



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **BREWSTER CENTRAL SCHOOL  
DISTRICT**

District ID **48-06-01-06-0000**

Superintendent **JANE SANDBANK**

Telephone **(845) 279-8000**

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](mailto: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	219	233	203
Grade 1	261	226	247
Grade 2	301	267	225
Grade 3	242	292	272
Grade 4	306	252	293
Grade 5	295	308	253
Grade 6	311	308	304
Ungraded Elementary	0	0	3
Grade 7	298	290	287
Grade 8	300	283	304
Grade 9	302	294	297
Grade 10	328	301	292
Grade 11	302	311	303
Grade 12	243	287	304
Ungraded Secondary	0	0	7
<b>Total K-12</b>	<b>3708</b>	<b>3652</b>	<b>3594</b>

### Average Class Size

	2004-05	2005-06	2006-07
<b>Common Branch</b>	22	23	22
<b>Grade 8</b>			
English	23	22	23
Mathematics	23	22	25
Science	24	23	25
Social Studies	24	22	24
<b>Grade 10</b>			
English	23	23	23
Mathematics	24	19	17
Science	22	22	22
Social Studies	26	26	24

### 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 **BREWSTER CENTRAL SCHOOL DISTRICT**District ID **48-06-01-06-0000**

## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	199	5%	155	4%	149	4%
Reduced-Price Lunch	158	4%	126	3%	113	3%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	109	3%	128	4%	132	4%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	2	0%	2	0%	1	0%
Black or African American	130	4%	126	3%	110	3%
Hispanic or Latino	307	8%	340	9%	380	11%
Asian or Native Hawaiian/Other Pacific Islander	93	3%	107	3%	110	3%
White	3176	86%	3077	84%	2986	83%
Multiracial**	N/A	N/A	N/A	N/A	7	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	95%		95%		95%	
Student Suspensions	250	7%	268	7%	251	7%

## 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 **BREWSTER CENTRAL SCHOOL DISTRICT**District ID **48-06-01-06-0000**

## Teacher Qualifications

	2004-05	2005-06	2006-07
<b>Total Number of Teachers</b>	296	292	277
Percent with No Valid Teaching Certificate	3%	2%	1%
Percent Teaching Out of Certification	6%	4%	3%
Percent with Fewer Than Three Years of Experience	8%	7%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	29%	33%	36%
<b>Total Number of Core Classes*</b>	N/A	1157	828
Percent Not Taught by Highly Qualified Teachers	N/A	4%	2%
<b>Total Number of Classes</b>	1047	1037	1048
Percent Taught by Teachers Without Appropriate Certification	8%	5%	3%

\* 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	10%	16%	10%
Turnover Rate of All Teachers	9%	13%	7%

## Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	32	35	37
Total Paraprofessionals*	62	65	70
Assistant Principals	4	4	5
Principals	5	5	5

\* 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](http://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](http://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:

$$100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Continuously\ Enrolled\ Tested\ Students]$$

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

$$100 \times [(Count\ of\ Cohort\ Members\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Cohort\ Members]$$

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://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:

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

### 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](http://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 Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—				
Black or African American	✓	✓		—	—	
Hispanic or Latino	✓	✓		✓	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		—	—	
White	✓	✓		✓	✓	
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	✓	✓		✗	✓	
Limited English Proficient	✓	✗		—	—	
Economically Disadvantaged	✓	✓		—	—	
<b>Student groups making AYP in each subject</b>	✓ 8 of 8	✗ 7 of 8	✓ 1 of 1	✗ 3 of 4	✓ 4 of 4	✓ 1 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

#### Accountability Status Levels

##### Federal

- Good Standing ▲
- Improvement (Year 1) ▲
- Improvement (Year 2) ▲
- Improvement (Year 3) ▲
- Improvement (Year 4) ▲
- Improvement (Year 5 & Above) ▲
- Pending – Requires Special Evaluation


##### State

- Good Standing ■
- Requiring Academic Progress (Year 1) ■
- Requiring Academic Progress (Year 2) ■
- Requiring Academic Progress (Year 3) ■
- Requiring Academic Progress (Year 4) ■
- Requiring Academic Progress (Year 5 & Above) ■




























## Elementary/Middle-Level English Language Arts

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

**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 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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
<b>All Students</b> (1751:1717)			100%		178	119	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (58:53)			100%		160	109	
Hispanic or Latino (197:188)			100%		158	114	
Asian or Native Hawaiian/Other Pacific Islander (53:51)			100%		186	109	
White (1442:1424)			100%		181	119	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (275:269)			99%		128	115	
Limited English Proficient <sup>5</sup> (42:50)			100%		114	109	
Economically Disadvantaged (158:152)			99%		149	114	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.




<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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 for This Subject (2007–08)



Good Standing

### Accountability Measures

7 of 8

Student groups making AYP in Mathematics



Did not make 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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
<b>All Students</b> (1751:1717)	✓	✓	99%	✓	187	83	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (58:53)	✓	✓	100%	✓	174	73	
Hispanic or Latino (197:191)	✓	✓	99%	✓	172	78	
Asian or Native Hawaiian/Other Pacific Islander (53:52)	✓	✓	98%	✓	188	73	
White (1442:1420)	✓	✓	99%	✓	189	83	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (274:270)	✓	✓	99%	✓	147	79	
Limited English Proficient <sup>5</sup> (80:57)	✗	✗	90%	✓	144	73	
Economically Disadvantaged (159:148)	✓	✓	97%	✓	169	77	
<b>Final AYP Determination</b>	✗ 7 of 8						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006–07 2007–08
<b>All Students</b> (619:581)		Qualified		95%		194	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (20:15)		–	–	–	–	–	–	–
Hispanic or Latino (64:56)		Qualified		91%		175	100	
Asian or Native Hawaiian/Other Pacific Islander (19:17)		–	–	–	–	–	–	–
White (516:493)		Qualified		96%		197	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (197:79)		Qualified		84%		185	100	
Limited English Proficient <sup>4</sup> (14:13)		–	–	–	–	–	–	–
Economically Disadvantaged (57:51)		Qualified		89%		182	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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 for This Subject (2007–08)



Good Standing

### Accountability Measures

3 of 4

Student groups making AYP in English Language Arts



Did not make 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 (12th Graders: 2003 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07      2007–08
<b>All Students</b> (302:309)	✓	✓	100%	✓	188	153	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (10:10)	–	–	–	–	–	–	–
Hispanic or Latino (33:36)	✓	–	–	✓	181	143	
Asian or Native Hawaiian/Other Pacific Islander (6:7)	–	–	–	–	–	–	–
White (253:256)	✓	✓	100%	✓	189	152	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (31:39)	✗	–	–	✗	138	143	141      144
Limited English Proficient <sup>4</sup> (3:5)	–	–	–	–	–	–	–
Economically Disadvantaged (13:17)	–	–	–	–	–	–	–
<b>Final AYP Determination</b>	✗ 3 of 4						

#### NOTES

<sup>1</sup> 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).

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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 for This Subject (2007–08)



Good Standing

### Accountability Measures

4 of 4

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 (12th Graders: 2003 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
<b>All Students</b> (302:309)	✓	✓	100%	✓	191	146	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (10:10)	–	–	–	–	–	–	–
Hispanic or Latino (33:36)	✓	–	–	✓	192	136	
Asian or Native Hawaiian/Other Pacific Islander (6:7)	–	–	–	–	–	–	–
White (253:256)	✓	✓	100%	✓	191	145	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (31:39)	✓	–	–	✓	136	136	
Limited English Proficient <sup>4</sup> (3:5)	–	–	–	–	–	–	–
Economically Disadvantaged (13:17)	–	–	–	–	–	–	–
<b>Final AYP Determination</b>	✓ 4 of 4						

#### NOTES

<sup>1</sup> 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).

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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) <sup>1</sup>	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	Progress Target 2006–07 2007–08
<b>All Students</b> (283)			92%	55%	
<b>Ethnicity</b>					
American Indian or Alaska Native (0)					
Black or African American (8)		–	–	–	
Hispanic or Latino (15)		–	–	–	
Asian or Native Hawaiian/Other Pacific Islander (6)		–	–	–	
White (254)			93%	55%	
Multiracial (0)					
<b>Other Groups</b>					
Students with Disabilities (41)			71%	55%	
Limited English Proficient <sup>3</sup> (2)		–	–	–	
Economically Disadvantaged (18)		–	–	–	
<b>Final AYP Determination</b>		1 of 1			

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> Percentage of the 2002 cohort that earned a local or Regents diploma by August 31, 2006.

