



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **WAPPINGERS CENTRAL SCHOOL
DISTRICT**

District ID **13-21-01-06-0000**

Superintendent **RICHARD POWELL**

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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 2008–09 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

	2005-06	2006-07	2007-08
Pre-K	0	0	0
Kindergarten	757	744	755
Grade 1	920	880	877
Grade 2	874	902	867
Grade 3	938	886	890
Grade 4	938	967	917
Grade 5	972	967	990
Grade 6	907	982	977
Ungraded Elementary	1	0	1
Grade 7	1030	942	996
Grade 8	1006	1060	955
Grade 9	1088	1122	1146
Grade 10	952	1097	1069
Grade 11	1061	964	1045
Grade 12	957	991	950
Ungraded Secondary	0	0	1
Total K-12	12401	12504	12436

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	24	23	23
Grade 8			
English	26	25	24
Mathematics	26	25	24
Science	27	25	25
Social Studies	27	25	25
Grade 10			
English	24	27	25
Mathematics	21	20	21
Science	27	29	26
Social Studies	27	26	25

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 **WAPPINGERS CENTRAL SCHOOL DISTRICT**District ID **13-21-01-06-0000**

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	618	5%	856	7%	782	6%
Reduced-Price Lunch	418	3%	541	4%	436	4%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	195	2%	156	1%	156	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	16	0%	80	1%	18	0%
Black or African American	643	5%	723	6%	735	6%
Hispanic or Latino	1083	9%	1204	10%	1239	10%
Asian or Native Hawaiian/Other Pacific Islander	641	5%	581	5%	682	5%
White	10018	81%	9886	79%	9737	78%
Multiracial**	N/A	N/A	30	0%	25	0%

* Available only at the school level.

** Multiracial enrollment data were not collected statewide in the 2005-06 school year.

Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate	95%		95%		95%	
Student Suspensions	797	6%	656	5%	545	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 **WAPPINGERS CENTRAL SCHOOL DISTRICT**District ID **13-21-01-06-0000**

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	821	823	837
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	2%	0%	1%
Percent with Fewer Than Three Years of Experience	8%	10%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	15%	15%	15%
Total Number of Core Classes	2977	2177	2210
Percent Not Taught by Highly Qualified Teachers	4%	1%	0%
Total Number of Classes	2799	2911	2933
Percent Taught by Teachers Without Appropriate Certification	2%	1%	1%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	13%	17%	
Turnover Rate of All Teachers	12%	17%	

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	90	87	102
Total Paraprofessionals*	345	376	348
Assistant Principals	13	12	12
Principals	15	15	15

* 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 who 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 2007–08, 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 2007–08 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 2004 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 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 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 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 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 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 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, 2008, are not included in the 2004 school accountability cohort. The 2004 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 Total 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 2007–08 safe harbor targets were calculated using the following equation:

$$2006-07 \text{ PI} + (200 - \text{the } 2006-07 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, 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 (2008-09)

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

2006-07	2007-08	2008-09
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	8 of 8	8 of 8	1 of 1	4 of 7	5 of 7	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  Good Standing
for This Subject
(2008–09)

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 2009-10. [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 2007–08 2008–09
All Students (5777:5684)			100%		176	132	
Ethnicity							
American Indian or Alaska Native (10:10)	—	—	—	—	—	—	—
Black or African American (336:325)			100%		161	127	
Hispanic or Latino (582:561)			100%		165	128	
Asian or Native Hawaiian/Other Pacific Islander (316:312)			100%		186	127	
White (4528:4476)			100%		177	131	
Multiracial (5:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (891:868)			99%		121	129	120 129
Limited English Proficient ⁵ (67:94)			99%		138	123	
Economically Disadvantaged (800:770)			100%		160	129	
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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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
(2008–09)

Accountability Measures 8 of 8 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [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 2007–08 2008–09
All Students (5772:5656)			100%		186	101	
Ethnicity							
American Indian or Alaska Native (10:10)	—	—	—	—	—	—	—
Black or African American (335:318)			99%		177	96	
Hispanic or Latino (587:562)			99%		178	97	
Asian or Native Hawaiian/Other Pacific Islander (321:312)			99%		191	96	
White (4513:4454)			100%		187	100	
Multiracial (6:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (887:859)			99%		136	98	
Limited English Proficient ⁵ (73:103)			95%		157	92	
Economically Disadvantaged (812:776)			100%		173	98	
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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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
(2008-09)

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

Prospective Status This district will be in good standing in 2009-10. [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 2007-08 2008-09
All Students (1888:1830)		Qualified		99%		186	100	
Ethnicity								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—	—
Black or African American (108:100)		Qualified		98%		170	100	
Hispanic or Latino (209:205)		Qualified		100%		176	100	
Asian or Native Hawaiian/Other Pacific Islander (108:107)		Qualified		100%		191	100	
White (1460:1417)		Qualified		98%		188	100	
Multiracial (2:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (273:260)		Qualified		97%		148	100	
Limited English Proficient ⁴ (30:26)	—	—	—	—	—	—	—	—
Economically Disadvantaged (252:239)		Qualified		98%		170	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 2007-08, the enrollment shown is the sum of 2006-07 and 2007-08 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 2007-08, data for 2006-07 and 2007-08 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
(2008–09)

Accountability Measures 4 of 7 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status This district will be in good standing in 2009-10. [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 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (887:918)			98%		180	161	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (95:54)			93%		159	152	
Hispanic or Latino (73:85)			99%		165	154	
Asian or Native Hawaiian/Other Pacific Islander (49:52)			100%		190	152	
White (714:727)			98%		183	161	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (145:123)			78%		120	156	116 [‡] 128
Limited English Proficient ⁴ (5:9)	—	—	—	—	—	—	—
Economically Disadvantaged (82:52)			94%		150	152	152 155
Final AYP Determination		4 of 7					

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 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
(2008–09)

Accountability Measures 5 of 7 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status This district will be in good standing in 2009-10. [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 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (887:918)			99%		185	155	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (95:54)			93%		169	146	
Hispanic or Latino (73:85)			100%		171	148	
Asian or Native Hawaiian/Other Pacific Islander (49:52)			100%		196	146	
White (714:727)			99%		187	155	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (145:123)			83%		131	150	133 [‡] 138
Limited English Proficient ⁴ (5:9)	—	—	—	—	—	—	—
Economically Disadvantaged (45:52)			98%		160	146	
Final AYP Determination	 5 of 7						

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 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
(2008–09)

Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [201]

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

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2007–08	2008–09
All Students (1060)			76%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (49)			69%	55%		
Hispanic or Latino (93)			61%	55%		
Asian or Native Hawaiian/Other Pacific Islander (49)			88%	55%		
White (869)			77%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (104)			31%	55%	50%	32%
Limited English Proficient ³ (3)	–		–	–		
Economically Disadvantaged (44)			66%	55%		
Final AYP Determination  1 of 1						

NOTES

¹ Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.

² Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

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 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

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 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **WAPPINGERS CENTRAL SCHOOL DISTRICT**

District ID **13-21-01-06-0000**

2008–09 Accountability Status of Schools in Your District

This section lists all schools in your district by 2008–09 accountability status.

Federal Title I Status

Good Standing

2 schools identified 13% of total

JAMES S EVANS ELEMENTARY SCHOOL
SHEAFE ROAD ELEMENTARY SCHOOL

New York State Status

Good Standing

12 schools identified 80% of total

BRINCKERHOFF ELEMENTARY SCHOOL
FISHKILL ELEMENTARY SCHOOL
FISHKILL PLAINS ELEMENTARY SCHOOL
GAYHEAD SCHOOL
KINRY ROAD ELEMENTARY SCHOOL
MYERS CORNERS SCHOOL
OAK GROVE ELEMENTARY SCHOOL
ORCHARD VIEW ALTERNATIVE HIGH SCHOOL
ROY C KETCHAM SENIOR HIGH SCHOOL
VAN WYCK JUNIOR HIGH SCHOOL
VASSAR ROAD ELEMENTARY SCHOOL
WAPPINGERS FALLS JUNIOR HIGH SCHOOL

Requiring Academic Progress (Year 1)

1 school identified 7% of total

JOHN JAY SENIOR HIGH SCHOOL

District **WAPPINGERS CENTRAL SCHOOL DISTRICT**District ID **13-21-01-06-0000**

Summary of 2007–08 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	82%			883
Grade 4	84%			914
Grade 5	89%			984
Grade 6	75%			975
Grade 7	76%			999
Grade 8	59%			963
Mathematics				
Grade 3	95%			888
Grade 4	90%			911
Grade 5	92%			988
Grade 6	85%			981
Grade 7	87%			999
Grade 8	81%			956
Science				
Grade 4	93%			901
Grade 8	83%			950

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	81%			1014
Mathematics	85%			1014

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.

