



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **HAVERSTRAW-STONY POINT CSD
(NORTH ROCKLAND)**

District ID **50-02-01-06-0000**

Superintendent **BRIAN MONAHAN**

Telephone **(845) 942-3000**

Grades **PK-12, 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	124	128	178
Kindergarten	522	497	494
Grade 1	572	568	533
Grade 2	546	569	593
Grade 3	590	530	562
Grade 4	560	588	554
Grade 5	559	545	603
Grade 6	582	568	562
Ungraded Elementary	73	72	0
Grade 7	643	590	572
Grade 8	649	656	623
Grade 9	738	719	766
Grade 10	767	701	690
Grade 11	677	688	621
Grade 12	592	671	688
Ungraded Secondary	45	30	19
Total K-12	8115	7992	7880

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	19	19	20
Grade 8			
English	24	26	23
Mathematics	23	25	21
Science	22	23	20
Social Studies	23	25	21
Grade 10			
English	20	21	19
Mathematics	22	23	21
Science	23	21	22
Social Studies	20	20	19

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 **HAVERSTRAW-STONY POINT CSD (NORTH ROCKLAND)**District ID **50-02-01-06-0000**

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	1777	22%	2011	25%	1984	25%
Reduced-Price Lunch	603	7%	692	9%	621	8%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	808	10%	847	11%	839	11%
Racial/Ethnic Origin						
American Indian or Alaska Native	30	0%	36	0%	31	0%
Black or African American	964	12%	994	12%	975	12%
Hispanic or Latino	2930	36%	2979	37%	3030	38%
Asian or Native Hawaiian/Other Pacific Islander	258	3%	252	3%	280	4%
White	3933	48%	3727	47%	3552	45%
Multiracial**	N/A	N/A	4	0%	12	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	97%		95%		95%	
Student Suspensions	631	8%	615	8%	534	7%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District **HAVERSTRAW-STONY POINT CSD (NORTH ROCKLAND)**District ID **50-02-01-06-0000**

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	667	630	653
Percent with No Valid Teaching Certificate	1%	1%	1%
Percent Teaching Out of Certification	1%	3%	4%
Percent with Fewer Than Three Years of Experience	9%	5%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	59%	63%	63%
Total Number of Core Classes	2443	1854	1913
Percent Not Taught by Highly Qualified Teachers	1%	3%	3%
Total Number of Classes	2601	2552	2492
Percent Taught by Teachers Without Appropriate Certification	2%	3%	5%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	11%	16%	15%
Turnover Rate of All Teachers	15%	11%	10%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	85	87	81
Total Paraprofessionals*	238	242	231
Assistant Principals	13	13	13
Principals	10	10	9

* 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:

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

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

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

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 Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	—	—				
Black or African American	✓	✓		✓	✓	
Hispanic or Latino	✓	✓		✓	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		—	—	
White	✓	✓		✓	✓	
Multiracial						
Other Groups						
Students with Disabilities	✓	✓		✓	✓	
Limited English Proficient	✓ ^{SH}	✓		—	—	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✓ 6 of 6	✓ 6 of 6	✓ 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

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

State

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

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2008–09)



Good Standing

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 (3561:3451)	✓	✓	100%	✓	170	131		
Ethnicity								
American Indian or Alaska Native (15:13)	—	—	—	—	—	—		
Black or African American (463:446)	✓	✓	99%	✓	159	128		
Hispanic or Latino (1339:1260)	✓	✓	99%	✓	155	130		
Asian or Native Hawaiian/Other Pacific Islander (117:114)	✓	✓	100%	✓	190	123		
White (1627:1618)	✓	✓	100%	✓	184	130		
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (486:471)	✓	✓	99%	✗	123	128	126	131
Limited English Proficient ⁵ (344:428)	✓ ^{SH}	✓	98%	✓ ^{SH}	123	128	114	131
Economically Disadvantaged (1361:1293)	✓	✓	99%	✓	150	130		
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 for This Subject (2008–09)



Good Standing

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 (3554:3470)	✓	✓	100%	✓	180	100	
Ethnicity							
American Indian or Alaska Native (16:13)	–	–	–	–	–	–	–
Black or African American (462:443)	✓	✓	100%	✓	168	97	
Hispanic or Latino (1327:1288)	✓	✓	100%	✓	171	99	
Asian or Native Hawaiian/Other Pacific Islander (118:115)	✓	✓	100%	✓	197	92	
White (1631:1611)	✓	✓	100%	✓	190	99	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (486:468)	✓	✓	99%	✓	142	97	
Limited English Proficient ⁵ (334:464)	✓	✓	100%	✓	156	97	
Economically Disadvantaged (1348:1317)	✓	✓	100%	✓	166	99	
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.

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‡ 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 (1189:1158)		Qualified		100%		184	100	
Ethnicity								
American Indian or Alaska Native (8:6)		–	–	–	–	–	–	–
Black or African American (140:134)		Qualified		100%		170	100	
Hispanic or Latino (438:423)		Qualified		99%		176	100	
Asian or Native Hawaiian/Other Pacific Islander (44:43)		Qualified		100%		193	100	
White (559:552)		Qualified		99%		193	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (171:164)		Qualified		98%		168	100	
Limited English Proficient ⁴ (99:143)		Qualified		100%		150	100	
Economically Disadvantaged (429:419)		Qualified		100%		169	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 for This Subject (2008–09)



Good Standing

Accountability Measures

6 of 6

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 secondary-level English language arts accountability measures?

Student Group (12th Graders: 2004 Cohort) 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 (688:654)	✓	✓	100%	✓	185	161	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (84:77)	✓	✓	100%	✓	179	154	
Hispanic or Latino (231:210)	✓	✓	100%	✓	169	157	
Asian or Native Hawaiian/Other Pacific Islander (23:24)	—	—	—	—	—	—	—
White (350:343)	✓	✓	100%	✓	194	159	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (87:85)	✓	✓	98%	✓	155	154	
Limited English Proficient ⁴ (21:17)	—	—	—	—	—	—	—
Economically Disadvantaged (145:153)	✓	✓	100%	✓	162	157	
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

Secondary-Level Mathematics

Accountability Status for This Subject (2008–09)