<sup>3</sup> 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 **BREWSTER CENTRAL SCHOOL DISTRICT**

District ID **48-06-01-06-0000**


## 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

 <b>Good Standing</b>
3 schools identified 60% of total
BREWSTER HIGH SCHOOL
C V STARR INTERMEDIATE SCHOOL
HENRY H WELLS MIDDLE SCHOOL

### New York State Status







 <b>Good Standing</b>
2 schools identified 40% of total
GARDEN STREET SCHOOL
JOHN F KENNEDY ELEMENTARY SCHOOL









District **BREWSTER CENTRAL SCHOOL DISTRICT**District ID **48-06-01-06-0000**

## 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.



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	84%			269
Grade 4	81%			298
Grade 5	84%			250
Grade 6	81%			306
Grade 7	77%			284
Grade 8	77%			310

### Mathematics

Grade 3	94%		270
Grade 4	90%		298
Grade 5	94%		252
Grade 6	83%		310
Grade 7	88%		285
Grade 8	84%		309

### Science

Grade 4	95%		298
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Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	88%			322
Mathematics	91%			322

## 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](http://www.emsc.nysed.gov/irts).

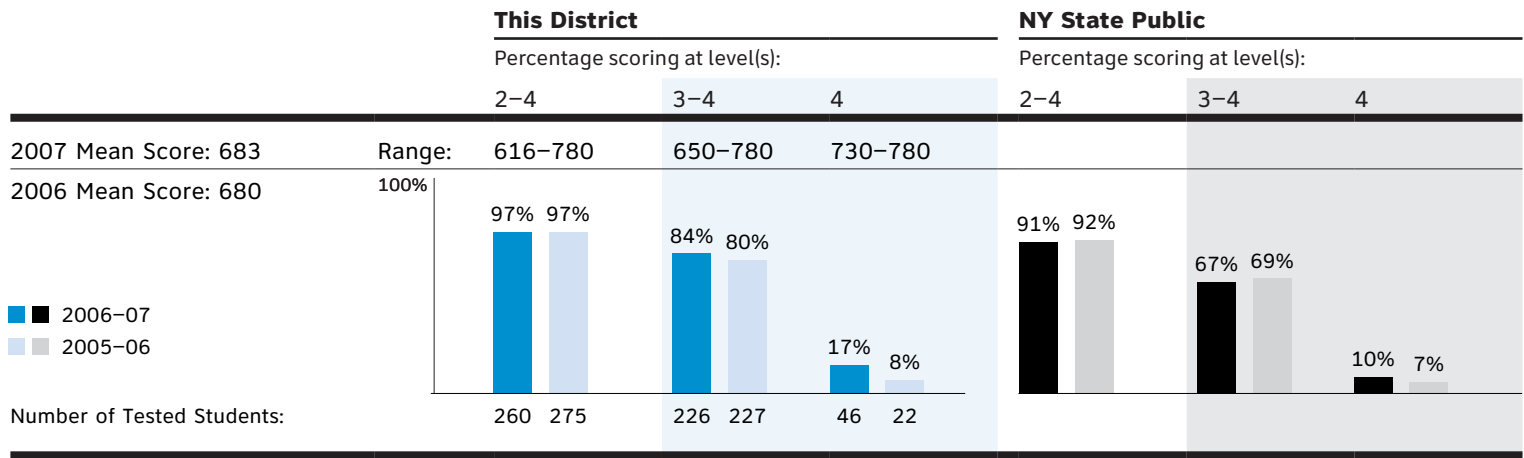
In this section, this district's performance is compared with that of public schools statewide.

## This District's N/RC Category:

### Average Need Districts

This is a school district with average 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
<b>All Students</b>	<b>269</b>	<b>97%</b>	<b>84%</b>	<b>17%</b>	<b>284</b>	<b>97%</b>	<b>80%</b>	<b>8%</b>
Female	141	99%	88%	21%	139	96%	81%	7%
Male	128	95%	80%	13%	145	97%	79%	8%
American Indian or Alaska Native								
Black or African American	9	89%	56%	11%	1	—	—	—
Hispanic or Latino	29	90%	66%	10%	24	96%	54%	4%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	20%	10	—	—	—
White	226	98%	87%	18%	249	97%	82%	8%
Multiracial								
Small Group Totals					11	100%	82%	0%
General-Education Students	231	99%	90%	20%	251	100%	86%	9%
Students with Disabilities	38	82%	45%	0%	33	73%	33%	0%
English Proficient	260	97%	86%	18%	284	97%	80%	8%
Limited English Proficient	9	78%	22%	0%				
Economically Disadvantaged	20	90%	65%	10%	25	92%	60%	0%
Not Disadvantaged	249	97%	86%	18%	259	97%	82%	8%
Migrant								
Not Migrant	269	97%	84%	17%	284	97%	80%	8%

#### NOTES

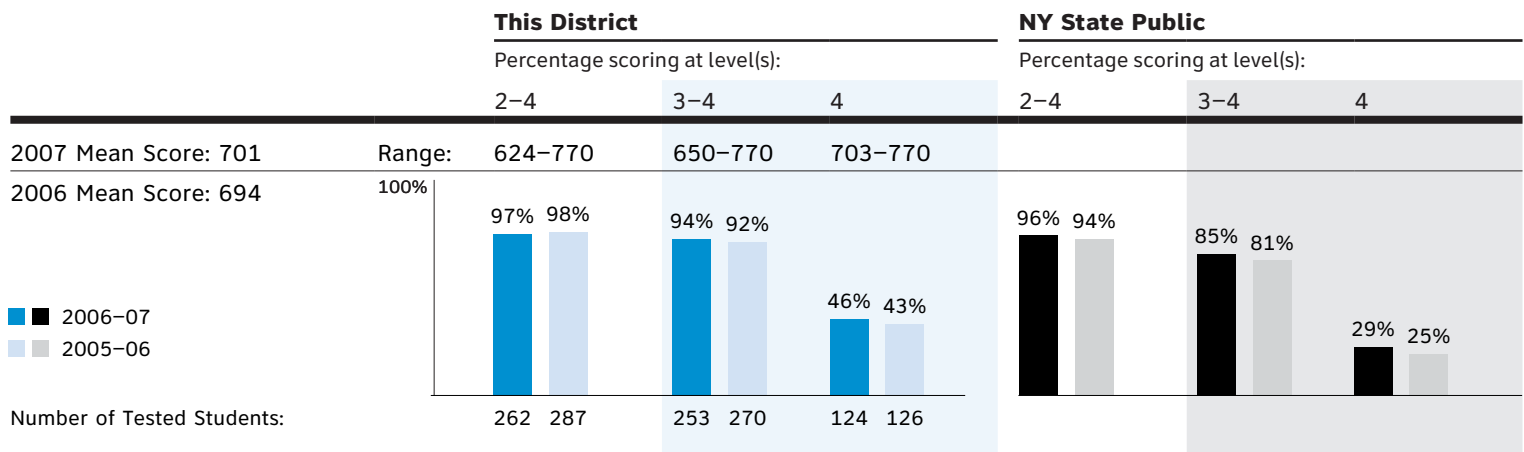
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### Other Assessments

	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	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 3	2	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
<b>All Students</b>	<b>270</b>	<b>97%</b>	<b>94%</b>	<b>46%</b>	<b>293</b>	<b>98%</b>	<b>92%</b>	<b>43%</b>
Female	140	99%	96%	50%	145	98%	92%	42%
Male	130	95%	91%	42%	148	98%	92%	44%
American Indian or Alaska Native								
Black or African American	9	89%	89%	33%	2	—	—	—
Hispanic or Latino	29	90%	79%	38%	32	94%	78%	25%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	80%	11	—	—	—
White	227	98%	96%	47%	248	98%	94%	45%
Multiracial								
Small Group Totals					13	100%	100%	54%
General-Education Students	230	100%	98%	50%	257	100%	95%	47%
Students with Disabilities	40	83%	70%	23%	36	86%	69%	11%
English Proficient	261	98%	95%	48%	283	99%	94%	44%
Limited English Proficient	9	78%	44%	0%	10	80%	50%	10%
Economically Disadvantaged	18	94%	72%	22%	31	97%	81%	26%
Not Disadvantaged	252	97%	95%	48%	262	98%	94%	45%
Migrant								
Not Migrant	270	97%	94%	46%	293	98%	92%	43%