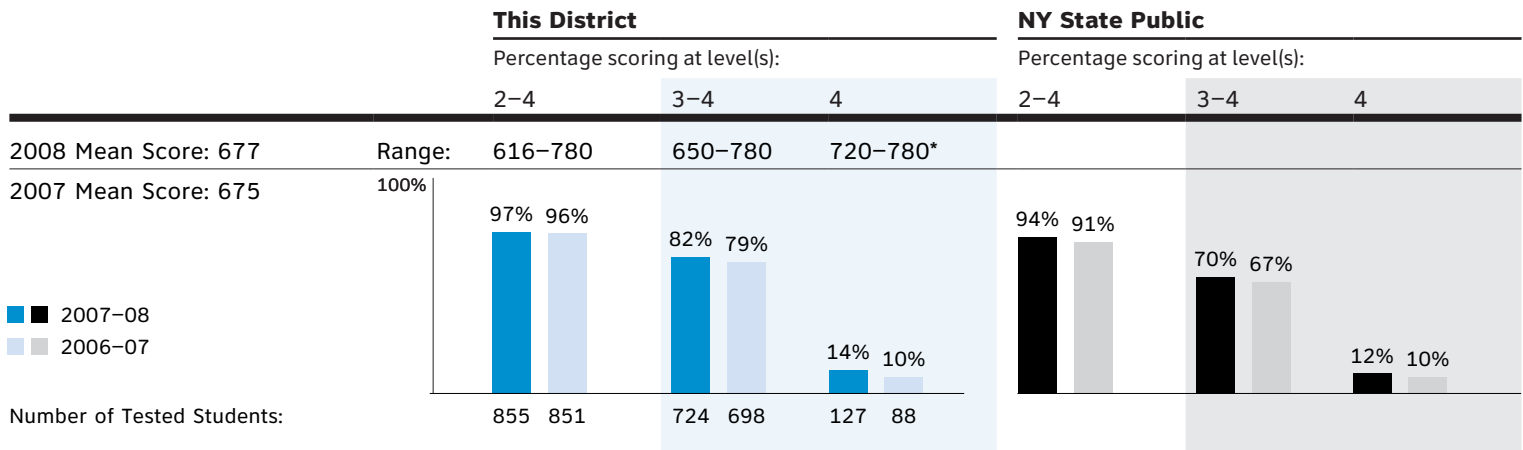
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Average Need Districts

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	883	97%	82%	14%	885	96%	79%	10%
Female	427	98%	85%	16%	425	97%	83%	10%
Male	456	96%	80%	13%	460	95%	75%	10%
American Indian or Alaska Native	1	-	-	-				
Black or African American	45	-	-	-	49	96%	61%	2%
Hispanic or Latino	85	95%	74%	11%	85	93%	75%	8%
Asian or Native Hawaiian/Other Pacific Islander	53	100%	92%	23%	50	100%	88%	18%
White	697	97%	83%	15%	701	96%	80%	10%
Multiracial	2	-	-	-				
Small Group Totals	48	88%	65%	4%				
General-Education Students	752	100%	90%	17%	774	99%	86%	11%
Students with Disabilities	131	79%	37%	2%	111	76%	32%	1%
English Proficient	873	97%	83%	15%	868	96%	80%	10%
Limited English Proficient	10	70%	20%	0%	17	82%	24%	0%
Economically Disadvantaged	124	90%	69%	6%	120	92%	66%	8%
Not Disadvantaged	759	98%	84%	16%	765	97%	81%	10%
Migrant								
Not Migrant	883	97%	82%	14%	885	96%	79%	10%

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.

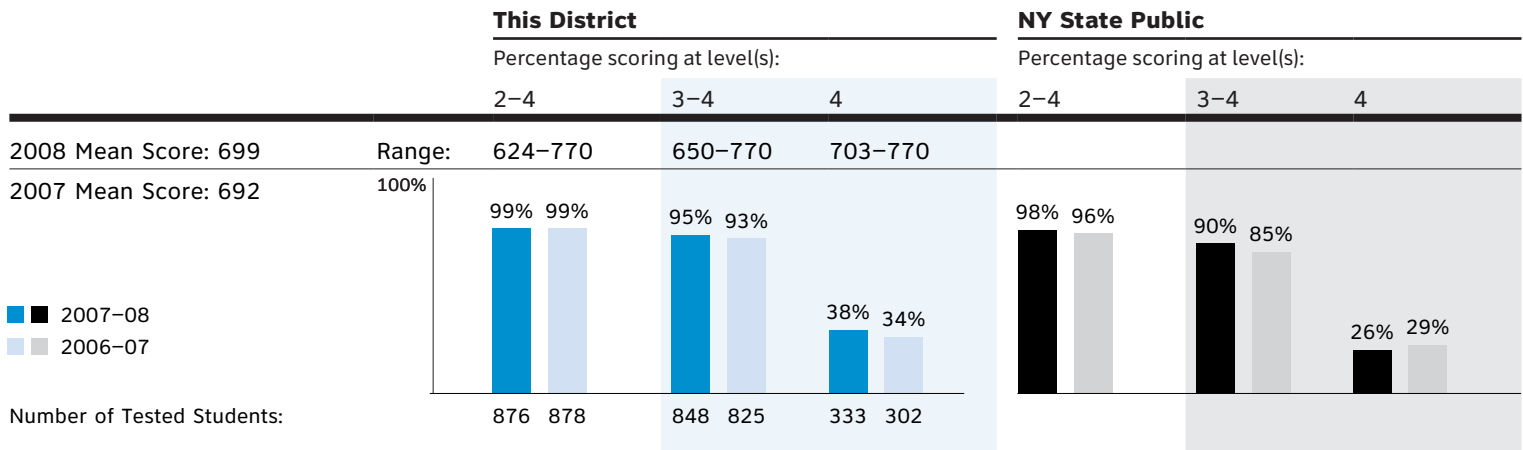
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

Other Assessments

	2007-08 School Year				2006-07 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	-	-	-	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	4	N/A	N/A	N/A	2	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

	2007-08 School Year				2006-07 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	888	99%	95%	38%	891	99%	93%	34%
Female	429	99%	97%	36%	427	100%	93%	34%
Male	459	98%	94%	39%	464	98%	92%	34%
American Indian or Alaska Native	1	-	-	-				
Black or African American	44	-	-	-	48	100%	90%	15%
Hispanic or Latino	86	97%	92%	29%	86	97%	93%	31%
Asian or Native Hawaiian/Other Pacific Islander	55	100%	100%	76%	51	100%	98%	45%
White	700	99%	96%	37%	706	99%	92%	35%
Multiracial	2	-	-	-				
Small Group Totals	47	94%	85%	21%				
General-Education Students	758	100%	99%	43%	778	100%	97%	37%
Students with Disabilities	130	91%	74%	5%	113	89%	64%	11%
English Proficient	874	99%	96%	38%	872	99%	93%	34%
Limited English Proficient	14	86%	71%	14%	19	95%	79%	21%
Economically Disadvantaged	127	94%	87%	18%	121	98%	85%	23%
Not Disadvantaged	761	99%	97%	41%	770	99%	94%	36%
Migrant								
Not Migrant	888	99%	95%	38%	891	99%	93%	34%