Good Standing

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 (12th Graders: 2004 Cohort) 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 (688:654)	✓	✓	100%	✓	191	155	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (84:77)	✓	✓	100%	✓	181	148	
Hispanic or Latino (231:210)	✓	✓	100%	✓	188	151	
Asian or Native Hawaiian/Other Pacific Islander (23:24)	—	—	—	—	—	—	—
White (350:343)	✓	✓	99%	✓	195	153	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (87:85)	✓	✓	97%	✓	166	148	
Limited English Proficient ⁴ (21:17)	—	—	—	—	—	—	—
Economically Disadvantaged (145:153)	✓	✓	100%	✓	189	151	
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		Objectives		
	AYP	Met Criterion	Graduation Rate ²	State Standard	Progress Target 2007–08 2008–09
All Students (709)			77%	55%	
Ethnicity					
American Indian or Alaska Native (3)		–	–	–	
Black or African American (87)			68%	55%	
Hispanic or Latino (244)			63%	55%	
Asian or Native Hawaiian/Other Pacific Islander (18)		–	–	–	
White (357)			89%	55%	
Multiracial (0)					
Other Groups					
Students with Disabilities (142)			59%	55%	
Limited English Proficient ³ (43)			44%	55%	1% 45%
Economically Disadvantaged (212)			64%	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 **HAVERSTRAW-STONY POINT CSD (NORTH ROCKLAND)**

District ID **50-02-01-06-0000**

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 20% of total

GERALD F NEARY ELEMENTARY SCHOOL
WEST HAVERSTRAW ELEMENTARY SCHOOL

New York State Status

Good Standing

6 schools identified 60% of total

JAMES A FARLEY MIDDLE SCHOOL
NORTH GARNERVILLE ELEMENTARY SCHOOL
NORTH ROCKLAND HIGH SCHOOL
STONY POINT ELEMENTARY SCHOOL
THIELLS ELEMENTARY SCHOOL
WILLOW GROVE MIDDLE SCHOOL

Requiring Academic Progress (Year 1)

1 school identified 10% of total

HAVERSTRAW MIDDLE SCHOOL

Requiring Academic Progress (Year 2)







1 school identified 10% of total

FIELDSTONE SECONDARY SCHOOL







District **HAVERSTRAW-STONY POINT CSD (NORTH ROCKLAND)**District ID **50-02-01-06-0000**

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.



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	74%			562
Grade 4	80%			541
Grade 5	76%			609
Grade 6	68%			561
Grade 7	71%			570
Grade 8	68%			614

Mathematics

Grade 3	91%		569
Grade 4	91%		548
Grade 5	81%		610
Grade 6	80%		570
Grade 7	87%		582
Grade 8	71%		626

Science

Grade 4	91%		545
Grade 8	81%		626

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	83%			718
Mathematics	86%			718

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.

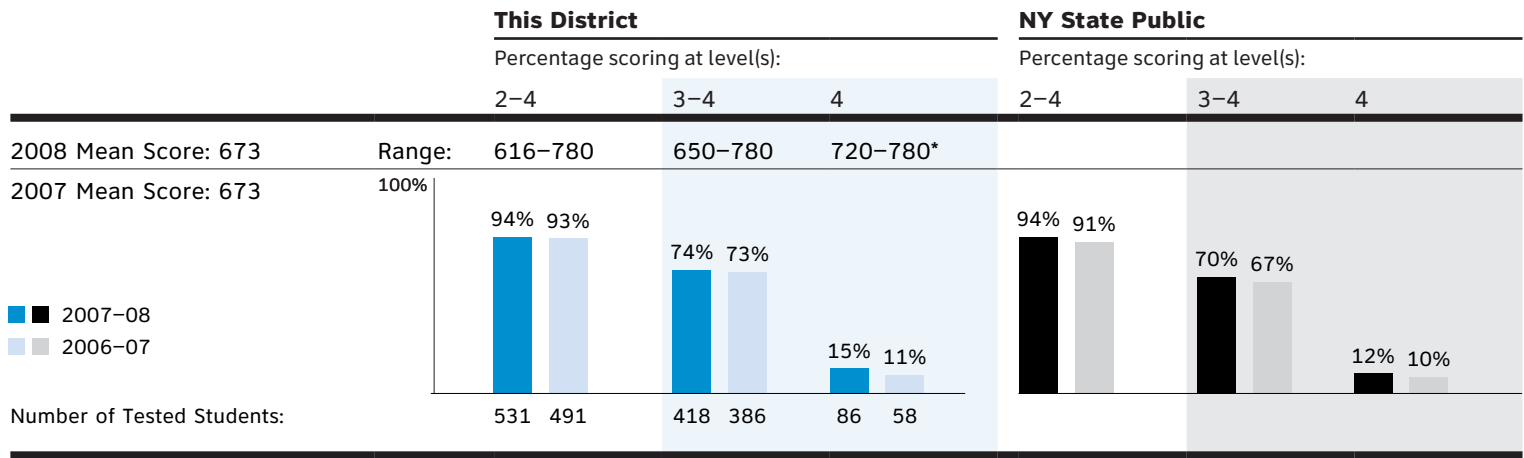
In this section, this district's performance is compared with that of public schools statewide.

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	562	94%	74%	15%	529	93%	73%	11%
Female	272	98%	78%	13%	245	96%	78%	12%
Male	290	91%	71%	18%	284	90%	69%	10%
American Indian or Alaska Native	2	—	—	—	2	—	—	—
Black or African American	76	92%	71%	8%	56	89%	63%	2%
Hispanic or Latino	220	91%	59%	7%	191	88%	60%	5%
Asian or Native Hawaiian/Other Pacific Islander	12	—	—	—	24	—	—	—
White	252	98%	88%	24%	256	97%	84%	17%
Multiracial								
Small Group Totals	14	100%	93%	21%	26	96%	81%	15%
General-Education Students	511	97%	79%	16%	463	95%	78%	12%
Students with Disabilities	51	69%	29%	4%	66	77%	38%	3%
English Proficient	480	97%	83%	18%	478	96%	78%	12%
Limited English Proficient	82	82%	26%	0%	51	65%	24%	2%
Economically Disadvantaged	218	89%	56%	7%	186	87%	58%	5%
Not Disadvantaged	344	98%	86%	20%	343	96%	81%	14%
Migrant								
Not Migrant	562	94%	74%	15%	529	93%	73%	11%

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.

