



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

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

District ID **50-04-02-06-0000**

Superintendent **IRA OUSTATCHER**

Telephone **(845) 577-6011**

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	191	188	184
Kindergarten	579	581	603
Grade 1	629	600	594
Grade 2	645	608	551
Grade 3	595	642	590
Grade 4	597	587	641
Grade 5	622	573	566
Grade 6	666	616	565
Ungraded Elementary	0	0	39
Grade 7	644	678	647
Grade 8	659	625	670
Grade 9	910	791	742
Grade 10	776	758	736
Grade 11	736	708	701
Grade 12	496	527	544
Ungraded Secondary	12	19	55
Total K-12	8566	8313	8244

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	18	19	18
Grade 8			
English	19	18	20
Mathematics	18	17	17
Science	19	20	20
Social Studies	19	17	17
Grade 10			
English	20	21	20
Mathematics	19	20	22
Science	23	21	22
Social Studies	22	21	20

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

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

District EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)

District ID 50-04-02-06-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	3492	41%	3841	46%	3899	47%
Reduced-Price Lunch	1085	13%	1131	14%	1071	13%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	931	11%	878	11%	1140	14%
Racial/Ethnic Origin						
American Indian or Alaska Native	8	0%	5	0%	8	0%
Black or African American	5201	61%	4992	60%	4827	59%
Hispanic or Latino	1480	17%	1643	20%	1819	22%
Asian or Native Hawaiian/Other Pacific Islander	785	9%	701	8%	685	8%
White	1092	13%	972	12%	905	11%
Multiracial**	N/A	N/A	N/A	N/A	0	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		94%		94%		94%
Student Suspensions	502	6%	458	5%	489	6%

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.

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	737	735	657
Percent with No Valid Teaching Certificate	1%	2%	3%
Percent Teaching Out of Certification	4%	5%	4%
Percent with Fewer Than Three Years of Experience	7%	7%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	52%	52%	58%
Total Number of Core Classes*	N/A	2646	1745
Percent Not Taught by Highly Qualified Teachers	N/A	5%	4%
Total Number of Classes	2340	2383	2356
Percent Taught by Teachers Without Appropriate Certification	5%	5%	4%

* 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	21%	27%	24%
Turnover Rate of All Teachers	18%	17%	18%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	120	134	121
Total Paraprofessionals*	132	164	168
Assistant Principals	20	21	21
Principals	15	14	14

* 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)

Improvement (Year 3)

ELA	Improvement (Year 3)	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	✓ ^{SH}	✓		✗	✗	
Limited English Proficient	✗	✓		✗	✓	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✗ 7 of 8	✓ 8 of 8	✓ 1 of 1	✗ 6 of 8	✗ 7 of 8	✓ 1 of 1

AYP Status


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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts


























Accountability Status for This Subject (2007–08)  Improvement (Year 3)

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

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 4) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 3) in 2008-09. [208]

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 (3789:3582)			99%		141	120	
Ethnicity							
American Indian or Alaska Native (7:5)	—	—	—	—	—	—	—
Black or African American (2229:2145)			99%		137	120	
Hispanic or Latino (859:768)			98%		131	118	
Asian or Native Hawaiian/Other Pacific Islander (286:274)			99%		177	115	
White (408:390)			99%		159	116	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (711:697)			99%		89	118	88 100
Limited English Proficient ⁵ (539:500)			96%		103	117	117 113
Economically Disadvantaged (2224:2139)			99%		131	120	
Final AYP Determination	 7 of 8						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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 8 of 8 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 (3772:3591)			98%		145	84	
Ethnicity							
American Indian or Alaska Native (7:4)	—	—	—	—	—	—	—
Black or African American (2219:2123)			98%		138	84	
Hispanic or Latino (852:801)			99%		141	82	
Asian or Native Hawaiian/Other Pacific Islander (288:273)			99%		183	79	
White (406:390)			98%		163	80	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (706:684)			97%		90	82	
Limited English Proficient ⁵ (526:558)			98%		114	81	
Economically Disadvantaged (2204:2156)			99%		135	84	
Final AYP Determination	 8 of 8						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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 (1330:1210)		Qualified		94%		161	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (786:722)		Qualified		94%		156	100	
Hispanic or Latino (299:271)		Qualified		95%		157	100	
Asian or Native Hawaiian/Other Pacific Islander (106:93)		Qualified		92%		189	100	
White (139:124)		Qualified		91%		178	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (236:223)		Qualified		95%		119	100	
Limited English Proficient ⁴ (189:186)		Qualified		91%		126	100	
Economically Disadvantaged (760:705)		Qualified		93%		150	100	
Final AYP Determination		1 of 1						

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- ² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 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 for This Subject (2007–08)



Improvement (Year 3)

Accountability Measures

6 of 8

Student groups making AYP in English Language Arts



Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 4) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 3) in 2008-09. [208]

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 (613:649)	✓	✓	98%	✓	166	155		
Ethnicity								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—	
Black or African American (377:408)	✓	✓	98%	✓	162	154		
Hispanic or Latino (67:68)	✓	✓	97%	✓	153	147		
Asian or Native Hawaiian/Other Pacific Islander (70:65)	✓	✓	100%	✓	194	147		
White (98:107)	✓	✓	97%	✓	175	149		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (90:67)	✗	✗	93%	✗	84	147	92 [‡] 96	
Limited English Proficient ⁴ (34:63)	✗	—	—	✗	114	147	128 [‡] 123	
Economically Disadvantaged (225:261)	✓	✓	100%	✓	158	152		
Final AYP Determination	✗	6 of 8						

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
- ✓^{SH} 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 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 secondary-level Mathematics accountability measures?

Student Group (12th Graders: 2003 Cohort) 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 (613:649)			99%		173	148	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (377:408)			99%		169	147	
Hispanic or Latino (67:68)			100%		168	140	
Asian or Native Hawaiian/Other Pacific Islander (70:65)			100%		198	140	
White (98:107)			97%		179	142	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (90:67)			94%		100	140	106 [‡] 110
Limited English Proficient ⁴ (34:63)		—	—		144	140	
Economically Disadvantaged (225:261)			99%		166	145	
Final AYP Determination	 7 of 8						

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		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2006–07 2007–08	
All Students (611)			75%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (368)			74%	55%		
Hispanic or Latino (79)			65%	55%		
Asian or Native Hawaiian/Other Pacific Islander (75)			85%	55%		
White (89)			78%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (67)			25%	55%	45%	26%
Limited English Proficient ³ (33)			27%	55%	55%	28%
Economically Disadvantaged (233)			70%	55%		
Final AYP Determination		1 of 1				

NOTES

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

² Percentage of the 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 **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

District ID **50-04-02-06-0000**

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

10 schools identified 71% of total

ELDORADO ELEMENTARY SCHOOL
ELMWOOD ELEMENTARY SCHOOL
FLEETWOOD ELEMENTARY SCHOOL
GRANDVIEW ELEMENTARY SCHOOL
HEMPSTEAD ELEMENTARY SCHOOL
HILLCREST ELEMENTARY SCHOOL
LIME KILN ELEMENTARY SCHOOL
MARGETTS ELEMENTARY SCHOOL
MERRILL L COLTON SCHOOL
SUMMIT PARK ELEMENTARY SCHOOL

New York State Status

Good Standing

3 schools identified 21% of total

CHESTNUT RIDGE MIDDLE SCHOOL
RAMAPO HIGH SCHOOL
SPRING VALLEY HIGH SCHOOL

Requiring Academic Progress (Year 4)

1 school identified 7% of total







POMONA MIDDLE SCHOOL

District EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)



District ID 50-04-02-06-0000

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	57%			567
Grade 4	52%			621
Grade 5	57%			561
Grade 6	49%			555
Grade 7	42%			613
Grade 8	41%			629

Mathematics

Grade 3	76%			588
Grade 4	67%			633
Grade 5	60%			573
Grade 6	56%			572
Grade 7	45%			625
Grade 8	38%			637