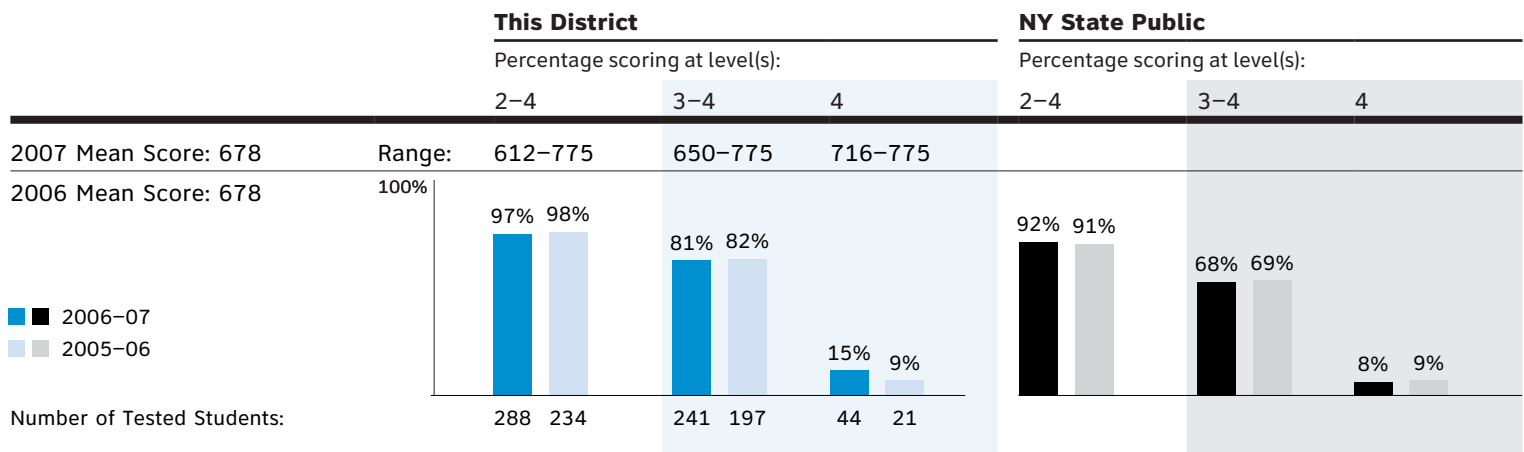
#### NOTES

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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	1	—	—	—	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
<b>All Students</b>	<b>298</b>	<b>97%</b>	<b>81%</b>	<b>15%</b>	<b>239</b>	<b>98%</b>	<b>82%</b>	<b>9%</b>
Female	155	98%	81%	16%	118	99%	83%	12%
Male	143	95%	80%	13%	121	97%	82%	6%
American Indian or Alaska Native					1	—	—	—
Black or African American	4	—	—	—	8	—	—	—
Hispanic or Latino	34	91%	50%	3%	30	97%	73%	7%
Asian or Native Hawaiian/Other Pacific Islander	11	—	—	—	8	100%	100%	0%
White	249	98%	85%	16%	192	98%	82%	9%
Multiracial								
Small Group Totals	15	93%	87%	13%	9	100%	100%	11%
General-Education Students	254	100%	88%	17%	201	100%	90%	10%
Students with Disabilities	44	77%	41%	0%	38	87%	45%	3%
English Proficient	290	97%	83%	15%	239	98%	82%	9%
Limited English Proficient	8	75%	13%	0%				
Economically Disadvantaged	27	89%	63%	4%	20	100%	65%	0%
Not Disadvantaged	271	97%	83%	16%	219	98%	84%	10%
Migrant								
Not Migrant	298	97%	81%	15%	239	98%	82%	9%

#### NOTES

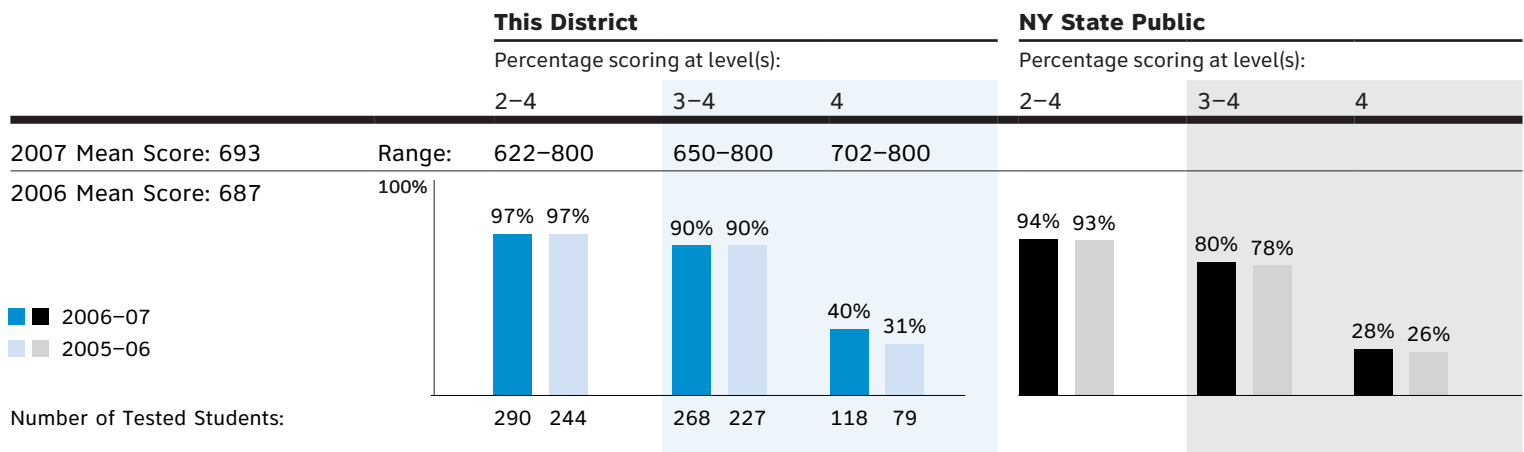
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### Other Assessments

	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	4	—	—	—	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	1	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
<b>All Students</b>	<b>298</b>	<b>97%</b>	<b>90%</b>	<b>40%</b>	<b>251</b>	<b>97%</b>	<b>90%</b>	<b>31%</b>
Female	155	98%	87%	37%	120	99%	94%	23%
Male	143	97%	93%	42%	131	95%	87%	40%
American Indian or Alaska Native					1	—	—	—
Black or African American	4	—	—	—	8	100%	100%	38%
Hispanic or Latino	34	91%	65%	21%	37	97%	81%	22%
Asian or Native Hawaiian/Other Pacific Islander	11	—	—	—	8	—	—	—
White	249	98%	94%	42%	197	97%	92%	32%
Multiracial								
Small Group Totals	15	93%	87%	40%	9	100%	100%	33%
General-Education Students	255	100%	94%	45%	211	100%	96%	37%
Students with Disabilities	43	84%	65%	9%	40	85%	63%	3%
English Proficient	289	98%	92%	41%	244	98%	92%	32%
Limited English Proficient	9	67%	22%	0%	7	71%	43%	0%
Economically Disadvantaged	27	93%	70%	22%	23	87%	74%	17%
Not Disadvantaged	271	98%	92%	41%	228	98%	92%	33%
Migrant								
Not Migrant	298	97%	90%	40%	251	97%	90%	31%

