



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **VALLEY CENTRAL SCHOOL DISTRICT
(MONTGOMERY)**

District ID **44-13-01-06-0000**

Superintendent **RICHARD HOOLEY**

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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	345	351	349
Grade 1	369	373	361
Grade 2	352	363	381
Grade 3	387	350	368
Grade 4	372	381	356
Grade 5	371	384	396
Grade 6	383	371	392
Ungraded Elementary	0	18	6
Grade 7	423	384	396
Grade 8	407	420	393
Grade 9	482	479	463
Grade 10	484	436	414
Grade 11	403	439	401
Grade 12	398	383	392
Ungraded Secondary	0	13	14
Total K-12	5176	5145	5082

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	22	21	21
Grade 8			
English	25	25	23
Mathematics	25	24	22
Science	21	20	20
Social Studies	24	25	23
Grade 10			
English	25	28	22
Mathematics	22	22	21
Science	21	22	21
Social Studies	24	27	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 VALLEY CENTRAL SCHOOL DISTRICT (MONTGOMERY)

District ID 44-13-01-06-0000

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	631	12%	726	14%	857	17%
Reduced-Price Lunch	461	9%	443	9%	492	10%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	53	1%	44	1%	41	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	28	1%	13	0%	18	0%
Black or African American	422	8%	446	9%	473	9%
Hispanic or Latino	635	12%	700	14%	706	14%
Asian or Native Hawaiian/Other Pacific Islander	83	2%	79	2%	75	1%
White	4008	77%	3907	76%	3810	75%
Multiracial**	N/A	N/A	0	0%	0	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	413	8%	465	9%	644	13%

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 VALLEY CENTRAL SCHOOL DISTRICT (MONTGOMERY)

District ID 44-13-01-06-0000

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	384	376	397
Percent with No Valid Teaching Certificate	1%	1%	0%
Percent Teaching Out of Certification	2%	1%	0%
Percent with Fewer Than Three Years of Experience	8%	9%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	19%	20%	23%
Total Number of Core Classes	1371	869	972
Percent Not Taught by Highly Qualified Teachers	1%	3%	0%
Total Number of Classes	1412	1444	1433
Percent Taught by Teachers Without Appropriate Certification	2%	1%	0%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	14%	7%	6%
Turnover Rate of All Teachers	11%	7%	8%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	29	30	43
Total Paraprofessionals*	109	161	166
Assistant Principals	8	8	8
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 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:

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

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	7 of 7	7 of 7	1 of 1	4 of 6	6 of 6	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
(2008–09)

Accountability Measures 7 of 7 Student groups making AYP in English language arts
 Made AYP

Prospective Status This district will be in good standing in 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 (2339:2290)			100%		175	131	
Ethnicity							
American Indian or Alaska Native (8:7)	—	—	—	—	—	—	—
Black or African American (230:222)			100%		171	126	
Hispanic or Latino (330:320)			100%		172	127	
Asian or Native Hawaiian/Other Pacific Islander (48:45)			100%		158	119	
White (1722:1695)			100%		177	130	
Multiracial (1:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (363:348)			99%		122	127	115 130
Limited English Proficient ⁵ (18:15)	—	—	—	—	—	—	—
Economically Disadvantaged (609:592)			100%		158	129	
Final AYP Determination	 7 of 7						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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 7 of 7 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 (2344:2281)			100%		185	100	
Ethnicity							
American Indian or Alaska Native (8:7)	—	—	—	—	—	—	—
Black or African American (230:220)			100%		178	95	
Hispanic or Latino (335:318)			99%		186	96	
Asian or Native Hawaiian/Other Pacific Islander (48:45)			100%		187	88	
White (1722:1690)			100%		186	99	
Multiracial (1:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (362:347)			99%		137	96	
Limited English Proficient ⁵ (18:15)	—	—	—	—	—	—	—
Economically Disadvantaged (610:586)			100%		173	97	
Final AYP Determination		7 of 7					

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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 (765:745)		Qualified		100%		188	100	
Ethnicity								
American Indian or Alaska Native (5:5)	—	—	—	—	—	—	—	—
Black or African American (77:75)		Qualified		100%		184	100	
Hispanic or Latino (110:106)		Qualified		100%		191	100	
Asian or Native Hawaiian/Other Pacific Islander (15:14)	—	—	—	—	—	—	—	—
White (558:545)		Qualified		99%		189	100	
Multiracial (0:0)		—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (130:124)		Qualified		98%		155	100	
Limited English Proficient ⁴ (5:3)	—	—	—	—	—	—	—	—
Economically Disadvantaged (207:201)		Qualified		99%		181	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 6 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	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 (408:427)			99%		177	160	
Ethnicity							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (35:33)		—	—		182	148	
Hispanic or Latino (40:43)			100%		149	150	150 154
Asian or Native Hawaiian/Other Pacific Islander (3:4)	—	—	—	—	—	—	—
White (328:345)			99%		181	159	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (33:43)		—	—		109	150	20 [‡] 118
Limited English Proficient ⁴ (1:1)	—	—	—	—	—	—	—
Economically Disadvantaged (54:66)			100%		159	153	
Final AYP Determination		4 of 6					

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 6 of 6 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 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 (408:427)			98%		185	154	
Ethnicity							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (35:33)		—	—		188	142	
Hispanic or Latino (40:43)			98%		174	144	
Asian or Native Hawaiian/Other Pacific Islander (3:4)	—	—	—	—	—	—	—
White (328:345)			98%		186	153	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (33:43)		—	—		147	144	
Limited English Proficient ⁴ (1:1)	—	—	—	—	—	—	—
Economically Disadvantaged (54:66)			98%		179	147	
Final AYP Determination		6 of 6					

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		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2007–08 2008–09	
All Students (442)			81%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (29)		–	–	–		
Hispanic or Latino (57)			84%	55%		
Asian or Native Hawaiian/Other Pacific Islander (4)		–	–	–		
White (352)			81%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (36)			36%	55%	55%	37%
Limited English Proficient ³ (1)		–	–	–		
Economically Disadvantaged (68)			74%	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 **VALLEY CENTRAL SCHOOL DISTRICT (MONTGOMERY)**

District ID **44-13-01-06-0000**

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

4 schools identified 57% of total

EAST COLDENHAM ELEMENTARY SCHOOL
MAYBROOK ELEMENTARY SCHOOL
VALLEY CENTRAL MIDDLE SCHOOL
WALDEN ELEMENTARY SCHOOL

New York State Status

Good Standing

2 schools identified 29% of total

BEREA ELEMENTARY SCHOOL
MONTGOMERY ELEMENTARY SCHOOL

Requiring Academic Progress (Year 2)

1 school identified 14% of total

VALLEY CENTRAL HIGH SCHOOL

District VALLEY CENTRAL SCHOOL DISTRICT (MONTGOMERY)

District ID 44-13-01-06-0000

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	81%			367
Grade 4	80%			357
Grade 5	86%			398
Grade 6	74%			396
Grade 7	74%			397
Grade 8	66%			388
Mathematics				
Grade 3	97%			370
Grade 4	92%			358
Grade 5	93%			397
Grade 6	83%			399
Grade 7	89%			395
Grade 8	72%			394
Science				
Grade 4	95%			357
Grade 8	83%			367

	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
Secondary Level				
English	76%			495
Mathematics	81%			495

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.

