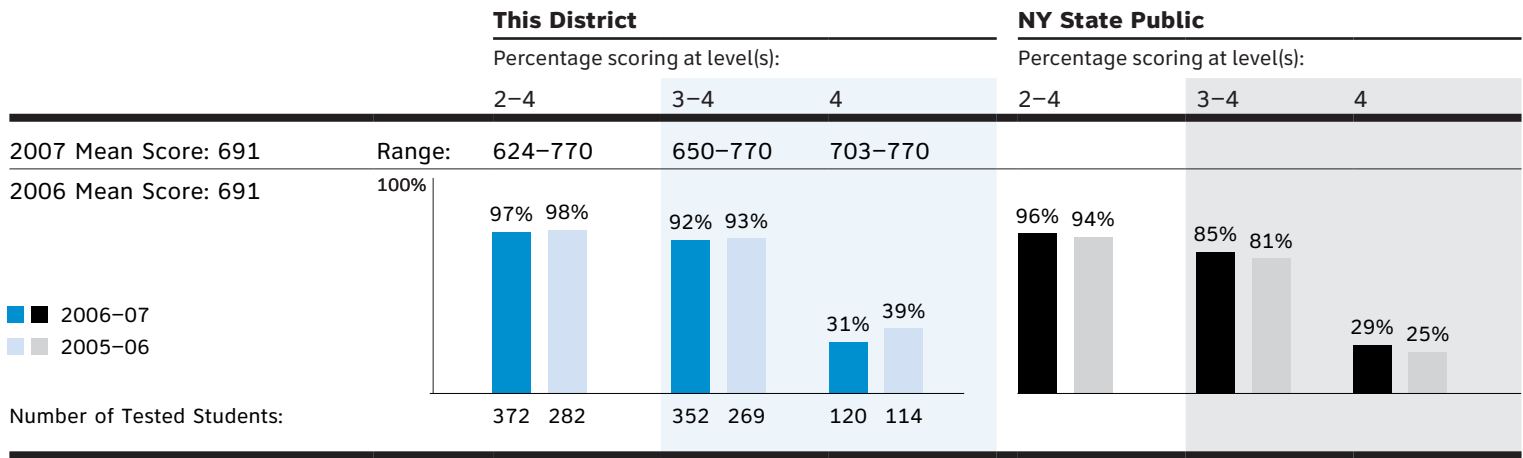
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 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	3	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 3 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	383	97%	92%	31%	289	98%	93%	39%
Female	175	98%	92%	31%	131	98%	93%	41%
Male	208	96%	92%	31%	158	97%	93%	38%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	10	-	-	-	3	-	-	-
Hispanic or Latino	3	-	-	-	8	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	18	94%	89%	39%	13	100%	92%	46%
White	351	98%	93%	32%	264	98%	94%	41%
Multiracial								
Small Group Totals	14	79%	79%	14%	12	92%	75%	8%
General-Education Students	320	100%	97%	33%	226	100%	97%	44%
Students with Disabilities	63	84%	68%	21%	63	90%	79%	24%
English Proficient	376	97%	92%	32%	283	98%	93%	40%
Limited English Proficient	7	100%	86%	14%	6	83%	83%	17%
Economically Disadvantaged	20	95%	85%	20%	15	80%	60%	0%
Not Disadvantaged	363	97%	92%	32%	274	99%	95%	42%
Migrant								
Not Migrant	383	97%	92%	31%	289	98%	93%	39%

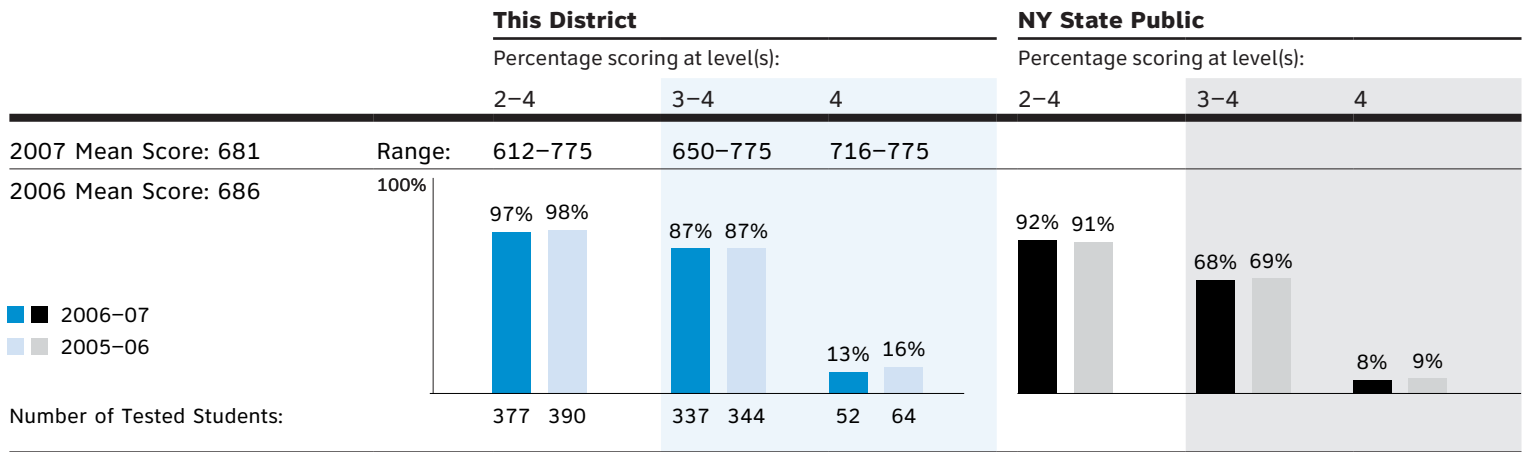
NOTES

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Other Assessments

	2006-07 School Year			2005-06 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	3	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	387	97%	87%	13%	396	98%	87%	16%
Female	177	97%	89%	20%	167	99%	88%	22%
Male	210	98%	85%	8%	229	98%	86%	12%
American Indian or Alaska Native	2	-	-	-				
Black or African American	5	-	-	-	4	-	-	-
Hispanic or Latino	9	89%	67%	0%	6	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	19	100%	84%	21%	15	100%	100%	13%
White	352	98%	88%	14%	371	98%	87%	16%
Multiracial								
Small Group Totals	7	86%	57%	0%	10	100%	70%	10%
General-Education Students	308	100%	93%	17%	352	100%	91%	18%
Students with Disabilities	79	89%	65%	1%	44	89%	55%	0%
English Proficient	380	98%	88%	14%	395	-	-	-
Limited English Proficient	7	86%	57%	0%	1	-	-	-
Economically Disadvantaged	13	85%	54%	8%	26	92%	73%	4%
Not Disadvantaged	374	98%	88%	14%	370	99%	88%	17%
Migrant								
Not Migrant	387	97%	87%	13%	396	98%	87%	16%