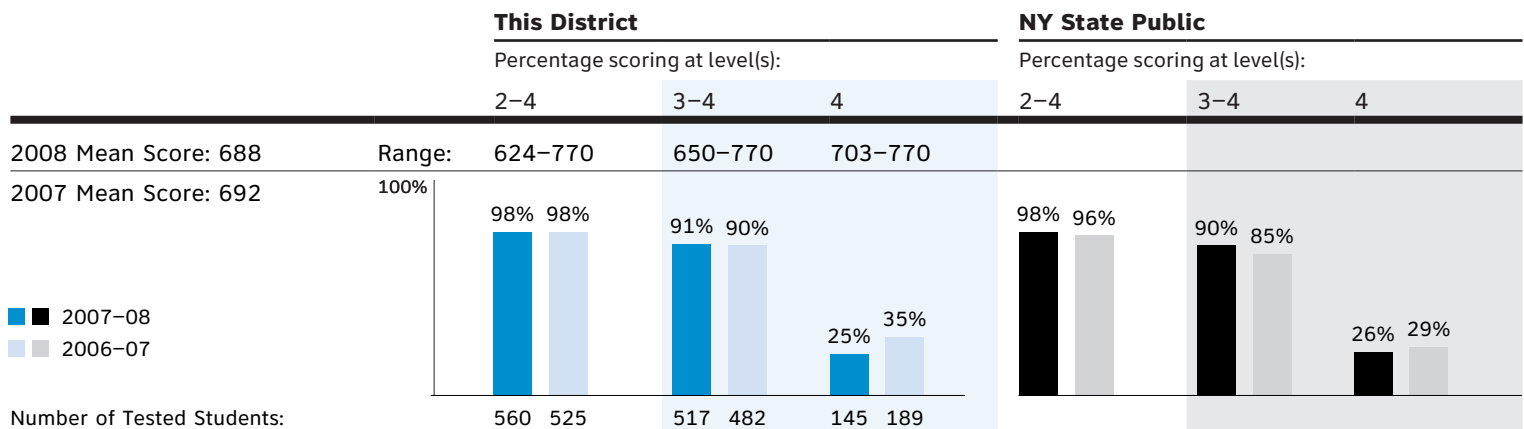
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

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	—	—	—	8	8	8	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	10	N/A	N/A	N/A	10	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	569	98%	91%	25%	538	98%	90%	35%
Female	274	100%	94%	28%	253	98%	90%	34%
Male	295	97%	88%	23%	285	97%	89%	36%
American Indian or Alaska Native	2	—	—	—	2	—	—	—
Black or African American	75	97%	87%	17%	56	96%	86%	29%
Hispanic or Latino	228	99%	87%	11%	203	95%	84%	30%
Asian or Native Hawaiian/Other Pacific Islander	12	—	—	—	23	—	—	—
White	252	98%	95%	39%	254	100%	94%	41%
Multiracial								
Small Group Totals	14	100%	100%	71%	25	100%	92%	36%
General-Education Students	519	99%	94%	28%	473	98%	92%	39%
Students with Disabilities	50	88%	62%	4%	65	97%	71%	5%
English Proficient	479	99%	94%	29%	477	99%	93%	37%
Limited English Proficient	90	97%	76%	4%	61	85%	62%	18%
Economically Disadvantaged	223	98%	83%	13%	197	94%	82%	27%
Not Disadvantaged	346	99%	96%	34%	341	99%	94%	40%
Migrant								
Not Migrant	569	98%	91%	25%	538	98%	90%	35%

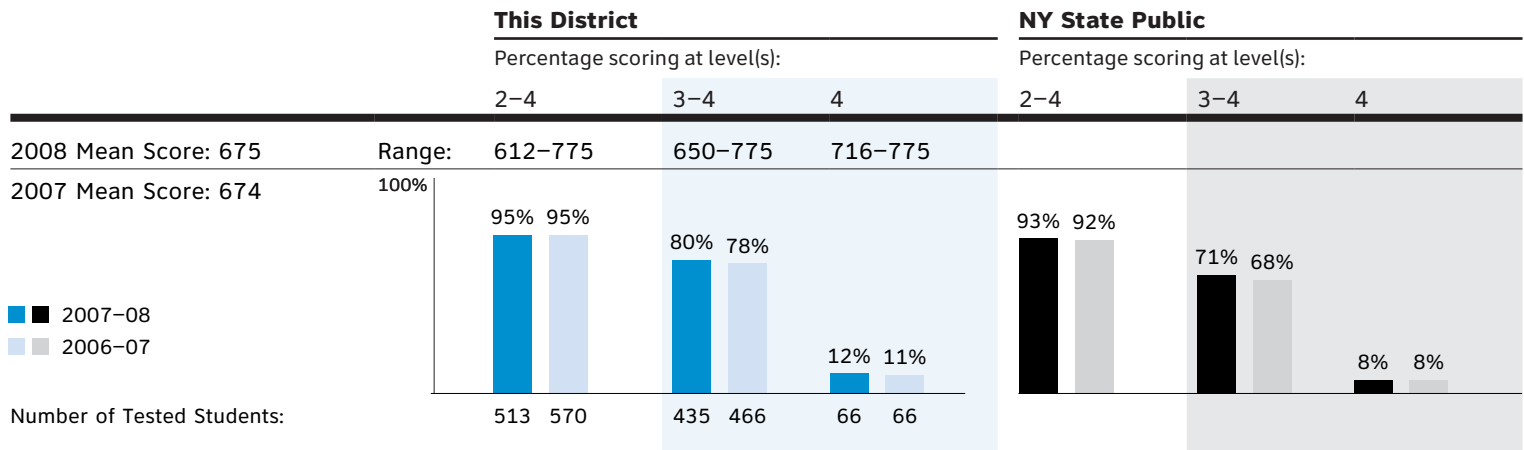
NOTES

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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	4	—	—	—	8	8	8	8

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	541	95%	80%	12%	600	95%	78%	11%
Female	259	97%	82%	15%	288	94%	77%	13%
Male	282	93%	79%	10%	312	96%	79%	9%
American Indian or Alaska Native	3	—	—	—	4	—	—	—
Black or African American	63	92%	73%	6%	74	93%	73%	5%
Hispanic or Latino	207	91%	71%	7%	218	91%	66%	6%
Asian or Native Hawaiian/Other Pacific Islander	23	—	—	—	21	—	—	—
White	245	98%	90%	19%	283	99%	87%	16%
Multiracial								
Small Group Totals	26	96%	85%	8%	25	92%	92%	12%
General-Education Students	469	97%	86%	14%	516	97%	84%	13%
Students with Disabilities	72	78%	47%	3%	84	82%	39%	1%
English Proficient	494	97%	85%	13%	549	97%	83%	12%
Limited English Proficient	47	74%	30%	0%	51	69%	20%	0%
Economically Disadvantaged	201	90%	66%	6%	219	90%	62%	3%
Not Disadvantaged	340	98%	89%	16%	381	98%	87%	16%
Migrant								
Not Migrant	541	95%	80%	12%	600	95%	78%	11%