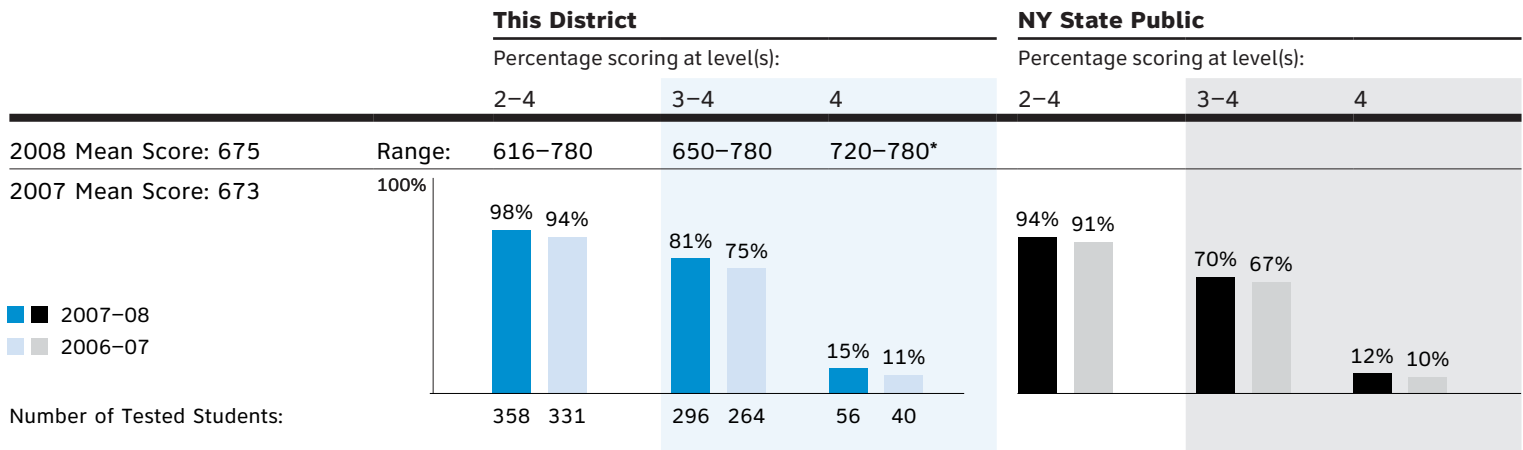
In this section, this district's performance is compared with that of public schools statewide.

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	367	98%	81%	15%	352	94%	75%	11%
Female	182	97%	81%	20%	175	97%	79%	12%
Male	185	98%	80%	11%	177	92%	71%	11%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	32	97%	72%	3%	29	97%	72%	3%
Hispanic or Latino	56	98%	79%	11%	49	94%	65%	10%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	7	-	-	-
White	268	98%	82%	18%	264	94%	77%	13%
Multiracial								
Small Group Totals	11	91%	73%	0%	10	90%	80%	10%
General-Education Students	314	100%	86%	18%	299	99%	82%	13%
Students with Disabilities	53	85%	51%	2%	53	66%	38%	2%
English Proficient	361	98%	81%	16%	349	-	-	-
Limited English Proficient	6	83%	33%	0%	3	-	-	-
Economically Disadvantaged	107	96%	72%	10%	88	88%	57%	2%
Not Disadvantaged	260	98%	84%	17%	264	96%	81%	14%
Migrant	1	-	-	-	1	-	-	-
Not Migrant	366	-	-	-	351	-	-	-

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.

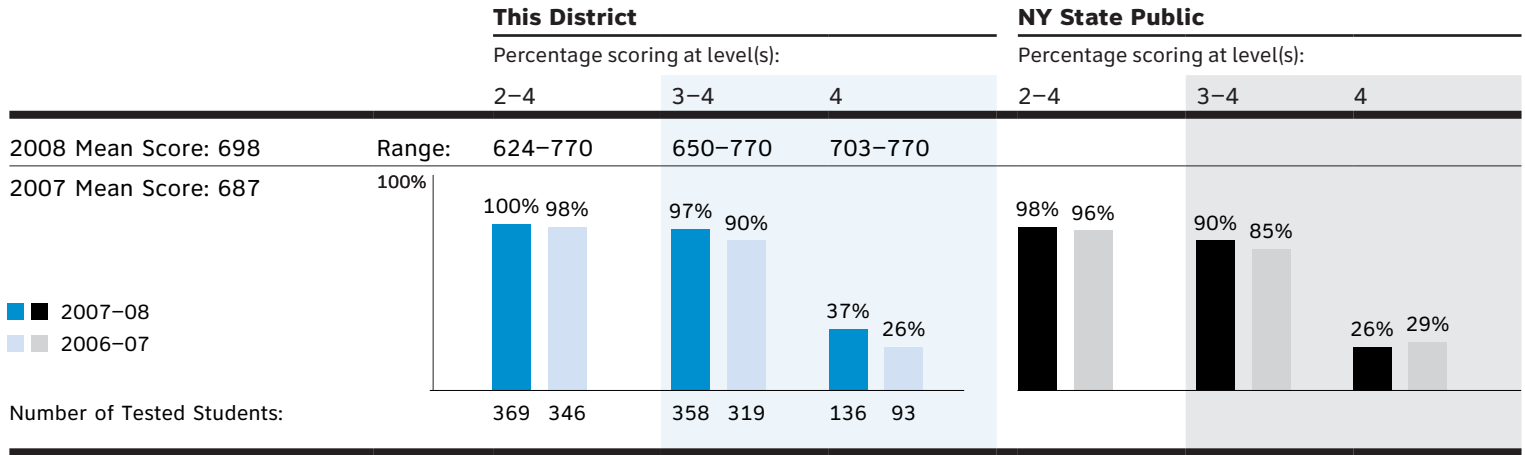
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

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	2	-	-	-	8	8	7	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	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