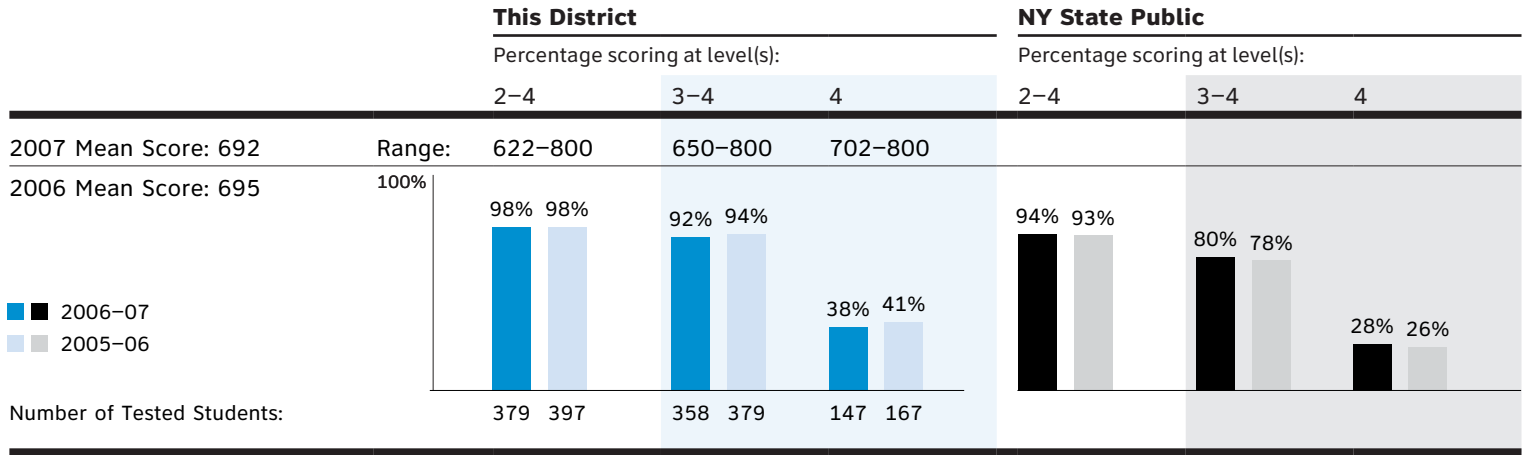
NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	1	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 4 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	388	98%	92%	38%	404	98%	94%	41%
Female	177	97%	91%	39%	172	99%	92%	35%
Male	211	98%	93%	37%	232	98%	95%	46%
American Indian or Alaska Native	2	-	-	-				
Black or African American	5	-	-	-	4	-	-	-
Hispanic or Latino	9	89%	67%	0%	7	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	21	95%	90%	57%	17	100%	94%	35%
White	351	98%	94%	38%	376	98%	95%	42%
Multiracial								
Small Group Totals	7	100%	57%	14%	11	100%	64%	27%
General-Education Students	310	99%	96%	43%	357	100%	97%	44%
Students with Disabilities	78	92%	76%	17%	47	85%	72%	23%
English Proficient	379	98%	93%	38%	397	98%	95%	42%
Limited English Proficient	9	78%	56%	22%	7	86%	43%	0%
Economically Disadvantaged	13	85%	54%	0%	26	96%	77%	8%
Not Disadvantaged	375	98%	94%	39%	378	98%	95%	44%
Migrant								
Not Migrant	388	98%	92%	38%	404	98%	94%	41%

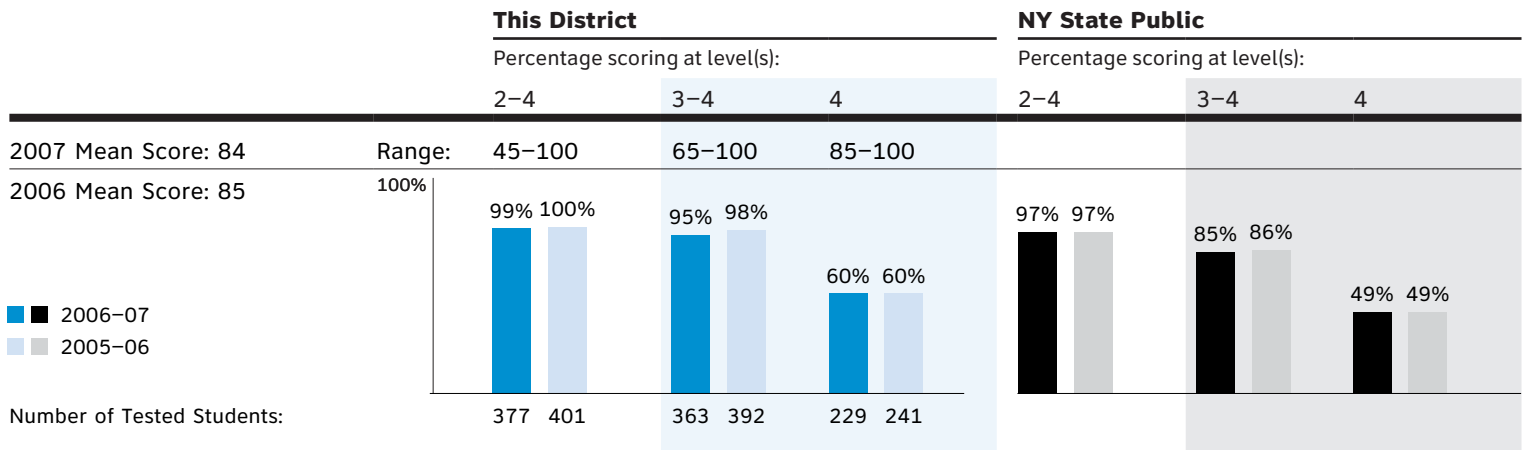
NOTES

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Other Assessments

	2006-07 School Year			2005-06 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	1	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 Science