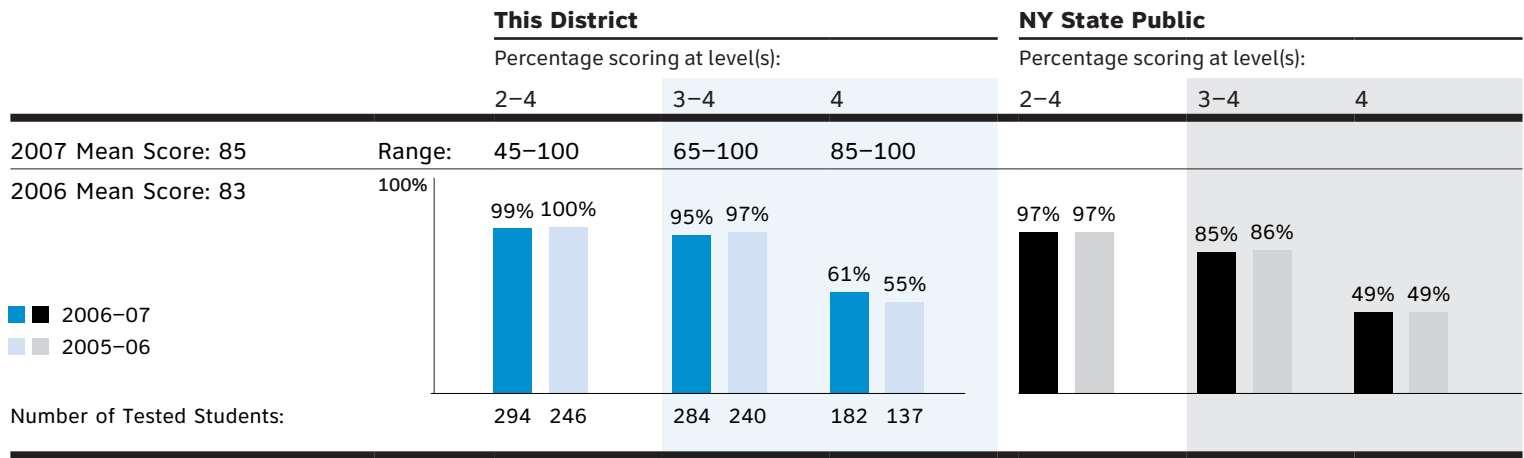
#### NOTES

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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	4	—	—	—	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
<b>All Students</b>	<b>298</b>	<b>99%</b>	<b>95%</b>	<b>61%</b>	<b>247</b>	<b>100%</b>	<b>97%</b>	<b>55%</b>
Female	155	99%	94%	60%	118	100%	98%	55%
Male	143	99%	97%	62%	129	99%	96%	56%
American Indian or Alaska Native					1	—	—	—
Black or African American	4	—	—	—	8	—	—	—
Hispanic or Latino	35	94%	83%	26%	34	97%	91%	29%
Asian or Native Hawaiian/Other								
Pacific Islander	11	—	—	—	8	100%	100%	63%
White	248	100%	97%	67%	196	100%	98%	60%
Multiracial								
Small Group Totals	15	93%	93%	53%	9	100%	100%	44%
General-Education Students	256	99%	96%	66%	209	100%	99%	61%
Students with Disabilities	42	95%	90%	31%	38	100%	89%	24%
English Proficient	290	99%	96%	63%	240	100%	98%	57%
Limited English Proficient	8	75%	63%	0%	7	86%	57%	0%
Economically Disadvantaged	26	96%	92%	35%	23	96%	91%	39%
Not Disadvantaged	272	99%	96%	64%	224	100%	98%	57%
Migrant								
Not Migrant	298	99%	95%	61%	247	100%	97%	55%

### NOTES

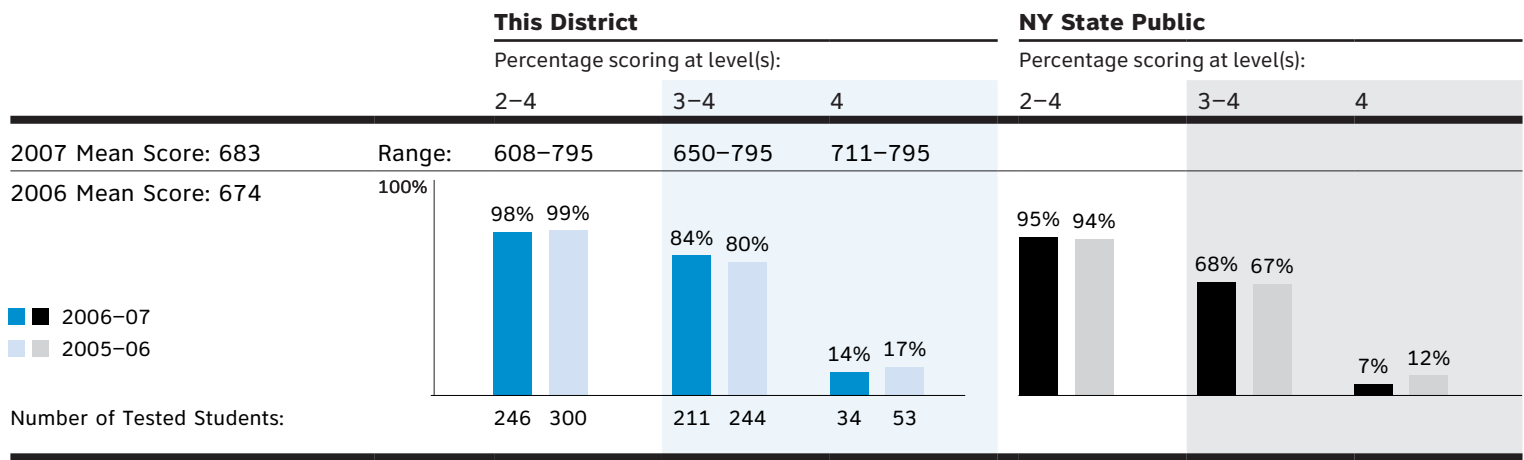
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## Other Assessments

	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	4	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

District **BREWSTER CENTRAL SCHOOL DISTRICT**District ID **48-06-01-06-0000**

## 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
<b>All Students</b>	<b>250</b>	<b>98%</b>	<b>84%</b>	<b>14%</b>	<b>304</b>	<b>99%</b>	<b>80%</b>	<b>17%</b>
Female	116	99%	89%	12%	141	99%	84%	17%
Male	134	98%	81%	15%	163	98%	77%	18%
American Indian or Alaska Native					1	—	—	—
Black or African American	8	100%	100%	13%	8	100%	75%	0%
Hispanic or Latino	37	95%	70%	8%	30	97%	73%	13%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	13%	6	—	—	—
White	197	99%	86%	15%	259	99%	81%	18%
Multiracial								
Small Group Totals					7	86%	86%	43%
General-Education Students	213	99%	91%	15%	257	100%	86%	20%
Students with Disabilities	37	95%	49%	8%	47	91%	47%	2%
English Proficient	246	—	—	—	303	—	—	—
Limited English Proficient	4	—	—	—	1	—	—	—
Economically Disadvantaged	21	100%	67%	5%	32	97%	63%	0%
Not Disadvantaged	229	98%	86%	14%	272	99%	82%	19%
Migrant								
Not Migrant	250	98%	84%	14%	304	99%	80%	17%

