



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **BEDFORD CENTRAL SCHOOL
DISTRICT**

District ID **66-01-02-06-0000**

Superintendent **JERE HOCHMAN**

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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 **BEDFORD CENTRAL SCHOOL DISTRICT**District ID **66-01-02-06-0000**

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	31	32	47
Kindergarten	355	333	340
Grade 1	349	347	325
Grade 2	332	346	342
Grade 3	332	327	350
Grade 4	341	328	329
Grade 5	348	328	319
Grade 6	314	337	333
Ungraded Elementary	19	22	23
Grade 7	283	327	340
Grade 8	310	311	321
Grade 9	329	328	335
Grade 10	334	332	346
Grade 11	312	304	306
Grade 12	288	288	294
Ungraded Secondary	53	13	21
Total K-12	4299	4271	4324

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	21	20	20
Grade 8			
English	20	20	21
Mathematics	21	20	20
Science	20	20	22
Social Studies	20	20	21
Grade 10			
English	19	16	19
Mathematics	20	18	18
Science	19	20	21
Social Studies	20	17	17

Enrollment Information

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

Average Class Size Information

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

District **BEDFORD CENTRAL SCHOOL DISTRICT**District ID **66-01-02-06-0000**

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	353	8%	324	8%	263	6%
Reduced-Price Lunch	261	6%	282	7%	296	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	324	8%	347	8%	336	8%
Racial/Ethnic Origin						
American Indian or Alaska Native	3	0%	4	0%	5	0%
Black or African American	228	5%	224	5%	220	5%
Hispanic or Latino	724	17%	743	17%	817	19%
Asian or Native Hawaiian/Other Pacific Islander	184	4%	184	4%	214	5%
White	3160	74%	3116	73%	3068	71%
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		96%		96%		96%
Student Suspensions	166	4%	155	4%	182	4%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District **BEDFORD CENTRAL SCHOOL DISTRICT**District ID **66-01-02-06-0000**

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	395	393	387
Percent with No Valid Teaching Certificate	4%	1%	0%
Percent Teaching Out of Certification	5%	2%	0%
Percent with Fewer Than Three Years of Experience	9%	8%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	32%	33%	36%
Total Number of Core Classes*	N/A	1455	1008
Percent Not Taught by Highly Qualified Teachers	N/A	3%	0%
Total Number of Classes	1352	1368	1407
Percent Taught by Teachers Without Appropriate Certification	6%	3%	0%

* 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	20%	21%	22%
Turnover Rate of All Teachers	18%	18%	14%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	60	58	57
Total Paraprofessionals*	166	143	154
Assistant Principals	4	5	6
Principals	7	7	7

* Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2006–07 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2002 graduation-rate cohort earning a local diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMO's for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Graduation-Rate Cohort

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

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

Science Progress Target

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

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

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

Summary

Overall Accountability Status (2007-08)

Good Standing

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

Title I Part A Funding

Years the District Received Title I Part A Funding

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	—	—				
Black or African American				—	—	
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander				—	—	
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient				—	—	
Economically Disadvantaged				—	—	
Student groups making AYP in each subject	8 of 8	8 of 8	1 of 1	4 of 4	4 of 4	1 of 1

AYP Status


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

Accountability Status Levels

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


























Elementary/Middle-Level English Language Arts

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

Accountability Measures 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) 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 (2017:1989)			100%		178	120	
Ethnicity							
American Indian or Alaska Native (3:2)	—	—	—	—	—	—	—
Black or African American (105:103)			99%		160	112	
Hispanic or Latino (350:337)			99%		148	116	
Asian or Native Hawaiian/Other Pacific Islander (107:105)			100%		184	112	
White (1452:1442)			100%		185	119	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (185:176)			99%		118	114	
Limited English Proficient ⁵ (103:158)			99%		126	114	
Economically Disadvantaged (288:275)			99%		138	115	
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 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 (2004:1982)			100%		182	84	
Ethnicity							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (103:102)			100%		151	76	
Hispanic or Latino (349:341)			100%		156	80	
Asian or Native Hawaiian/Other Pacific Islander (107:106)			100%		192	76	
White (1443:1431)			100%		190	83	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (182:172)			98%		124	78	
Limited English Proficient ⁵ (103:166)			100%		143	78	
Economically Disadvantaged (284:275)			100%		146	79	
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 (651:639)		Qualified		99%		185	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (30:29)		—	—	—	—	—	—	—
Hispanic or Latino (108:103)		Qualified		98%		163	100	
Asian or Native Hawaiian/Other Pacific Islander (33:33)		—	—	—		191	100	
White (480:474)		Qualified		99%		191	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (62:60)		Qualified		97%		142	100	
Limited English Proficient ⁴ (40:56)		Qualified		98%		148	100	
Economically Disadvantaged (88:85)		Qualified		100%		155	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  Good Standing
for This Subject
(2007–08)

Accountability Measures 4 of 4 Student groups making AYP in English Language Arts
 Made AYP

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

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

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (287:280)			100%		186	153	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (24:22)	—	—	—	—	—	—	—
Hispanic or Latino (32:36)		—	—		147	143	
Asian or Native Hawaiian/Other Pacific Islander (19:17)	—	—	—	—	—	—	—
White (212:205)			100%		195	151	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (37:38)		—	—		158	143	
Limited English Proficient ⁴ (5:8)	—	—	—	—	—	—	—
Economically Disadvantaged (25:28)	—	—	—	—	—	—	—
Final AYP Determination		4 of 4					

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

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


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

AYP Status

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












Secondary-Level Mathematics

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

Accountability Measures 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	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 (287:280)			100%		182	146	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (24:22)	—	—	—	—	—	—	—
Hispanic or Latino (32:36)		—	—		153	136	
Asian or Native Hawaiian/Other Pacific Islander (19:17)	—	—	—	—	—	—	—
White (212:205)			100%		189	144	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (37:38)		—	—		147	136	
Limited English Proficient ⁴ (5:8)	—	—	—	—	—	—	—
Economically Disadvantaged (25:28)	—	—	—	—	—	—	—
Final AYP Determination		4 of 4					

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 (277)			91%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (17)		–	–	–		
Hispanic or Latino (49)			84%	55%		
Asian or Native Hawaiian/Other Pacific Islander (11)		–	–	–		
White (200)			94%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (33)			94%	55%		
Limited English Proficient ³ (14)		–	–	–		
Economically Disadvantaged (35)			83%	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 **BEDFORD CENTRAL SCHOOL DISTRICT**

District ID **66-01-02-06-0000**

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

1 school identified 14% of total

MOUNT KISCO ELEMENTARY SCHOOL

New York State Status

Good Standing

6 schools identified 86% of total

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

District **BEDFORD CENTRAL SCHOOL DISTRICT**District ID **66-01-02-06-0000**

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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	83%			352
Grade 4	78%			324
Grade 5	82%			313
Grade 6	82%			329
Grade 7	76%			337
Grade 8	80%			319
Mathematics				
Grade 3	92%			351
Grade 4	87%			325
Grade 5	82%			312
Grade 6	89%			329
Grade 7	83%			336
Grade 8	76%			321
Science				
Grade 4	93%			326
Grade 8	81%			311

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	88%			296
Mathematics	85%			296