NOTES

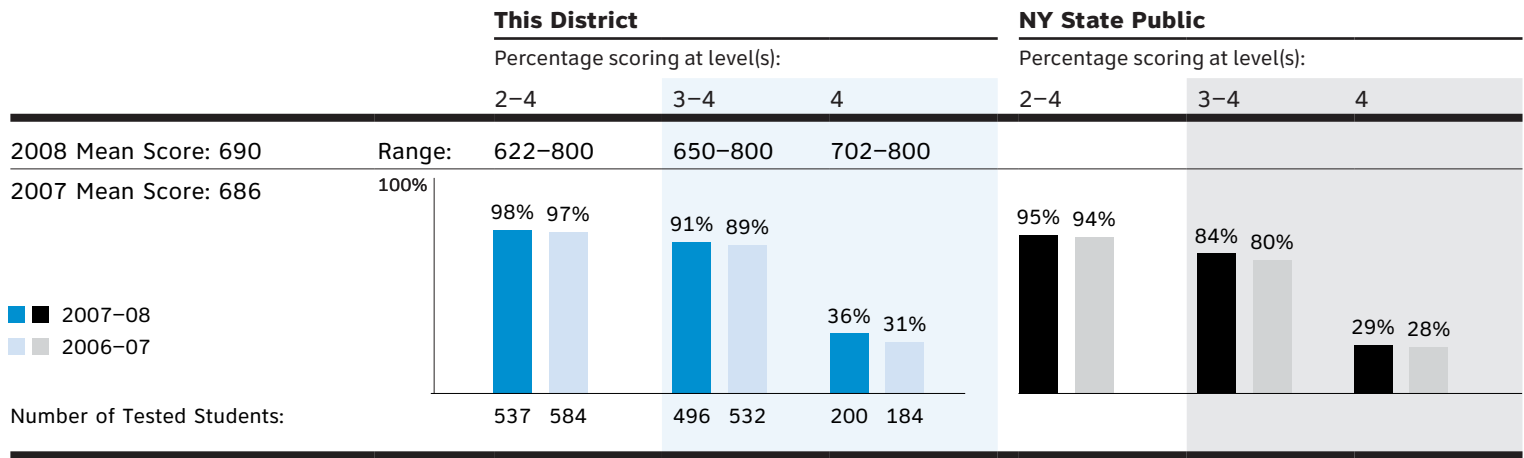
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Other Assessments

	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	3	4	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	5	N/A	N/A	N/A	5	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	548	98%	91%	36%	600	97%	89%	31%
Female	263	98%	90%	37%	289	97%	89%	27%
Male	285	98%	91%	36%	311	98%	89%	34%
American Indian or Alaska Native	3	—	—	—	4	—	—	—
Black or African American	65	95%	85%	29%	74	92%	85%	15%
Hispanic or Latino	211	98%	85%	26%	220	97%	82%	25%
Asian or Native Hawaiian/Other Pacific Islander	23	—	—	—	22	—	—	—
White	246	98%	96%	48%	280	100%	94%	38%
Multiracial								
Small Group Totals	26	100%	96%	35%	26	92%	92%	50%
General-Education Students	477	99%	93%	41%	517	98%	92%	34%
Students with Disabilities	71	93%	72%	8%	83	90%	70%	10%
English Proficient	497	98%	93%	39%	546	99%	92%	33%
Limited English Proficient	51	94%	65%	10%	54	85%	57%	4%
Economically Disadvantaged	204	97%	83%	24%	221	95%	81%	19%
Not Disadvantaged	344	99%	95%	44%	379	98%	93%	38%
Migrant								
Not Migrant	548	98%	91%	36%	600	97%	89%	31%

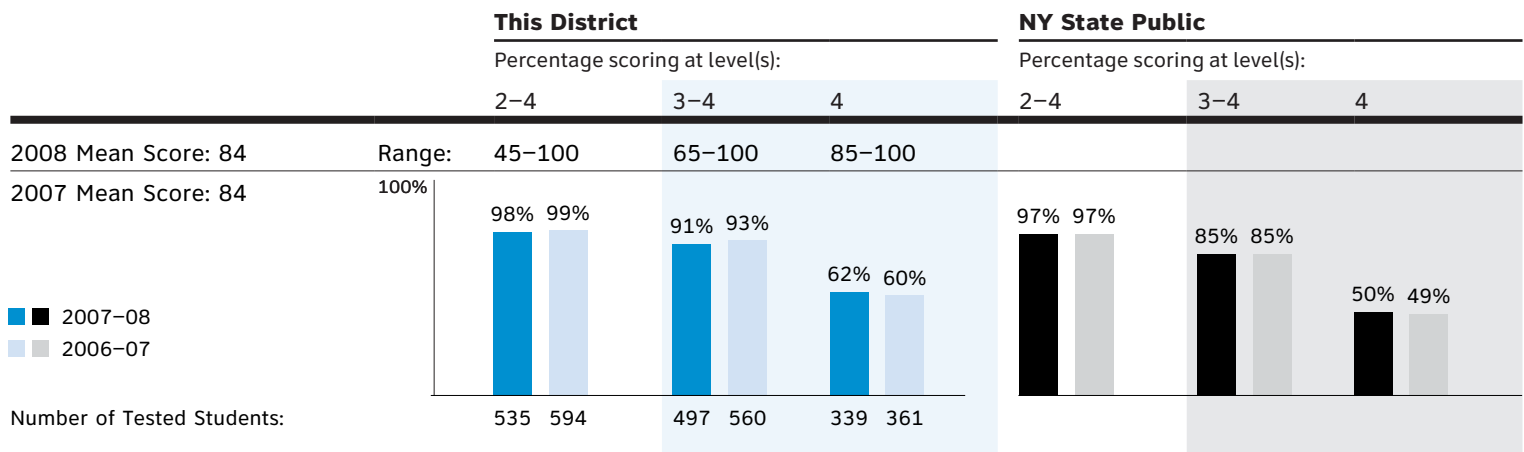
NOTES

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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 4 Equivalent	8	8	7	2	4	—	—	—