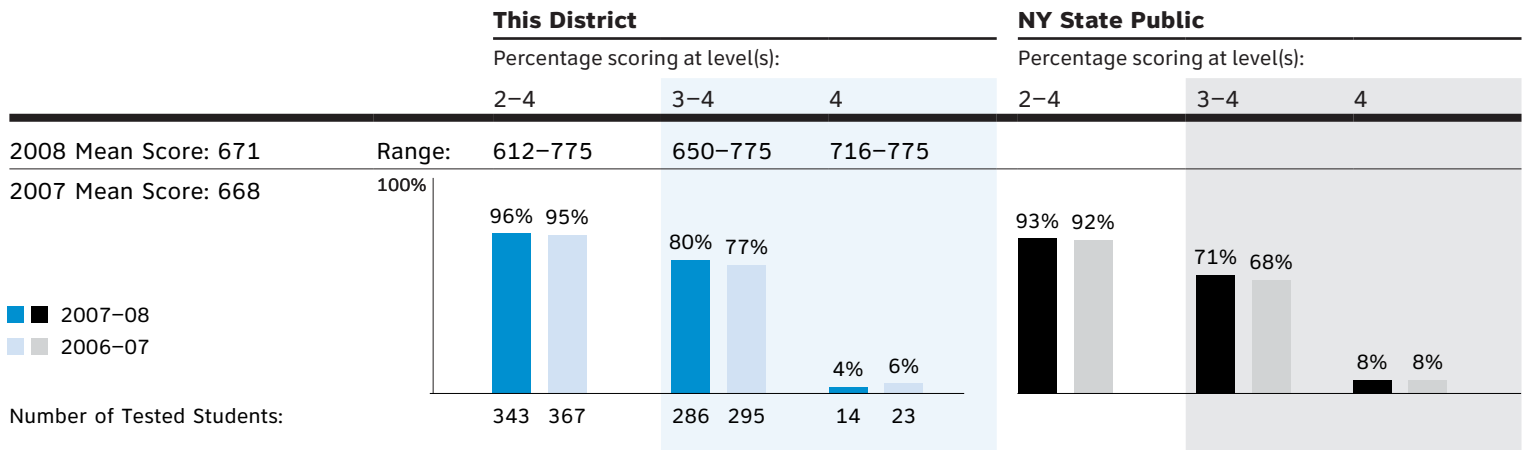
	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	370	100%	97%	37%	354	98%	90%	26%
Female	183	100%	97%	38%	175	99%	90%	27%
Male	187	99%	97%	35%	179	97%	90%	25%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	33	97%	91%	18%	30	100%	97%	13%
Hispanic or Latino	58	100%	98%	40%	49	100%	86%	24%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	7	-	-	-
White	268	100%	97%	38%	265	97%	91%	28%
Multiracial								
Small Group Totals	11	100%	100%	55%	10	100%	70%	20%
General-Education Students	317	100%	98%	41%	302	99%	95%	30%
Students with Disabilities	53	98%	87%	13%	52	88%	63%	4%
English Proficient	364	100%	97%	37%	351	-	-	-
Limited English Proficient	6	100%	83%	17%	3	-	-	-
Economically Disadvantaged	109	100%	95%	35%	87	95%	84%	11%
Not Disadvantaged	261	100%	97%	38%	267	99%	92%	31%
Migrant	1	-	-	-	1	-	-	-
Not Migrant	369	-	-	-	353	-	-	-

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 3 Equivalent	2	-	-	-	8	8	5	5

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	357	96%	80%	4%	385	95%	77%	6%
Female	179	98%	87%	6%	186	97%	83%	10%
Male	178	94%	74%	2%	199	94%	70%	2%
American Indian or Alaska Native	4	-	-	-				
Black or African American	34	97%	82%	3%	41	88%	68%	10%
Hispanic or Latino	55	95%	73%	2%	58	98%	67%	2%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	6	100%	100%	17%
White	256	96%	82%	5%	280	96%	79%	6%
Multiracial								
Small Group Totals	12	92%	58%	0%				
General-Education Students	306	99%	88%	5%	335	100%	84%	7%
Students with Disabilities	51	76%	35%	0%	50	66%	30%	0%
English Proficient	357	96%	80%	4%	383	-	-	-
Limited English Proficient					2	-	-	-
Economically Disadvantaged	99	91%	67%	1%	84	90%	65%	2%
Not Disadvantaged	258	98%	85%	5%	301	97%	80%	7%
Migrant	1	-	-	-				
Not Migrant	356	-	-	-	385	95%	77%	6%

NOTES

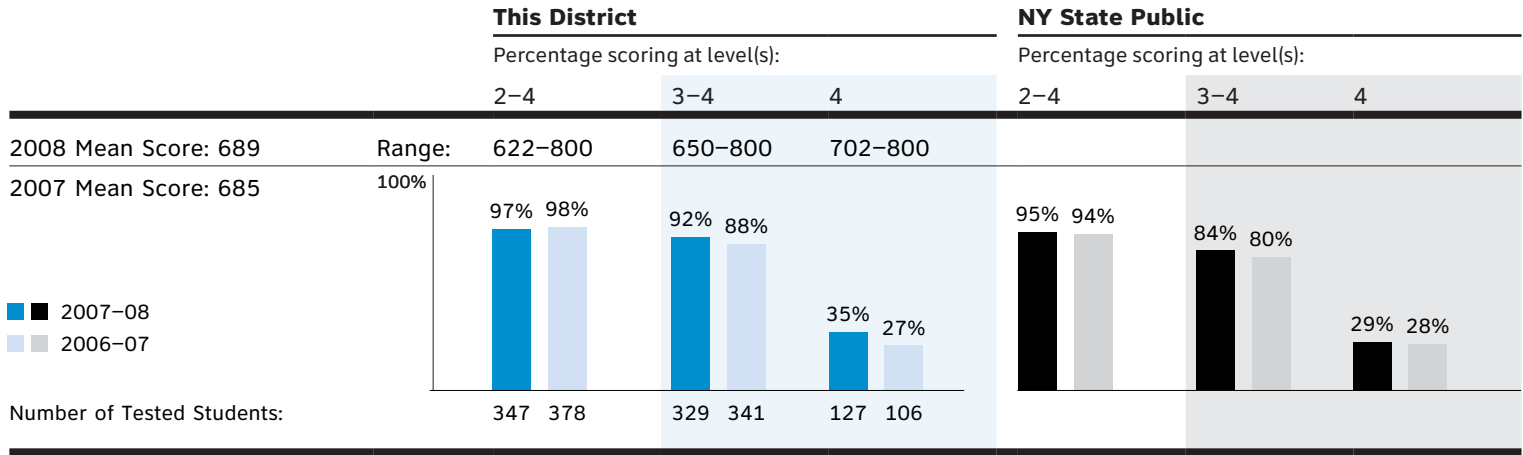
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Other Assessments

	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 4 Equivalent	8	8	3	2	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	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 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	358	97%	92%	35%	386	98%	88%	27%
Female	179	98%	92%	39%	181	98%	89%	27%
Male	179	96%	92%	32%	205	98%	88%	28%
American Indian or Alaska Native	4	-	-	-				
Black or African American	33	100%	91%	27%	42	95%	76%	21%
Hispanic or Latino	56	96%	89%	32%	58	100%	90%	21%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	6	100%	100%	100%
White	257	97%	93%	38%	280	98%	90%	28%
Multiracial								
Small Group Totals	12	92%	83%	17%				
General-Education Students	305	100%	96%	40%	335	100%	93%	31%
Students with Disabilities	53	81%	68%	9%	51	86%	55%	2%
English Proficient	358	97%	92%	35%	383	-	-	-
Limited English Proficient					3	-	-	-
Economically Disadvantaged	97	94%	87%	18%	85	98%	78%	19%
Not Disadvantaged	261	98%	94%	42%	301	98%	91%	30%
Migrant	1	-	-	-				
Not Migrant	357	-	-	-	386	98%	88%	27%