Results by Student Group

	2006-07 School Year				2005-06 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	382	99%	95%	60%	401	100%	98%	60%
Female	176	97%	93%	66%	169	100%	97%	56%
Male	206	100%	97%	54%	232	100%	98%	63%
American Indian or Alaska Native	2	-	-	-				
Black or African American	5	-	-	-	5	100%	60%	40%
Hispanic or Latino	9	89%	78%	22%	7	100%	100%	57%
Asian or Native Hawaiian/Other Pacific Islander	19	100%	100%	68%	17	100%	100%	65%
White	347	99%	95%	61%	372	100%	98%	60%
Multiracial								
Small Group Totals	7	100%	86%	14%				
General-Education Students	306	100%	98%	66%	355	100%	99%	62%
Students with Disabilities	76	95%	83%	34%	46	100%	89%	43%
English Proficient	374	99%	96%	61%	394	100%	98%	61%
Limited English Proficient	8	88%	63%	25%	7	100%	86%	14%
Economically Disadvantaged	12	92%	75%	17%	25	100%	96%	44%
Not Disadvantaged	370	99%	96%	61%	376	100%	98%	61%
Migrant								
Not Migrant	382	99%	95%	60%	401	100%	98%	60%

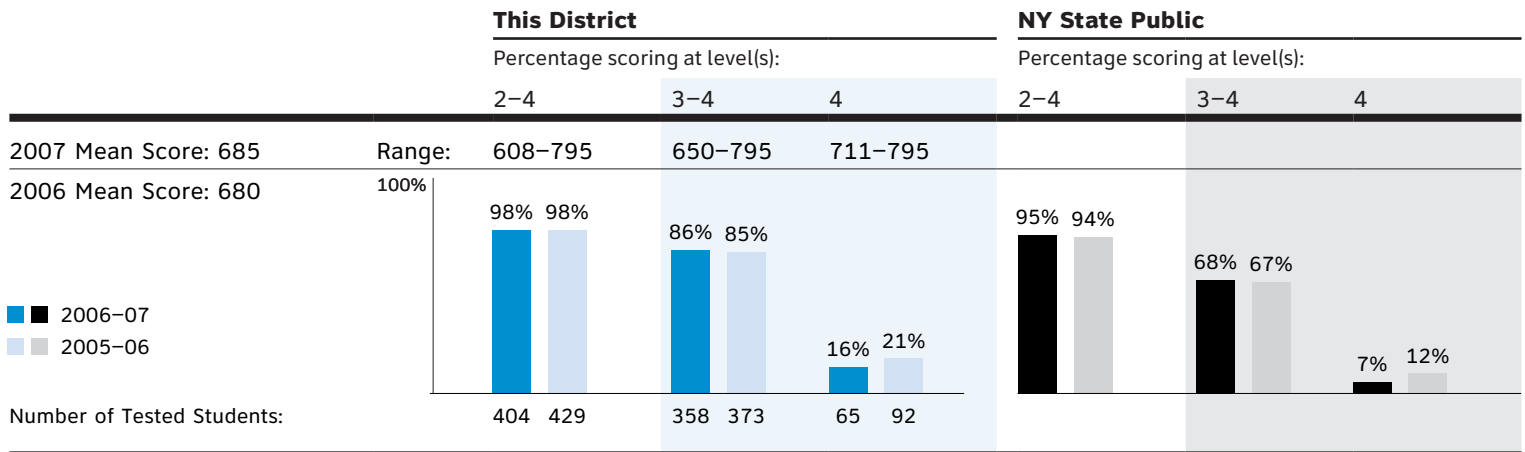
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	1	-	-	-				
					New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	414	98%	86%	16%	437	98%	85%	21%
Female	173	98%	87%	17%	204	98%	88%	25%
Male	241	97%	86%	15%	233	98%	83%	18%
American Indian or Alaska Native								
Black or African American	6	67%	50%	17%	12	100%	92%	8%
Hispanic or Latino	12	92%	75%	17%	6	83%	50%	17%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	80%	20%	24	100%	96%	25%
White	381	98%	88%	15%	395	98%	85%	21%
Multiracial								
Small Group Totals								
General-Education Students	360	100%	93%	17%	375	100%	90%	24%
Students with Disabilities	54	81%	46%	7%	62	87%	56%	5%
English Proficient	407	98%	87%	16%	435	-	-	-
Limited English Proficient	7	100%	29%	0%	2	-	-	-
Economically Disadvantaged	24	88%	63%	0%	25	96%	60%	12%
Not Disadvantaged	390	98%	88%	17%	412	98%	87%	22%
Migrant								
Not Migrant	414	98%	86%	16%	437	98%	85%	21%

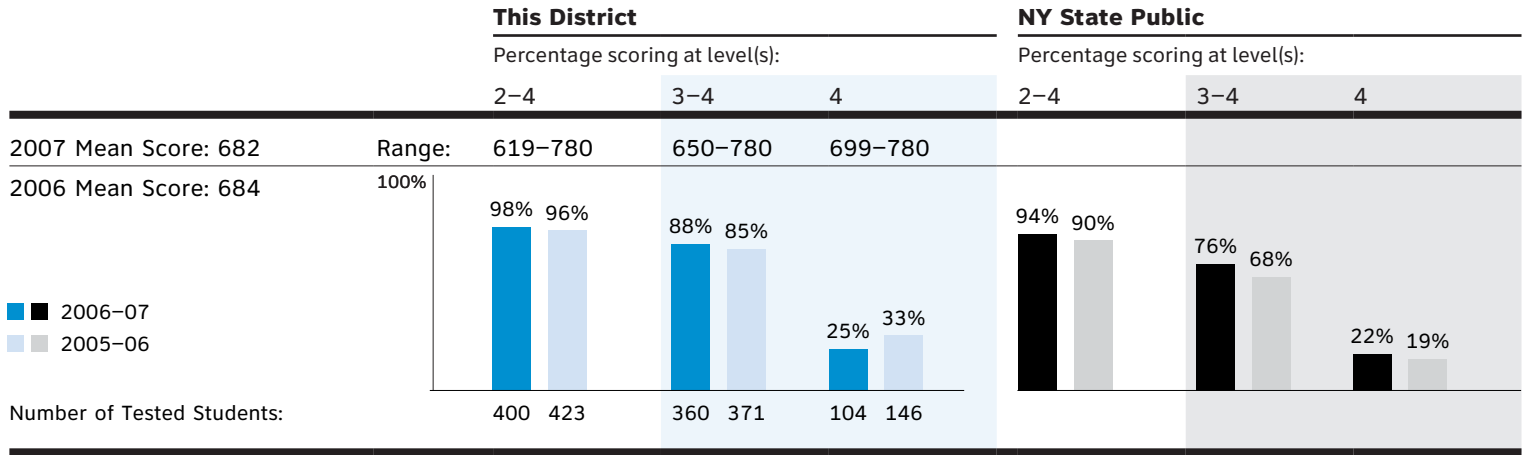
NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	1	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 5 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	410	98%	88%	25%	439	96%	85%	33%
Female	172	98%	87%	24%	205	97%	85%	34%
Male	238	97%	89%	26%	234	96%	84%	33%
American Indian or Alaska Native								
Black or African American	6	83%	50%	33%	12	100%	75%	0%
Hispanic or Latino	10	100%	70%	30%	7	71%	43%	29%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	94%	25%	26	100%	96%	46%
White	378	98%	89%	25%	394	96%	85%	34%
Multiracial								
Small Group Totals								
General-Education Students	357	100%	92%	28%	377	99%	90%	37%
Students with Disabilities	53	81%	58%	9%	62	79%	53%	10%
English Proficient	402	98%	89%	26%	435	-	-	-
Limited English Proficient	8	88%	50%	0%	4	-	-	-
Economically Disadvantaged	24	92%	67%	8%	25	88%	52%	8%
Not Disadvantaged	386	98%	89%	26%	414	97%	86%	35%
Migrant								
Not Migrant	410	98%	88%	25%	439	96%	85%	33%