Science

Grade 4	74%			616
Grade 8	49%			476

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	70%			749
Mathematics	73%			749

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

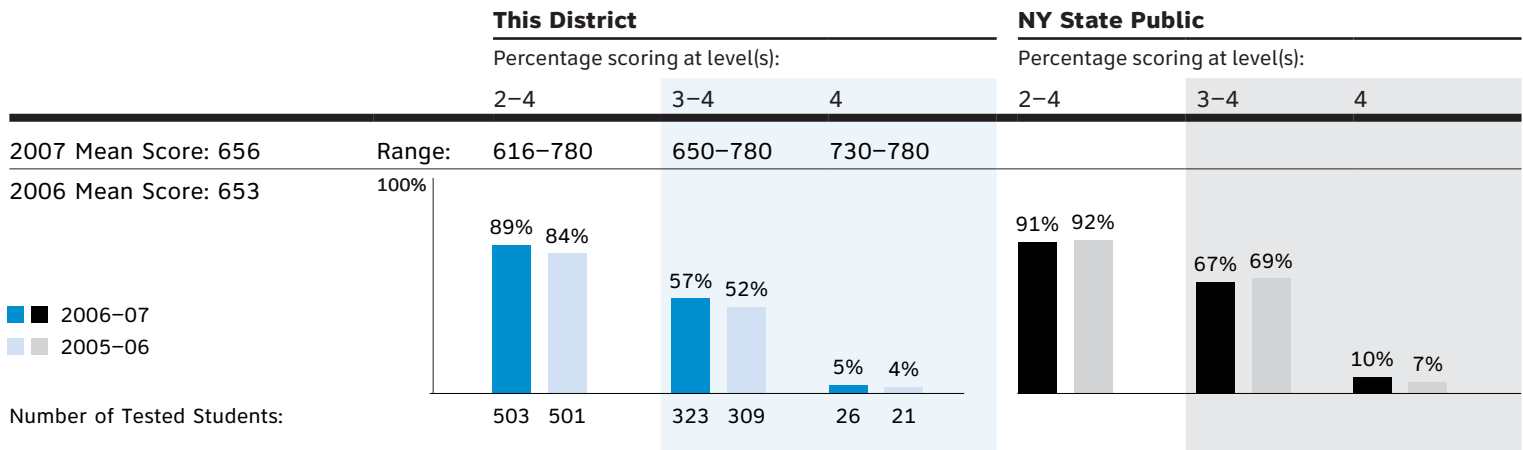
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

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

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	567	89%	57%	5%	594	84%	52%	4%
Female	274	90%	58%	7%	263	93%	60%	4%
Male	293	87%	56%	3%	331	78%	46%	3%
American Indian or Alaska Native	3	-	-	-				
Black or African American	323	88%	55%	4%	360	84%	47%	3%
Hispanic or Latino	138	86%	49%	0%	127	77%	50%	3%
Asian or Native Hawaiian/Other Pacific Islander	36	-	-	-	49	98%	76%	4%
White	67	94%	73%	15%	58	93%	69%	7%
Multiracial								
Small Group Totals	39	97%	77%	8%				
General-Education Students	473	95%	66%	5%	498	93%	60%	4%
Students with Disabilities	94	60%	12%	1%	96	40%	10%	0%
English Proficient	493	90%	61%	5%	535	87%	54%	4%
Limited English Proficient	74	77%	30%	0%	59	63%	31%	0%
Economically Disadvantaged	339	87%	51%	3%	375	81%	43%	2%
Not Disadvantaged	228	92%	66%	7%	219	89%	68%	7%
Migrant								
Not Migrant	567	89%	57%	5%	594	84%	52%	4%

NOTES

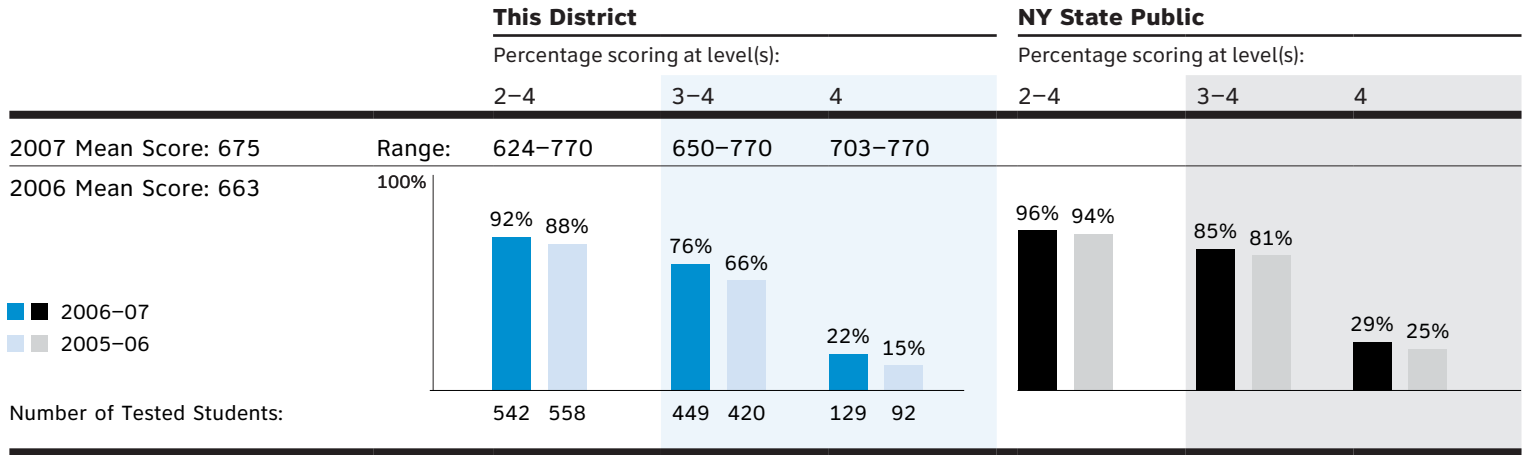
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	19	19	18	15	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	19	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

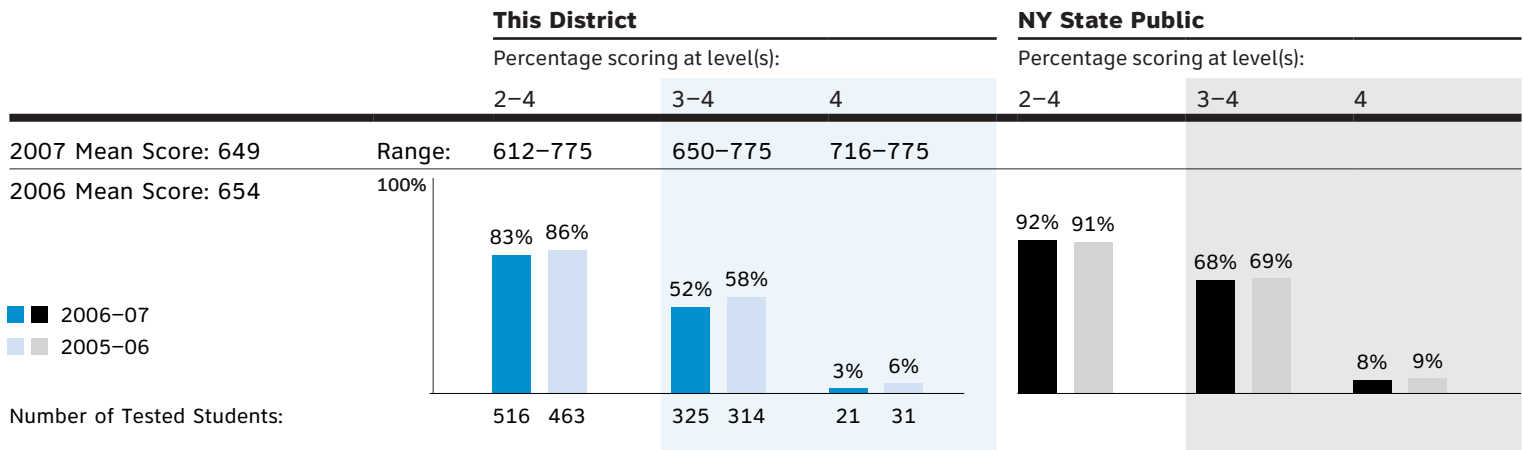
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	588	92%	76%	22%	634	88%	66%	15%
Female	281	94%	78%	20%	285	90%	67%	17%
Male	307	91%	75%	23%	349	86%	65%	13%
American Indian or Alaska Native	2	-	-	-				
Black or African American	330	90%	72%	19%	375	86%	63%	10%
Hispanic or Latino	150	92%	73%	16%	148	85%	63%	11%
Asian or Native Hawaiian/Other Pacific Islander	37	-	-	-	50	100%	86%	34%
White	69	100%	90%	35%	61	97%	80%	34%
Multiracial								
Small Group Totals	39	100%	97%	46%				
General-Education Students	495	95%	83%	25%	537	93%	72%	17%
Students with Disabilities	93	76%	42%	3%	97	61%	35%	1%
English Proficient	496	94%	80%	24%	534	90%	72%	17%
Limited English Proficient	92	84%	58%	11%	100	75%	38%	0%
Economically Disadvantaged	348	91%	74%	17%	413	86%	59%	8%
Not Disadvantaged	240	95%	80%	29%	221	92%	81%	26%
Migrant								
Not Migrant	588	92%	76%	22%	634	88%	66%	15%