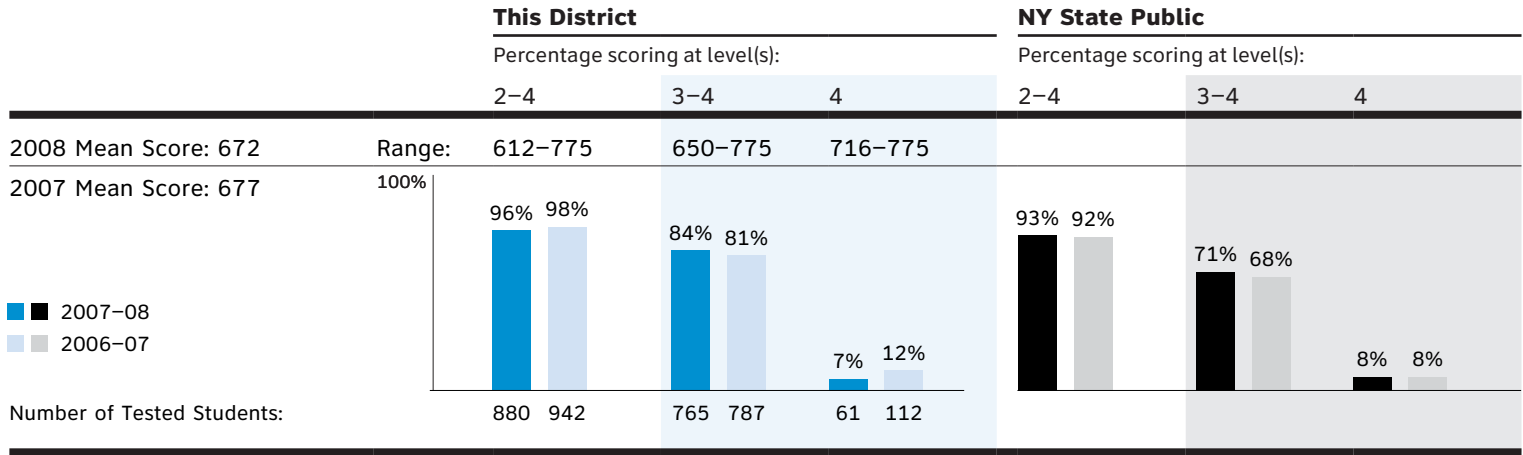
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Other Assessments

	2007-08 School Year				2006-07 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	-	-	-	4	-	-	-

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	914	96%	84%	7%	966	98%	81%	12%
Female	438	99%	87%	9%	464	98%	82%	16%
Male	476	94%	81%	4%	502	97%	81%	7%
American Indian or Alaska Native					4	-	-	-
Black or African American	48	96%	69%	2%	53	-	-	-
Hispanic or Latino	97	96%	80%	11%	84	96%	64%	4%
Asian or Native Hawaiian/Other Pacific Islander	51	100%	90%	16%	54	96%	80%	17%
White	718	96%	85%	6%	771	98%	84%	13%
Multiracial								
Small Group Totals					57	93%	70%	2%
General-Education Students	780	100%	92%	8%	848	100%	88%	13%
Students with Disabilities	134	75%	36%	0%	118	81%	36%	1%
English Proficient	898	96%	84%	7%	957	97%	82%	12%
Limited English Proficient	16	94%	56%	0%	9	100%	11%	0%
Economically Disadvantaged	133	92%	73%	5%	135	96%	72%	4%
Not Disadvantaged	781	97%	86%	7%	831	98%	83%	13%
Migrant								
Not Migrant	914	96%	84%	7%	966	98%	81%	12%

NOTES

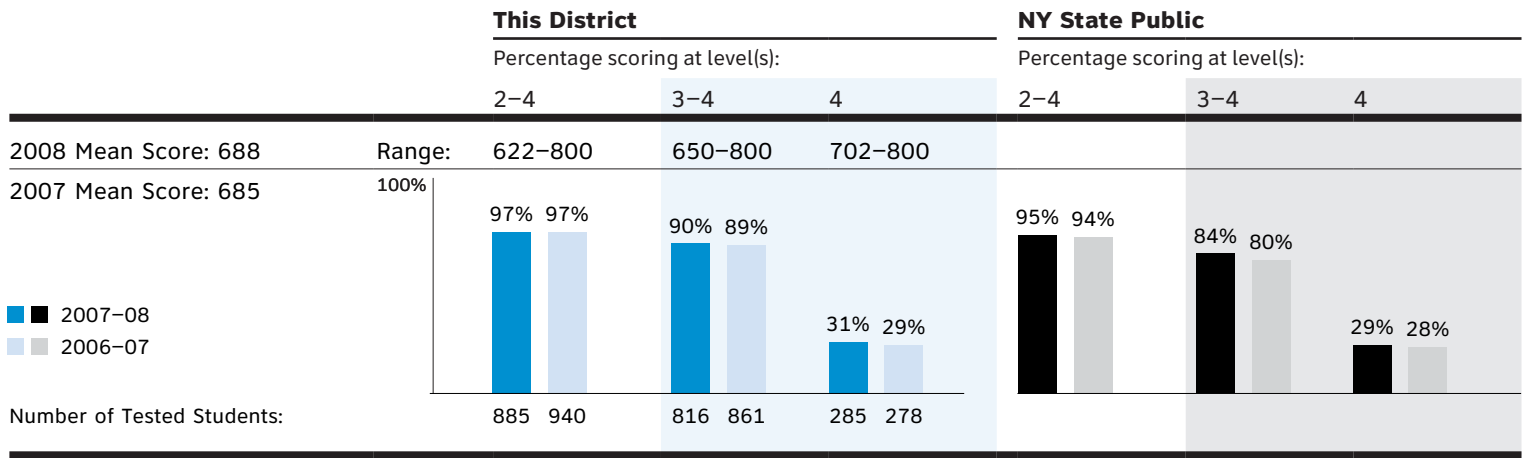
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Other Assessments

	2007-08 School Year				2006-07 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	5	4	4	1	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	2	N/A	N/A	N/A	3	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

	2007-08 School Year				2006-07 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	911	97%	90%	31%	967	97%	89%	29%
Female	434	99%	91%	32%	464	97%	87%	25%
Male	477	96%	89%	31%	503	97%	91%	32%
American Indian or Alaska Native					4	-	-	-
Black or African American	47	-	-	-	52	-	-	-
Hispanic or Latino	97	96%	91%	24%	84	94%	77%	13%
Asian or Native Hawaiian/Other Pacific Islander	51	100%	92%	57%	55	100%	96%	45%
White	715	97%	89%	31%	772	98%	91%	30%
Multiracial	1	-	-	-				
Small Group Totals	48	96%	88%	21%	56	95%	79%	16%
General-Education Students	777	100%	96%	35%	850	100%	94%	32%
Students with Disabilities	134	81%	53%	9%	117	80%	56%	4%
English Proficient	894	97%	90%	32%	956	97%	89%	29%
Limited English Proficient	17	94%	71%	0%	11	100%	64%	27%
Economically Disadvantaged	133	92%	78%	16%	139	95%	82%	15%
Not Disadvantaged	778	98%	92%	34%	828	98%	90%	31%
Migrant								
Not Migrant	911	97%	90%	31%	967	97%	89%	29%