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

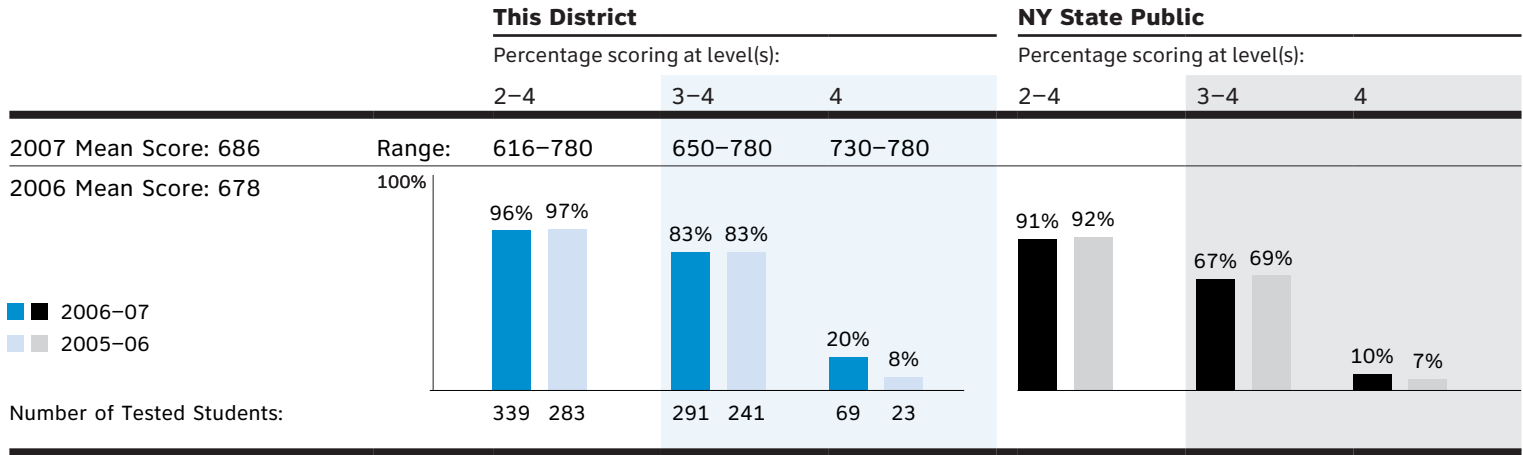
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Low Need Districts

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	352	96%	83%	20%	292	97%	83%	8%
Female	164	98%	87%	23%	154	99%	88%	11%
Male	188	95%	79%	17%	138	95%	76%	4%
American Indian or Alaska Native								
Black or African American	15	100%	100%	13%	10	90%	40%	0%
Hispanic or Latino	63	89%	62%	6%	35	91%	71%	3%
Asian or Native Hawaiian/Other Pacific Islander	26	96%	81%	23%	12	100%	92%	8%
White	248	98%	87%	23%	235	98%	86%	9%
Multiracial								
Small Group Totals								
General-Education Students	331	97%	85%	21%	273	98%	85%	8%
Students with Disabilities	21	81%	38%	0%	19	79%	42%	0%
English Proficient	328	98%	85%	21%	291	-	-	-
Limited English Proficient	24	75%	46%	4%	1	-	-	-
Economically Disadvantaged	46	89%	63%	11%	21	90%	71%	0%
Not Disadvantaged	306	97%	86%	21%	271	97%	83%	8%
Migrant								
Not Migrant	352	96%	83%	20%	292	97%	83%	8%

NOTES

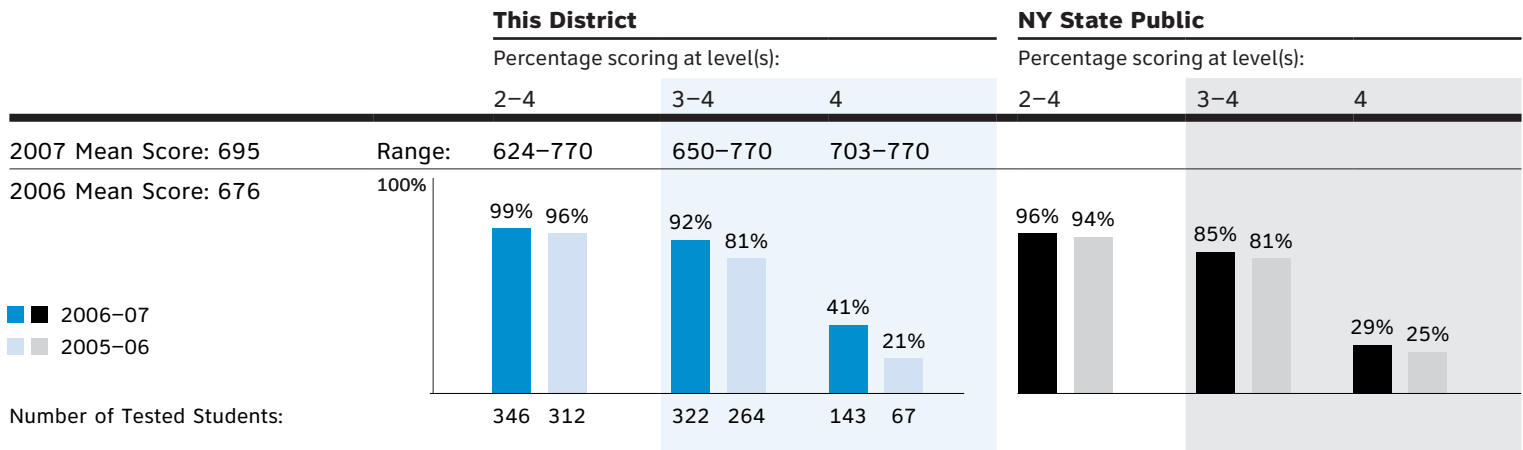
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	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 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
All Students	351	99%	92%	41%	325	96%	81%	21%
Female	164	99%	91%	40%	171	97%	82%	20%
Male	187	98%	92%	42%	154	95%	80%	21%
American Indian or Alaska Native					1	-	-	-
Black or African American	15	100%	100%	27%	9	-	-	-
Hispanic or Latino	63	94%	81%	24%	63	86%	54%	8%
Asian or Native Hawaiian/Other Pacific Islander	26	100%	96%	42%	15	100%	87%	33%
White	247	100%	94%	46%	237	99%	89%	24%
Multiracial								
Small Group Totals					10	90%	50%	10%
General-Education Students	330	99%	94%	43%	305	97%	83%	22%
Students with Disabilities	21	86%	57%	10%	20	80%	50%	5%
English Proficient	325	99%	94%	44%	287	98%	87%	23%
Limited English Proficient	26	92%	58%	4%	38	84%	39%	3%
Economically Disadvantaged	46	96%	76%	17%	42	88%	50%	5%
Not Disadvantaged	305	99%	94%	44%	283	97%	86%	23%
Migrant								
Not Migrant	351	99%	92%	41%	325	96%	81%	21%