#### 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.

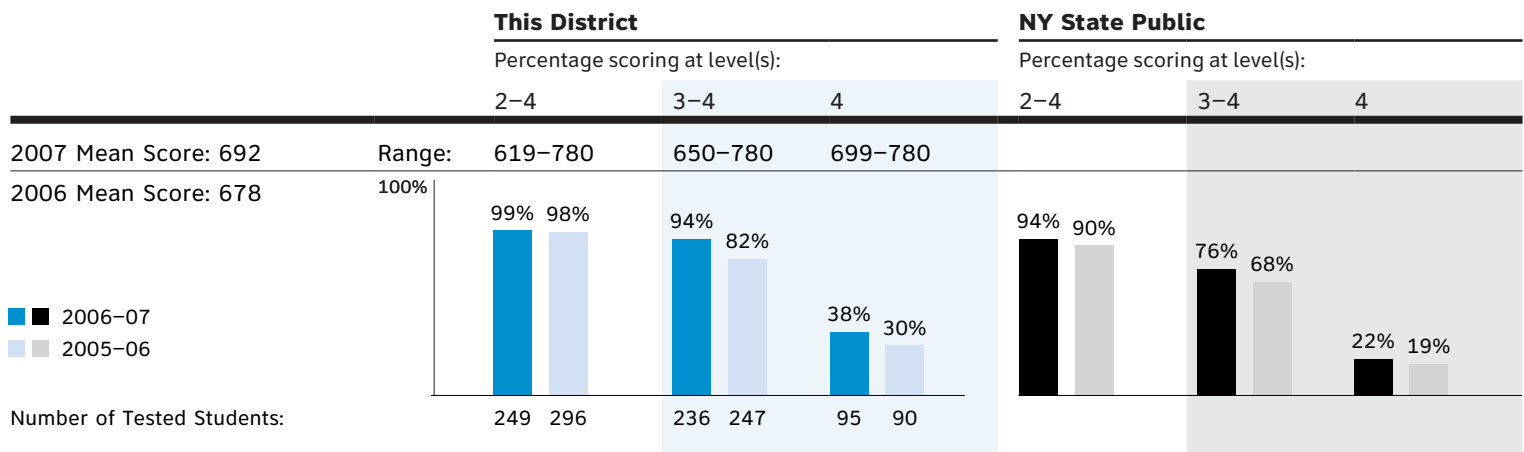
### Other Assessments

	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.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	4	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
<b>All Students</b>	<b>252</b>	<b>99%</b>	<b>94%</b>	<b>38%</b>	<b>303</b>	<b>98%</b>	<b>82%</b>	<b>30%</b>
Female	117	98%	94%	32%	142	96%	78%	28%
Male	135	99%	93%	43%	161	99%	84%	31%
American Indian or Alaska Native					1	-	-	-
Black or African American	8	100%	100%	25%	8	100%	63%	0%
Hispanic or Latino	39	97%	90%	21%	31	100%	81%	23%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	78%	44%	6	-	-	-
White	196	99%	95%	41%	257	97%	82%	31%
Multiracial								
Small Group Totals					7	100%	71%	43%
General-Education Students	214	99%	96%	42%	255	99%	85%	34%
Students with Disabilities	38	97%	79%	13%	48	92%	65%	6%
English Proficient	244	99%	95%	39%	301	-	-	-
Limited English Proficient	8	88%	50%	0%	2	-	-	-
Economically Disadvantaged	21	100%	95%	19%	33	94%	52%	6%
Not Disadvantaged	231	99%	94%	39%	270	98%	85%	33%
Migrant								
Not Migrant	252	99%	94%	38%	303	98%	82%	30%

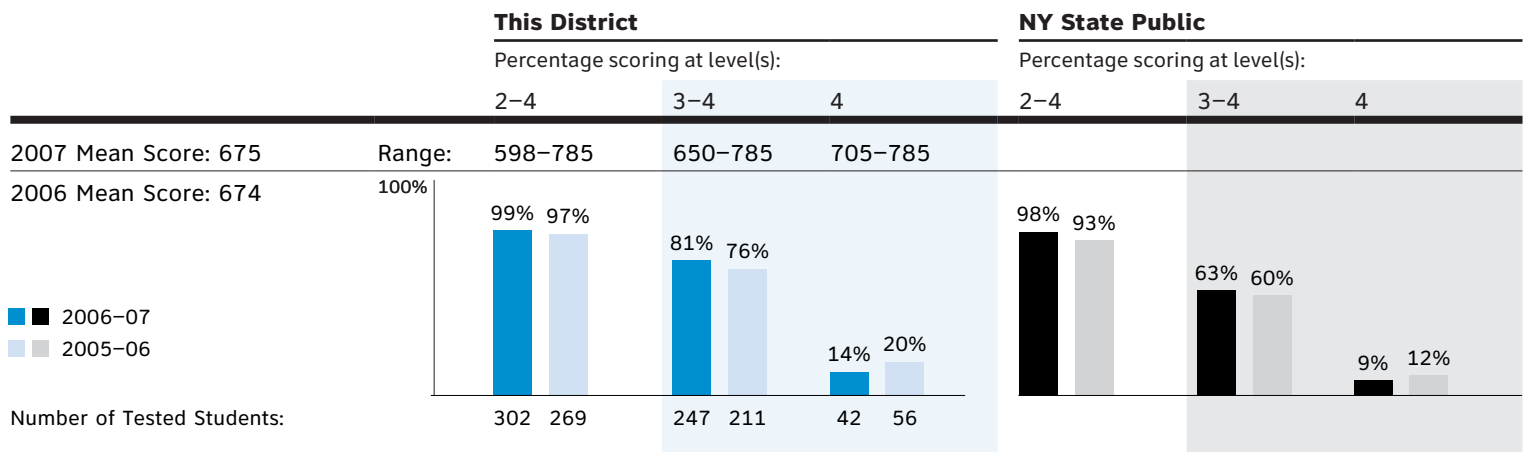
### NOTES

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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.			

## 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
<b>All Students</b>	<b>306</b>	<b>99%</b>	<b>81%</b>	<b>14%</b>	<b>277</b>	<b>97%</b>	<b>76%</b>	<b>20%</b>
Female	146	99%	85%	16%	117	98%	79%	22%
Male	160	98%	77%	11%	160	96%	74%	19%
American Indian or Alaska Native	1	—	—	—				
Black or African American	10	100%	70%	10%	9	89%	78%	22%
Hispanic or Latino	34	100%	79%	6%	24	96%	50%	13%
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	12	100%	92%	8%
White	254	98%	82%	15%	232	97%	78%	22%
Multiracial								
Small Group Totals	8	100%	63%	13%				
General-Education Students	259	100%	89%	16%	236	100%	86%	23%
Students with Disabilities	47	94%	36%	0%	41	80%	17%	2%
English Proficient	306	99%	81%	14%	277	97%	76%	20%
Limited English Proficient								
Economically Disadvantaged	28	100%	61%	0%	27	93%	37%	15%
Not Disadvantaged	278	99%	83%	15%	250	98%	80%	21%
Migrant								
Not Migrant	306	99%	81%	14%	277	97%	76%	20%

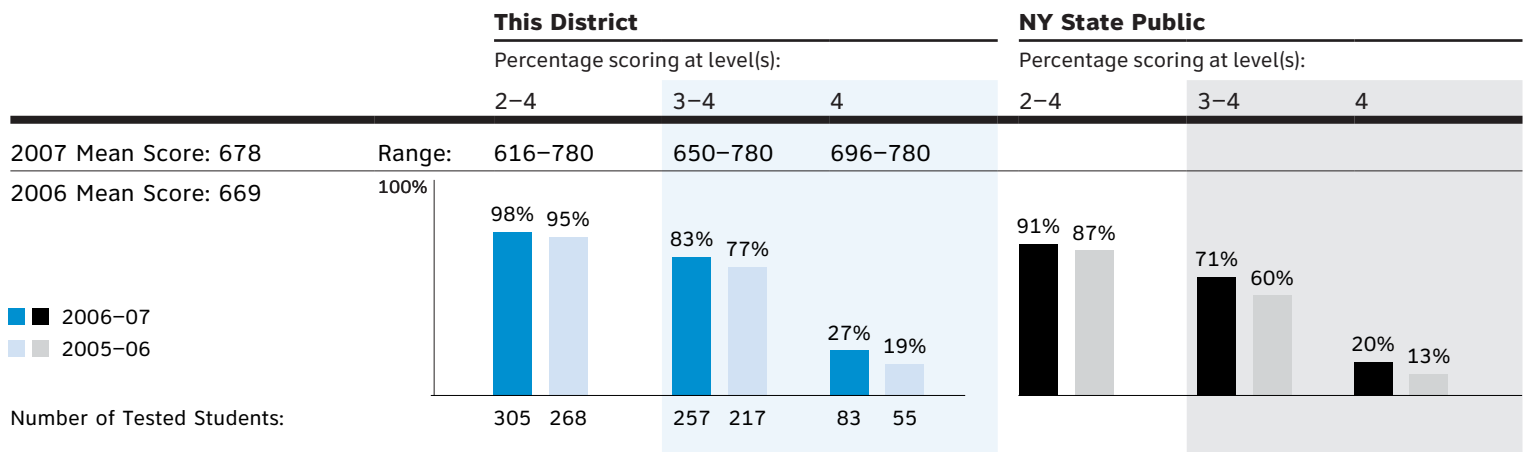
### NOTES

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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	4	—	—	—	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	2	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
<b>All Students</b>	<b>310</b>	<b>98%</b>	<b>83%</b>	<b>27%</b>	<b>283</b>	<b>95%</b>	<b>77%</b>	<b>19%</b>
Female	147	99%	84%	25%	120	93%	72%	13%
Male	163	98%	82%	28%	163	96%	80%	24%
American Indian or Alaska Native	1	-	-	-				
Black or African American	10	90%	80%	10%	9	100%	78%	22%
Hispanic or Latino	35	100%	74%	17%	30	77%	50%	7%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	12	100%	100%	8%
White	257	98%	84%	28%	232	97%	79%	22%
Multiracial								
Small Group Totals	8	100%	88%	50%				
General-Education Students	264	99%	89%	31%	242	97%	83%	22%
Students with Disabilities	46	93%	46%	2%	41	80%	41%	2%
English Proficient	308	-	-	-	278	96%	78%	20%
Limited English Proficient	2	-	-	-	5	40%	20%	0%
Economically Disadvantaged	31	94%	61%	6%	30	87%	33%	3%
Not Disadvantaged	279	99%	85%	29%	253	96%	82%	21%
Migrant								
Not Migrant	310	98%	83%	27%	283	95%	77%	19%