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	545	98%	91%	62%	601	99%	93%	60%
Female	262	97%	89%	63%	287	99%	91%	55%
Male	283	99%	93%	62%	314	99%	95%	65%
American Indian or Alaska Native	3	—	—	—	4	—	—	—
Black or African American	64	97%	84%	48%	72	100%	93%	39%
Hispanic or Latino	211	96%	85%	46%	223	97%	87%	44%
Asian or Native Hawaiian/Other Pacific Islander	23	—	—	—	22	—	—	—
White	244	100%	97%	79%	280	100%	98%	76%
Multiracial								
Small Group Totals	26	100%	100%	73%	26	96%	92%	81%
General-Education Students	474	98%	92%	65%	518	99%	93%	64%
Students with Disabilities	71	99%	87%	41%	83	100%	94%	39%
English Proficient	494	100%	95%	67%	546	100%	96%	65%
Limited English Proficient	51	84%	57%	18%	55	89%	64%	11%
Economically Disadvantaged	201	96%	80%	41%	225	97%	84%	33%
Not Disadvantaged	344	100%	98%	75%	376	100%	98%	76%
Migrant								
Not Migrant	545	98%	91%	62%	601	99%	93%	60%

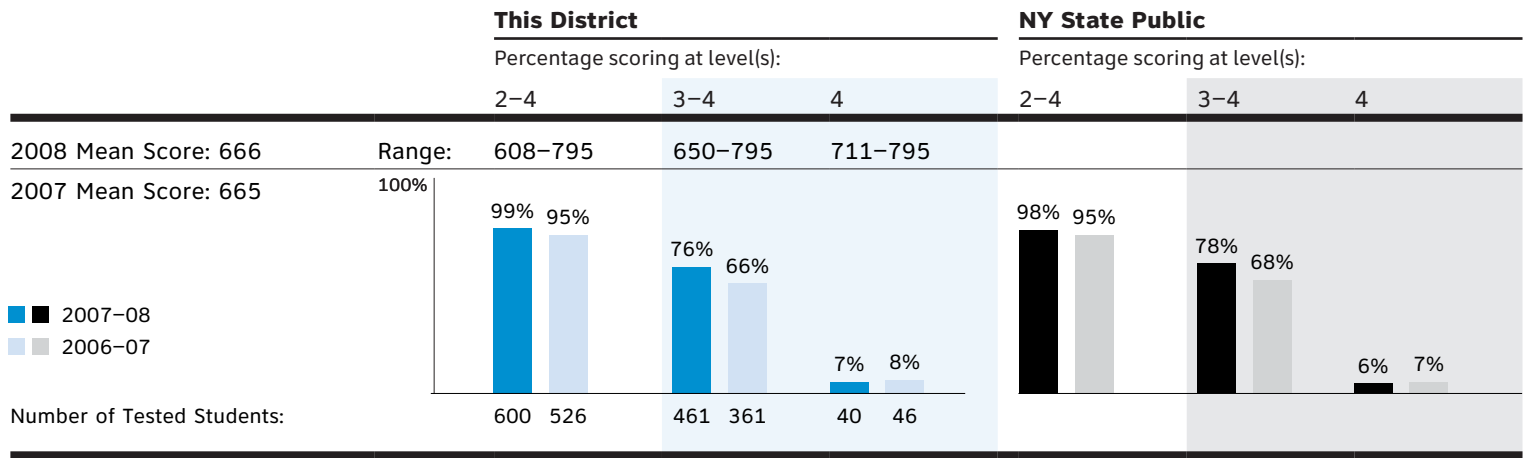
NOTES

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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	8	6	4	—	—	—

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	609	99%	76%	7%	551	95%	66%	8%
Female	293	98%	74%	7%	267	97%	67%	9%
Male	316	99%	77%	6%	284	94%	64%	8%
American Indian or Alaska Native	3	—	—	—				
Black or African American	76	97%	63%	1%	78	92%	60%	5%
Hispanic or Latino	229	97%	63%	3%	192	92%	45%	3%
Asian or Native Hawaiian/Other Pacific Islander	22	—	—	—	11	100%	91%	27%
White	279	100%	88%	10%	270	99%	80%	13%
Multiracial								
Small Group Totals	25	100%	88%	12%				
General-Education Students	521	100%	83%	7%	477	97%	72%	10%
Students with Disabilities	88	92%	33%	1%	74	82%	26%	0%
English Proficient	566	99%	80%	7%	520	98%	69%	9%
Limited English Proficient	43	91%	21%	2%	31	61%	10%	0%
Economically Disadvantaged	227	96%	60%	1%	215	90%	46%	2%
Not Disadvantaged	382	100%	85%	10%	336	99%	78%	13%
Migrant								
Not Migrant	609	99%	76%	7%	551	95%	66%	8%

NOTES

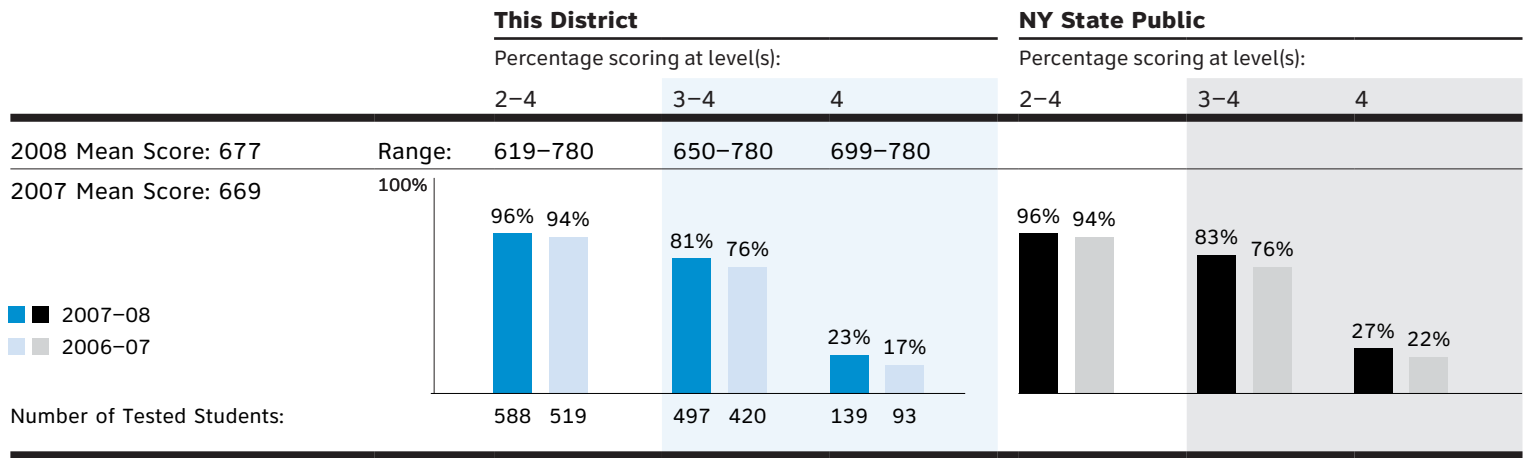
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Other Assessments