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	19	19	19	16	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	621	83%	52%	3%	539	86%	58%	6%
Female	292	87%	57%	4%	273	88%	61%	7%
Male	329	80%	49%	2%	266	83%	56%	5%
American Indian or Alaska Native					1	-	-	-
Black or African American	361	83%	48%	2%	304	86%	53%	3%
Hispanic or Latino	156	76%	46%	2%	133	83%	57%	5%
Asian or Native Hawaiian/Other Pacific Islander	49	98%	78%	10%	49	-	-	-
White	55	91%	75%	9%	52	83%	62%	15%
Multiracial								
Small Group Totals					50	98%	92%	12%
General-Education Students	521	92%	60%	4%	445	93%	67%	7%
Students with Disabilities	100	39%	15%	0%	94	53%	19%	0%
English Proficient	537	86%	59%	4%	493	88%	62%	6%
Limited English Proficient	84	62%	8%	0%	46	59%	15%	0%
Economically Disadvantaged	393	79%	44%	1%	332	83%	51%	4%
Not Disadvantaged	228	91%	66%	8%	207	91%	70%	9%
Migrant								
Not Migrant	621	83%	52%	3%	539	86%	58%	6%

NOTES

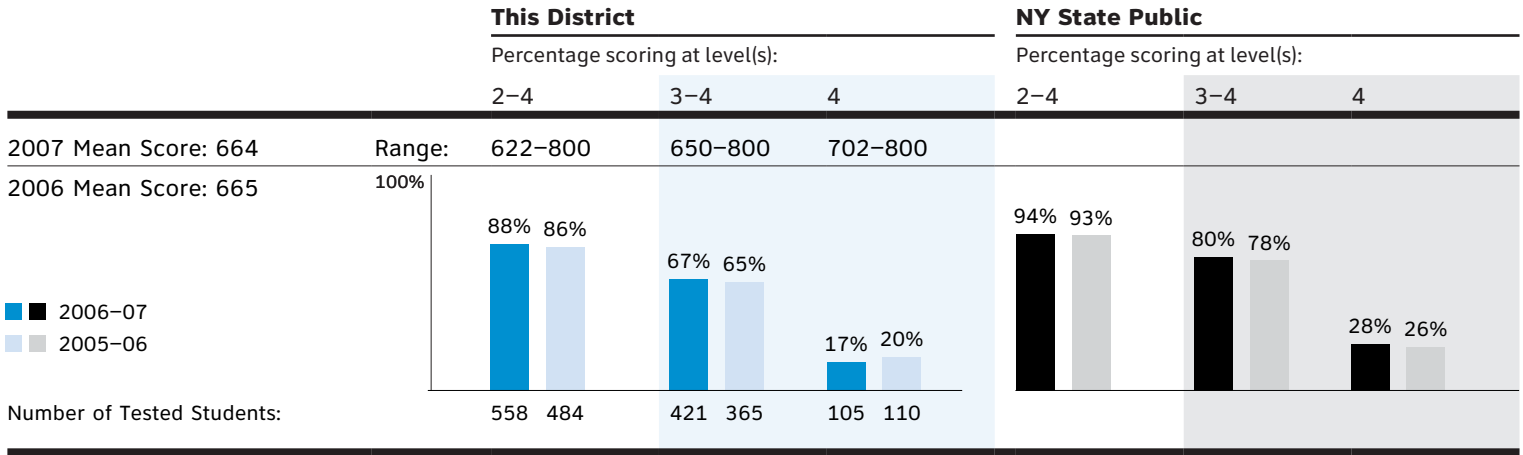
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Other Assessments

	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	22	22	19	17	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	19	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

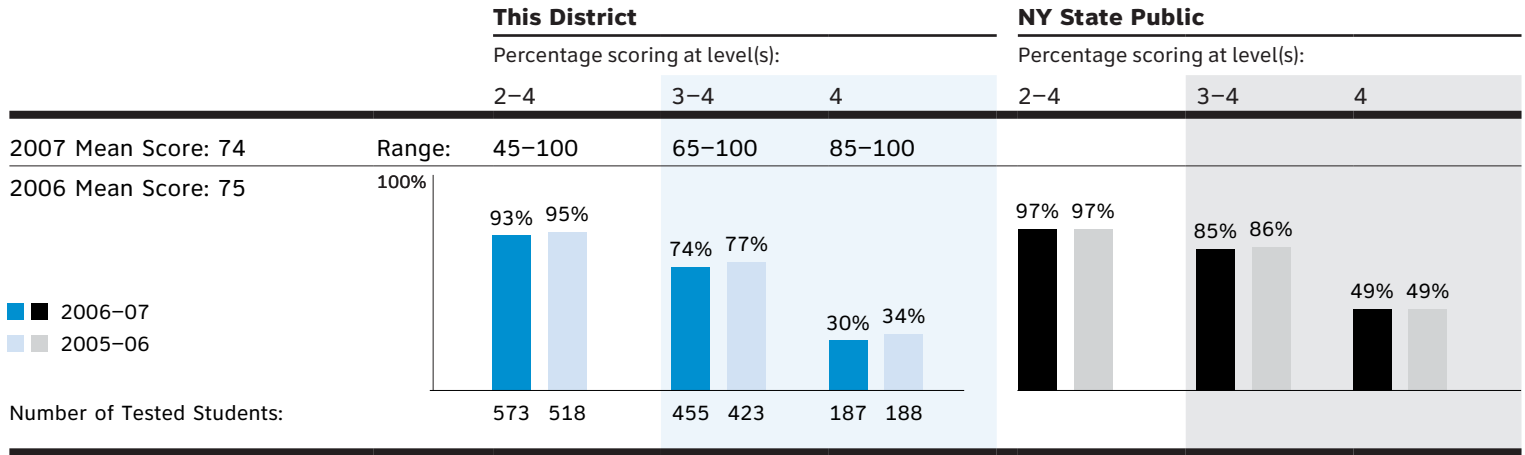
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	633	88%	67%	17%	562	86%	65%	20%
Female	296	91%	66%	17%	279	84%	64%	19%
Male	337	86%	67%	16%	283	88%	66%	20%
American Indian or Alaska Native					1	-	-	-
Black or African American	364	87%	63%	11%	315	83%	60%	14%
Hispanic or Latino	161	86%	63%	15%	139	88%	65%	14%
Asian or Native Hawaiian/Other Pacific Islander	50	96%	86%	44%	51	-	-	-
White	58	95%	79%	31%	56	84%	68%	32%
Multiracial								
Small Group Totals					52	98%	92%	52%
General-Education Students	533	94%	74%	20%	467	93%	73%	23%
Students with Disabilities	100	55%	28%	1%	95	55%	23%	2%
English Proficient	534	90%	71%	19%	484	89%	70%	23%
Limited English Proficient	99	79%	43%	5%	78	71%	31%	0%
Economically Disadvantaged	396	85%	60%	11%	358	83%	56%	14%
Not Disadvantaged	237	94%	78%	26%	204	91%	80%	30%
Migrant								
Not Migrant	633	88%	67%	17%	562	86%	65%	20%