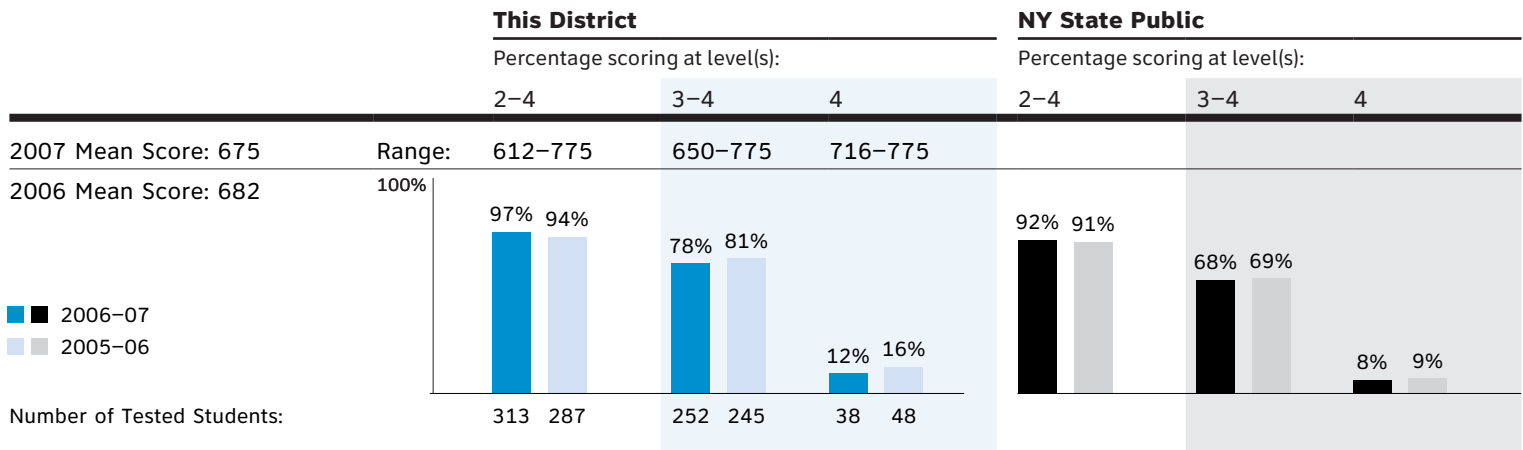
NOTES

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Other Assessments

	2006-07 School Year			2005-06 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	4	-	-	-	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	324	97%	78%	12%	304	94%	81%	16%
Female	167	98%	81%	16%	158	94%	85%	16%
Male	157	96%	75%	7%	146	95%	76%	16%
American Indian or Alaska Native	1	-	-	-				
Black or African American	10	-	-	-	19	68%	47%	16%
Hispanic or Latino	63	90%	44%	2%	35	91%	71%	3%
Asian or Native Hawaiian/Other Pacific Islander	17	100%	82%	6%	16	94%	88%	6%
White	233	98%	87%	15%	234	97%	84%	18%
Multiracial								
Small Group Totals	11	91%	73%	0%				
General-Education Students	305	98%	81%	12%	283	99%	86%	17%
Students with Disabilities	19	74%	21%	0%	21	38%	10%	0%
English Proficient	295	98%	84%	13%	302	-	-	-
Limited English Proficient	29	83%	17%	0%	2	-	-	-
Economically Disadvantaged	52	85%	40%	2%	25	80%	64%	4%
Not Disadvantaged	272	99%	85%	14%	279	96%	82%	17%
Migrant								
Not Migrant	324	97%	78%	12%	304	94%	81%	16%

NOTES

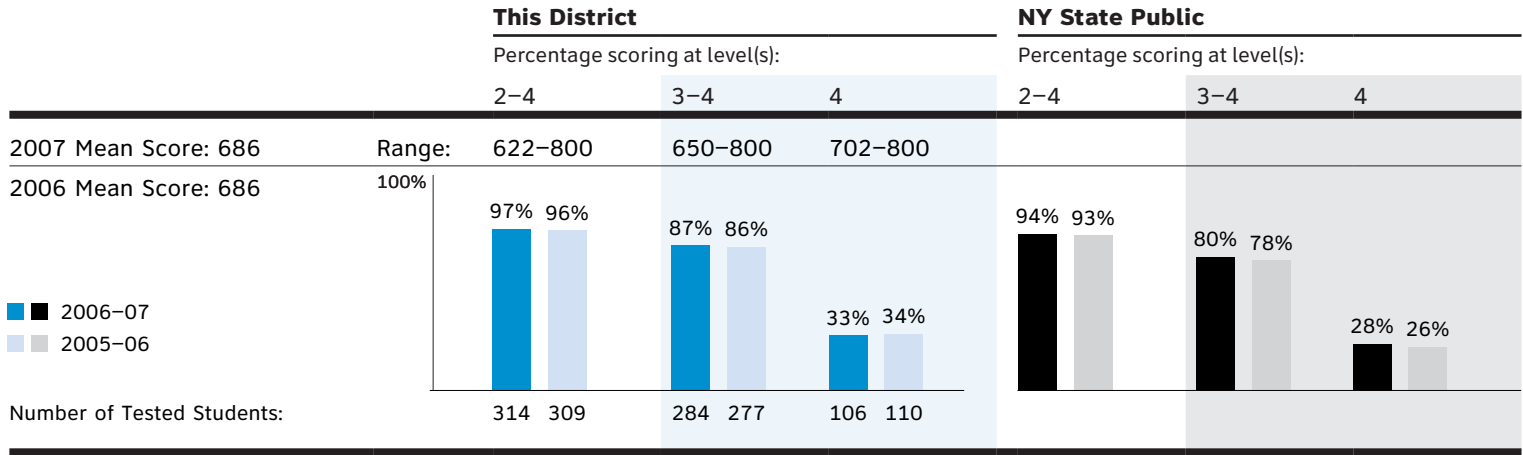
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	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 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
All Students	325	97%	87%	33%	323	96%	86%	34%
Female	167	96%	90%	28%	170	95%	85%	34%
Male	158	97%	85%	38%	153	97%	86%	35%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	10	100%	90%	10%	19	84%	68%	5%
Hispanic or Latino	65	88%	65%	9%	53	94%	66%	11%
Asian or Native Hawaiian/Other Pacific Islander	17	100%	94%	41%	15	93%	93%	33%
White	233	99%	93%	39%	236	97%	91%	42%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	306	98%	90%	34%	301	99%	90%	36%
Students with Disabilities	19	68%	53%	5%	22	55%	23%	5%
English Proficient	294	98%	92%	36%	303	96%	88%	36%
Limited English Proficient	31	84%	42%	3%	20	90%	55%	0%
Economically Disadvantaged	52	88%	65%	8%	37	92%	54%	8%
Not Disadvantaged	273	98%	92%	37%	286	96%	90%	37%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	325	97%	87%	33%	323	96%	86%	34%

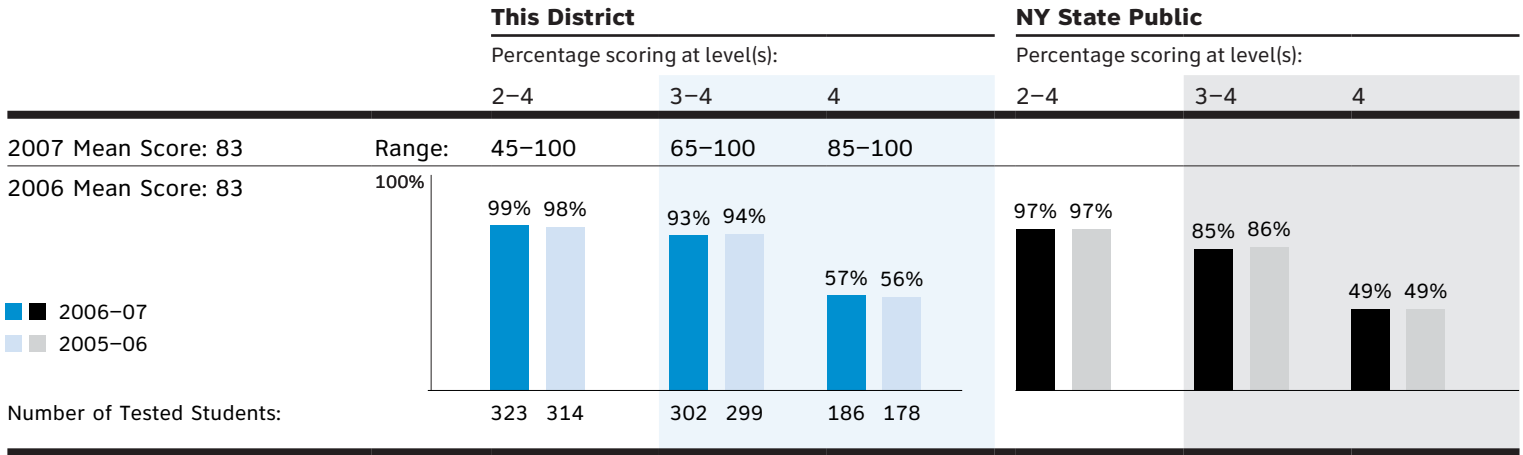
NOTES

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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	2	-	-	-	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