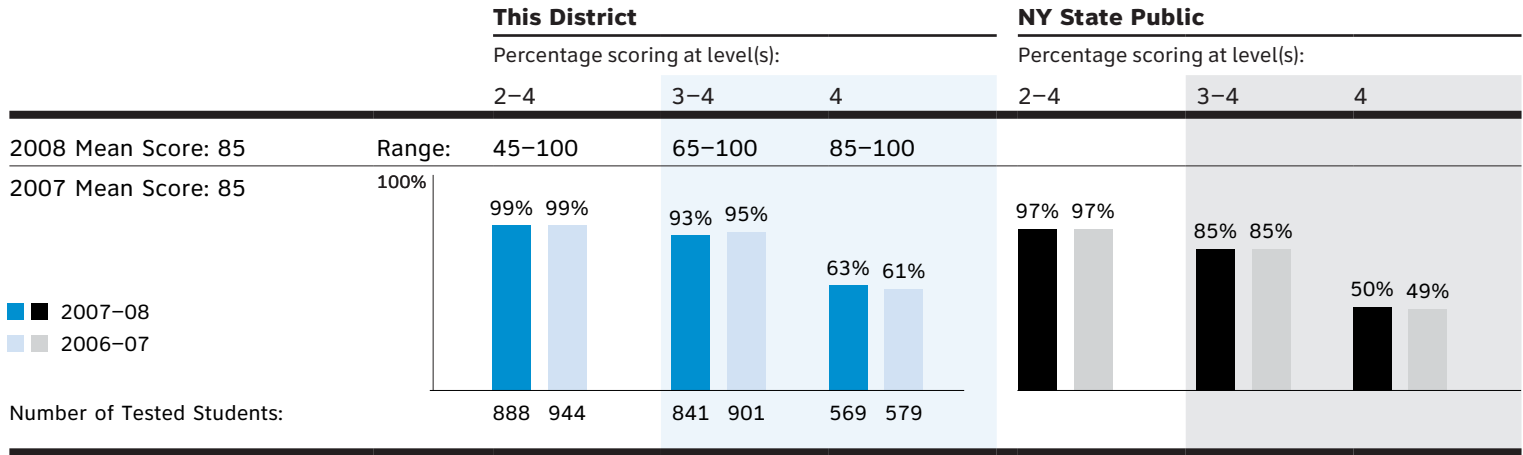
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Other Assessments

	2007-08 School Year				2006-07 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	5	5	5	1	2	-	-	-

This District's Results in Grade 4 Science



Results by Student Group

	2007-08 School Year				2006-07 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	901	99%	93%	63%	949	99%	95%	61%
Female	431	99%	94%	61%	457	99%	94%	58%
Male	470	98%	93%	66%	492	100%	96%	64%
American Indian or Alaska Native					4	-	-	-
Black or African American	47	-	-	-	51	-	-	-
Hispanic or Latino	99	97%	92%	54%	81	98%	84%	43%
Asian or Native Hawaiian/Other Pacific Islander	51	100%	98%	75%	55	100%	96%	64%
White	702	99%	94%	65%	758	100%	97%	64%
Multiracial	2	-	-	-				
Small Group Totals	49	96%	86%	51%	55	100%	87%	40%
General-Education Students	769	100%	97%	70%	836	100%	97%	66%
Students with Disabilities	132	91%	71%	26%	113	98%	82%	22%
English Proficient	882	99%	94%	64%	937	100%	95%	62%
Limited English Proficient	19	100%	74%	11%	12	83%	58%	17%
Economically Disadvantaged	133	96%	86%	46%	141	99%	88%	48%
Not Disadvantaged	768	99%	95%	66%	808	100%	96%	63%
Migrant								
Not Migrant	901	99%	93%	63%	949	99%	95%	61%

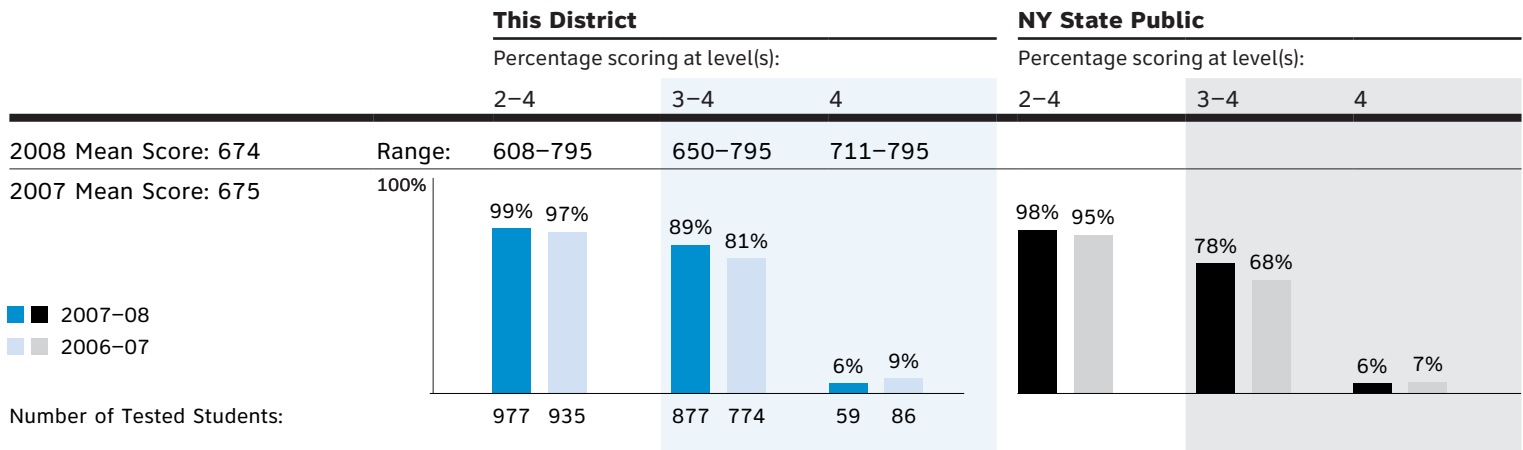
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	2	-	-	-

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	984	99%	89%	6%	960	97%	81%	9%
Female	471	100%	90%	7%	477	98%	83%	11%
Male	513	99%	89%	5%	483	97%	78%	7%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	57	96%	74%	2%	58	98%	66%	3%
Hispanic or Latino	83	100%	78%	2%	90	98%	64%	3%
Asian or Native Hawaiian/Other Pacific Islander	53	100%	92%	8%	44	-	-	-
White	785	99%	91%	7%	767	97%	84%	10%
Multiracial	2	-	-	-				
Small Group Totals	6	100%	50%	0%	45	98%	78%	16%
General-Education Students	845	100%	94%	7%	806	100%	89%	11%
Students with Disabilities	139	95%	57%	1%	154	85%	36%	0%
English Proficient	978	99%	89%	6%	952	97%	81%	9%
Limited English Proficient	6	100%	50%	0%	8	88%	25%	0%
Economically Disadvantaged	148	99%	80%	1%	131	96%	70%	6%
Not Disadvantaged	836	99%	91%	7%	829	98%	82%	9%
Migrant								
Not Migrant	984	99%	89%	6%	960	97%	81%	9%

NOTES

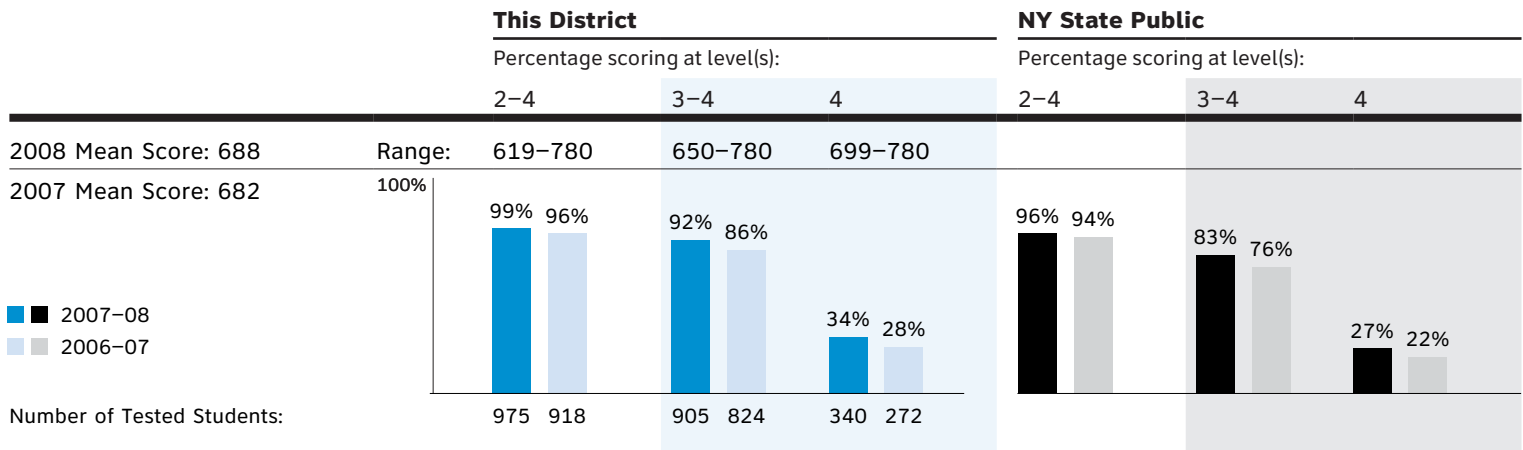
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Other Assessments