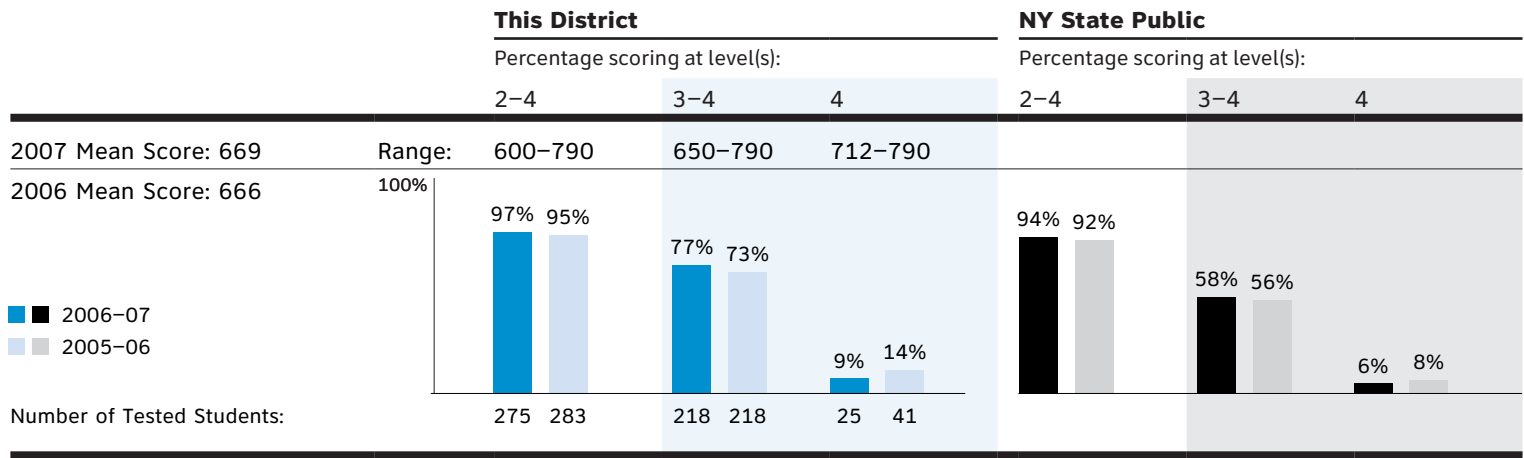
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## Other Assessments

	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	4	-	-	-	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
<b>All Students</b>	<b>284</b>	<b>97%</b>	<b>77%</b>	<b>9%</b>	<b>299</b>	<b>95%</b>	<b>73%</b>	<b>14%</b>
Female	122	98%	78%	13%	138	99%	78%	14%
Male	162	96%	76%	6%	161	91%	69%	14%
American Indian or Alaska Native								
Black or African American	11	91%	73%	18%	12	83%	67%	8%
Hispanic or Latino	27	93%	59%	7%	19	89%	58%	5%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	92%	17%	7	86%	86%	14%
White	234	97%	78%	8%	261	96%	74%	15%
Multiracial								
Small Group Totals								
General-Education Students	248	100%	84%	10%	253	100%	83%	16%
Students with Disabilities	36	75%	25%	0%	46	65%	15%	0%
English Proficient	280	—	—	—	299	95%	73%	14%
Limited English Proficient	4	—	—	—				
Economically Disadvantaged	27	85%	33%	0%	28	86%	39%	0%
Not Disadvantaged	257	98%	81%	10%	271	96%	76%	15%
Migrant								
Not Migrant	284	97%	77%	9%	299	95%	73%	14%

#### NOTES

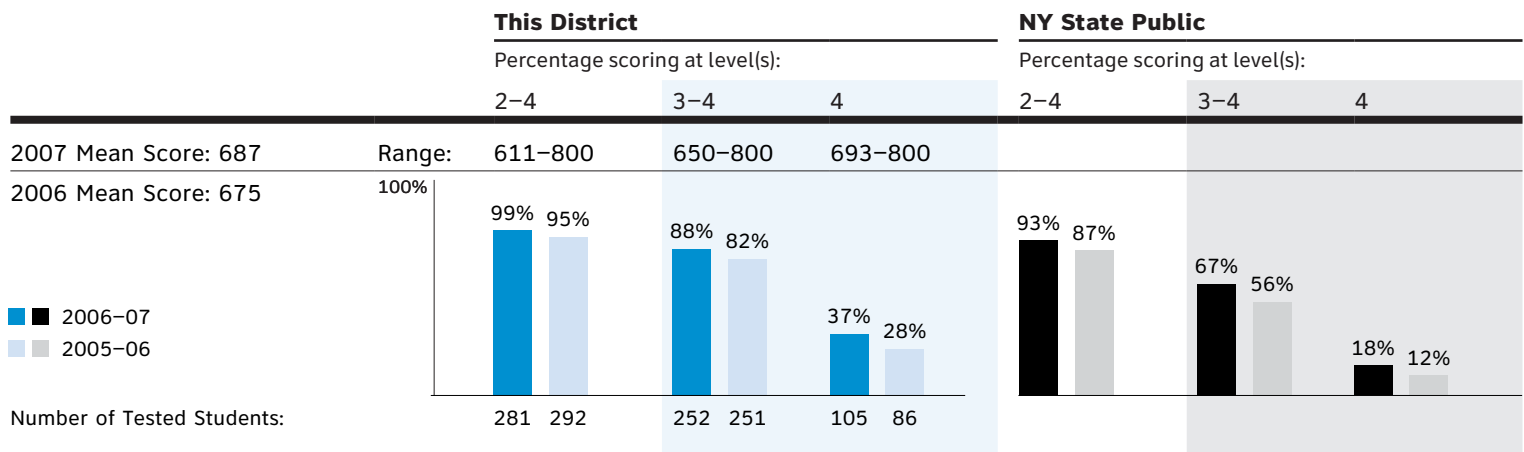
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### Other Assessments

	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 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	2	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
<b>All Students</b>	<b>285</b>	<b>99%</b>	<b>88%</b>	<b>37%</b>	<b>306</b>	<b>95%</b>	<b>82%</b>	<b>28%</b>
Female	121	99%	88%	34%	137	99%	86%	26%
Male	164	98%	89%	39%	169	93%	79%	30%
American Indian or Alaska Native								
Black or African American	11	100%	82%	18%	12	83%	75%	17%
Hispanic or Latino	28	93%	79%	25%	25	80%	52%	4%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	100%	42%	7	100%	86%	29%
White	234	99%	89%	39%	262	97%	85%	31%
Multiracial								
Small Group Totals								
General-Education Students	248	100%	94%	42%	261	98%	91%	33%
Students with Disabilities	37	92%	49%	3%	45	82%	29%	0%
English Proficient	280	99%	89%	37%	299	97%	84%	29%
Limited English Proficient	5	80%	40%	20%	7	29%	0%	0%
Economically Disadvantaged	26	96%	69%	8%	32	84%	53%	0%
Not Disadvantaged	259	99%	90%	40%	274	97%	85%	31%
Migrant								
Not Migrant	285	99%	88%	37%	306	95%	82%	28%