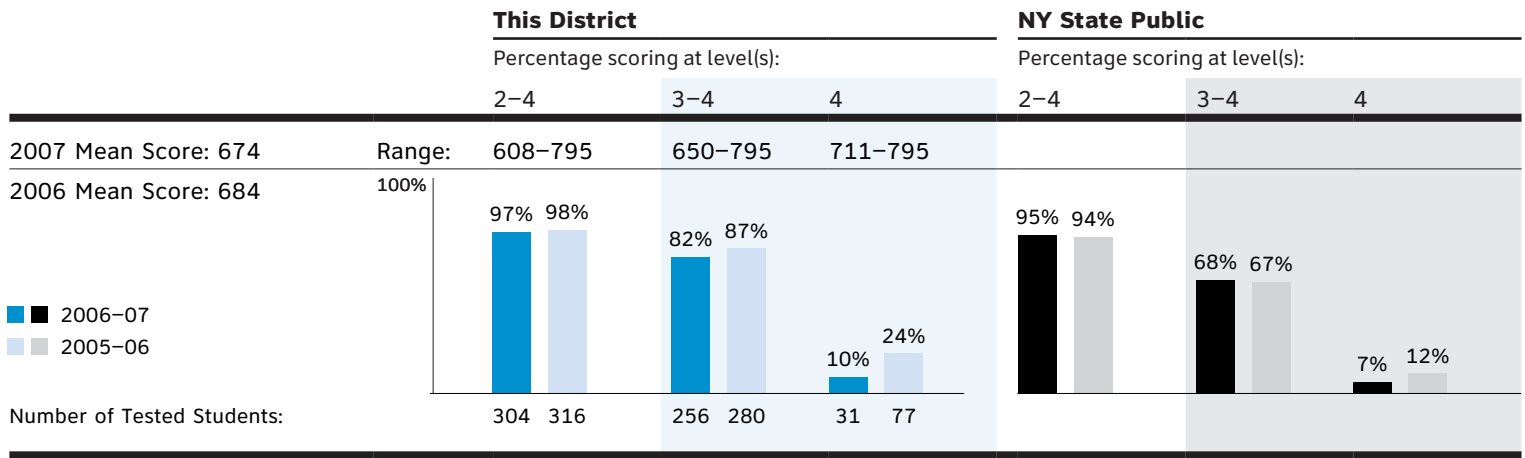
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	326	99%	93%	57%	319	98%	94%	56%
Female	167	99%	93%	56%	169	98%	93%	59%
Male	159	99%	92%	58%	150	99%	95%	53%
American Indian or Alaska Native					1	-	-	-
Black or African American	10	100%	80%	40%	17	94%	82%	41%
Hispanic or Latino	65	97%	77%	26%	52	98%	90%	37%
Asian or Native Hawaiian/Other Pacific Islander	17	100%	94%	59%	14	-	-	-
White	234	100%	97%	66%	235	99%	96%	61%
Multiracial								
Small Group Totals					15	100%	87%	60%
General-Education Students	307	99%	94%	60%	301	100%	96%	59%
Students with Disabilities	19	100%	68%	11%	18	78%	56%	0%
English Proficient	295	100%	96%	62%	299	98%	94%	59%
Limited English Proficient	31	90%	58%	6%	20	100%	85%	15%
Economically Disadvantaged	52	96%	77%	23%	35	100%	83%	31%
Not Disadvantaged	274	100%	96%	64%	284	98%	95%	59%
Migrant								
Not Migrant	326	99%	93%	57%	319	98%	94%	56%

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	3	-	-	-	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	313	97%	82%	10%	321	98%	87%	24%
Female	163	97%	83%	11%	147	99%	88%	23%
Male	150	97%	81%	9%	174	98%	87%	25%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	20	95%	70%	5%	10	-	-	-
Hispanic or Latino	54	96%	63%	4%	54	96%	74%	7%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	12	100%	100%	50%
White	226	97%	87%	12%	244	99%	90%	27%
Multiracial								
Small Group Totals	13	100%	85%	0%	11	91%	73%	0%
General-Education Students	288	100%	87%	11%	301	99%	89%	26%
Students with Disabilities	25	64%	20%	0%	20	85%	55%	0%
English Proficient	298	98%	85%	10%	307	99%	88%	25%
Limited English Proficient	15	80%	20%	0%	14	93%	64%	0%
Economically Disadvantaged	45	93%	53%	2%	39	92%	69%	3%
Not Disadvantaged	268	98%	87%	11%	282	99%	90%	27%
Migrant								
Not Migrant	313	97%	82%	10%	321	98%	87%	24%

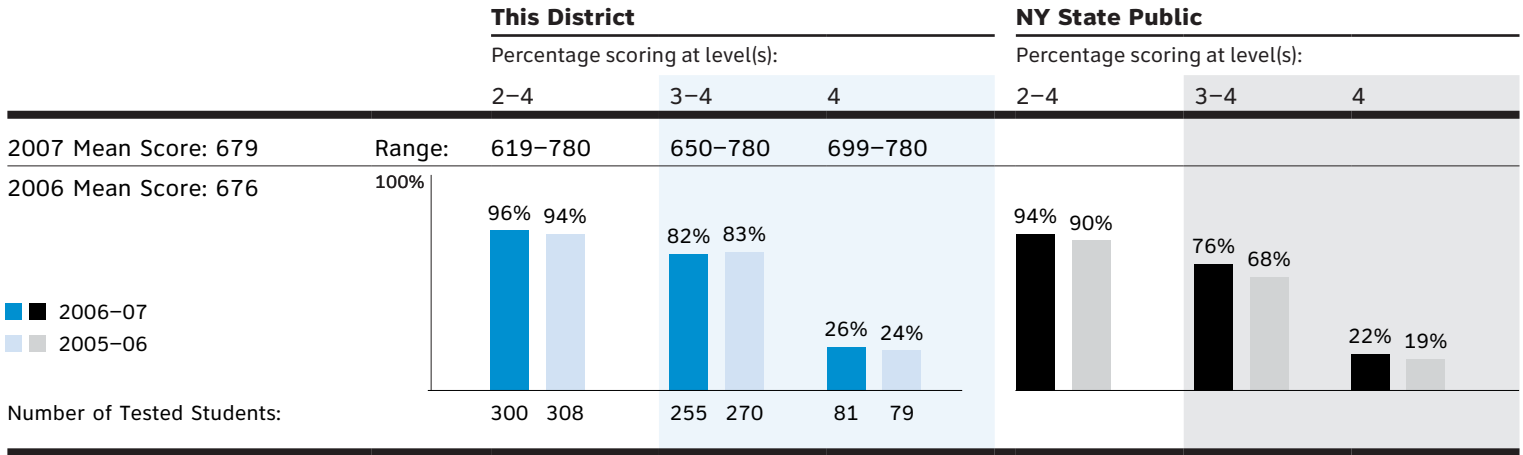
NOTES
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	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 5	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 5 Mathematics