	2007-08 School Year				2006-07 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	2	-	-	-	5	5	5	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	2	N/A	N/A	N/A	3	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

	2007-08 School Year				2006-07 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	988	99%	92%	34%	961	96%	86%	28%
Female	472	98%	89%	33%	480	96%	87%	28%
Male	516	99%	94%	36%	481	95%	85%	29%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	58	97%	88%	28%	58	93%	83%	16%
Hispanic or Latino	87	99%	85%	11%	93	94%	76%	19%
Asian or Native Hawaiian/Other Pacific Islander	54	100%	91%	46%	45	-	-	-
White	783	99%	93%	37%	764	96%	87%	29%
Multiracial	2	-	-	-				
Small Group Totals	6	100%	83%	17%	46	91%	83%	52%
General-Education Students	850	100%	97%	39%	805	99%	94%	33%
Students with Disabilities	138	91%	58%	5%	156	78%	44%	4%
English Proficient	979	99%	92%	35%	951	96%	86%	28%
Limited English Proficient	9	100%	44%	0%	10	80%	40%	10%
Economically Disadvantaged	151	99%	86%	15%	134	91%	77%	18%
Not Disadvantaged	837	99%	93%	38%	827	96%	87%	30%
Migrant								
Not Migrant	988	99%	92%	34%	961	96%	86%	28%

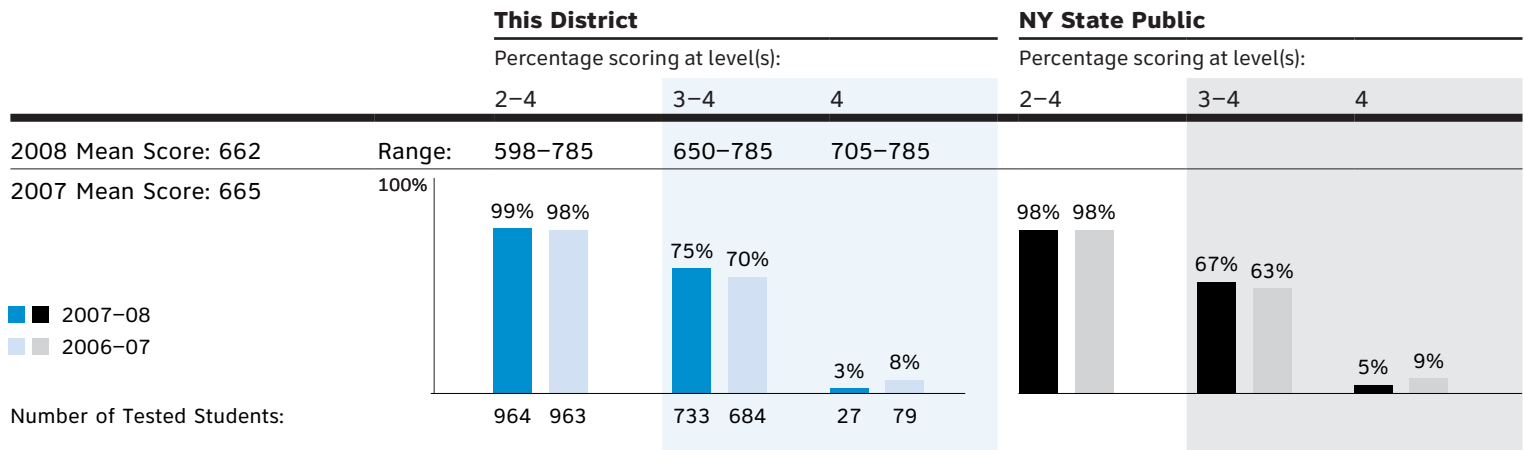
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	2	-	-	-	5	5	2	1

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	975	99%	75%	3%	978	98%	70%	8%
Female	486	99%	79%	4%	444	99%	73%	11%
Male	489	99%	72%	1%	534	98%	67%	6%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	62	98%	61%	2%	61	95%	59%	5%
Hispanic or Latino	93	98%	65%	0%	96	97%	59%	1%
Asian or Native Hawaiian/Other Pacific Islander	46	-	-	-	52	-	-	-
White	773	99%	78%	3%	767	99%	71%	8%
Multiracial								
Small Group Totals	47	100%	74%	11%	54	100%	81%	20%
General-Education Students	806	100%	85%	3%	837	100%	79%	9%
Students with Disabilities	169	94%	30%	0%	141	91%	14%	0%
English Proficient	965	99%	76%	3%	975	-	-	-
Limited English Proficient	10	100%	10%	0%	3	-	-	-
Economically Disadvantaged	146	97%	62%	1%	125	98%	58%	2%
Not Disadvantaged	829	99%	77%	3%	853	99%	72%	9%
Migrant								
Not Migrant	975	99%	75%	3%	978	98%	70%	8%

NOTES

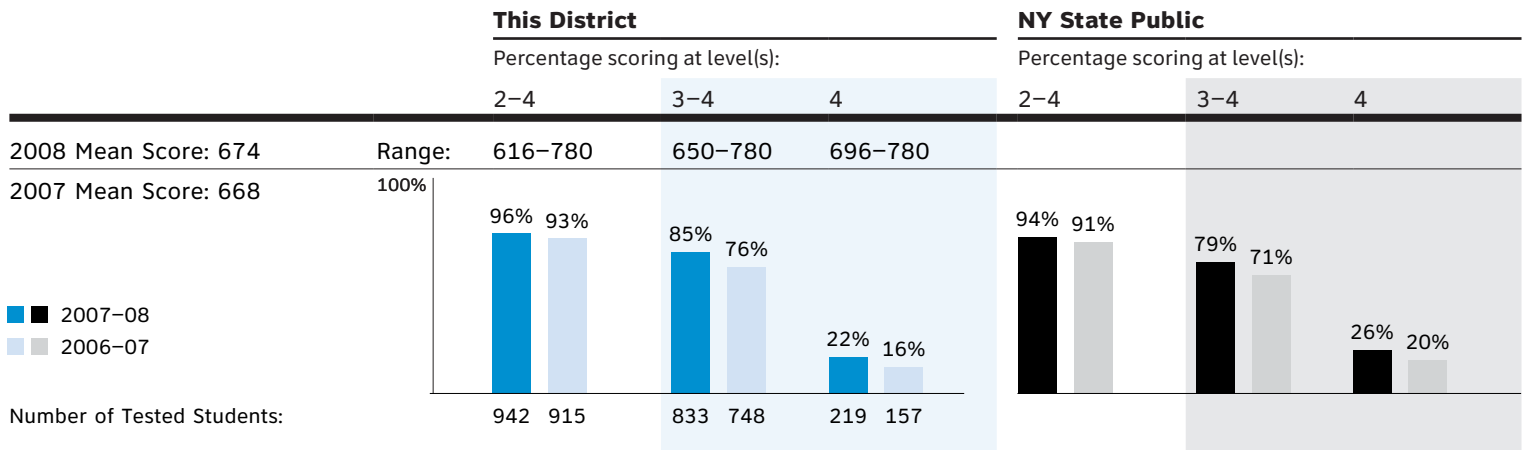
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Other Assessments

	2007-08 School Year				2006-07 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	5	3	3	5	5	5	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	N/A	N/A	N/A	1	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