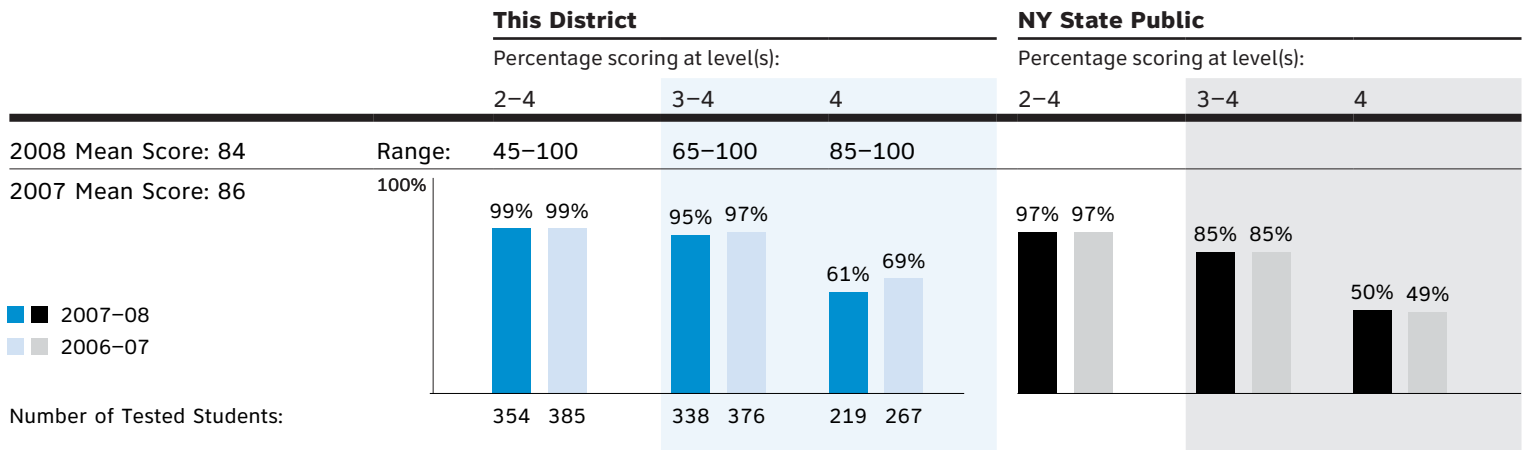
NOTES

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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	8	8	4	2	1	-	-	-

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	357	99%	95%	61%	387	99%	97%	69%
Female	178	100%	94%	64%	182	100%	98%	73%
Male	179	98%	95%	59%	205	99%	96%	66%
American Indian or Alaska Native	4	-	-	-				
Black or African American	34	97%	94%	50%	42	95%	90%	52%
Hispanic or Latino	56	100%	93%	55%	58	100%	100%	62%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	6	100%	100%	100%
White	255	99%	96%	65%	281	100%	98%	72%
Multiracial								
Small Group Totals	12	100%	83%	42%				
General-Education Students	306	100%	97%	66%	338	100%	99%	73%
Students with Disabilities	51	96%	82%	33%	49	96%	86%	39%
English Proficient	356	-	-	-	384	-	-	-
Limited English Proficient	1	-	-	-	3	-	-	-
Economically Disadvantaged	97	99%	94%	45%	84	99%	96%	58%
Not Disadvantaged	260	99%	95%	67%	303	100%	97%	72%
Migrant	1	-	-	-				
Not Migrant	356	-	-	-	387	99%	97%	69%

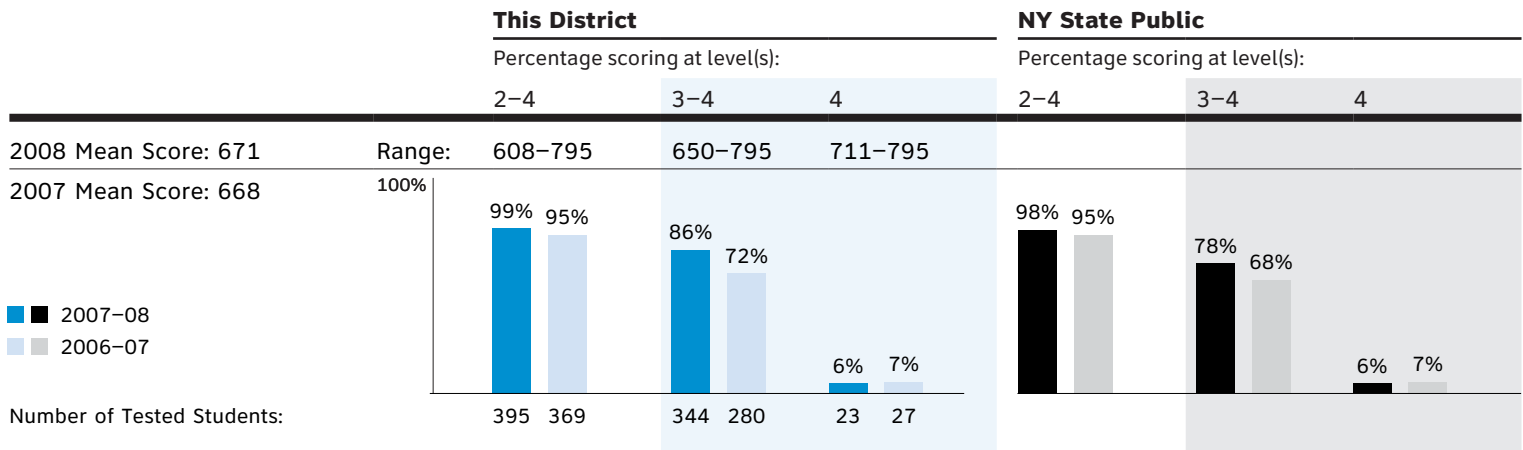
NOTES

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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	8	8	6	2	1	-	-	-

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	398	99%	86%	6%	388	95%	72%	7%
Female	192	99%	86%	7%	183	97%	77%	7%
Male	206	99%	86%	5%	205	94%	68%	7%
American Indian or Alaska Native								
Black or African American	47	100%	79%	0%	32	88%	56%	0%
Hispanic or Latino	57	98%	86%	2%	45	91%	71%	9%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	71%	29%	10	100%	60%	0%
White	287	99%	88%	7%	301	96%	74%	8%
Multiracial								
Small Group Totals								
General-Education Students	339	100%	92%	6%	333	99%	80%	8%
Students with Disabilities	59	95%	54%	2%	55	71%	22%	0%
English Proficient	396	-	-	-	383	95%	73%	7%
Limited English Proficient	2	-	-	-	5	80%	40%	0%
Economically Disadvantaged	87	99%	76%	0%	96	88%	50%	0%
Not Disadvantaged	311	99%	89%	7%	292	98%	79%	9%
Migrant								
Not Migrant	398	99%	86%	6%	388	95%	72%	7%