Results by Student Group

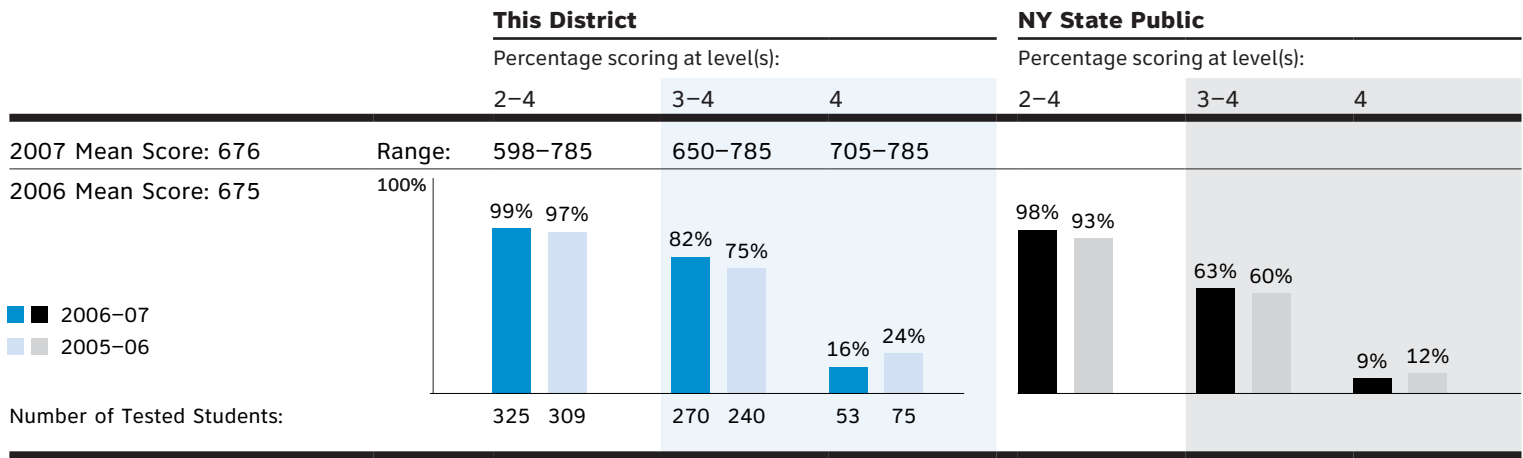
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	312	96%	82%	26%	326	94%	83%	24%
Female	163	96%	84%	25%	150	97%	81%	25%
Male	149	97%	79%	28%	176	93%	84%	24%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	20	95%	55%	10%	10	-	-	-
Hispanic or Latino	55	95%	60%	7%	58	90%	59%	3%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	13	100%	92%	38%
White	223	97%	90%	32%	244	97%	89%	29%
Multiracial								
Small Group Totals	14	86%	79%	29%	11	64%	64%	9%
General-Education Students	288	98%	86%	28%	305	97%	85%	26%
Students with Disabilities	24	71%	25%	0%	21	62%	48%	5%
English Proficient	296	97%	85%	27%	308	95%	86%	26%
Limited English Proficient	16	81%	25%	0%	18	83%	33%	0%
Economically Disadvantaged	46	89%	48%	7%	39	87%	62%	3%
Not Disadvantaged	266	97%	88%	29%	287	95%	86%	27%
Migrant								
Not Migrant	312	96%	82%	26%	326	94%	83%	24%

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	4	-	-	-	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	329	99%	82%	16%	318	97%	75%	24%
Female	153	99%	82%	21%	158	98%	81%	29%
Male	176	99%	82%	12%	160	96%	70%	18%
American Indian or Alaska Native	1	-	-	-				
Black or African American	13	100%	54%	8%	22	100%	68%	14%
Hispanic or Latino	59	97%	51%	3%	47	91%	55%	9%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	18	100%	72%	11%
White	243	99%	91%	18%	231	98%	81%	29%
Multiracial								
Small Group Totals	14	100%	57%	7%				
General-Education Students	305	100%	86%	17%	299	98%	79%	25%
Students with Disabilities	24	83%	29%	0%	19	79%	26%	0%
English Proficient	319	99%	84%	17%	312	97%	77%	24%
Limited English Proficient	10	100%	20%	0%	6	100%	17%	0%
Economically Disadvantaged	46	96%	46%	0%	41	90%	49%	2%
Not Disadvantaged	283	99%	88%	19%	277	98%	79%	27%
Migrant								
Not Migrant	329	99%	82%	16%	318	97%	75%	24%

NOTES

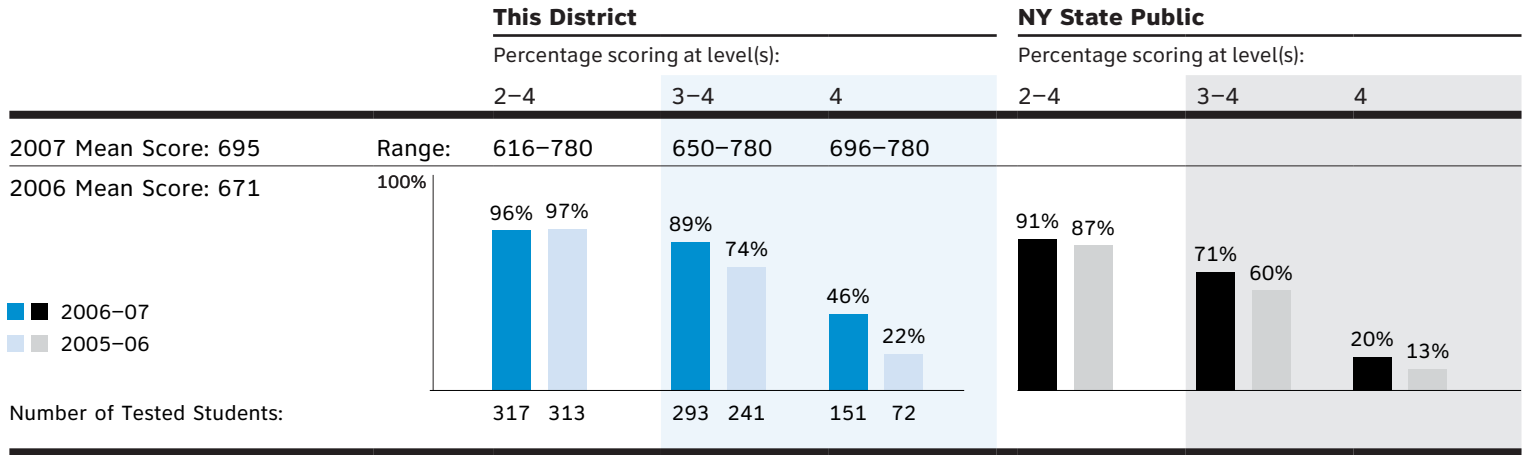
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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 6 Equivalent	6	6	6	6	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	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 6 Mathematics