	2007-08 School Year				2006-07 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	981	96%	85%	22%	984	93%	76%	16%
Female	489	97%	87%	22%	447	93%	74%	15%
Male	492	95%	83%	23%	537	93%	77%	17%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	63	92%	70%	11%	61	90%	70%	10%
Hispanic or Latino	98	96%	79%	15%	98	86%	68%	8%
Asian or Native Hawaiian/Other Pacific Islander	49	-	-	-	53	-	-	-
White	770	96%	87%	22%	770	94%	77%	16%
Multiracial								
Small Group Totals	50	94%	78%	56%	55	96%	87%	40%
General-Education Students	813	100%	93%	26%	841	98%	84%	19%
Students with Disabilities	168	78%	45%	2%	143	63%	28%	1%
English Proficient	968	96%	85%	23%	979	93%	76%	16%
Limited English Proficient	13	85%	46%	0%	5	80%	20%	0%
Economically Disadvantaged	152	93%	74%	10%	126	87%	63%	5%
Not Disadvantaged	829	97%	87%	25%	858	94%	78%	18%
Migrant								
Not Migrant	981	96%	85%	22%	984	93%	76%	16%

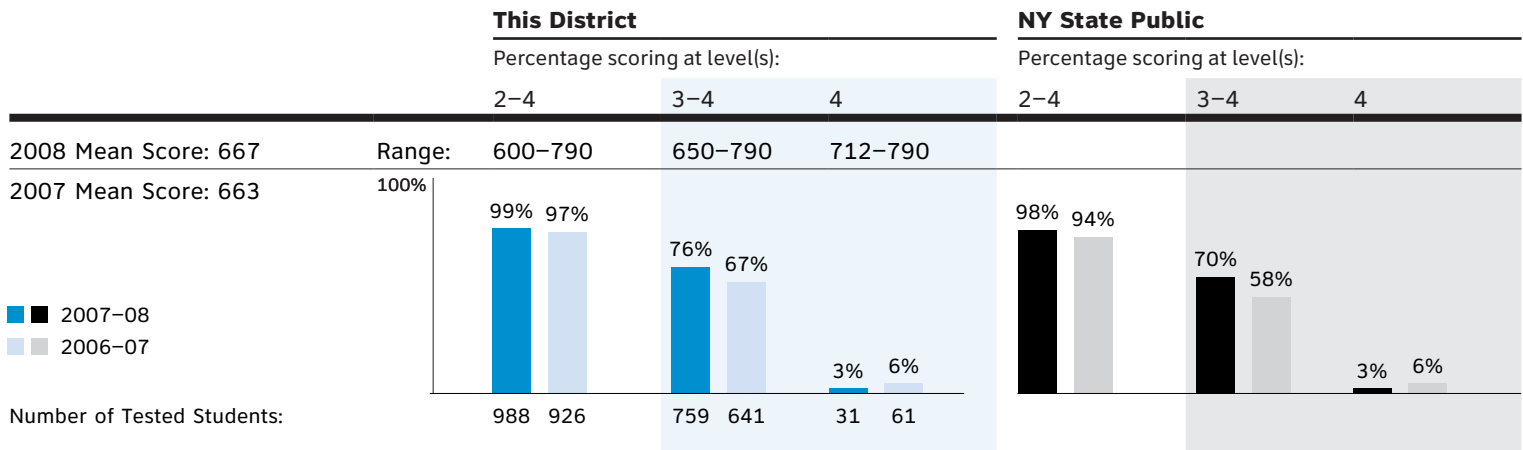
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	4	0	5	5	4	1

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	999	99%	76%	3%	950	97%	67%	6%
Female	452	100%	81%	4%	463	99%	71%	8%
Male	547	98%	72%	3%	487	96%	64%	5%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	64	100%	66%	0%	54	-	-	-
Hispanic or Latino	103	97%	66%	0%	100	97%	51%	3%
Asian or Native Hawaiian/Other Pacific Islander	53	-	-	-	57	98%	72%	16%
White	777	99%	77%	3%	738	98%	71%	6%
Multiracial								
Small Group Totals	55	100%	95%	11%	55	95%	51%	4%
General-Education Students	848	100%	84%	4%	825	99%	74%	7%
Students with Disabilities	151	93%	30%	0%	125	86%	24%	0%
English Proficient	997	-	-	-	945	98%	68%	6%
Limited English Proficient	2	-	-	-	5	60%	20%	0%
Economically Disadvantaged	125	98%	62%	0%	102	94%	44%	3%
Not Disadvantaged	874	99%	78%	4%	848	98%	70%	7%
Migrant								
Not Migrant	999	99%	76%	3%	950	97%	67%	6%

NOTES

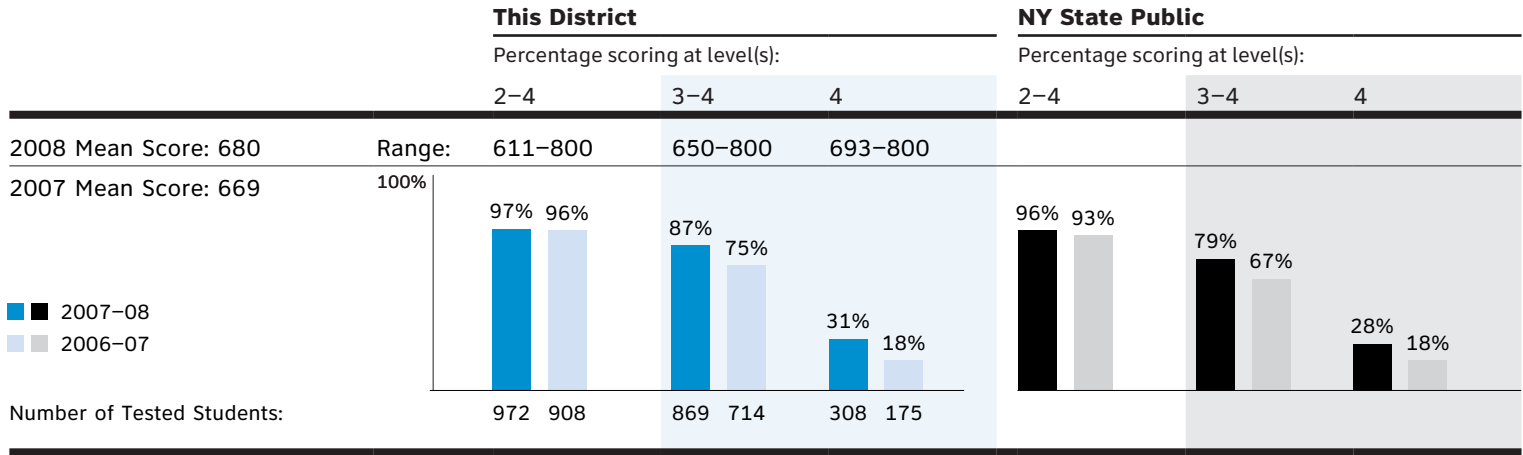
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Other Assessments

	2007-08 School Year				2006-07 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	5	5	5	5	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	2	N/A	N/A	N/A	3	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

	2007-08 School Year				2006-07 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	999	97%	87%	31%	947	96%	75%	18%
Female	452	98%	88%	31%	460	97%	78%	17%
Male	547	97%	86%	30%	487	95%	73%	20%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	64	92%	81%	20%	51	-	-	-
Hispanic or Latino	105	96%	77%	19%	104	93%	58%	11%
Asian or Native Hawaiian/Other Pacific Islander	52	-	-	-	58	97%	90%	52%
White	776	98%	88%	31%	733	96%	78%	18%
Multiracial								
Small Group Totals	54	100%	94%	59%	52	92%	63%	4%
General-Education Students	844	100%	94%	36%	823	99%	82%	21%
Students with Disabilities	155	83%	48%	2%	124	75%	32%	2%
English Proficient	993	97%	87%	31%	939	96%	76%	19%
Limited English Proficient	6	67%	17%	0%	8	63%	38%	0%
Economically Disadvantaged	129	97%	78%	9%	105	90%	53%	4%
Not Disadvantaged	870	97%	88%	34%	842	97%	78%	20%
Migrant								
Not Migrant	999	97%	87%	31%	947	96%	75%	18%