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 4 Equivalent	22	22	20	19	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

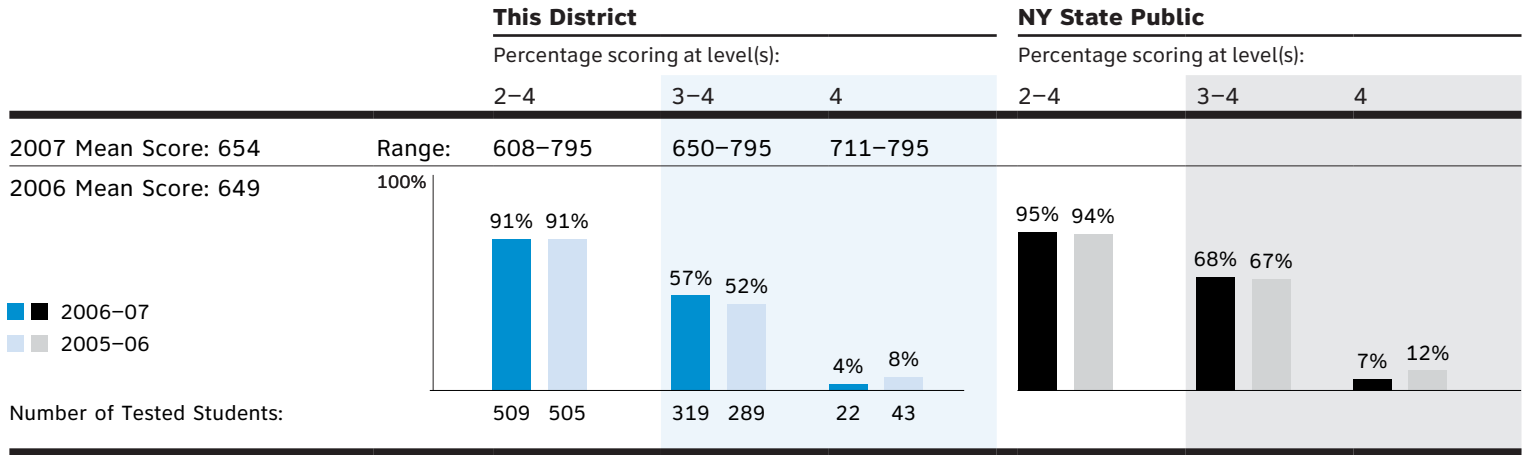
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	616	93%	74%	30%	548	95%	77%	34%
Female	287	95%	72%	32%	271	96%	79%	35%
Male	329	91%	76%	29%	277	93%	75%	34%
American Indian or Alaska Native					1	-	-	-
Black or African American	354	92%	71%	25%	307	94%	75%	30%
Hispanic or Latino	158	93%	69%	26%	137	92%	73%	26%
Asian or Native Hawaiian/Other Pacific Islander	49	98%	92%	57%	51	-	-	-
White	55	98%	91%	51%	52	98%	87%	48%
Multiracial								
Small Group Totals					52	100%	94%	71%
General-Education Students	521	97%	80%	35%	464	97%	82%	39%
Students with Disabilities	95	73%	41%	6%	84	81%	50%	10%
English Proficient	518	94%	79%	35%	470	97%	83%	40%
Limited English Proficient	98	86%	49%	7%	78	79%	45%	1%
Economically Disadvantaged	384	91%	67%	23%	348	93%	71%	25%
Not Disadvantaged	232	97%	85%	43%	200	98%	89%	51%
Migrant								
Not Migrant	616	93%	74%	30%	548	95%	77%	34%

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 4 Equivalent	22	22	21	21	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	561	91%	57%	4%	558	91%	52%	8%
Female	284	93%	57%	4%	280	92%	54%	7%
Male	277	88%	57%	4%	278	89%	49%	8%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	324	90%	52%	4%	355	90%	48%	6%
Hispanic or Latino	134	92%	56%	4%	87	92%	46%	3%
Asian or Native Hawaiian/Other Pacific Islander	49	-	-	-	43	-	-	-
White	53	85%	57%	4%	71	92%	62%	13%
Multiracial								
Small Group Totals	50	100%	88%	4%	45	93%	76%	20%
General-Education Students	459	96%	66%	5%	448	96%	61%	10%
Students with Disabilities	102	68%	16%	0%	110	70%	13%	0%
English Proficient	489	92%	62%	4%	506	92%	56%	8%
Limited English Proficient	72	79%	21%	0%	52	81%	15%	0%
Economically Disadvantaged	344	89%	51%	3%	325	88%	42%	4%
Not Disadvantaged	217	93%	66%	6%	233	94%	66%	13%
Migrant								
Not Migrant	561	91%	57%	4%	558	91%	52%	8%

NOTES

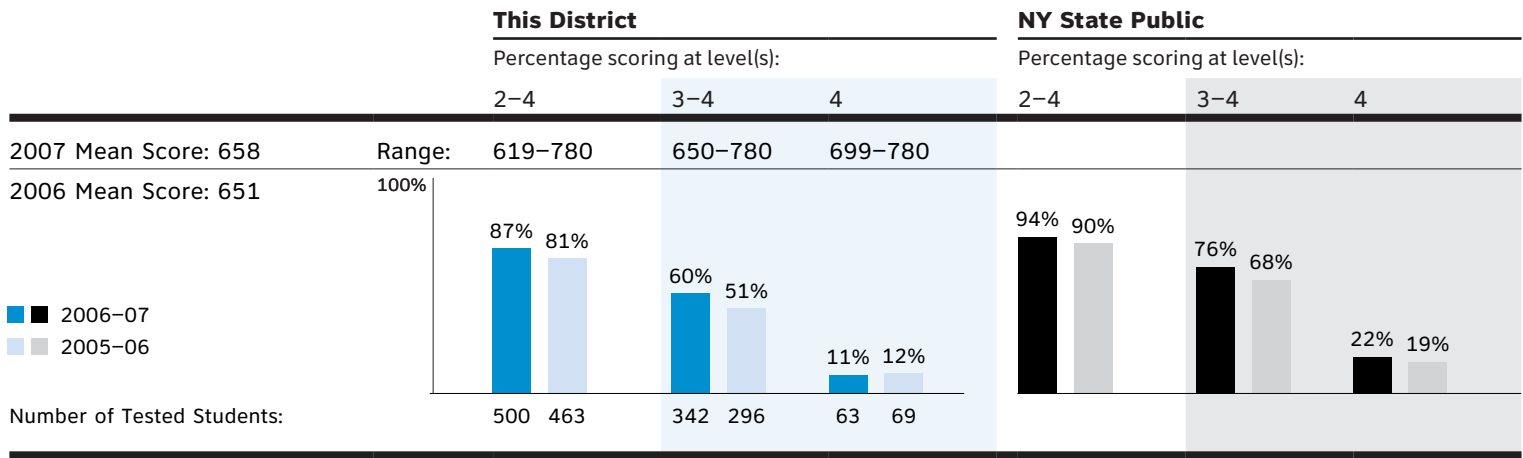
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Other Assessments