NOTES

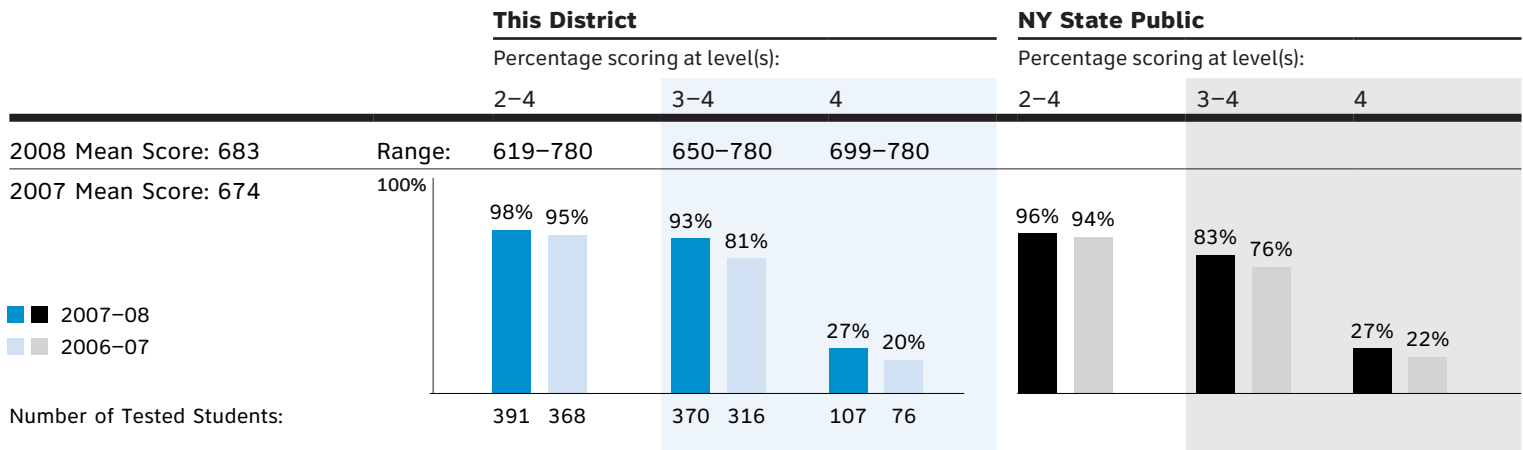
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Other Assessments

	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	1	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	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	397	98%	93%	27%	388	95%	81%	20%
Female	192	98%	94%	27%	182	96%	86%	21%
Male	205	99%	92%	27%	206	94%	78%	18%
American Indian or Alaska Native								
Black or African American	47	96%	89%	11%	32	94%	78%	13%
Hispanic or Latino	58	100%	97%	28%	45	96%	87%	22%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	29%	10	90%	70%	10%
White	285	99%	93%	29%	301	95%	81%	20%
Multiracial								
Small Group Totals								
General-Education Students	340	100%	97%	30%	333	100%	89%	23%
Students with Disabilities	57	89%	70%	7%	55	65%	35%	2%
English Proficient	395	-	-	-	383	95%	81%	20%
Limited English Proficient	2	-	-	-	5	80%	80%	20%
Economically Disadvantaged	88	98%	86%	14%	95	86%	74%	9%
Not Disadvantaged	309	99%	95%	31%	293	98%	84%	23%
Migrant								
Not Migrant	397	98%	93%	27%	388	95%	81%	20%

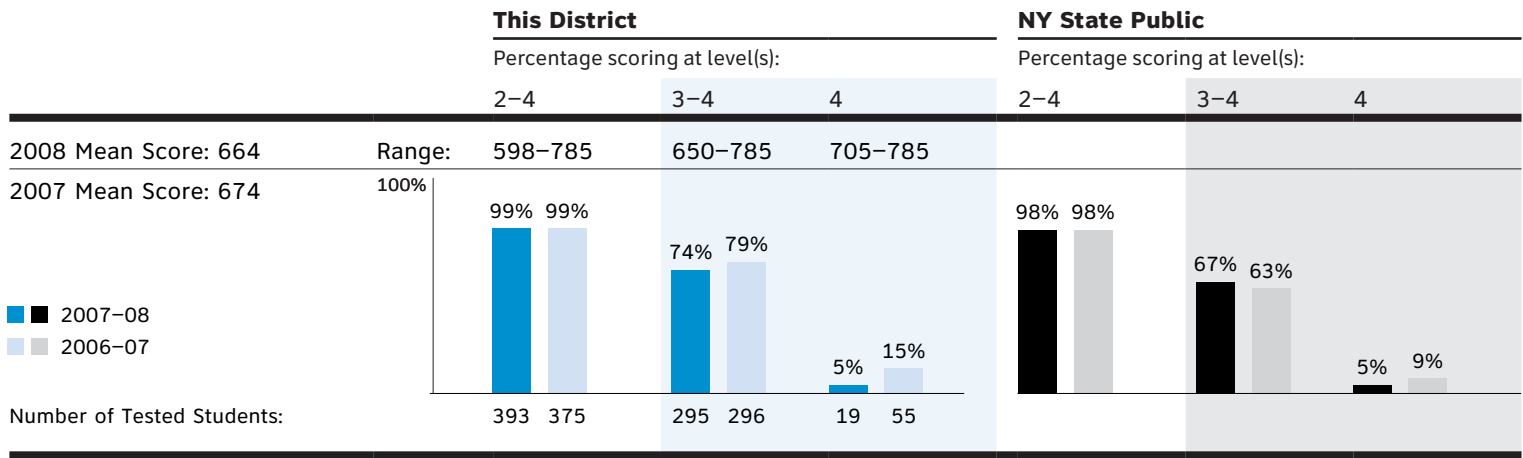
NOTES

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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	1	-	-	-	2	-	-	-

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	396	99%	74%	5%	377	99%	79%	15%
Female	182	99%	81%	7%	195	100%	85%	19%
Male	214	99%	69%	3%	182	99%	72%	10%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	36	100%	58%	3%	31	100%	68%	16%
Hispanic or Latino	48	100%	75%	2%	47	100%	77%	15%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	7	-	-	-
White	301	99%	77%	5%	291	100%	80%	14%
Multiracial	1	-	-	-				
Small Group Totals	11	100%	64%	9%	8	88%	75%	38%
General-Education Students	338	100%	85%	6%	329	100%	87%	17%
Students with Disabilities	58	95%	14%	0%	48	98%	21%	0%
English Proficient	394	-	-	-	375	-	-	-
Limited English Proficient	2	-	-	-	2	-	-	-
Economically Disadvantaged	104	99%	53%	0%	89	100%	70%	10%
Not Disadvantaged	292	99%	82%	7%	288	99%	81%	16%
Migrant								
Not Migrant	396	99%	74%	5%	377	99%	79%	15%