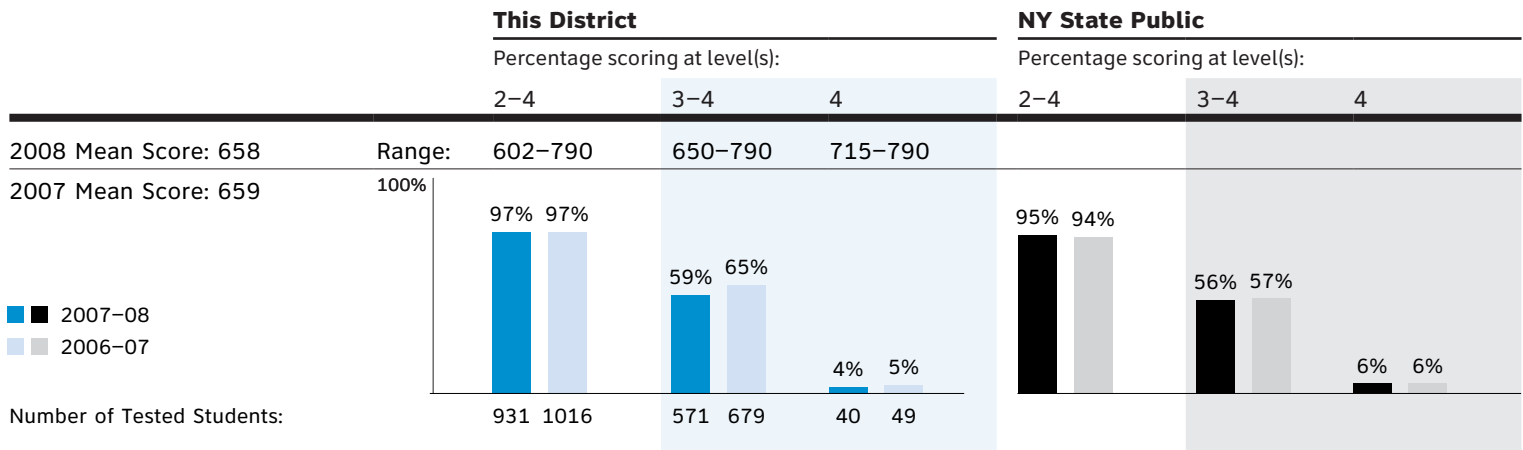
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	5	4	3	2	4	-	-	-

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	963	97%	59%	4%	1051	97%	65%	5%
Female	467	98%	65%	6%	474	97%	71%	7%
Male	496	96%	54%	3%	577	96%	59%	3%
American Indian or Alaska Native	1	-	-	-				
Black or African American	58	-	-	-	67	88%	43%	1%
Hispanic or Latino	106	94%	47%	1%	108	97%	54%	2%
Asian or Native Hawaiian/Other Pacific Islander	58	97%	72%	12%	56	95%	75%	5%
White	739	97%	61%	4%	820	97%	67%	5%
Multiracial	1	-	-	-				
Small Group Totals	60	97%	73%	12%				
General-Education Students	832	99%	67%	5%	909	99%	73%	5%
Students with Disabilities	131	82%	8%	0%	142	81%	13%	1%
English Proficient	955	97%	60%	4%	1043	97%	65%	5%
Limited English Proficient	8	63%	0%	0%	8	63%	0%	0%
Economically Disadvantaged	112	93%	32%	2%	102	92%	45%	0%
Not Disadvantaged	851	97%	63%	4%	949	97%	67%	5%
Migrant								
Not Migrant	963	97%	59%	4%	1051	97%	65%	5%

NOTES

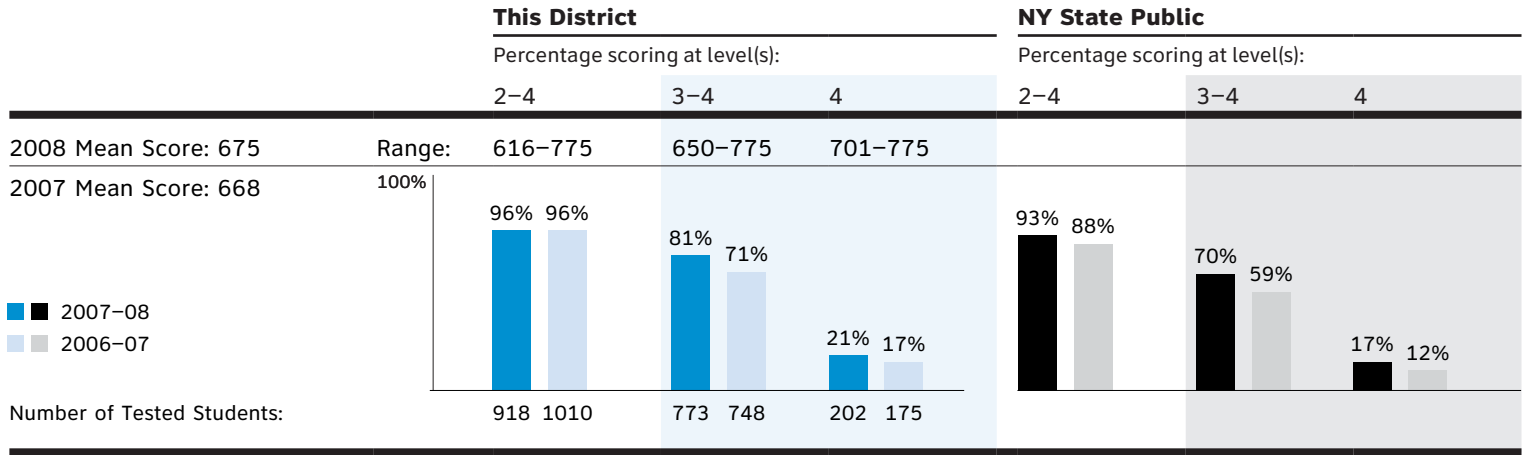
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Other Assessments

	2007-08 School Year				2006-07 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	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	3	N/A	N/A	N/A	3	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

	2007-08 School Year				2006-07 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	956	96%	81%	21%	1049	96%	71%	17%
Female	463	98%	83%	19%	474	97%	73%	18%
Male	493	95%	79%	23%	575	96%	70%	16%
American Indian or Alaska Native	1	-	-	-				
Black or African American	56	-	-	-	67	90%	58%	9%
Hispanic or Latino	106	92%	70%	10%	108	97%	58%	11%
Asian or Native Hawaiian/Other Pacific Islander	58	98%	93%	52%	57	96%	88%	37%
White	735	96%	82%	21%	817	97%	73%	17%
Multiracial								
Small Group Totals	57	96%	68%	14%				
General-Education Students	829	99%	88%	24%	910	99%	78%	19%
Students with Disabilities	127	75%	36%	0%	139	78%	29%	1%
English Proficient	946	97%	81%	21%	1038	96%	72%	17%
Limited English Proficient	10	50%	40%	0%	11	91%	36%	0%
Economically Disadvantaged	113	88%	64%	4%	103	93%	50%	5%
Not Disadvantaged	843	97%	83%	23%	946	97%	74%	18%
Migrant								
Not Migrant	956	96%	81%	21%	1049	96%	71%	17%