	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 5 Equivalent	10	10	10	10	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	12	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	573	87%	60%	11%	575	81%	51%	12%
Female	294	88%	58%	11%	286	82%	54%	11%
Male	279	87%	61%	11%	289	79%	49%	13%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	325	86%	56%	8%	361	78%	48%	8%
Hispanic or Latino	140	87%	56%	8%	98	82%	51%	5%
Asian or Native Hawaiian/Other Pacific Islander	54	96%	91%	33%	44	-	-	-
White	53	-	-	-	70	83%	56%	20%
Multiracial								
Small Group Totals	54	85%	63%	17%	46	93%	76%	43%
General-Education Students	473	93%	69%	13%	465	89%	62%	15%
Students with Disabilities	100	60%	17%	0%	110	43%	8%	1%
English Proficient	490	89%	64%	12%	498	83%	56%	14%
Limited English Proficient	83	76%	31%	7%	77	64%	23%	1%
Economically Disadvantaged	344	87%	53%	8%	345	77%	45%	7%
Not Disadvantaged	229	87%	69%	15%	230	85%	62%	19%
Migrant								
Not Migrant	573	87%	60%	11%	575	81%	51%	12%

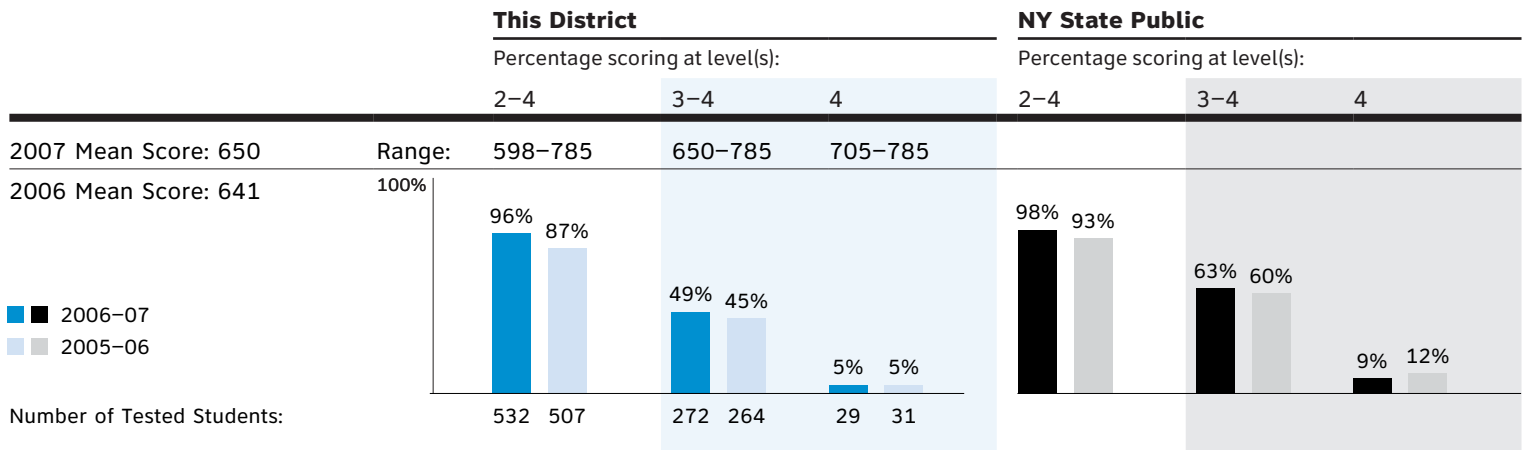
NOTES

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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	10	9	9	9	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	555	96%	49%	5%	582	87%	45%	5%
Female	268	99%	55%	7%	286	90%	52%	6%
Male	287	93%	44%	3%	296	85%	39%	5%
American Indian or Alaska Native	2	-	-	-				
Black or African American	347	95%	47%	4%	366	86%	43%	3%
Hispanic or Latino	103	95%	37%	4%	106	85%	36%	2%
Asian or Native Hawaiian/Other Pacific Islander	45	-	-	-	44	98%	70%	18%
White	58	97%	62%	5%	66	89%	59%	14%
Multiracial								
Small Group Totals	47	100%	77%	19%				
General-Education Students	451	99%	59%	6%	475	95%	54%	7%
Students with Disabilities	104	84%	7%	0%	107	54%	6%	0%
English Proficient	489	97%	53%	6%	537	89%	49%	6%
Limited English Proficient	66	89%	18%	0%	45	69%	2%	0%
Economically Disadvantaged	330	95%	38%	2%	373	86%	38%	3%
Not Disadvantaged	225	98%	66%	9%	209	89%	59%	10%
Migrant								
Not Migrant	555	96%	49%	5%	582	87%	45%	5%

NOTES

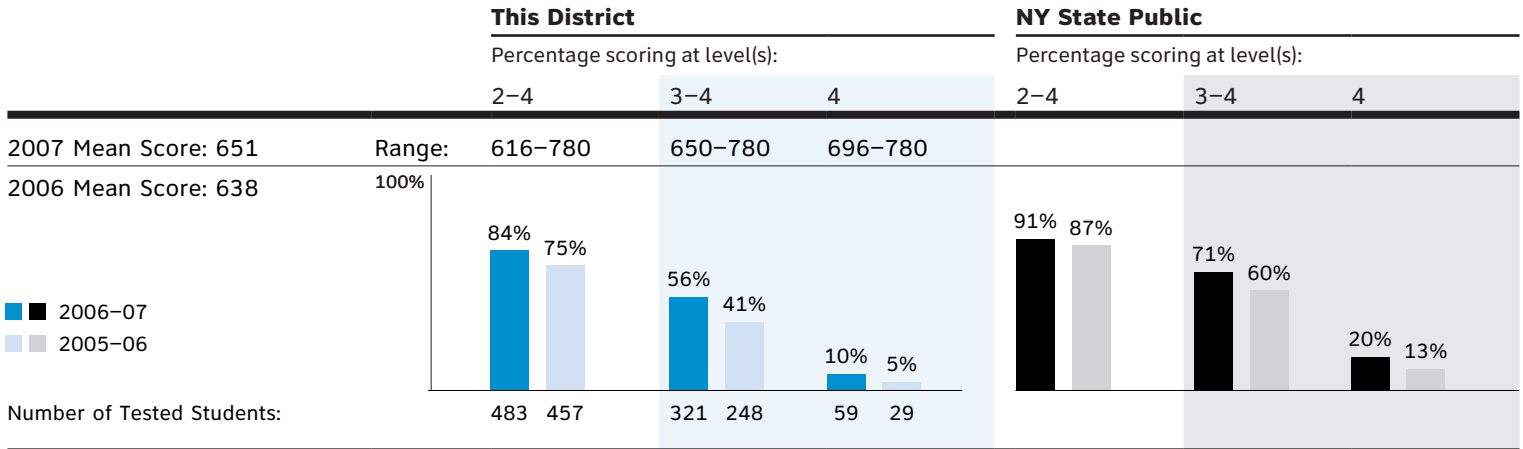
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Other Assessments

	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	9	9	8	8	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	24	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