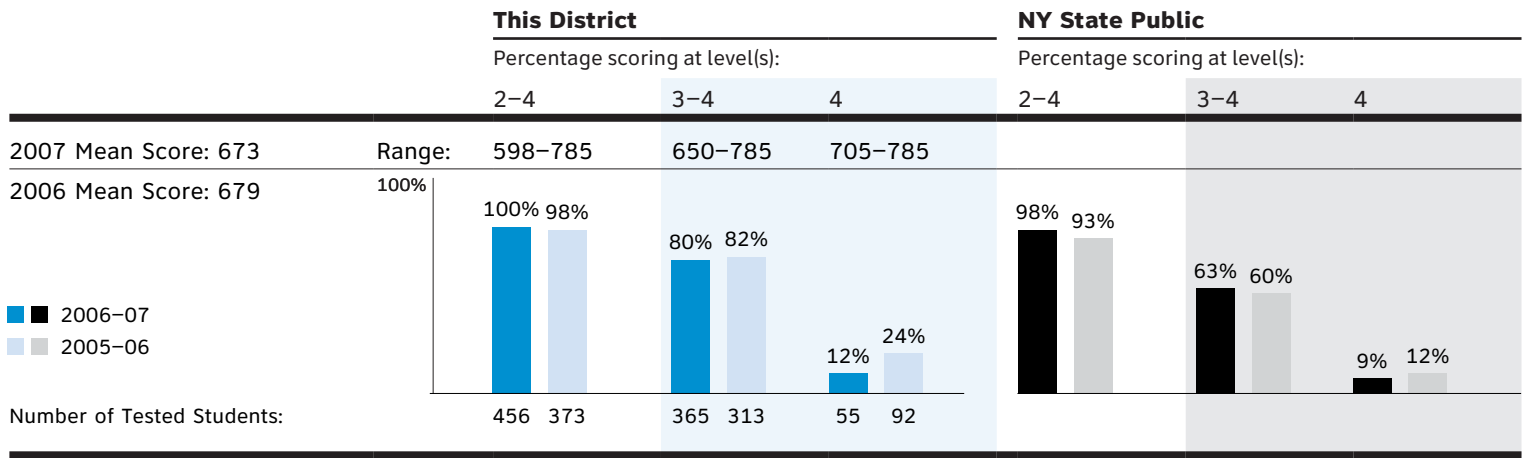
NOTES

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

Other Assessments

	2006-07 School Year			2005-06 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	1	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	457	100%	80%	12%	381	98%	82%	24%
Female	207	100%	84%	18%	175	98%	82%	25%
Male	250	100%	76%	7%	206	98%	82%	24%
American Indian or Alaska Native	2	-	-	-				
Black or African American	13	100%	77%	8%	4	-	-	-
Hispanic or Latino	7	-	-	-	9	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	25	100%	84%	8%	13	100%	92%	31%
White	410	100%	80%	13%	355	98%	82%	25%
Multiracial								
Small Group Totals	9	100%	44%	0%	13	92%	69%	8%
General-Education Students	396	100%	86%	14%	337	100%	88%	27%
Students with Disabilities	61	98%	38%	0%	44	84%	34%	0%
English Proficient	454	-	-	-	379	-	-	-
Limited English Proficient	3	-	-	-	2	-	-	-
Economically Disadvantaged	21	100%	52%	5%	16	100%	50%	6%
Not Disadvantaged	436	100%	81%	12%	365	98%	84%	25%
Migrant								
Not Migrant	457	100%	80%	12%	381	98%	82%	24%

NOTES

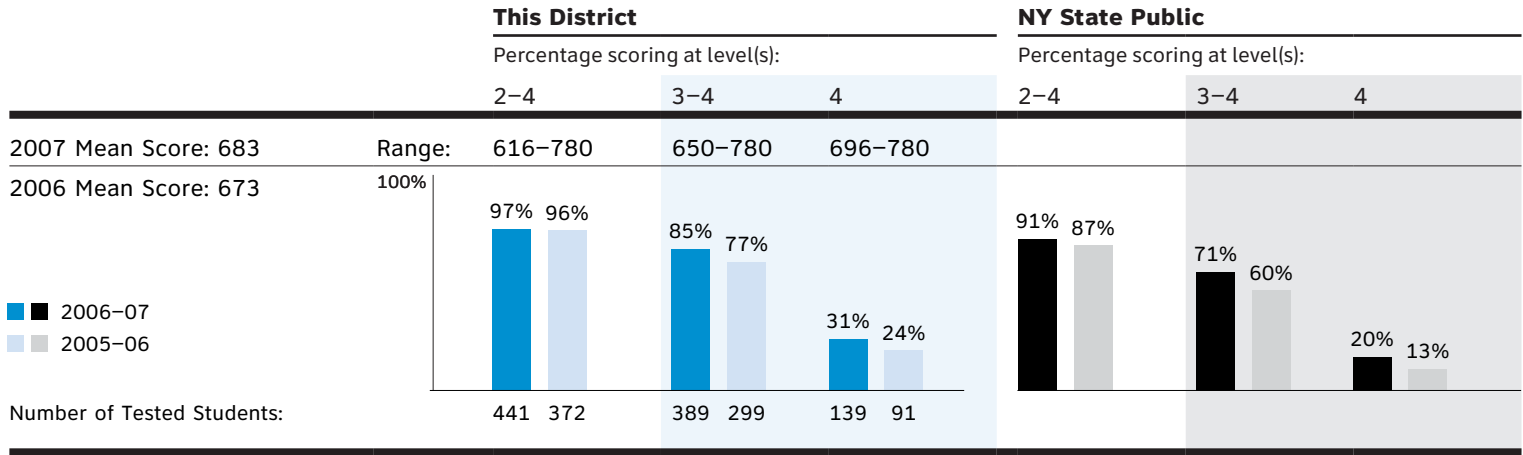
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Other Assessments