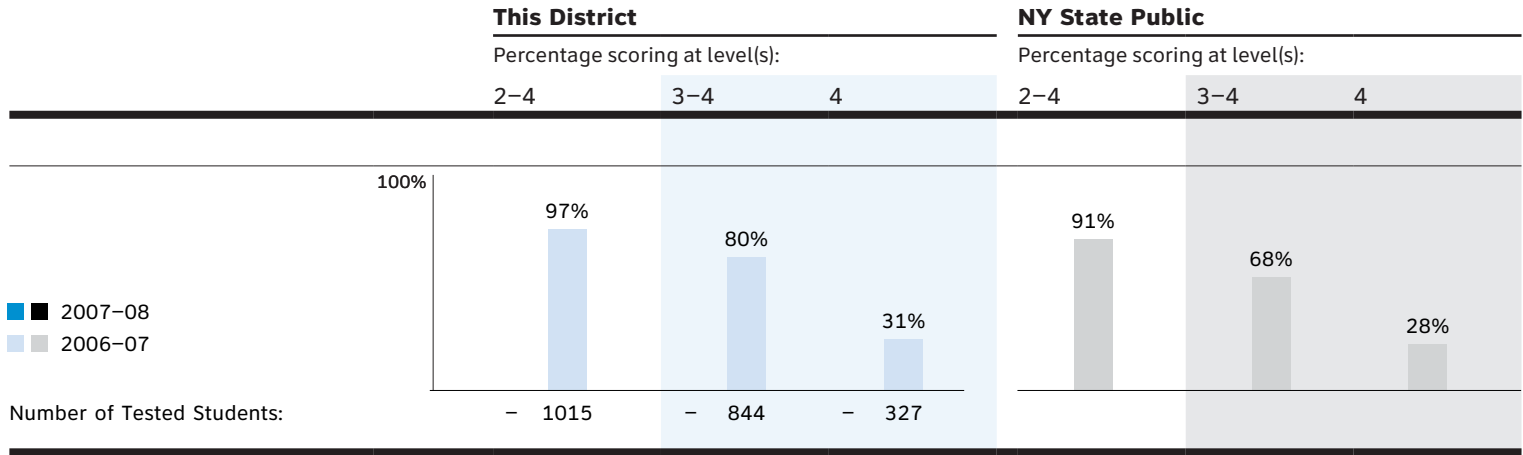
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	-	-	-	3	-	-	-

This District's Results in Grade 8 Science



Results by Student Group	2007-08 School Year				2006-07 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	950	98%	83%	34%	1050	97%	80%	31%
Female	464	98%	83%	30%	473	98%	80%	31%
Male	486	98%	83%	39%	577	96%	81%	32%
American Indian or Alaska Native	1	-	-	-				
Black or African American	58	95%	67%	24%	67	91%	64%	13%
Hispanic or Latino	108	95%	71%	19%	111	93%	73%	19%
Asian or Native Hawaiian/Other Pacific Islander	56	-	-	-	57	95%	81%	44%
White	727	98%	86%	35%	815	98%	83%	33%
Multiracial								
Small Group Totals	57	98%	86%	56%				
General-Education Students	826	99%	89%	38%	911	98%	86%	35%
Students with Disabilities	124	87%	45%	7%	139	86%	44%	9%
English Proficient	939	98%	84%	35%	1037	97%	81%	32%
Limited English Proficient	11	64%	18%	0%	13	46%	8%	0%
Economically Disadvantaged	112	95%	63%	12%	104	91%	65%	10%
Not Disadvantaged	838	98%	86%	37%	946	97%	82%	34%
Migrant								
Not Migrant	950	98%	83%	34%	1050	97%	80%	31%

NOTES

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Other Assessments	2007-08 School Year				2006-07 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	-	-	-	3	-	-	-
Regents Science	1	-	-	-	0			

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

This District

Percentage scoring at level(s):

2-4

3-4

4

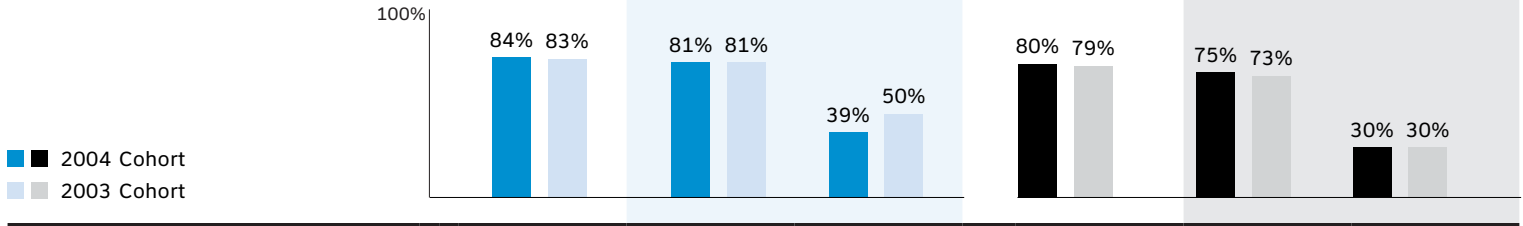
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2004 Cohort				2003 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	1014	84%	81%	39%	1066	83%	81%	50%
Female	459	88%	86%	49%	515	87%	85%	58%
Male	555	80%	77%	32%	551	79%	77%	42%
American Indian or Alaska Native								
Black or African American	64	73%	70%	22%	49	78%	73%	24%
Hispanic or Latino	98	73%	72%	24%	95	68%	67%	35%
Asian or Native Hawaiian/Other Pacific Islander	56	-	-	-	49	92%	92%	78%
White	795	86%	83%	41%	873	84%	82%	52%
Multiracial	1	-	-	-				
Small Group Totals	57	89%	88%	58%				
General-Education Students	876	88%	87%	45%	957	88%	86%	55%
Students with Disabilities	138	54%	45%	3%	109	37%	36%	4%
English Proficient	1003	84%	82%	40%	1063	-	-	-
Limited English Proficient	11	64%	45%	9%	3	-	-	-
Economically Disadvantaged	56	75%	71%	18%	47	77%	74%	32%
Not Disadvantaged	958	84%	82%	41%	1019	83%	81%	51%
Migrant								
Not Migrant	1014	84%	81%	39%				

NOTES

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

Other Assessments

	2004 Cohort			2003 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.

** 2003 cohort data are those reported in the 2006-07 *Accountability and Overview Report*.

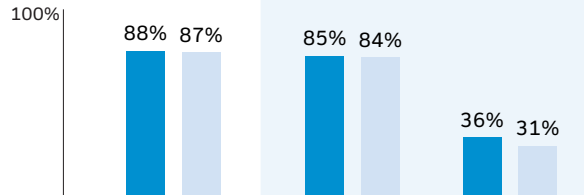
*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

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

This District

Percentage scoring at level(s):

2-4 3-4 4

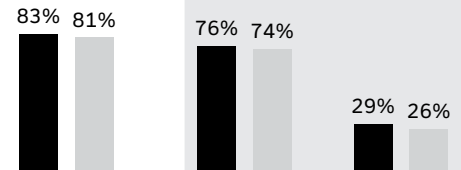


■ 2004 Cohort
■ 2003 Cohort

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

	2004 Cohort				2003 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	1014	88%	85%	36%	1066	87%	84%	31%
Female	459	92%	88%	37%	515	90%	88%	33%
Male	555	85%	83%	34%	551	84%	81%	30%
American Indian or Alaska Native								
Black or African American	64	80%	72%	16%	49	82%	73%	10%
Hispanic or Latino	98	81%	77%	21%	95	79%	72%	19%
Asian or Native Hawaiian/Other Pacific Islander	56	-	-	-	49	100%	98%	67%
White	795	89%	87%	36%	873	87%	86%	32%
Multiracial	1	-	-	-				
Small Group Totals	57	93%	89%	74%				
General-Education Students	876	93%	90%	40%	957	90%	89%	34%
Students with Disabilities	138	60%	51%	7%	109	56%	42%	6%
English Proficient	1003	88%	85%	36%	1063	-	-	-
Limited English Proficient	11	91%	73%	36%	3	-	-	-
Economically Disadvantaged	56	86%	73%	14%	47	79%	77%	13%
Not Disadvantaged	958	88%	86%	37%	1019	87%	85%	32%
Migrant								
Not Migrant	1014	88%	85%	36%				

NOTES

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Other Assessments

	2004 Cohort			2003 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.

** 2003 cohort data are those reported in the 2006-07 *Accountability and Overview Report*.

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