	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 5 Equivalent	6	6	6	6	12	12	12	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	5	N/A	N/A	N/A	8	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	610	96%	81%	23%	551	94%	76%	17%
Female	296	95%	79%	19%	270	94%	74%	14%
Male	314	98%	84%	27%	281	95%	78%	20%
American Indian or Alaska Native	3	-	-	-				
Black or African American	75	93%	72%	5%	76	92%	67%	7%
Hispanic or Latino	232	94%	72%	13%	196	90%	63%	7%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	11	100%	91%	27%
White	278	100%	91%	34%	268	98%	88%	27%
Multiracial								
Small Group Totals	25	96%	92%	44%				
General-Education Students	520	98%	87%	27%	479	96%	80%	19%
Students with Disabilities	90	86%	49%	1%	72	82%	49%	3%
English Proficient	564	98%	84%	25%	513	96%	80%	18%
Limited English Proficient	46	80%	46%	0%	38	71%	29%	0%
Economically Disadvantaged	227	93%	68%	6%	224	89%	62%	7%
Not Disadvantaged	383	99%	90%	33%	327	98%	86%	24%
Migrant								
Not Migrant	610	96%	81%	23%	551	94%	76%	17%

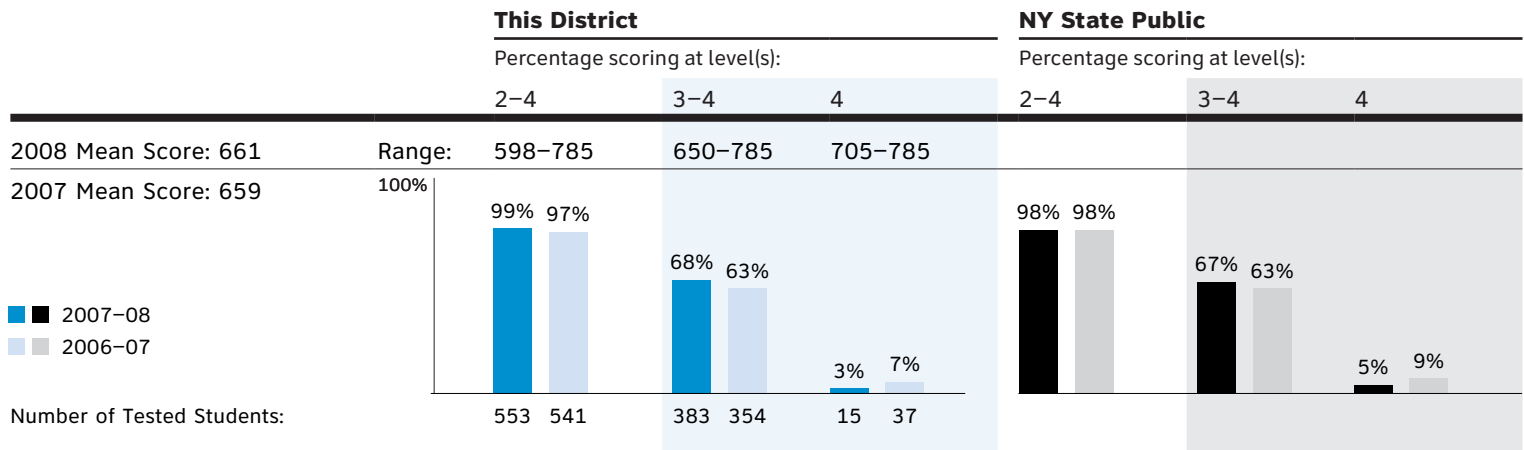
NOTES

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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 5 Equivalent	6	6	6	6	12	12	12	10

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	561	99%	68%	3%	559	97%	63%	7%
Female	277	99%	73%	4%	275	97%	67%	9%
Male	284	98%	63%	1%	284	96%	60%	4%
American Indian or Alaska Native					3	—	—	—
Black or African American	83	99%	55%	1%	80	100%	58%	4%
Hispanic or Latino	201	98%	55%	0%	192	92%	46%	1%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	75%	0%	22	—	—	—
White	265	99%	82%	5%	262	99%	76%	11%
Multiracial								
Small Group Totals					25	100%	80%	8%
General-Education Students	490	99%	75%	3%	476	97%	71%	8%
Students with Disabilities	71	94%	24%	0%	83	93%	19%	0%
English Proficient	525	99%	72%	3%	518	99%	68%	7%
Limited English Proficient	36	89%	11%	0%	41	71%	0%	0%
Economically Disadvantaged	224	98%	49%	1%	204	92%	39%	2%
Not Disadvantaged	337	99%	81%	4%	355	99%	77%	9%
Migrant								
Not Migrant	561	99%	68%	3%	559	97%	63%	7%

NOTES

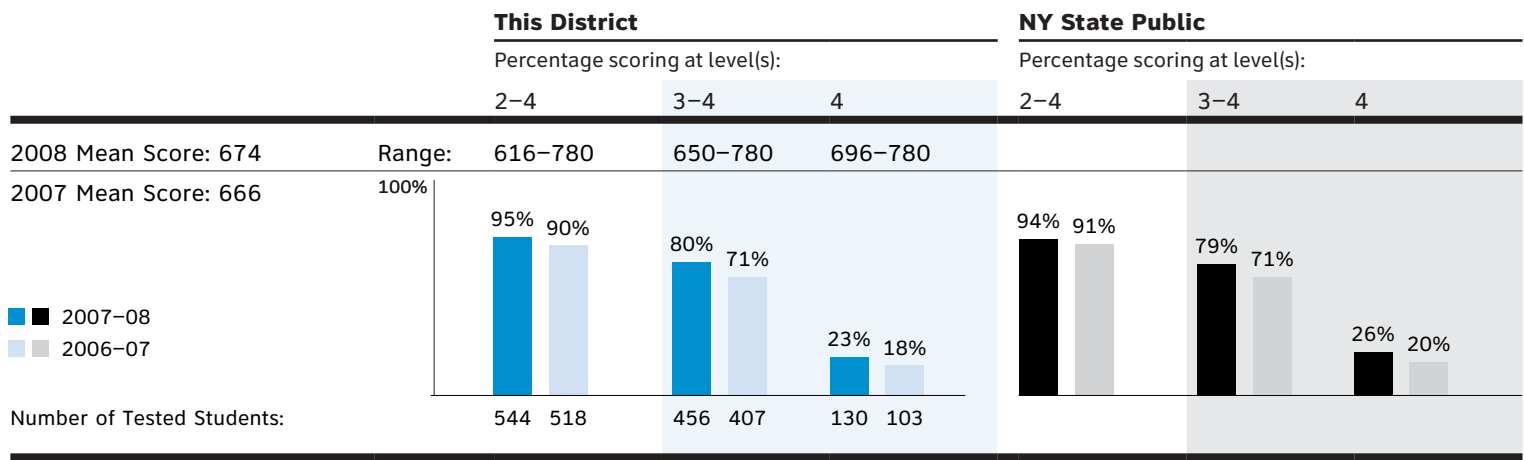
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Other Assessments