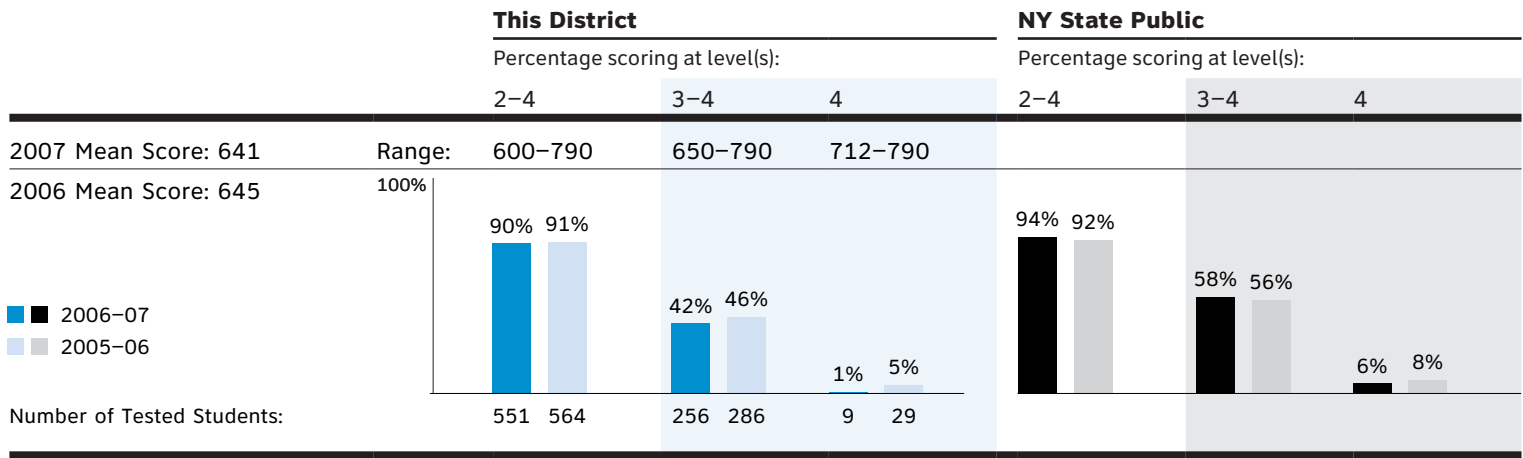
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	572	84%	56%	10%	612	75%	41%	5%
Female	278	87%	62%	9%	302	77%	41%	4%
Male	294	82%	51%	11%	310	73%	40%	5%
American Indian or Alaska Native	2	-	-	-				
Black or African American	351	84%	54%	7%	381	72%	34%	2%
Hispanic or Latino	115	78%	50%	8%	122	73%	38%	1%
Asian or Native Hawaiian/Other Pacific Islander	44	-	-	-	44	89%	75%	20%
White	60	88%	63%	17%	65	83%	62%	15%
Multiracial								
Small Group Totals	46	98%	80%	33%				
General-Education Students	471	92%	66%	13%	508	83%	48%	6%
Students with Disabilities	101	51%	9%	0%	104	35%	5%	0%
English Proficient	487	88%	62%	12%	536	78%	45%	5%
Limited English Proficient	85	62%	21%	1%	76	51%	11%	0%
Economically Disadvantaged	335	81%	49%	6%	398	71%	32%	2%
Not Disadvantaged	237	89%	67%	17%	214	81%	56%	10%
Migrant								
Not Migrant	572	84%	56%	10%	612	75%	41%	5%

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	9	9	9	8	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	613	90%	42%	1%	618	91%	46%	5%
Female	302	93%	49%	2%	289	95%	49%	6%
Male	311	87%	35%	1%	329	88%	44%	3%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	387	90%	37%	1%	400	91%	43%	4%
Hispanic or Latino	127	87%	36%	2%	106	90%	38%	2%
Asian or Native Hawaiian/Other Pacific Islander	42	95%	71%	7%	49	96%	76%	12%
White	57	93%	67%	2%	63	95%	57%	8%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	502	96%	50%	2%	525	95%	52%	6%
Students with Disabilities	111	63%	6%	0%	93	71%	12%	0%
English Proficient	556	92%	45%	2%	589	92%	48%	5%
Limited English Proficient	57	70%	9%	0%	29	72%	7%	0%
Economically Disadvantaged	382	89%	35%	1%	356	90%	38%	2%
Not Disadvantaged	231	92%	52%	2%	262	94%	58%	8%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	613	90%	42%	1%	618	91%	46%	5%

NOTES

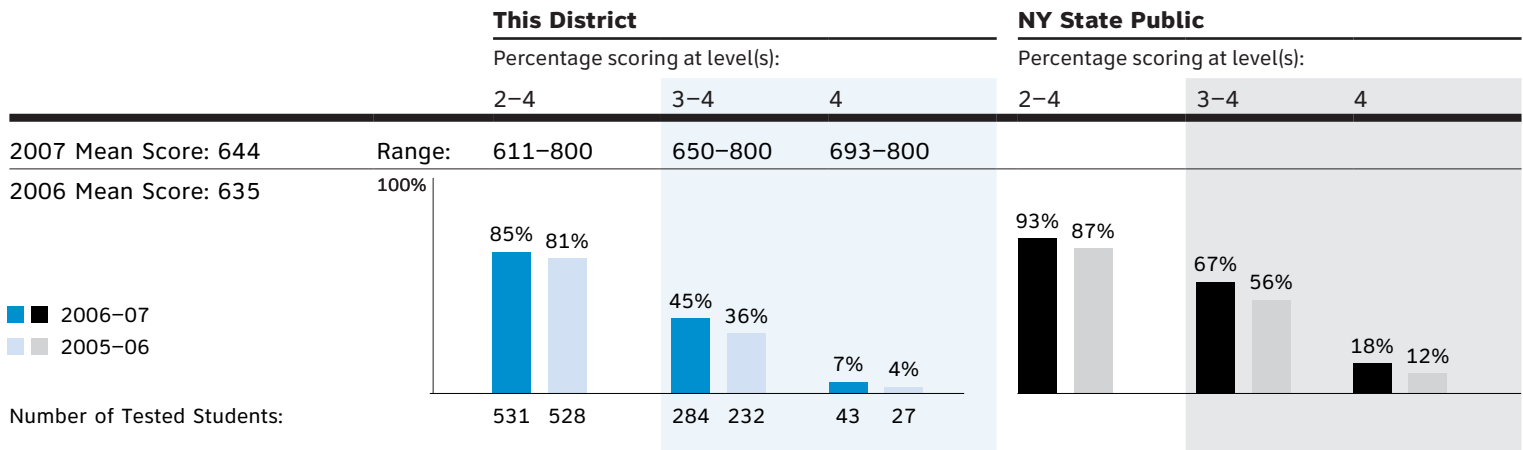
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Other Assessments

	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	15	15	15	14	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	16	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	625	85%	45%	7%	652	81%	36%	4%
Female	310	89%	49%	7%	307	83%	38%	5%
Male	315	81%	42%	7%	345	79%	34%	3%
American Indian or Alaska Native	1	-	-	-				
Black or African American	389	83%	40%	3%	409	78%	31%	3%
Hispanic or Latino	139	86%	42%	6%	128	80%	32%	2%
Asian or Native Hawaiian/Other Pacific Islander	42	-	-	-	49	98%	82%	14%
White	54	89%	63%	19%	66	86%	39%	8%
Multiracial								
Small Group Totals	43	93%	79%	30%				
General-Education Students	519	90%	53%	8%	559	87%	41%	5%
Students with Disabilities	106	60%	9%	0%	93	47%	3%	0%
English Proficient	555	88%	48%	8%	584	84%	39%	5%
Limited English Proficient	70	61%	21%	0%	68	53%	10%	0%
Economically Disadvantaged	385	82%	38%	4%	390	77%	25%	2%
Not Disadvantaged	240	89%	57%	11%	262	87%	52%	8%
Migrant								
Not Migrant	625	85%	45%	7%	652	81%	36%	4%