Results by Student Group

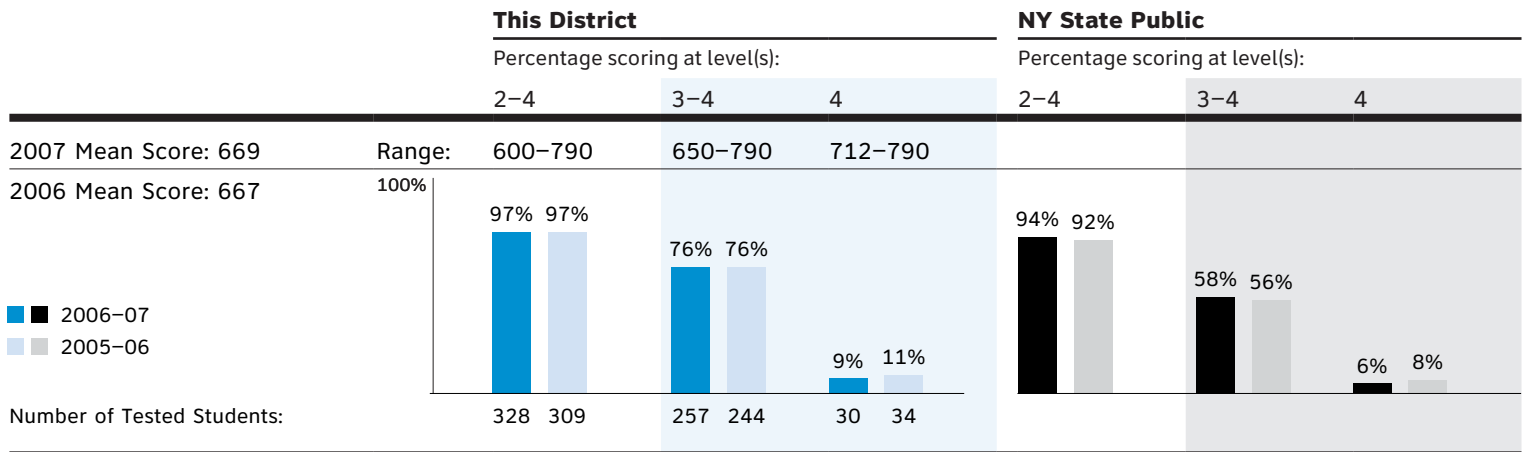
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	329	96%	89%	46%	324	97%	74%	22%
Female	153	99%	92%	41%	160	99%	75%	21%
Male	176	94%	86%	50%	164	95%	74%	24%
American Indian or Alaska Native	1	-	-	-				
Black or African American	12	-	-	-	21	95%	57%	5%
Hispanic or Latino	60	92%	65%	20%	54	91%	41%	6%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	100%	69%	18	100%	89%	39%
White	243	98%	96%	52%	231	98%	83%	26%
Multiracial								
Small Group Totals	13	77%	62%	31%				
General-Education Students	304	98%	94%	49%	305	98%	77%	24%
Students with Disabilities	25	72%	32%	4%	19	74%	32%	0%
English Proficient	318	97%	91%	47%	310	97%	77%	23%
Limited English Proficient	11	91%	45%	0%	14	86%	14%	0%
Economically Disadvantaged	46	87%	59%	17%	44	89%	32%	2%
Not Disadvantaged	283	98%	94%	51%	280	98%	81%	25%
Migrant								
Not Migrant	329	96%	89%	46%	324	97%	74%	22%

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	6	6	6	2	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	337	97%	76%	9%	320	97%	76%	11%
Female	163	98%	82%	12%	144	99%	83%	15%
Male	174	97%	71%	6%	176	95%	71%	7%
American Indian or Alaska Native								
Black or African American	25	92%	44%	0%	21	86%	43%	0%
Hispanic or Latino	55	93%	49%	2%	37	95%	54%	3%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	89%	11%	18	100%	83%	6%
White	239	99%	85%	11%	244	98%	82%	13%
Multiracial								
Small Group Totals								
General-Education Students	309	99%	81%	10%	284	99%	81%	12%
Students with Disabilities	28	82%	21%	0%	36	81%	36%	3%
English Proficient	330	98%	77%	9%	317	-	-	-
Limited English Proficient	7	71%	29%	0%	3	-	-	-
Economically Disadvantaged	52	90%	38%	2%				
Not Disadvantaged	285	99%	83%	10%	320	97%	76%	11%
Migrant								
Not Migrant	337	97%	76%	9%	320	97%	76%	11%

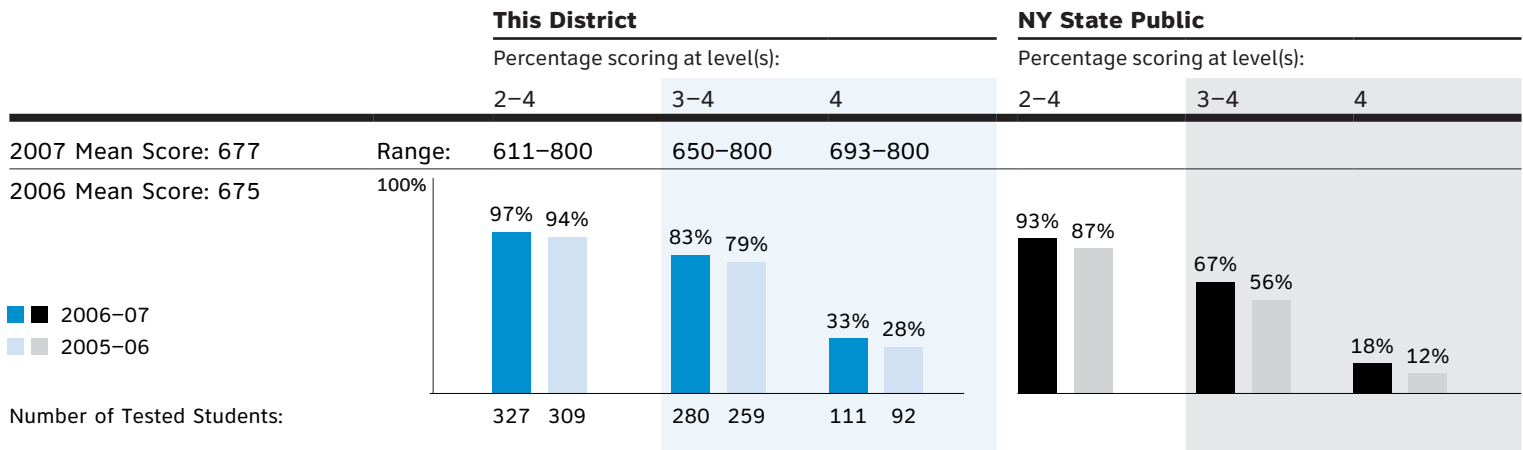
NOTES
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Other Assessments

	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	7	7	7	6	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	3	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	336	97%	83%	33%	328	94%	79%	28%
Female	161	98%	84%	33%	150	95%	83%	30%
Male	175	97%	82%	33%	178	93%	75%	26%
American Indian or Alaska Native								
Black or African American	25	88%	60%	12%	21	76%	29%	0%
Hispanic or Latino	57	93%	56%	7%	45	82%	62%	11%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	100%	61%	17	100%	88%	35%
White	236	99%	91%	39%	245	98%	86%	33%
Multiracial								
Small Group Totals								
General-Education Students	309	99%	88%	36%	291	97%	84%	30%
Students with Disabilities	27	81%	33%	0%	37	73%	38%	11%
English Proficient	326	98%	85%	34%	318	95%	81%	29%
Limited English Proficient	10	80%	30%	0%	10	60%	30%	0%
Economically Disadvantaged	53	91%	49%	8%	1	-	-	-
Not Disadvantaged	283	99%	90%	38%	327	-	-	-
Migrant								
Not Migrant	336	97%	83%	33%	328	94%	79%	28%