	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 6 Equivalent	9	9	8	7	4	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	8	N/A	N/A	N/A	14	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	570	95%	80%	23%	575	90%	71%	18%
Female	283	95%	82%	22%	288	90%	69%	17%
Male	287	95%	78%	24%	287	90%	72%	18%
American Indian or Alaska Native					3	—	—	—
Black or African American	83	95%	71%	18%	79	90%	59%	14%
Hispanic or Latino	208	92%	71%	9%	206	81%	57%	10%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	92%	62%	23	—	—	—
White	266	98%	89%	33%	264	97%	84%	26%
Multiracial								
Small Group Totals					26	96%	77%	15%
General-Education Students	502	97%	85%	26%	494	93%	77%	21%
Students with Disabilities	68	81%	41%	1%	81	72%	31%	1%
English Proficient	526	97%	84%	25%	521	94%	76%	20%
Limited English Proficient	44	75%	36%	2%	54	56%	20%	0%
Economically Disadvantaged	229	91%	67%	12%	220	80%	50%	6%
Not Disadvantaged	341	99%	89%	30%	355	97%	84%	25%
Migrant								
Not Migrant	570	95%	80%	23%	575	90%	71%	18%

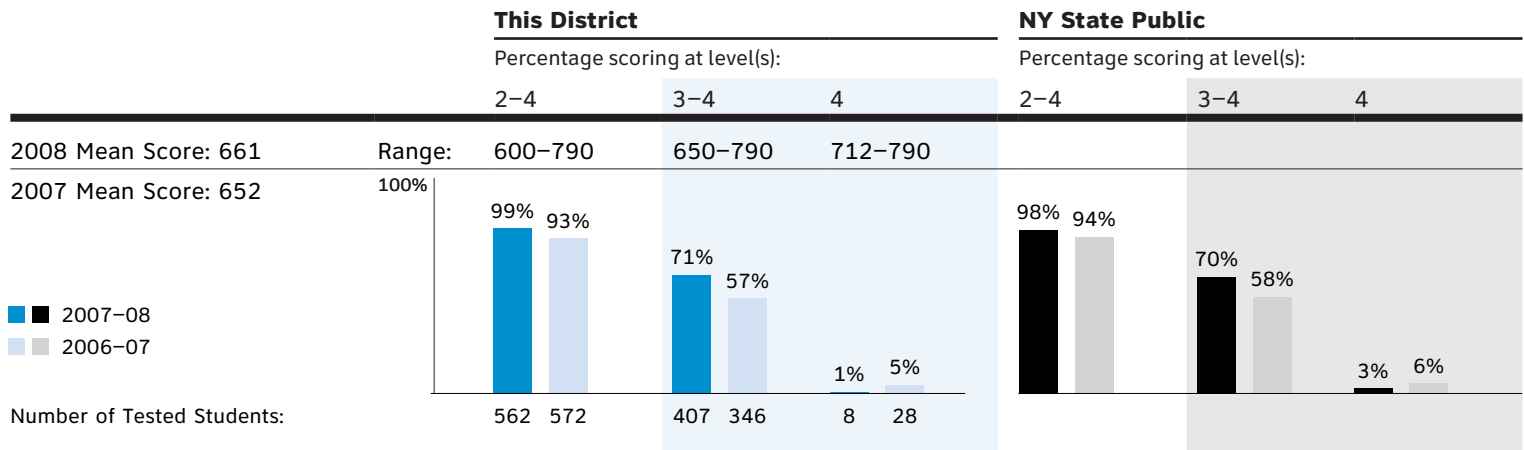
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Other Assessments

	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	9	9	8	8	4	—	—	—

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	570	99%	71%	1%	612	93%	57%	5%
Female	275	99%	76%	2%	301	97%	66%	7%
Male	295	98%	67%	1%	311	90%	47%	3%
American Indian or Alaska Native	2	—	—	—	3	—	—	—
Black or African American	76	99%	64%	0%	75	95%	35%	1%
Hispanic or Latino	198	96%	54%	0%	202	87%	46%	2%
Asian or Native Hawaiian/Other Pacific Islander	25	—	—	—	17	—	—	—
White	269	100%	85%	3%	315	97%	67%	7%
Multiracial								
Small Group Totals	27	100%	89%	0%	20	100%	85%	0%
General-Education Students	490	99%	78%	2%	531	97%	64%	5%
Students with Disabilities	80	96%	29%	0%	81	69%	9%	0%
English Proficient	528	100%	76%	2%	583	96%	59%	5%
Limited English Proficient	42	83%	17%	0%	29	52%	7%	0%
Economically Disadvantaged	215	96%	49%	0%	215	88%	39%	1%
Not Disadvantaged	355	100%	85%	2%	397	96%	66%	6%
Migrant								
Not Migrant	570	99%	71%	1%	612	93%	57%	5%