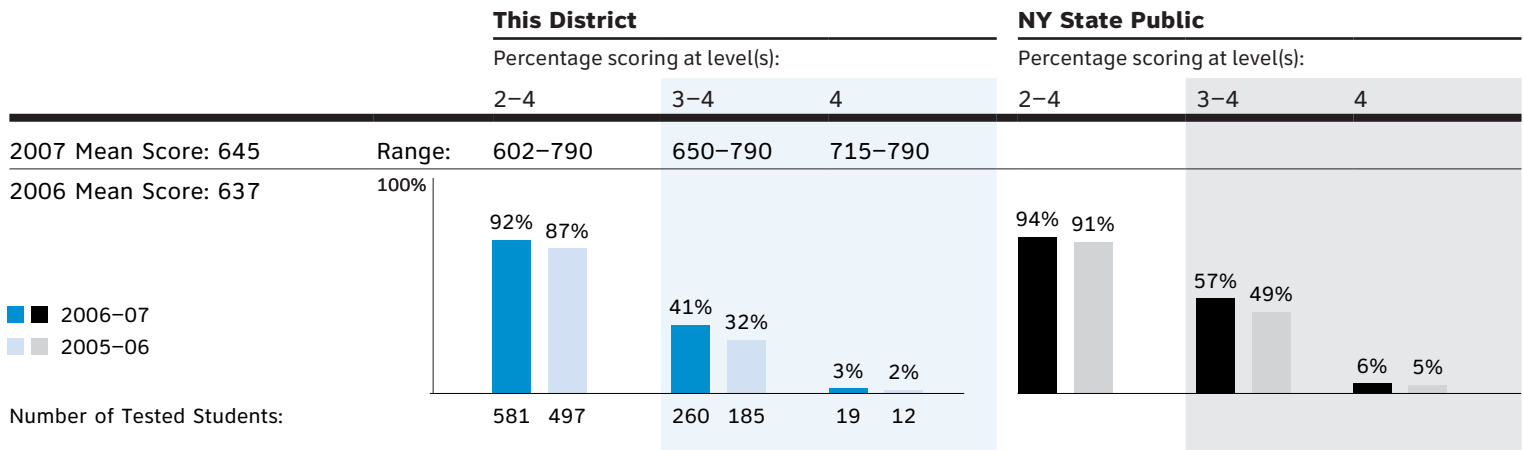
NOTES

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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	15	15	14	11	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	629	92%	41%	3%	570	87%	32%	2%
Female	301	93%	45%	4%	283	92%	42%	2%
Male	328	92%	38%	2%	287	83%	23%	2%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	396	92%	39%	2%	373	84%	26%	1%
Hispanic or Latino	119	91%	34%	3%	92	95%	34%	3%
Asian or Native Hawaiian/Other Pacific Islander	50	96%	72%	8%	45	98%	56%	2%
White	64	94%	45%	6%	60	90%	52%	10%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	525	97%	48%	3%	494	93%	37%	2%
Students with Disabilities	104	70%	7%	1%	76	49%	0%	0%
English Proficient	572	94%	45%	3%	545	88%	34%	2%
Limited English Proficient	57	74%	2%	0%	25	72%	4%	0%
Economically Disadvantaged	339	92%	35%	2%	319	83%	23%	0%
Not Disadvantaged	290	93%	49%	4%	251	92%	44%	5%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	629	92%	41%	3%	570	87%	32%	2%

NOTES

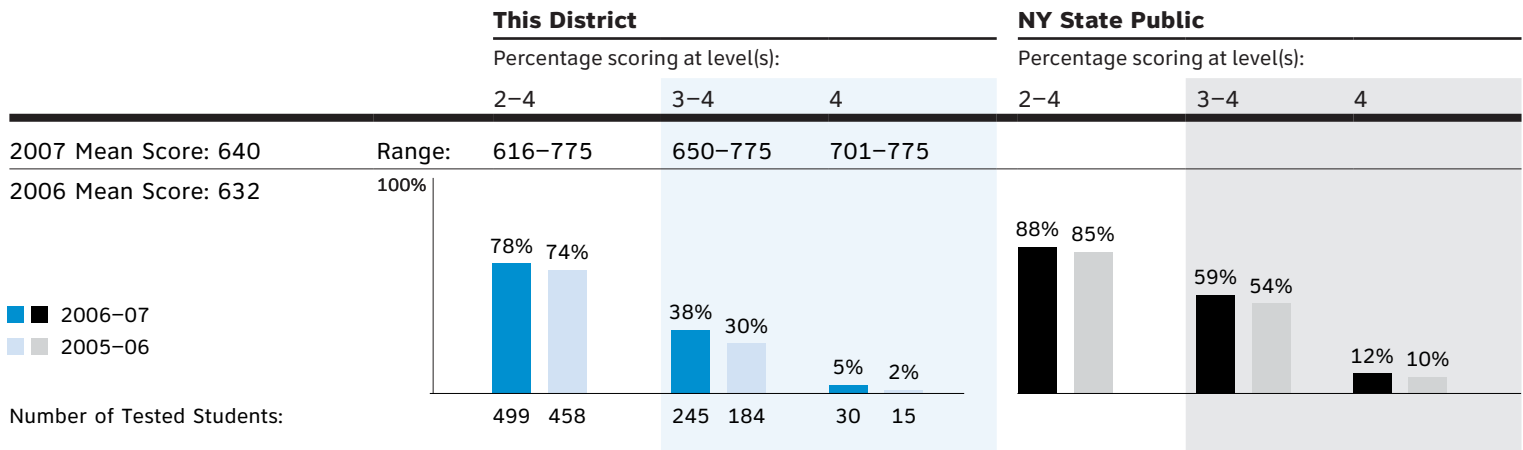
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Other Assessments

	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	11	11	11	10	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	18	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	637	78%	38%	5%	623	74%	30%	2%
Female	308	80%	40%	5%	304	76%	34%	2%
Male	329	77%	37%	4%	319	71%	26%	3%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	391	76%	35%	4%	396	70%	22%	1%
Hispanic or Latino	129	74%	35%	2%	121	69%	26%	2%
Asian or Native Hawaiian/Other Pacific Islander	52	96%	75%	19%	47	91%	70%	0%
White	65	88%	40%	5%	59	90%	56%	14%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	535	86%	44%	6%	547	78%	33%	3%
Students with Disabilities	102	39%	7%	0%	76	42%	7%	0%
English Proficient	553	82%	43%	5%	543	78%	33%	3%
Limited English Proficient	84	51%	6%	0%	80	44%	6%	0%
Economically Disadvantaged	345	75%	30%	2%	368	68%	20%	0%
Not Disadvantaged	292	82%	49%	8%	255	82%	43%	5%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	637	78%	38%	5%	623	74%	30%	2%

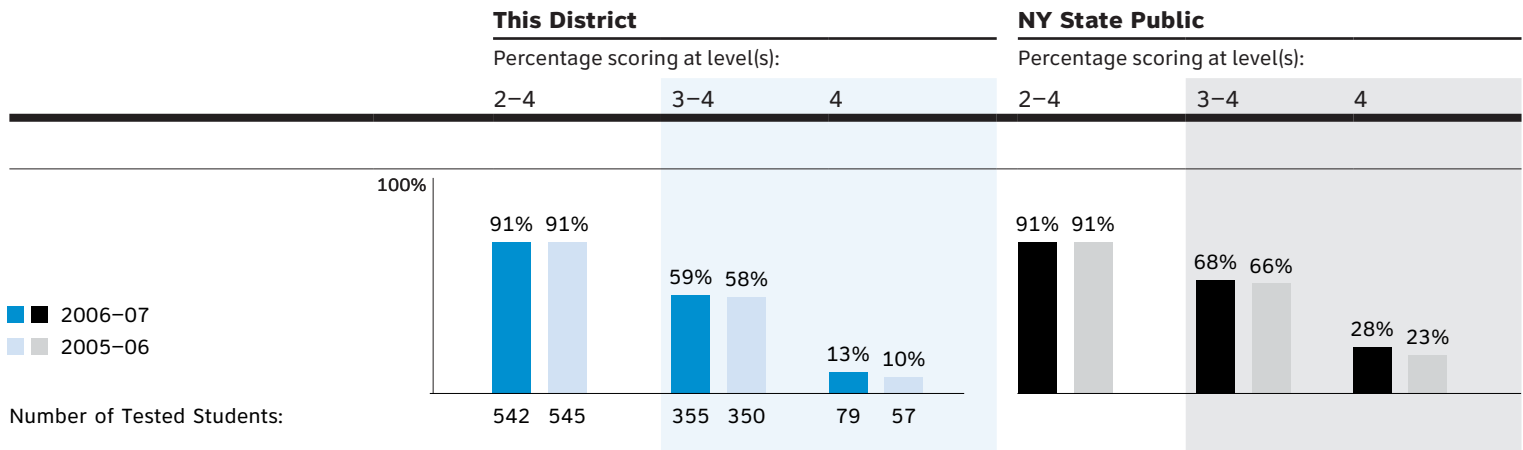
NOTES

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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	11	11	10	10	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	476	88%	49%	7%	480	89%	48%	4%
Female	222	87%	43%	6%	222	91%	47%	4%
Male	254	89%	54%	8%	258	87%	49%	4%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	306	86%	46%	5%	326	89%	44%	4%
Hispanic or Latino	110	89%	51%	10%	99	84%	48%	2%
Asian or Native Hawaiian/Other Pacific Islander	16	94%	69%	25%	24	96%	75%	4%
White	44	98%	55%	11%	31	94%	71%	10%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	380	92%	56%	8%	407	89%	52%	5%
Students with Disabilities	96	74%	22%	2%	73	85%	27%	0%
English Proficient	402	92%	55%	8%	408	94%	53%	5%
Limited English Proficient	74	68%	14%	1%	72	56%	18%	1%
Economically Disadvantaged	285	88%	43%	7%	321	87%	45%	4%
Not Disadvantaged	191	88%	58%	7%	159	92%	55%	4%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	476	88%	49%	7%	480	89%	48%	4%