NOTES

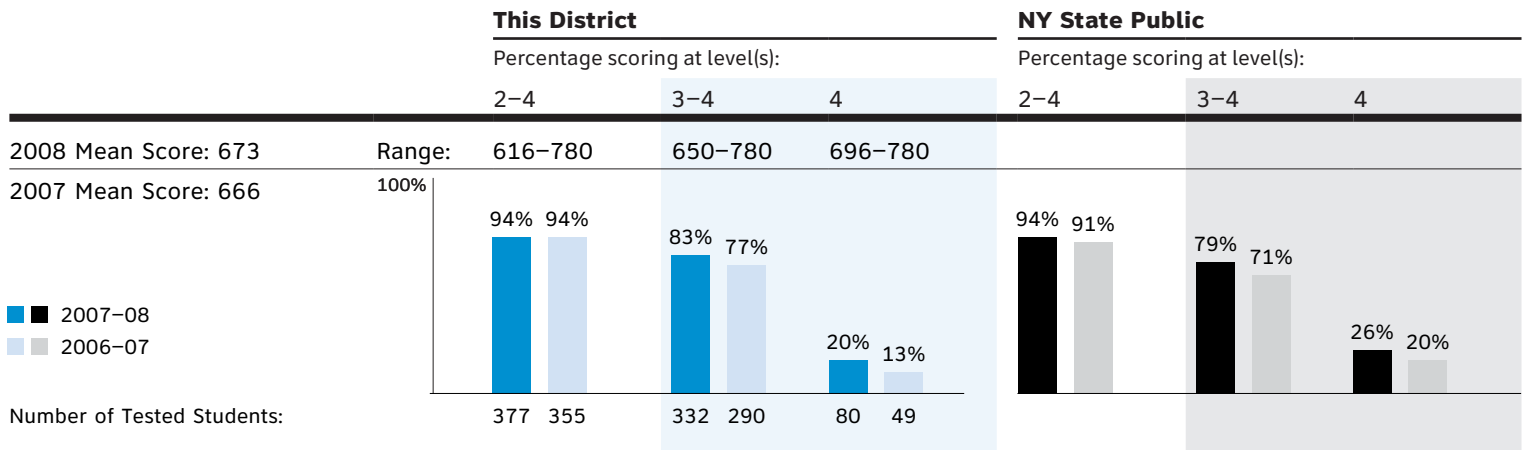
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Other Assessments

	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	2	-	-	-	5	5	2	2
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	399	94%	83%	20%	379	94%	77%	13%
Female	183	97%	86%	19%	196	95%	78%	14%
Male	216	93%	81%	21%	183	92%	75%	11%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	35	91%	77%	23%	32	88%	66%	6%
Hispanic or Latino	49	96%	82%	16%	49	98%	80%	8%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	7	-	-	-
White	304	95%	84%	21%	290	94%	78%	14%
Multiracial	1	-	-	-				
Small Group Totals	11	82%	82%	9%	8	88%	63%	25%
General-Education Students	341	100%	92%	23%	331	99%	84%	15%
Students with Disabilities	58	62%	33%	0%	48	54%	27%	2%
English Proficient	396	-	-	-	376	-	-	-
Limited English Proficient	3	-	-	-	3	-	-	-
Economically Disadvantaged	102	89%	70%	8%	91	93%	70%	5%
Not Disadvantaged	297	96%	88%	24%	288	94%	78%	15%
Migrant								
Not Migrant	399	94%	83%	20%	379	94%	77%	13%

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	2	-	-	-	5	5	5	4

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 663	600-790	650-790	712-790			
2007 Mean Score: 656						
Number of Tested Students:	393	293	6			

Year	2-4	3-4	4
2007-08	99%	74%	2%
2006-07	94%	63%	4%

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	397	99%	74%	2%	394	94%	63%	4%
Female	202	100%	81%	3%	176	94%	65%	6%
Male	195	98%	66%	0%	218	94%	61%	3%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	39	100%	67%	3%	41	98%	51%	7%
Hispanic or Latino	56	98%	61%	2%	50	94%	60%	4%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	6	-	-	-
White	294	99%	77%	1%	296	94%	66%	4%
Multiracial								
Small Group Totals	8	100%	75%	0%	7	71%	29%	0%
General-Education Students	348	100%	81%	2%	329	99%	74%	5%
Students with Disabilities	49	94%	24%	0%	65	66%	5%	0%
English Proficient	395	-	-	-	391	-	-	-
Limited English Proficient	2	-	-	-	3	-	-	-
Economically Disadvantaged	99	98%	59%	1%	114	88%	44%	3%
Not Disadvantaged	298	99%	79%	2%	280	96%	70%	5%
Migrant								
Not Migrant	397	99%	74%	2%	394	94%	63%	4%

NOTES

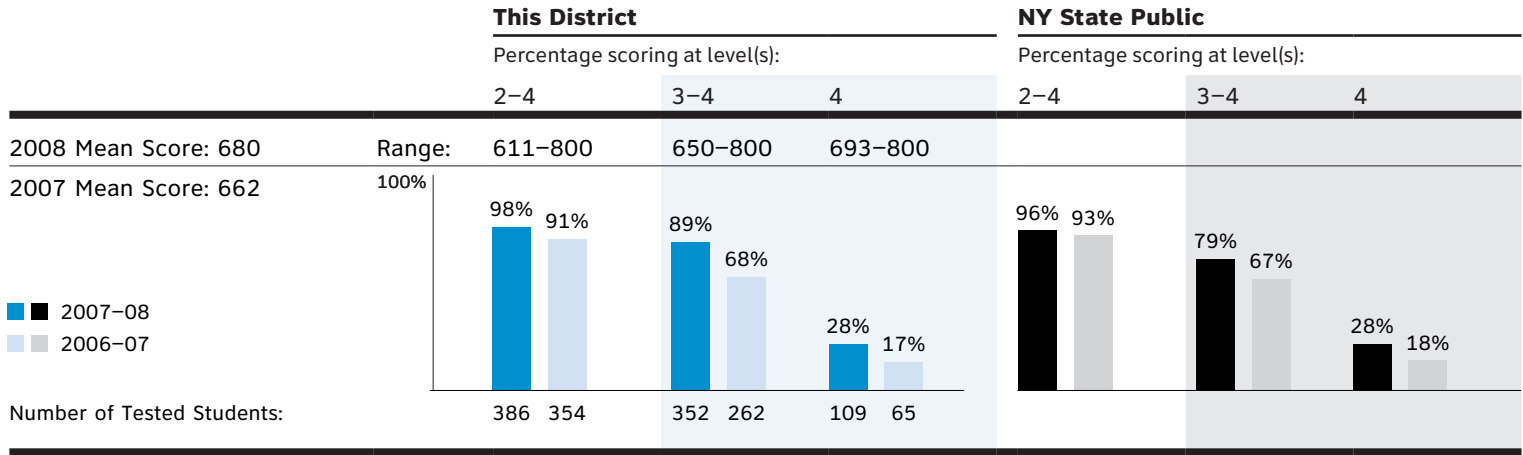
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Other Assessments

	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	6	6	4	3	6	6	6	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	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 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	395	98%	89%	28%	387	91%	68%	17%
Female	200	98%	92%	26%	176	92%	72%	15%
Male	195	97%	87%	30%	211	91%	64%	18%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	38	92%	84%	21%	41	95%	51%	2%
Hispanic or Latino	57	100%	86%	21%	50	92%	60%	14%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	6	-	-	-
White	292	98%	90%	29%	289	91%	71%	19%
Multiracial								
Small Group Totals	8	100%	100%	38%	7	86%	71%	29%
General-Education Students	346	100%	96%	30%	324	99%	78%	20%
Students with Disabilities	49	82%	41%	12%	63	52%	16%	0%
English Proficient	393	-	-	-	383	-	-	-
Limited English Proficient	2	-	-	-	4	-	-	-
Economically Disadvantaged	98	98%	82%	19%	110	86%	52%	6%
Not Disadvantaged	297	98%	92%	30%	277	94%	74%	21%
Migrant								
Not Migrant	395	98%	89%	28%	387	91%	68%	17%