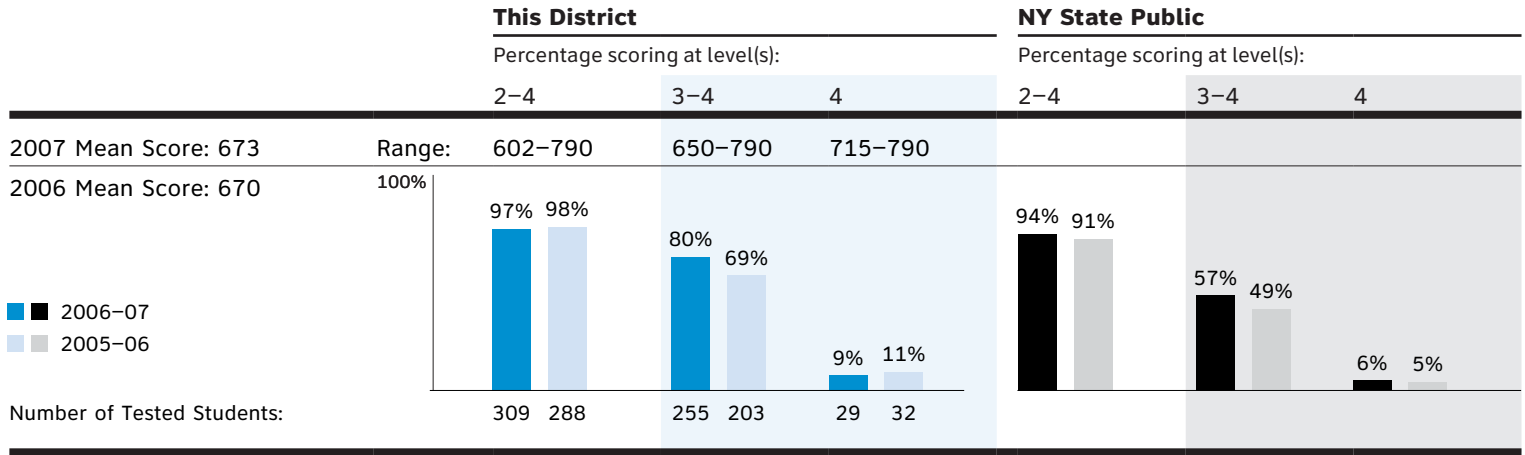
NOTES

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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	7	7	7	5	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	319	97%	80%	9%	295	98%	69%	11%
Female	144	98%	88%	13%	151	98%	79%	14%
Male	175	96%	73%	6%	144	97%	58%	8%
American Indian or Alaska Native					1	-	-	-
Black or African American	19	95%	47%	0%	16	100%	38%	0%
Hispanic or Latino	41	90%	63%	2%	42	93%	57%	0%
Asian or Native Hawaiian/Other Pacific Islander	15	93%	87%	13%	14	-	-	-
White	244	98%	85%	11%	222	99%	73%	14%
Multiracial								
Small Group Totals					15	93%	73%	13%
General-Education Students	281	98%	86%	10%	260	99%	75%	12%
Students with Disabilities	38	87%	32%	0%	35	89%	20%	0%
English Proficient	313	97%	81%	9%	292	-	-	-
Limited English Proficient	6	67%	0%	0%	3	-	-	-
Economically Disadvantaged	34	88%	41%	0%				
Not Disadvantaged	285	98%	85%	10%	295	98%	69%	11%
Migrant								
Not Migrant	319	97%	80%	9%	295	98%	69%	11%

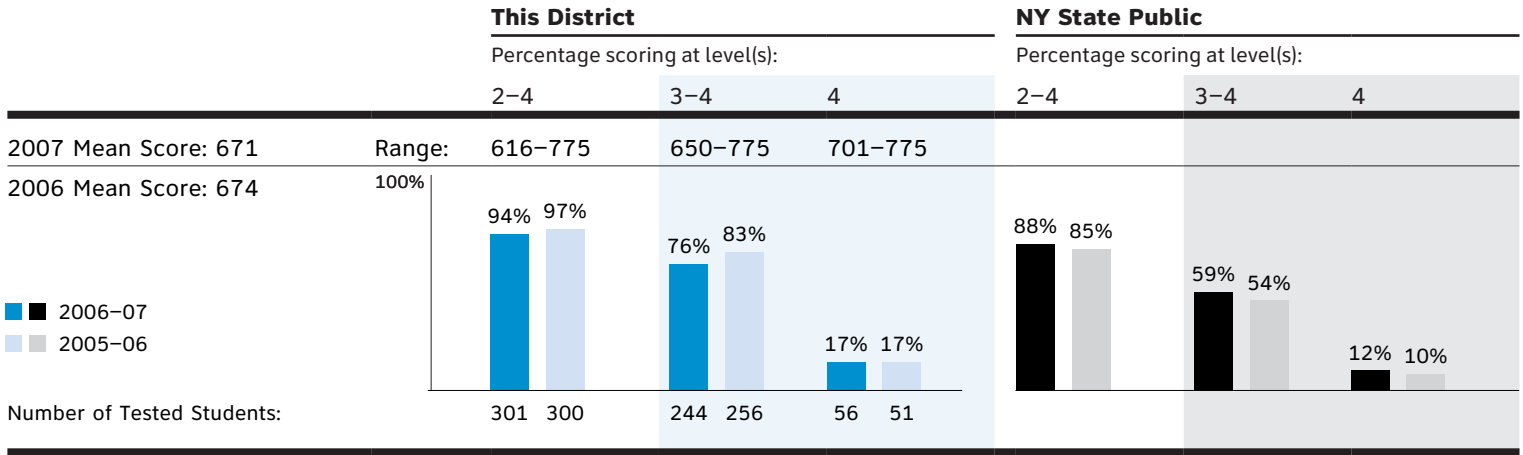
NOTES
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Other Assessments

	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	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 8	3	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	321	94%	76%	17%	308	97%	83%	17%
Female	148	94%	82%	20%	159	98%	87%	18%
Male	173	94%	71%	16%	149	97%	79%	15%
American Indian or Alaska Native					1	-	-	-
Black or African American	19	74%	26%	0%	18	89%	67%	6%
Hispanic or Latino	45	82%	49%	0%	52	94%	65%	4%
Asian or Native Hawaiian/Other Pacific Islander	15	93%	87%	27%	14	-	-	-
White	242	98%	84%	21%	223	99%	88%	18%
Multiracial								
Small Group Totals					15	100%	87%	53%
General-Education Students	285	96%	81%	19%	274	99%	86%	19%
Students with Disabilities	36	72%	39%	8%	34	88%	59%	0%
English Proficient	312	96%	78%	18%	294	98%	86%	17%
Limited English Proficient	9	33%	0%	0%	14	93%	29%	0%
Economically Disadvantaged	37	70%	38%	3%				
Not Disadvantaged	284	97%	81%	19%	308	97%	83%	17%
Migrant								
Not Migrant	321	94%	76%	17%	308	97%	83%	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 8 Equivalent	4	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science

This District

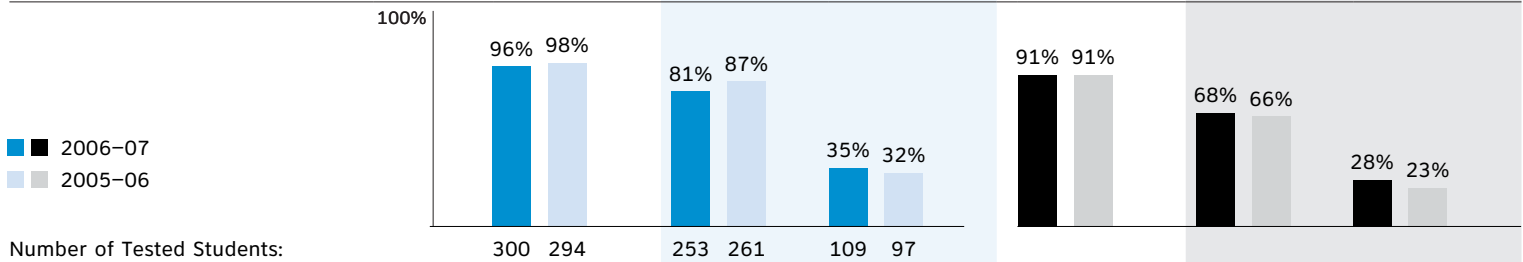
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2006-07 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