	2006-07 School Year				2005-06 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	1	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 6 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	455	97%	85%	31%	386	96%	77%	24%
Female	206	98%	89%	32%	179	96%	74%	22%
Male	249	96%	82%	30%	207	97%	81%	25%
American Indian or Alaska Native	2	-	-	-				
Black or African American	13	92%	77%	8%	4	-	-	-
Hispanic or Latino	7	-	-	-	10	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	25	100%	96%	48%	13	100%	85%	31%
White	408	97%	86%	30%	359	96%	77%	24%
Multiracial								
Small Group Totals	9	78%	67%	22%	14	93%	71%	0%
General-Education Students	393	99%	93%	34%	339	99%	84%	27%
Students with Disabilities	62	84%	40%	10%	47	81%	30%	0%
English Proficient	452	-	-	-	383	-	-	-
Limited English Proficient	3	-	-	-	3	-	-	-
Economically Disadvantaged	22	86%	59%	5%	20	90%	30%	5%
Not Disadvantaged	433	97%	87%	32%	366	97%	80%	25%
Migrant								
Not Migrant	455	97%	85%	31%	386	96%	77%	24%

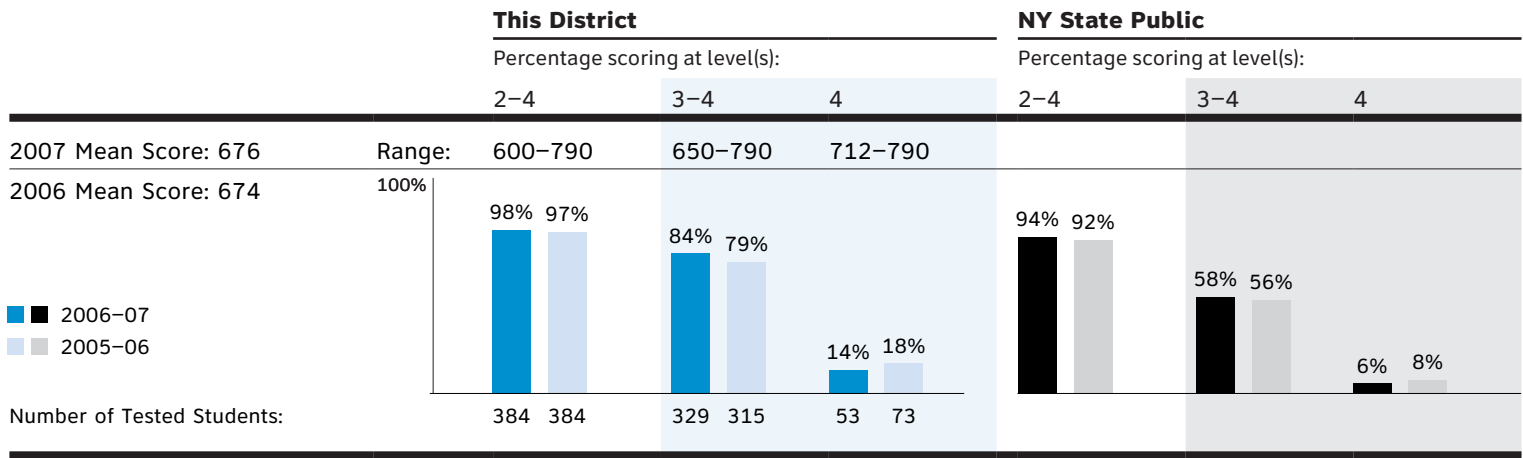
NOTES

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Other Assessments

	2006-07 School Year			2005-06 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	1	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	390	98%	84%	14%	397	97%	79%	18%
Female	182	99%	85%	17%	186	98%	81%	17%
Male	208	98%	84%	11%	211	95%	78%	20%
American Indian or Alaska Native								
Black or African American	6	100%	50%	0%	3	-	-	-
Hispanic or Latino	11	91%	64%	0%	12	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	14	93%	93%	7%	22	95%	82%	23%
White	359	99%	85%	14%	360	98%	80%	19%
Multiracial								
Small Group Totals					15	73%	53%	0%
General-Education Students	348	100%	89%	15%	356	99%	85%	20%
Students with Disabilities	42	88%	43%	0%	41	73%	32%	2%
English Proficient	388	-	-	-	395	-	-	-
Limited English Proficient	2	-	-	-	2	-	-	-
Economically Disadvantaged	18	89%	56%	0%	18	89%	61%	0%
Not Disadvantaged	372	99%	86%	14%	379	97%	80%	19%
Migrant								
Not Migrant	390	98%	84%	14%	397	97%	79%	18%