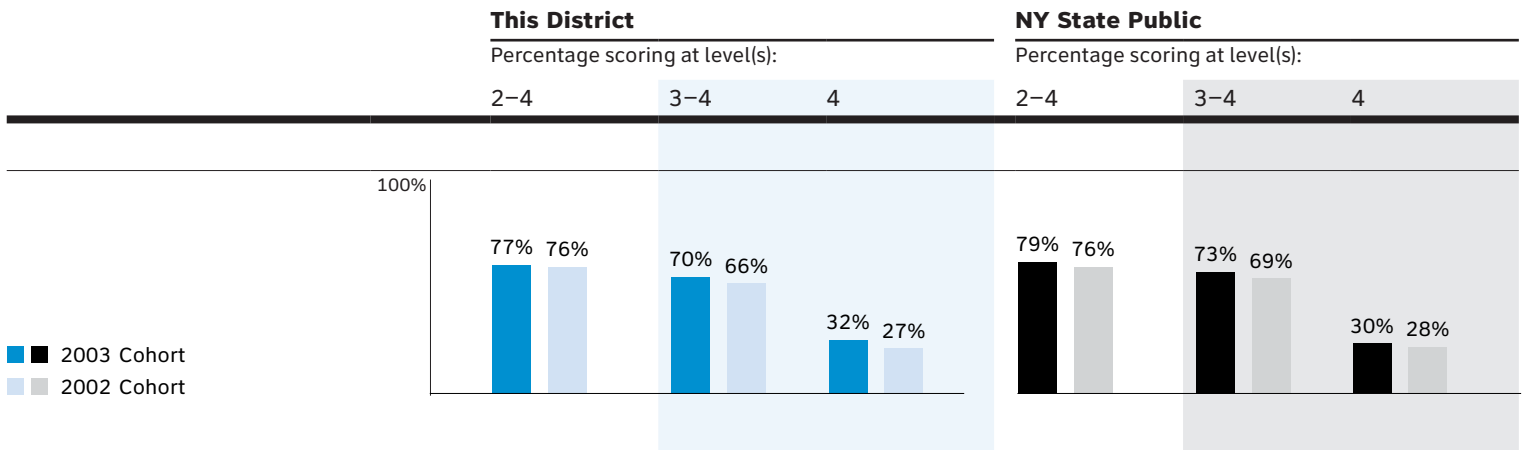
NOTES

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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	11	11	11	10	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	122	122	122	45	120	120	119	37

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	749	77%	70%	32%	687	76%	66%	27%
Female	371	84%	78%	38%	323	78%	71%	31%
Male	378	71%	62%	25%	364	74%	62%	24%
American Indian or Alaska Native	3	-	-	-				
Black or African American	449	80%	69%	24%	415	76%	64%	21%
Hispanic or Latino	90	61%	59%	22%	95	62%	56%	17%
Asian or Native Hawaiian/Other Pacific Islander	89	-	-	-	80	89%	83%	51%
White	118	81%	80%	53%	97	77%	73%	41%
Multiracial								
Small Group Totals	92	72%	70%	51%				
General-Education Students	665	83%	76%	35%	616	81%	72%	30%
Students with Disabilities	84	31%	23%	5%	71	30%	14%	3%
English Proficient	683	80%	73%	34%	598	80%	72%	30%
Limited English Proficient	66	50%	32%	2%	89	48%	31%	4%
Economically Disadvantaged	290	79%	68%	21%	257	76%	63%	16%
Not Disadvantaged	459	76%	71%	38%	430	76%	68%	33%
Migrant								
Not Migrant					687	76%	66%	27%

NOTES

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Other Assessments

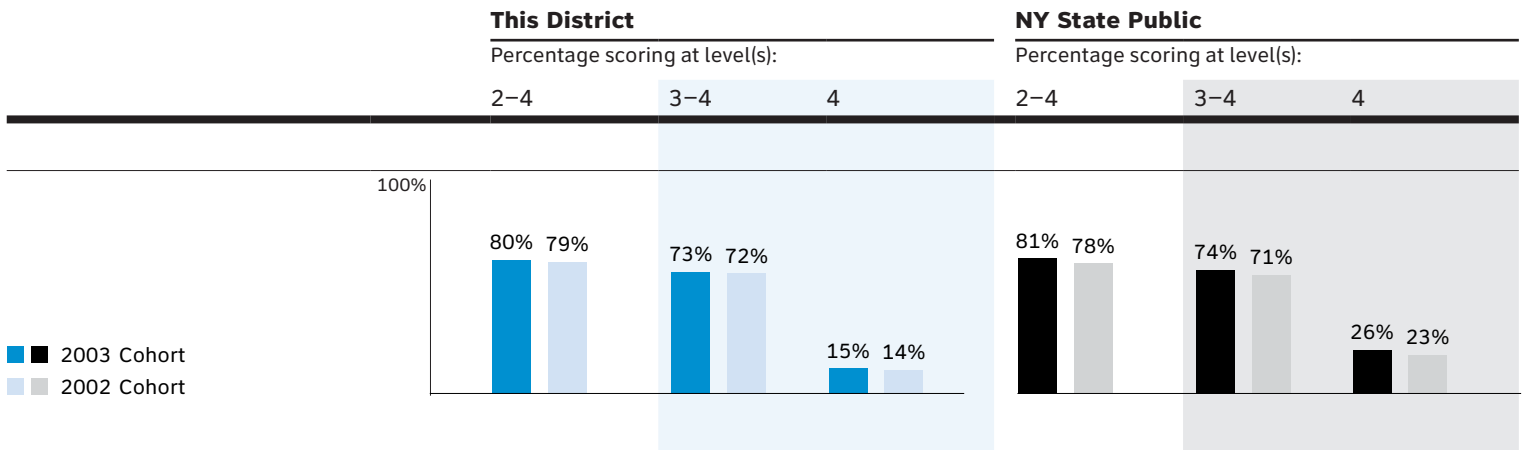
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				6	6	6	6

* 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	749	80%	73%	15%	687	79%	72%	14%
Female	371	85%	80%	18%	323	81%	75%	15%
Male	378	74%	67%	12%	364	78%	70%	13%
American Indian or Alaska Native	3	–	–	–				
Black or African American	449	82%	74%	8%	415	79%	70%	8%
Hispanic or Latino	90	69%	64%	11%	95	71%	63%	8%
Asian or Native Hawaiian/Other Pacific Islander	89	–	–	–	80	91%	85%	38%
White	118	83%	80%	29%	97	80%	78%	24%
Multiracial								
Small Group Totals	92	72%	72%	32%				
General-Education Students	665	86%	80%	16%	616	85%	78%	15%
Students with Disabilities	84	32%	20%	1%	71	30%	17%	1%
English Proficient	683	82%	76%	16%	598	82%	75%	15%
Limited English Proficient	66	55%	47%	6%	89	60%	52%	7%
Economically Disadvantaged	290	81%	73%	6%	257	80%	70%	9%
Not Disadvantaged	459	78%	74%	20%	430	79%	73%	17%
Migrant								
Not Migrant					687	79%	72%	14%

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				6	6	6	6

* 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.