2005-06 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

	2006-07 School Year				2005-06 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	311	96%	81%	35%	300	98%	87%	32%
Female	145	96%	83%	34%	155	99%	86%	35%
Male	166	97%	80%	36%	145	97%	88%	29%
American Indian or Alaska Native					1	-	-	-
Black or African American	18	100%	56%	0%	19	84%	74%	11%
Hispanic or Latino	40	88%	50%	10%	49	98%	76%	12%
Asian or Native Hawaiian/Other Pacific Islander	15	93%	93%	40%	14	-	-	-
White	238	98%	88%	42%	217	99%	90%	37%
Multiracial								
Small Group Totals					15	100%	100%	53%
General-Education Students	277	98%	86%	38%	268	99%	90%	36%
Students with Disabilities	34	82%	41%	12%	32	91%	63%	0%
English Proficient	303	97%	83%	36%	288	99%	90%	34%
Limited English Proficient	8	63%	0%	0%	12	83%	25%	0%
Economically Disadvantaged	35	83%	37%	6%				
Not Disadvantaged	276	98%	87%	39%	300	98%	87%	32%
Migrant								
Not Migrant	311	96%	81%	35%	300	98%	87%	32%

NOTES

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Other Assessments

2006-07 School Year

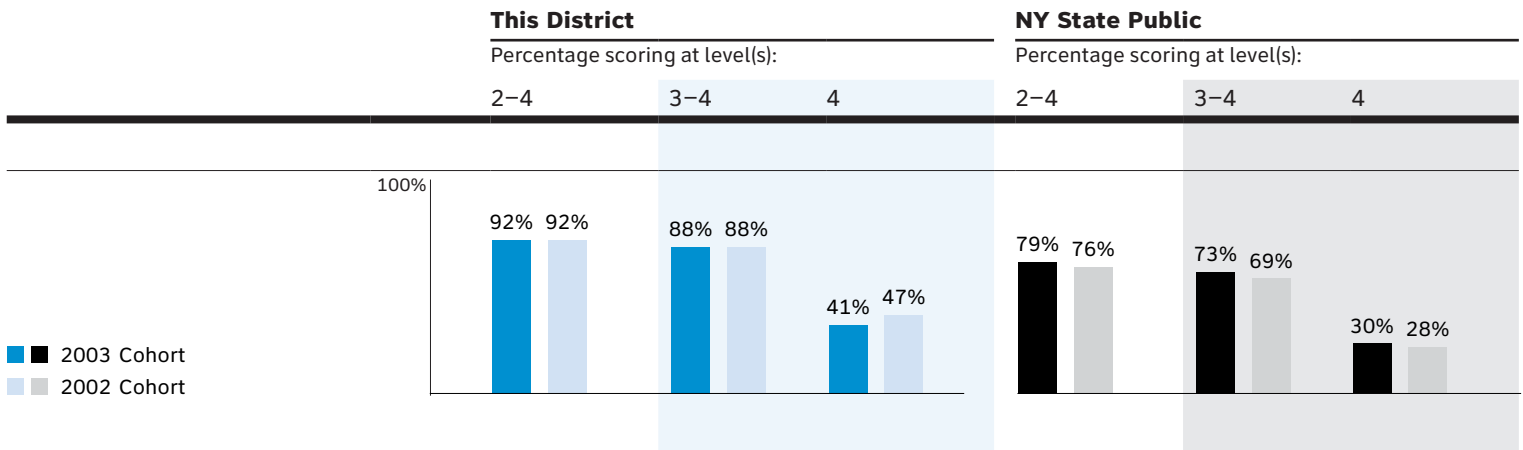
Total Tested Number scoring at level(s):
2-4 3-4 4

2005-06 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

	2006-07	2005-06
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.
Regents Science	0	0

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	296	92%	88%	41%	288	92%	88%	47%
Female	145	94%	94%	52%	132	96%	94%	50%
Male	151	90%	83%	31%	156	88%	83%	44%
American Indian or Alaska Native								
Black or African American	23	83%	74%	13%	17	76%	59%	6%
Hispanic or Latino	41	76%	68%	10%	56	75%	68%	16%
Asian or Native Hawaiian/Other Pacific Islander	17	100%	100%	35%	11	100%	91%	45%
White	215	96%	93%	51%	204	97%	96%	59%
Multiracial								
Small Group Totals								
General-Education Students	253	94%	93%	48%	255	93%	90%	51%
Students with Disabilities	43	79%	58%	2%	33	85%	70%	15%
English Proficient	286	94%	90%	43%	273	93%	90%	49%
Limited English Proficient	10	50%	40%	0%	15	60%	53%	0%
Economically Disadvantaged	32	78%	66%	3%	36	78%	69%	17%
Not Disadvantaged	264	94%	91%	46%	252	94%	90%	51%
Migrant								
Not Migrant					288	92%	88%	47%

NOTES

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Other Assessments

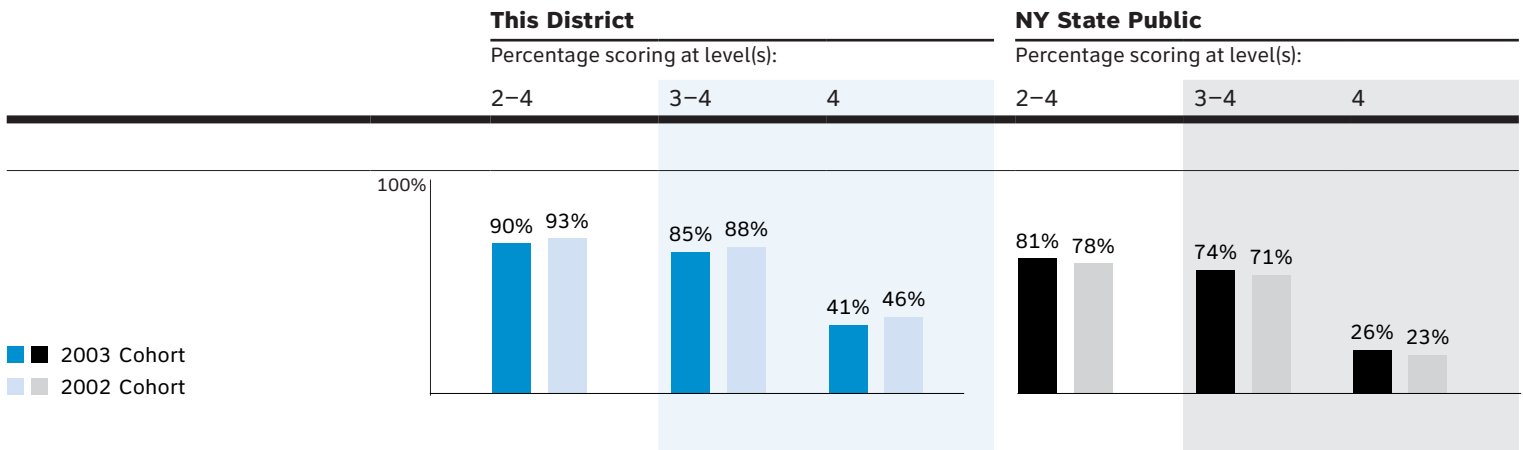
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

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

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

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	296	90%	85%	41%	288	93%	88%	46%
Female	145	94%	90%	46%	132	95%	89%	45%
Male	151	86%	80%	35%	156	90%	87%	47%
American Indian or Alaska Native								
Black or African American	23	74%	70%	22%	17	76%	76%	12%
Hispanic or Latino	41	73%	63%	2%	56	80%	64%	18%
Asian or Native Hawaiian/Other Pacific Islander	17	100%	100%	53%	11	100%	100%	73%
White	215	94%	90%	49%	204	97%	95%	55%
Multiracial								
Small Group Totals								
General-Education Students	253	94%	91%	47%	255	95%	90%	51%
Students with Disabilities	43	67%	51%	0%	33	79%	76%	9%
English Proficient	286	92%	87%	42%	273	93%	90%	48%
Limited English Proficient	10	40%	30%	0%	15	87%	60%	13%
Economically Disadvantaged	32	75%	66%	9%	36	83%	69%	17%
Not Disadvantaged	264	92%	88%	44%	252	94%	91%	50%
Migrant								
Not Migrant					288	93%	88%	46%

NOTES

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

Other Assessments

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

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

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

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