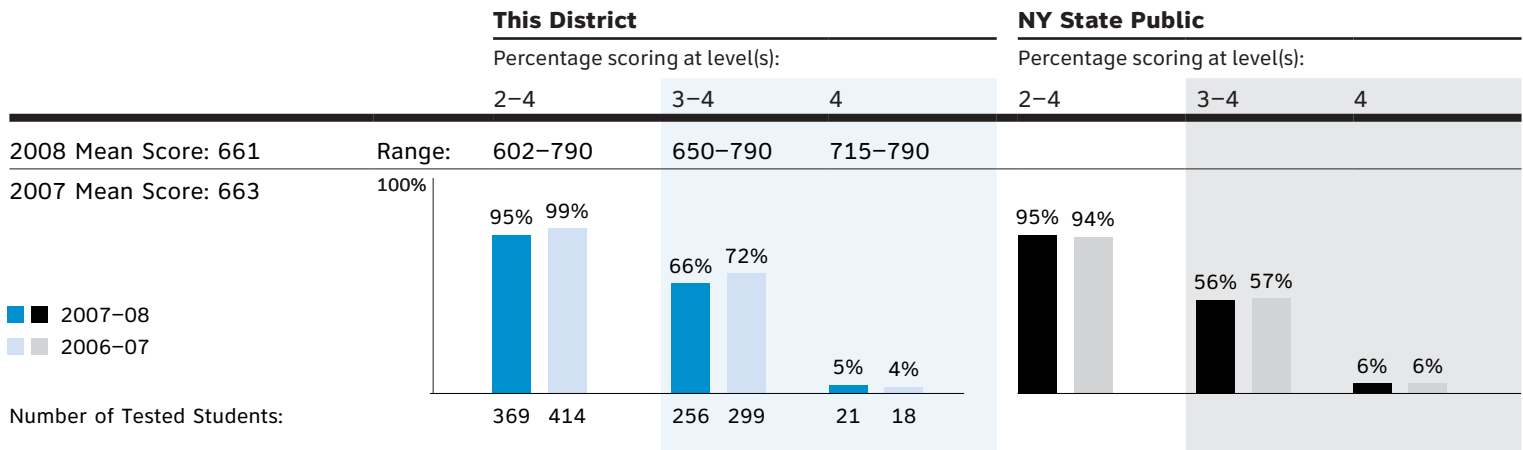
NOTES

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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 7 Equivalent	6	5	3	3	6	6	6	5

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	388	95%	66%	5%	418	99%	72%	4%
Female	175	97%	75%	6%	207	99%	74%	7%
Male	213	94%	58%	5%	211	99%	69%	2%
American Indian or Alaska Native	1	-	-	-				
Black or African American	41	100%	66%	0%	37	-	-	-
Hispanic or Latino	54	98%	67%	4%	65	98%	62%	3%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	3	-	-	-
White	285	94%	67%	7%	313	99%	75%	4%
Multiracial								
Small Group Totals	8	88%	38%	0%	40	100%	58%	8%
General-Education Students	325	99%	77%	6%	364	100%	78%	5%
Students with Disabilities	63	75%	11%	0%	54	94%	30%	0%
English Proficient	385	-	-	-	416	-	-	-
Limited English Proficient	3	-	-	-	2	-	-	-
Economically Disadvantaged	107	91%	47%	2%	96	98%	46%	0%
Not Disadvantaged	281	97%	73%	7%	322	99%	79%	6%
Migrant								
Not Migrant	388	95%	66%	5%	418	99%	72%	4%

NOTES

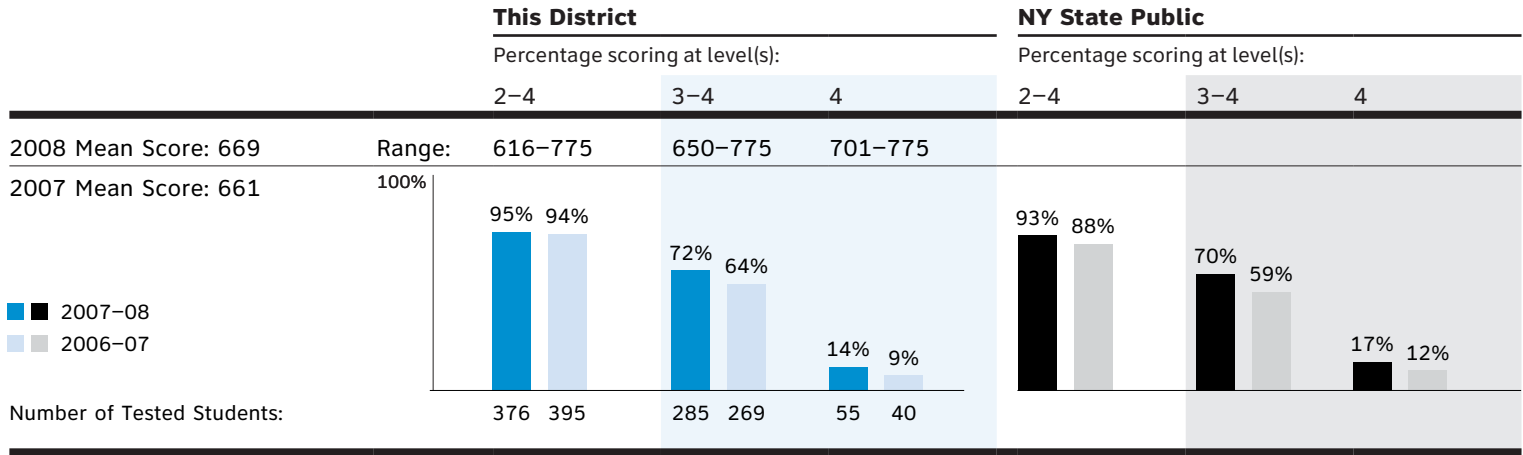
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Other Assessments

	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	6	6	6	5	6	6	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	1	N/A	N/A	N/A	0	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	394	95%	72%	14%	422	94%	64%	9%
Female	179	97%	74%	13%	205	94%	65%	12%
Male	215	94%	71%	14%	217	93%	63%	7%
American Indian or Alaska Native	1	-	-	-				
Black or African American	42	95%	62%	2%	39	-	-	-
Hispanic or Latino	54	94%	67%	11%	68	90%	57%	3%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	3	-	-	-
White	290	96%	74%	16%	312	94%	66%	11%
Multiracial								
Small Group Totals	8	100%	88%	25%	42	95%	57%	10%
General-Education Students	331	98%	80%	16%	364	99%	71%	11%
Students with Disabilities	63	83%	30%	2%	58	62%	17%	0%
English Proficient	390	-	-	-	420	-	-	-
Limited English Proficient	4	-	-	-	2	-	-	-
Economically Disadvantaged	110	89%	56%	5%	98	86%	43%	6%
Not Disadvantaged	284	98%	79%	18%	324	96%	70%	10%
Migrant								
Not Migrant	394	95%	72%	14%	422	94%	64%	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 8 Equivalent	6	6	6	4	6	6	6	3