NOTES

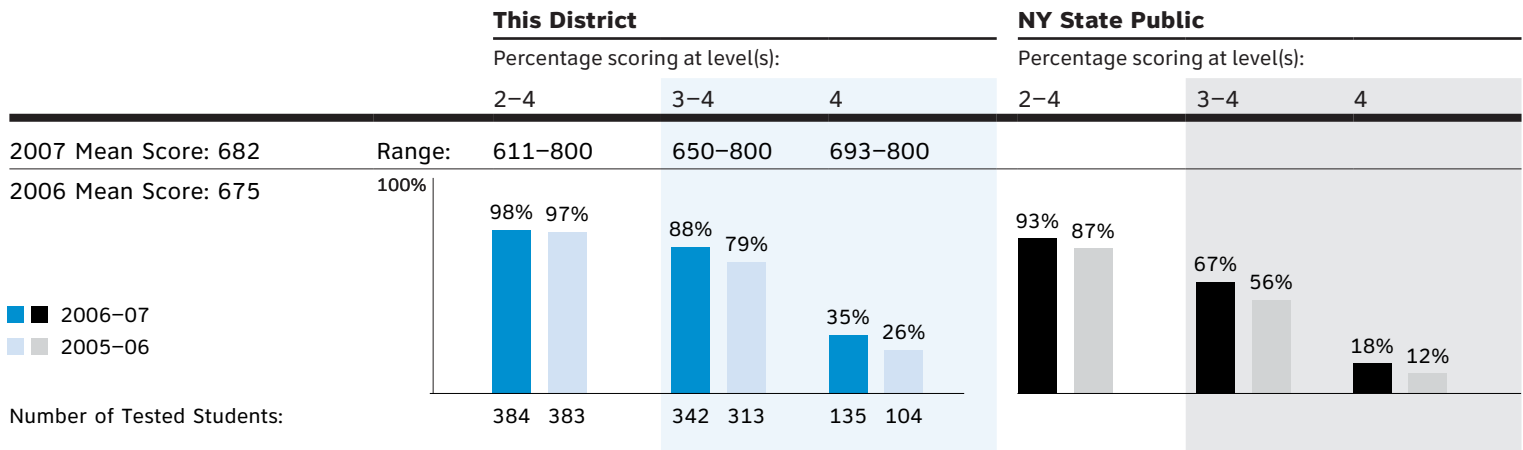
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 7 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	390	98%	88%	35%	396	97%	79%	26%
Female	181	98%	87%	29%	186	95%	74%	20%
Male	209	99%	89%	40%	210	98%	83%	32%
American Indian or Alaska Native								
Black or African American	7	100%	57%	14%	3	-	-	-
Hispanic or Latino	11	91%	73%	18%	12	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	15	93%	80%	47%	21	100%	95%	57%
White	357	99%	89%	35%	360	98%	79%	25%
Multiracial								
Small Group Totals	15	73%	60%	7%				
General-Education Students	349	99%	93%	38%	358	99%	83%	28%
Students with Disabilities	41	95%	46%	5%	38	76%	42%	8%
English Proficient	386	-	-	-	394	-	-	-
Limited English Proficient	4	-	-	-	2	-	-	-
Economically Disadvantaged	17	94%	71%	6%	16	94%	69%	6%
Not Disadvantaged	373	99%	88%	36%	380	97%	79%	27%
Migrant								
Not Migrant	390	98%	88%	35%	396	97%	79%	26%

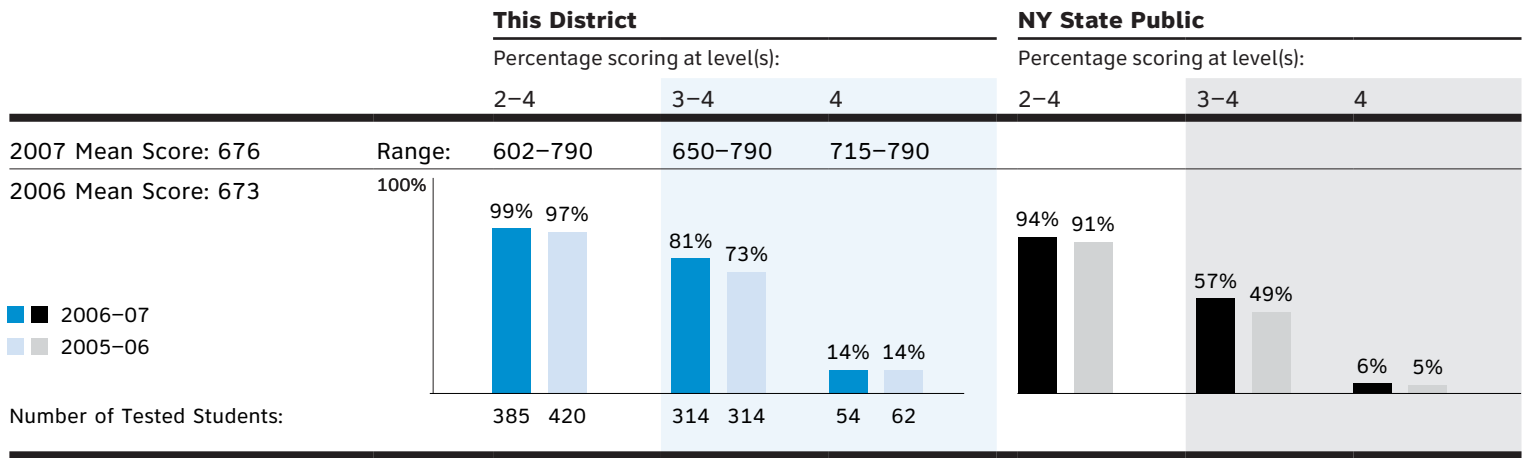
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	389	99%	81%	14%	433	97%	73%	14%
Female	182	99%	82%	15%	213	99%	77%	18%
Male	207	99%	79%	13%	220	95%	68%	11%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	5	-	-	-	9	-	-	-
Hispanic or Latino	10	90%	80%	10%	10	100%	60%	10%
Asian or Native Hawaiian/Other Pacific Islander	19	95%	89%	42%	10	90%	70%	30%
White	354	99%	81%	12%	403	98%	73%	14%
Multiracial								
Small Group Totals	6	100%	67%	17%	10	80%	70%	0%
General-Education Students	351	100%	86%	15%	386	99%	78%	16%
Students with Disabilities	38	92%	32%	0%	47	79%	26%	0%
English Proficient	389	99%	81%	14%	431	-	-	-
Limited English Proficient					2	-	-	-
Economically Disadvantaged	15	93%	60%	0%	22	91%	41%	0%
Not Disadvantaged	374	99%	82%	14%	411	97%	74%	15%
Migrant								
Not Migrant	389	99%	81%	14%	433	97%	73%	14%