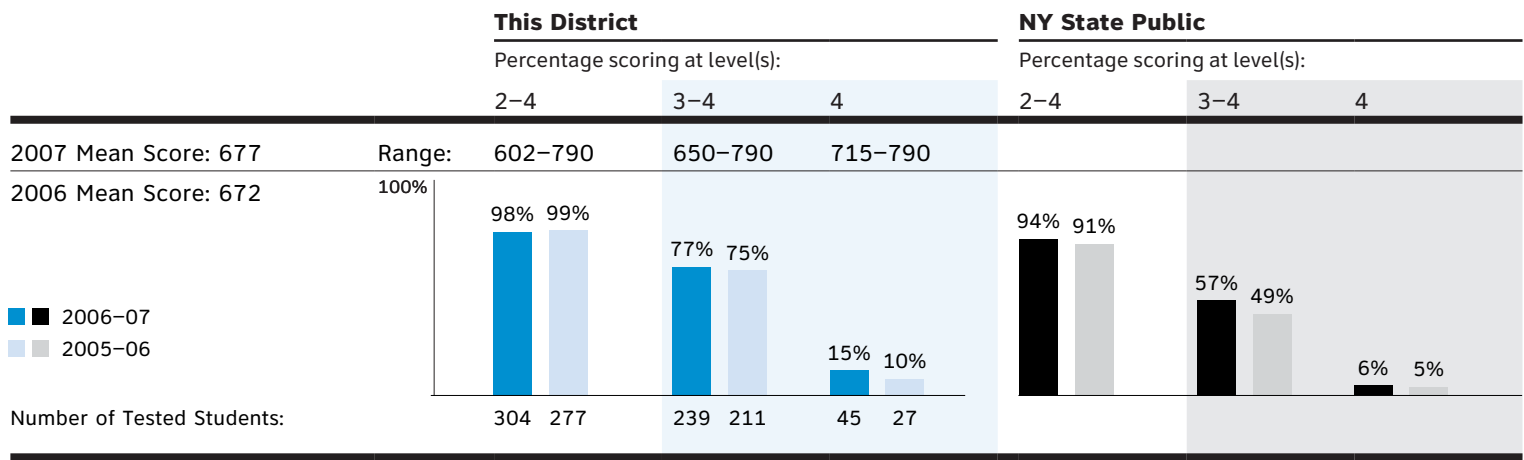
### NOTES

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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.			

District **BREWSTER CENTRAL SCHOOL DISTRICT**District ID **48-06-01-06-0000**

## 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
<b>All Students</b>	<b>310</b>	<b>98%</b>	<b>77%</b>	<b>15%</b>	<b>281</b>	<b>99%</b>	<b>75%</b>	<b>10%</b>
Female	140	100%	84%	19%	132	99%	82%	13%
Male	170	96%	71%	11%	149	98%	69%	7%
American Indian or Alaska Native								
Black or African American	15	93%	53%	7%	5	—	—	—
Hispanic or Latino	27	96%	44%	4%	21	100%	52%	0%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	88%	13%	4	—	—	—
White	260	98%	82%	16%	251	98%	77%	11%
Multiracial								
Small Group Totals					9	100%	78%	0%
General-Education Students	257	100%	87%	18%	238	100%	85%	11%
Students with Disabilities	53	91%	30%	0%	43	91%	21%	0%
English Proficient	305	98%	78%	15%	281	99%	75%	10%
Limited English Proficient	5	80%	0%	0%				
Economically Disadvantaged	30	97%	43%	3%	24	96%	46%	0%
Not Disadvantaged	280	98%	81%	16%	257	99%	78%	11%
Migrant								
Not Migrant	310	98%	77%	15%	281	99%	75%	10%

#### NOTES

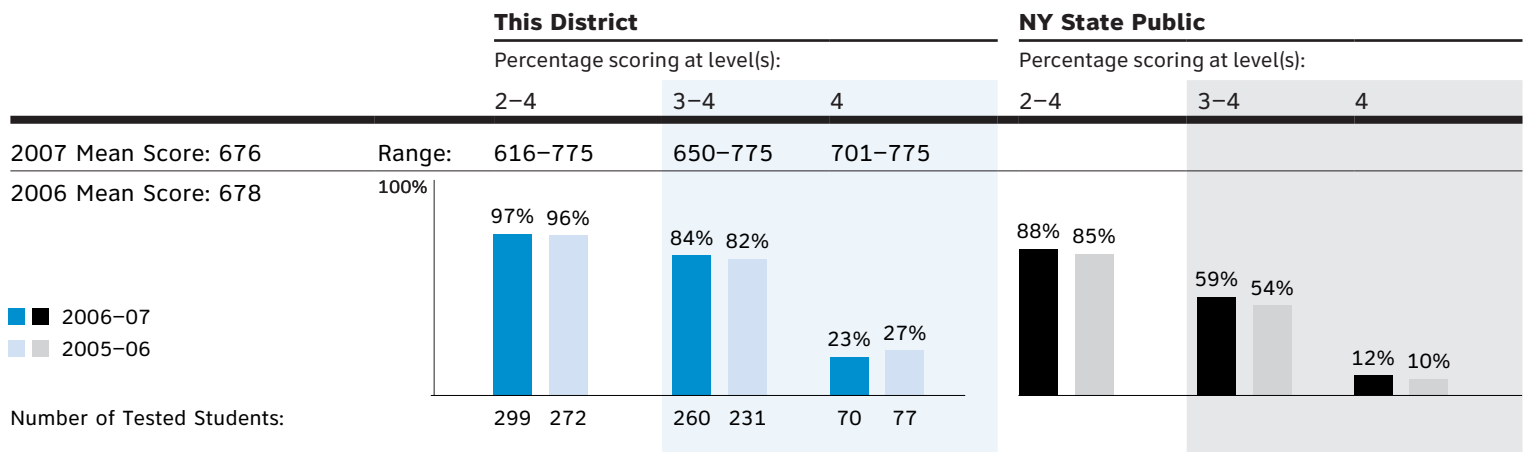
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### Other Assessments

	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	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 8	1	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
<b>All Students</b>	<b>309</b>	<b>97%</b>	<b>84%</b>	<b>23%</b>	<b>283</b>	<b>96%</b>	<b>82%</b>	<b>27%</b>
Female	139	99%	90%	22%	130	98%	84%	26%
Male	170	95%	79%	23%	153	95%	80%	28%
American Indian or Alaska Native								
Black or African American	15	80%	60%	13%	4	—	—	—
Hispanic or Latino	28	100%	64%	0%	24	100%	63%	4%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	88%	25%	5	—	—	—
White	258	97%	88%	26%	250	96%	83%	30%
Multiracial								
Small Group Totals					9	100%	89%	11%
General-Education Students	256	100%	94%	27%	239	100%	92%	32%
Students with Disabilities	53	83%	38%	0%	44	77%	25%	0%
English Proficient	303	97%	84%	23%	281	—	—	—
Limited English Proficient	6	100%	67%	0%	2	—	—	—
Economically Disadvantaged	30	93%	73%	3%	26	96%	62%	8%
Not Disadvantaged	279	97%	85%	25%	257	96%	84%	29%
Migrant								
Not Migrant	309	97%	84%	23%	283	96%	82%	27%

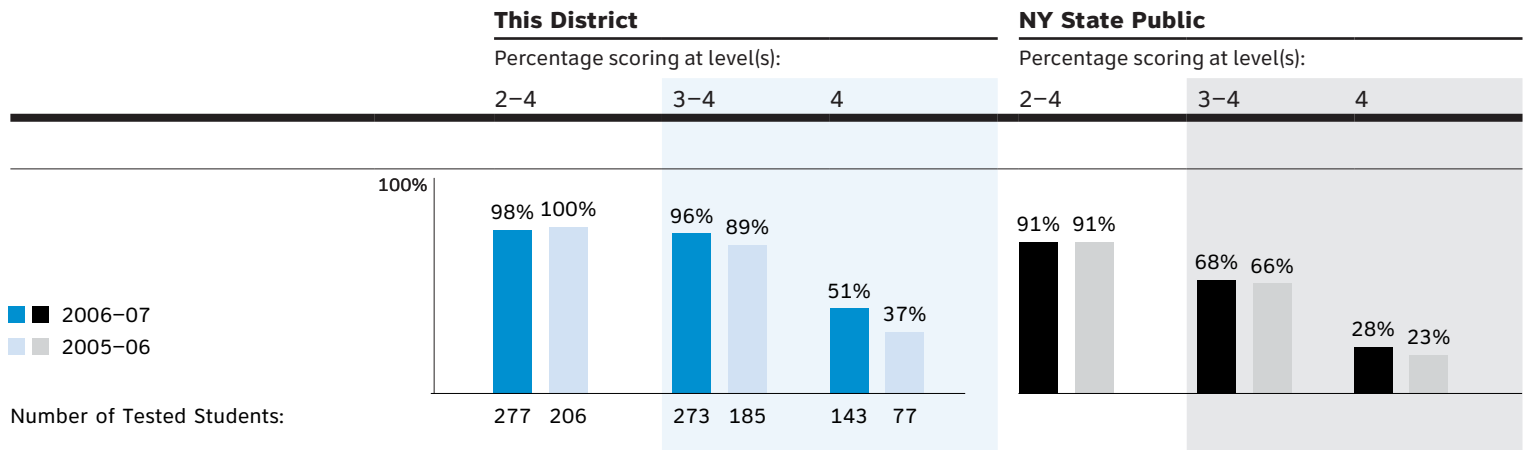
### NOTES

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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	3	—	—	—	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