This District's Results in Grade 8 Science

This District

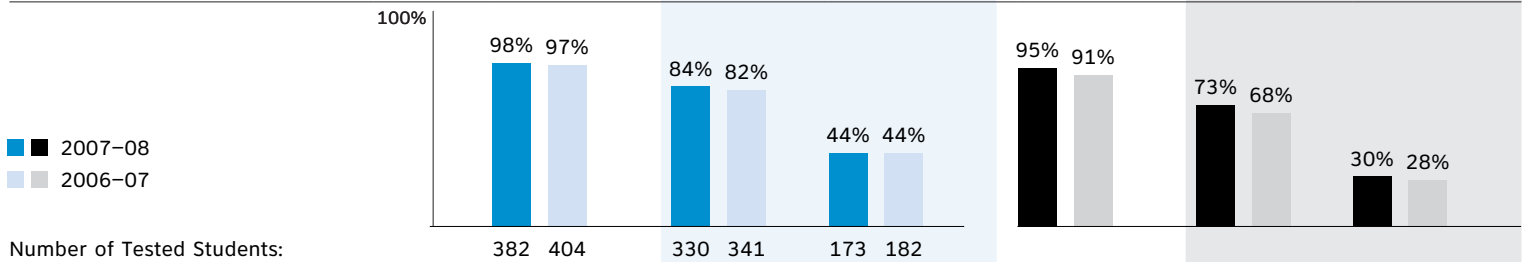
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of Tested Students:

Year	2-4	3-4	4
This District 2007-08	382	330	173
This District 2006-07	404	341	182

Results by Student Group

2007-08 School Year

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

2006-07 School Year

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

	2007-08 School Year				2006-07 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	367	98%	83%	41%	387	97%	81%	40%
Female	162	98%	85%	38%	183	96%	77%	36%
Male	205	97%	82%	43%	204	98%	84%	43%
American Indian or Alaska Native	1	-	-	-	-	-	-	-
Black or African American	42	100%	79%	31%	35	-	-	-
Hispanic or Latino	52	98%	87%	35%	66	98%	74%	29%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	3	-	-	-
White	265	97%	84%	43%	283	97%	83%	45%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	8	100%	75%	38%	38	97%	74%	18%
General-Education Students	305	99%	93%	47%	335	100%	90%	45%
Students with Disabilities	62	90%	37%	8%	52	79%	25%	4%
English Proficient	363	-	-	-	385	-	-	-
Limited English Proficient	4	-	-	-	2	-	-	-
Economically Disadvantaged	105	94%	74%	23%	90	91%	62%	19%
Not Disadvantaged	262	99%	87%	48%	297	99%	87%	46%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	367	98%	83%	41%	387	97%	81%	40%

NOTES

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Other Assessments

2007-08 School Year

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

2006-07 School Year

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

	2007-08 School Year	2006-07 School Year
	Total Tested	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	6	6
Regents Science	24	28

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

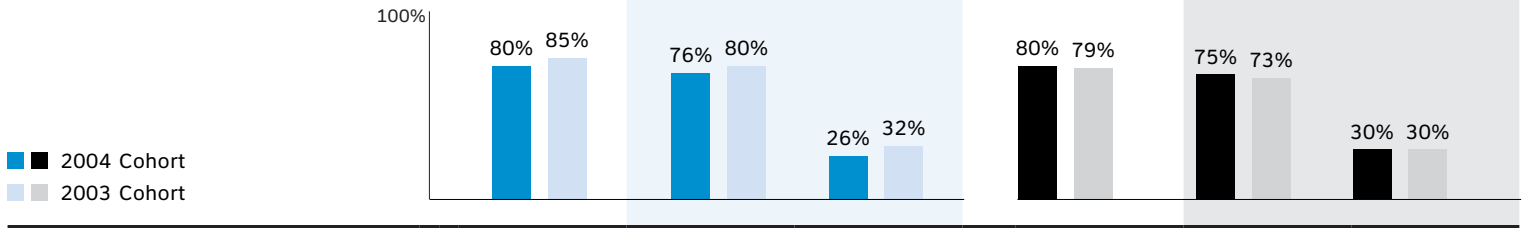
NY State Public

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	495	80%	76%	26%	443	85%	80%	32%
Female	241	83%	79%	31%	209	89%	84%	42%
Male	254	76%	73%	21%	234	81%	76%	24%
American Indian or Alaska Native	3	-	-	-				
Black or African American	44	75%	70%	7%	29	-	-	-
Hispanic or Latino	56	64%	59%	7%	58	90%	83%	14%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	4	-	-	-
White	385	83%	79%	30%	352	84%	80%	36%
Multiracial								
Small Group Totals	10	50%	50%	40%	33	91%	79%	18%
General-Education Students	440	85%	81%	28%	406	89%	85%	35%
Students with Disabilities	55	36%	31%	5%	37	35%	27%	3%
English Proficient	494	-	-	-	442	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	87	61%	59%	14%	68	76%	66%	12%
Not Disadvantaged	408	84%	79%	28%	375	86%	83%	36%
Migrant								
Not Migrant	495	80%	76%	26%				

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.

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

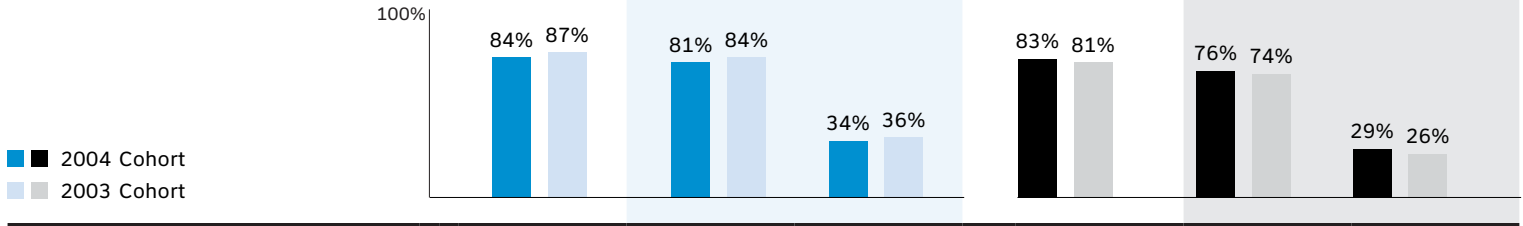
NY State Public

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	495	84%	81%	34%	443	87%	84%	36%
Female	241	85%	83%	41%	209	90%	87%	36%
Male	254	83%	79%	27%	234	84%	81%	35%
American Indian or Alaska Native	3	-	-	-				
Black or African American	44	80%	73%	20%	29	-	-	-
Hispanic or Latino	56	75%	73%	16%	58	88%	81%	21%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	4	-	-	-
White	385	86%	84%	38%	352	86%	84%	39%
Multiracial								
Small Group Totals	10	60%	60%	40%	33	91%	79%	30%
General-Education Students	440	87%	86%	38%	406	91%	88%	38%
Students with Disabilities	55	62%	45%	2%	37	43%	35%	8%
English Proficient	494	-	-	-	442	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	87	74%	68%	22%	68	78%	76%	21%
Not Disadvantaged	408	86%	84%	37%	375	89%	85%	39%
Migrant								
Not Migrant	495	84%	81%	34%				

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.