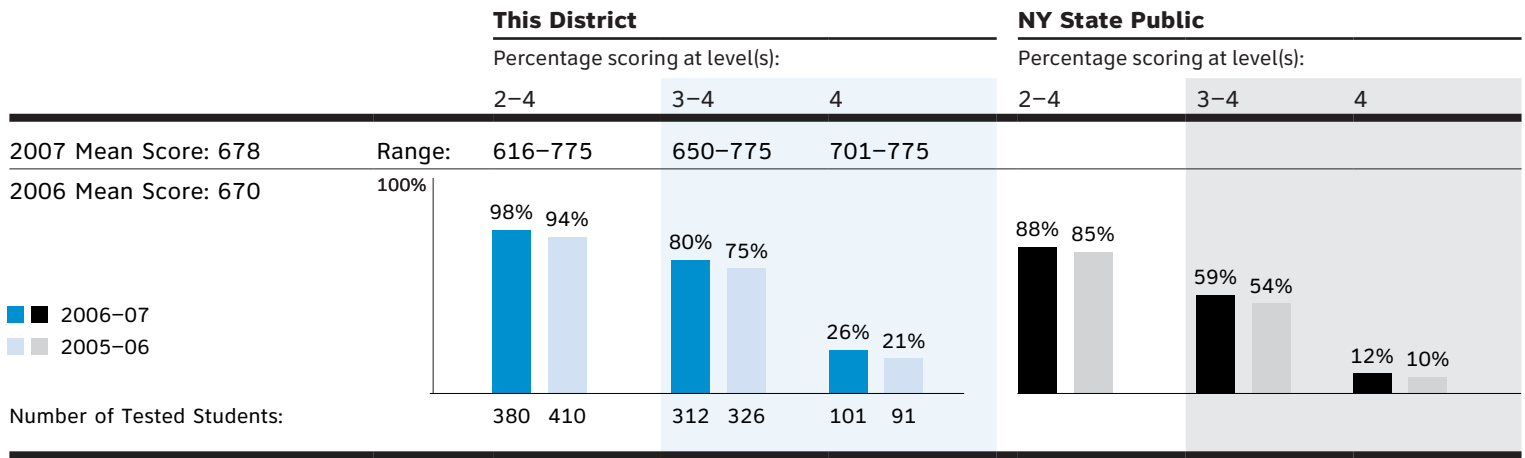
NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	5	5	5	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 8 Mathematics



Results by Student Group

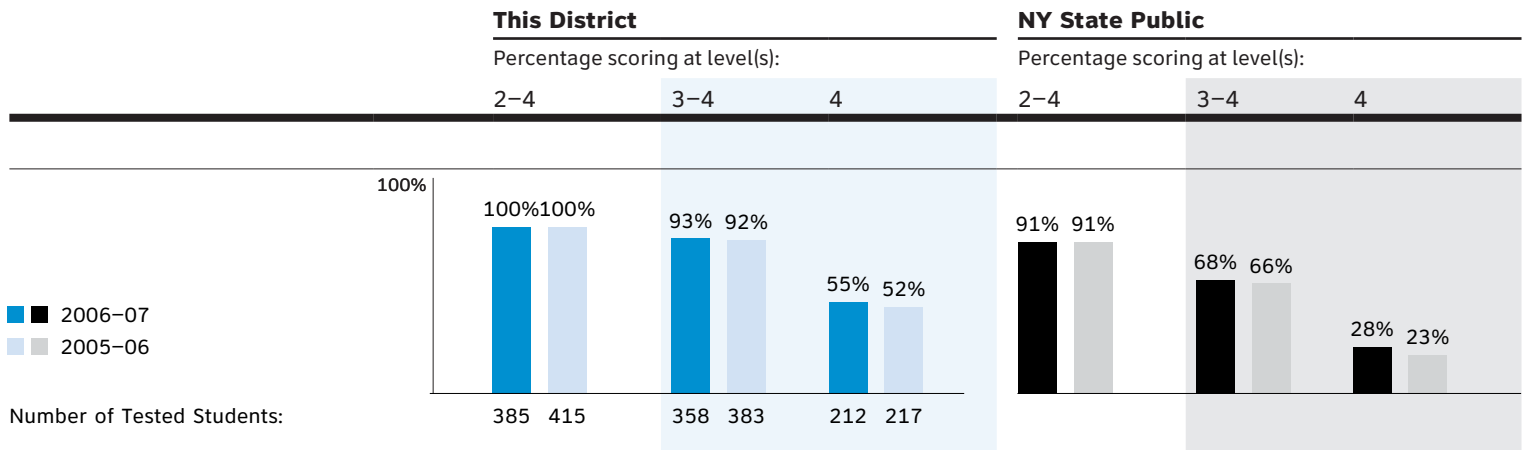
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	388	98%	80%	26%	435	94%	75%	21%
Female	182	98%	76%	20%	215	93%	74%	22%
Male	206	98%	84%	31%	220	95%	76%	20%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	5	-	-	-	9	-	-	-
Hispanic or Latino	11	91%	64%	0%	12	83%	58%	17%
Asian or Native Hawaiian/Other Pacific Islander	19	100%	95%	58%	10	90%	80%	40%
White	352	98%	80%	26%	403	95%	76%	21%
Multiracial								
Small Group Totals	6	83%	67%	0%	10	90%	60%	0%
General-Education Students	351	100%	85%	28%	387	98%	81%	23%
Students with Disabilities	37	81%	41%	3%	48	67%	25%	4%
English Proficient	387	-	-	-	432	-	-	-
Limited English Proficient	1	-	-	-	3	-	-	-
Economically Disadvantaged	15	100%	93%	7%	24	79%	42%	0%
Not Disadvantaged	373	98%	80%	27%	411	95%	77%	22%
Migrant								
Not Migrant	388	98%	80%	26%	435	94%	75%	21%

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

Other Assessments

	2006-07 School Year				2005-06 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	5	4	4	2	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science



Results by Student Group

	2006-07 School Year				2005-06 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	385	100%	93%	55%	416	100%	92%	52%
Female	182	100%	91%	48%	206	100%	91%	51%
Male	203	100%	95%	61%	210	100%	93%	53%
American Indian or Alaska Native	1	-	-	-				
Black or African American	5	-	-	-	9	100%	78%	22%
Hispanic or Latino	11	100%	82%	36%	8	100%	100%	38%
Asian or Native Hawaiian/Other Pacific Islander	19	100%	100%	79%	9	100%	89%	44%
White	349	100%	94%	55%	390	100%	92%	53%
Multiracial								
Small Group Totals	6	100%	50%	33%				
General-Education Students	348	100%	95%	59%	380	100%	96%	55%
Students with Disabilities	37	100%	73%	19%	36	100%	50%	19%
English Proficient	384	-	-	-	415	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	15	100%	93%	27%	22	100%	73%	18%
Not Disadvantaged	370	100%	93%	56%	394	100%	93%	54%
Migrant								
Not Migrant	385	100%	93%	55%	416	100%	92%	52%