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					207	100%	89%	37%
Female					95	100%	84%	27%
Male					112	99%	94%	46%
American Indian or Alaska Native								
Black or African American					4	—	—	—
Hispanic or Latino					23	100%	87%	22%
Asian or Native Hawaiian/Other								
Pacific Islander					4	—	—	—
White					176	99%	90%	40%
Multiracial								
Small Group Totals					8	100%	88%	25%
General-Education Students					164	100%	96%	43%
Students with Disabilities					43	98%	65%	16%
English Proficient					205	—	—	—
Limited English Proficient					2	—	—	—
Economically Disadvantaged					24	100%	67%	29%
Not Disadvantaged					183	99%	92%	38%
Migrant								
Not Migrant					207	100%	89%	37%

#### NOTES

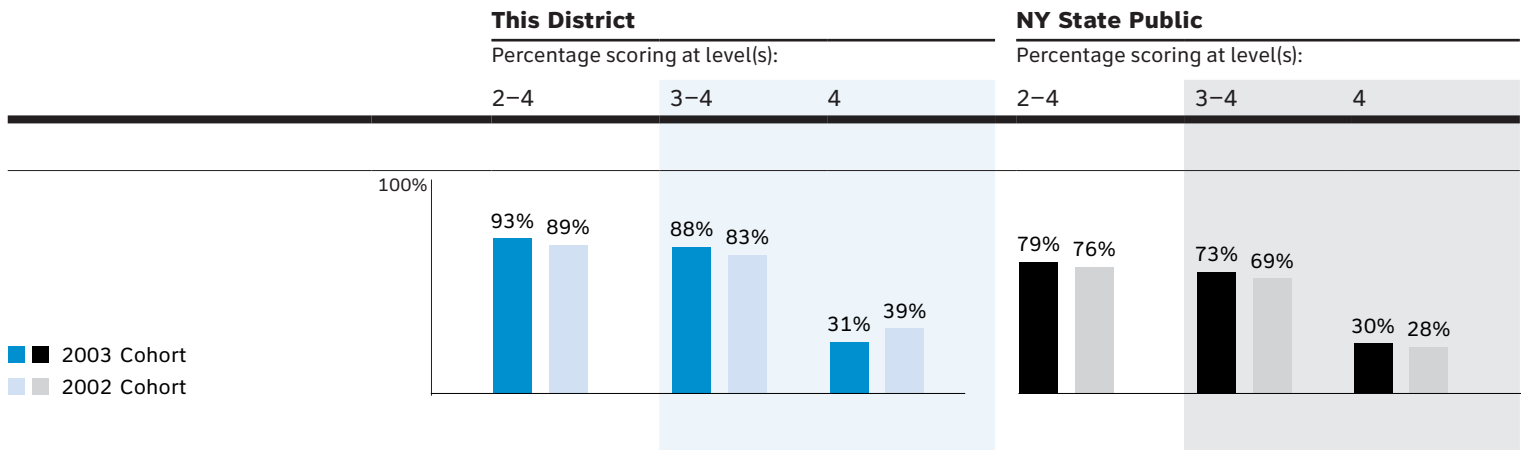
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### Other Assessments

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	3	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	283	277	273	143	0			

District **BREWSTER CENTRAL SCHOOL DISTRICT**District ID **48-06-01-06-0000**

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



### Results by Student Group

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	322	93%	88%	31%	304	89%	83%	39%
Female	138	94%	90%	42%	133	89%	88%	56%
Male	184	93%	87%	23%	171	89%	80%	25%
American Indian or Alaska Native								
Black or African American	11	91%	82%	36%	5	–	–	–
Hispanic or Latino	38	87%	76%	18%	8	63%	63%	13%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	88%	25%	1	–	–	–
White	265	94%	90%	33%	290	90%	84%	40%
Multiracial								
Small Group Totals					6	67%	50%	0%
General-Education Students	280	98%	94%	36%	261	93%	90%	45%
Students with Disabilities	42	67%	48%	0%	43	67%	40%	2%
English Proficient	316	94%	89%	32%	296	91%	85%	40%
Limited English Proficient	6	83%	33%	0%	8	38%	25%	0%
Economically Disadvantaged	19	84%	53%	0%	20	85%	75%	15%
Not Disadvantaged	303	94%	90%	33%	284	89%	84%	40%
Migrant								
Not Migrant					304	89%	83%	39%

#### 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

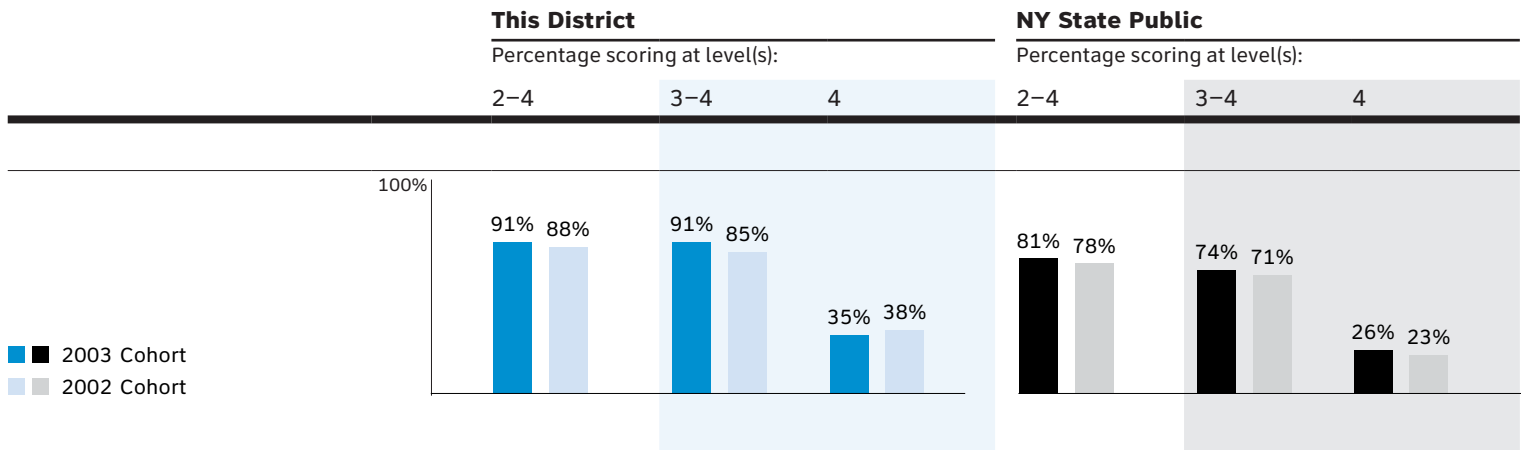
Other Assessments	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

\* 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

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	322	91%	91%	35%	304	88%	85%	38%
Female	138	93%	93%	36%	133	92%	90%	42%
Male	184	90%	89%	34%	171	84%	81%	35%
American Indian or Alaska Native								
Black or African American	11	82%	82%	9%	5	–	–	–
Hispanic or Latino	38	84%	84%	21%	8	63%	50%	13%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	63%	1	–	–	–
White	265	92%	92%	37%	290	88%	87%	39%
Multiracial								
Small Group Totals					6	83%	50%	17%
General-Education Students	280	99%	99%	40%	261	93%	92%	43%
Students with Disabilities	42	43%	38%	2%	43	53%	44%	5%
English Proficient	316	91%	91%	35%	296	89%	86%	39%
Limited English Proficient	6	100%	100%	17%	8	50%	38%	13%
Economically Disadvantaged	19	68%	68%	5%	20	90%	85%	15%
Not Disadvantaged	303	93%	92%	37%	284	87%	85%	39%
Migrant								
Not Migrant					304	88%	85%	38%

#### 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

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.

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