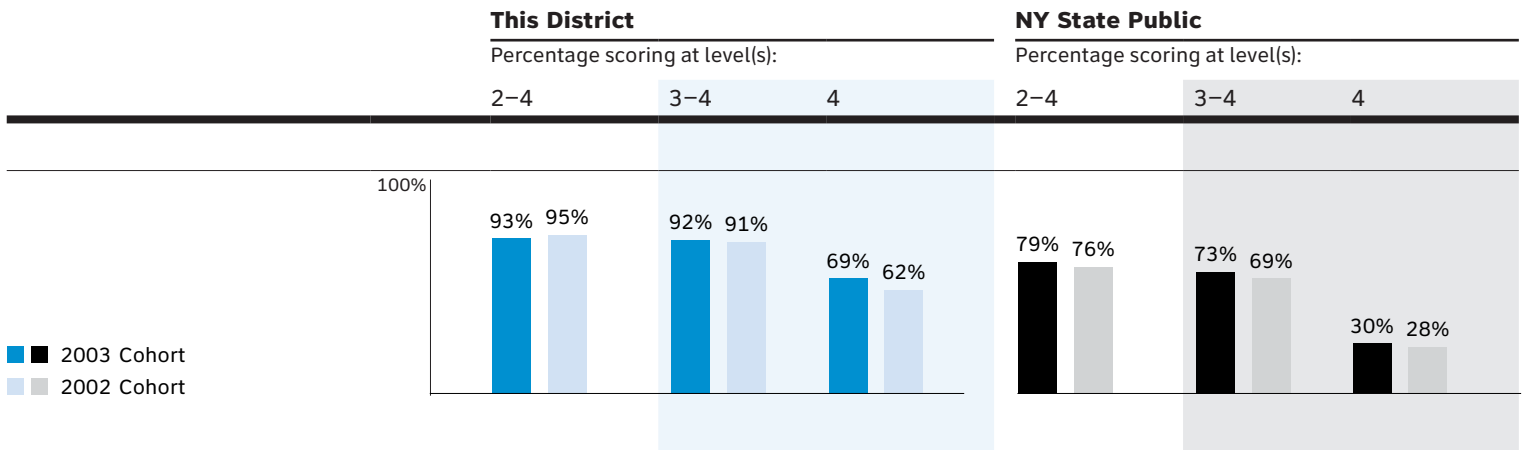
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	5	5	5	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	0				0			

This District's Total Cohort* Results in Secondary-Level English after Four Years of Instruction



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	439	93%	92%	69%	419	95%	91%	62%
Female	216	95%	94%	75%	195	95%	89%	68%
Male	223	92%	90%	63%	224	95%	92%	57%
American Indian or Alaska Native					1	-	-	-
Black or African American	9	89%	89%	56%	15	73%	67%	33%
Hispanic or Latino	12	92%	92%	58%	7	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	13	92%	92%	77%	15	73%	67%	40%
White	405	94%	92%	70%	381	97%	93%	64%
Multiracial								
Small Group Totals					8	100%	100%	75%
General-Education Students	414	97%	95%	73%	404	96%	92%	64%
Students with Disabilities	25	36%	28%	4%	15	73%	53%	13%
English Proficient	439	93%	92%	69%	410	96%	92%	63%
Limited English Proficient					9	67%	33%	11%
Economically Disadvantaged	7	71%	71%	57%	11	82%	73%	27%
Not Disadvantaged	432	94%	92%	69%	408	95%	91%	63%
Migrant								
Not Migrant					419	95%	91%	62%

NOTES

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Other Assessments

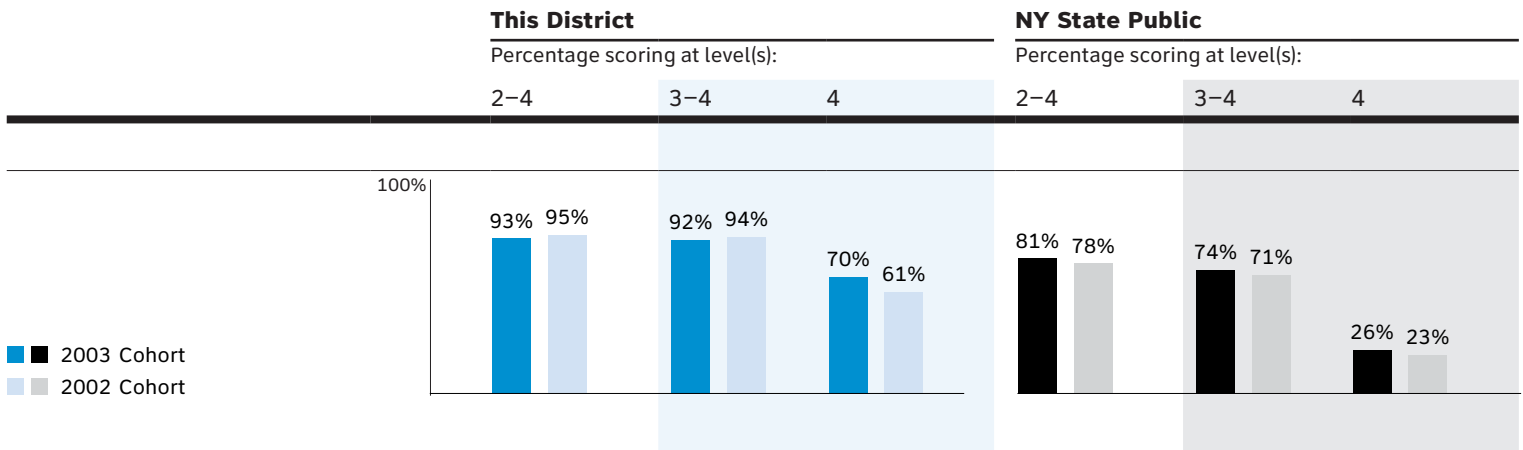
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* 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.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

This District's Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	439	93%	92%	70%	419	95%	94%	61%
Female	216	94%	93%	71%	195	95%	93%	60%
Male	223	93%	92%	70%	224	96%	94%	63%
American Indian or Alaska Native					1	-	-	-
Black or African American	9	89%	89%	44%	15	80%	80%	33%
Hispanic or Latino	12	83%	83%	67%	7	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	13	100%	100%	69%	15	80%	80%	60%
White	405	93%	93%	71%	381	97%	95%	62%
Multiracial								
Small Group Totals					8	100%	100%	88%
General-Education Students	414	96%	95%	74%	404	97%	95%	63%
Students with Disabilities	25	52%	52%	16%	15	67%	53%	20%
English Proficient	439	93%	92%	70%	410	96%	94%	62%
Limited English Proficient					9	78%	78%	22%
Economically Disadvantaged	7	71%	71%	43%	11	82%	73%	9%
Not Disadvantaged	432	94%	93%	71%	408	96%	94%	63%
Migrant								
Not Migrant					419	95%	94%	61%

NOTES

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

Other Assessments

	2003 Cohort			2002 Cohort				
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
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.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.