NOTES

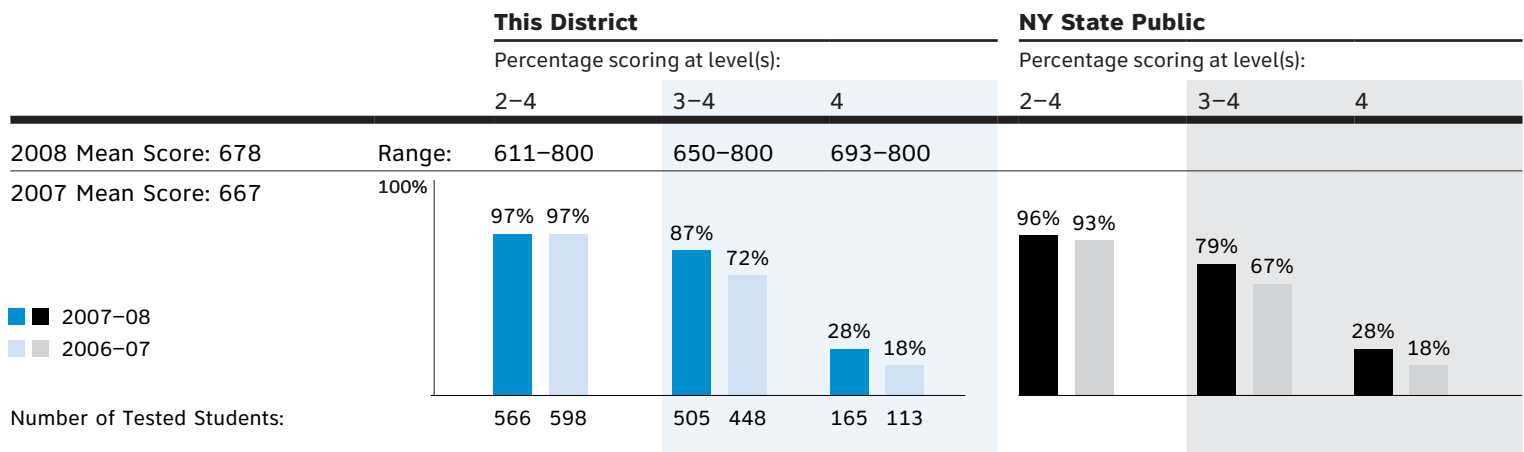
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Other Assessments

	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 7 Equivalent	4	—	—	—	3	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	11	N/A	N/A	N/A	9	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	582	97%	87%	28%	619	97%	72%	18%
Female	281	97%	86%	28%	303	98%	75%	18%
Male	301	98%	87%	29%	316	95%	70%	18%
American Indian or Alaska Native	3	—	—	—	3	—	—	—
Black or African American	77	97%	83%	22%	75	97%	51%	3%
Hispanic or Latino	209	93%	78%	15%	210	93%	57%	8%
Asian or Native Hawaiian/Other Pacific Islander	25	—	—	—	18	—	—	—
White	268	100%	94%	39%	313	99%	87%	28%
Multiracial								
Small Group Totals	28	100%	93%	39%	21	100%	90%	29%
General-Education Students	502	98%	91%	32%	537	98%	78%	21%
Students with Disabilities	80	95%	60%	4%	82	88%	33%	1%
English Proficient	529	99%	91%	31%	580	98%	75%	19%
Limited English Proficient	53	81%	47%	2%	39	74%	31%	0%
Economically Disadvantaged	224	93%	74%	10%	226	93%	52%	4%
Not Disadvantaged	358	100%	95%	40%	393	98%	84%	27%
Migrant								
Not Migrant	582	97%	87%	28%	619	97%	72%	18%

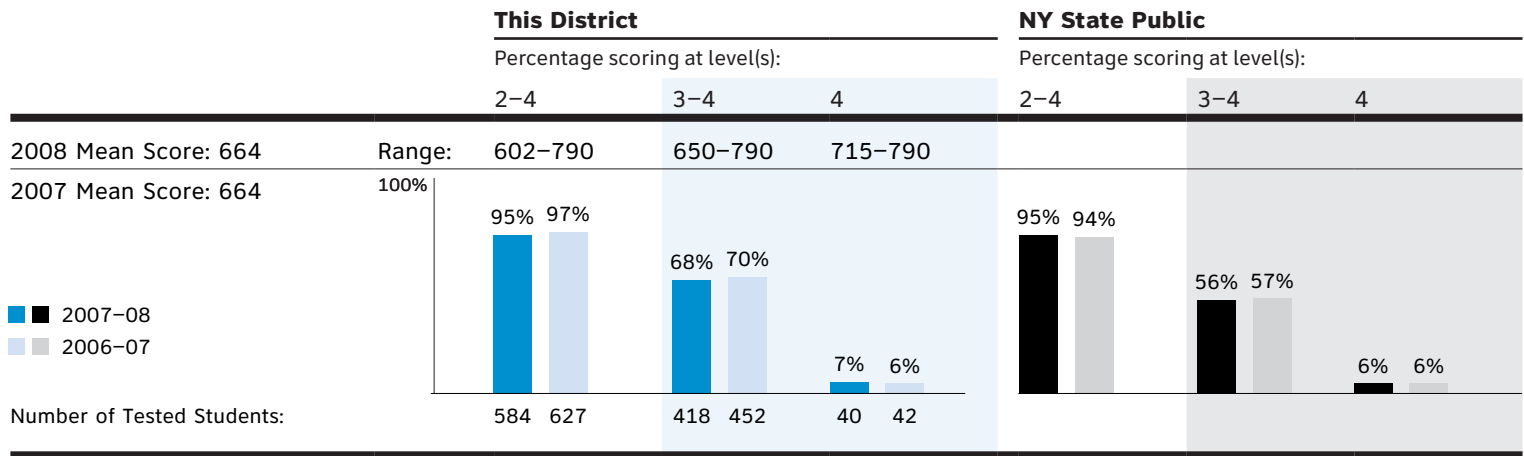
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Other Assessments

	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	4	—	—	—	3	—	—	—

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	614	95%	68%	7%	649	97%	70%	6%
Female	292	98%	76%	9%	333	97%	78%	7%
Male	322	93%	61%	4%	316	96%	61%	6%
American Indian or Alaska Native	5	100%	60%	0%	5	100%	40%	0%
Black or African American	75	97%	51%	3%	90	99%	68%	2%
Hispanic or Latino	212	91%	54%	3%	237	92%	50%	2%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	94%	11%	19	100%	84%	21%
White	304	97%	81%	10%	298	99%	86%	10%
Multiracial								
Small Group Totals								
General-Education Students	530	98%	75%	8%	550	97%	76%	7%
Students with Disabilities	84	79%	23%	0%	99	97%	35%	2%
English Proficient	580	97%	71%	7%	609	99%	74%	7%
Limited English Proficient	34	59%	12%	0%	40	55%	8%	0%
Economically Disadvantaged	214	92%	52%	3%	228	92%	50%	1%
Not Disadvantaged	400	97%	77%	9%	421	99%	80%	9%
Migrant								
Not Migrant	614	95%	68%	7%	649	97%	70%	6%

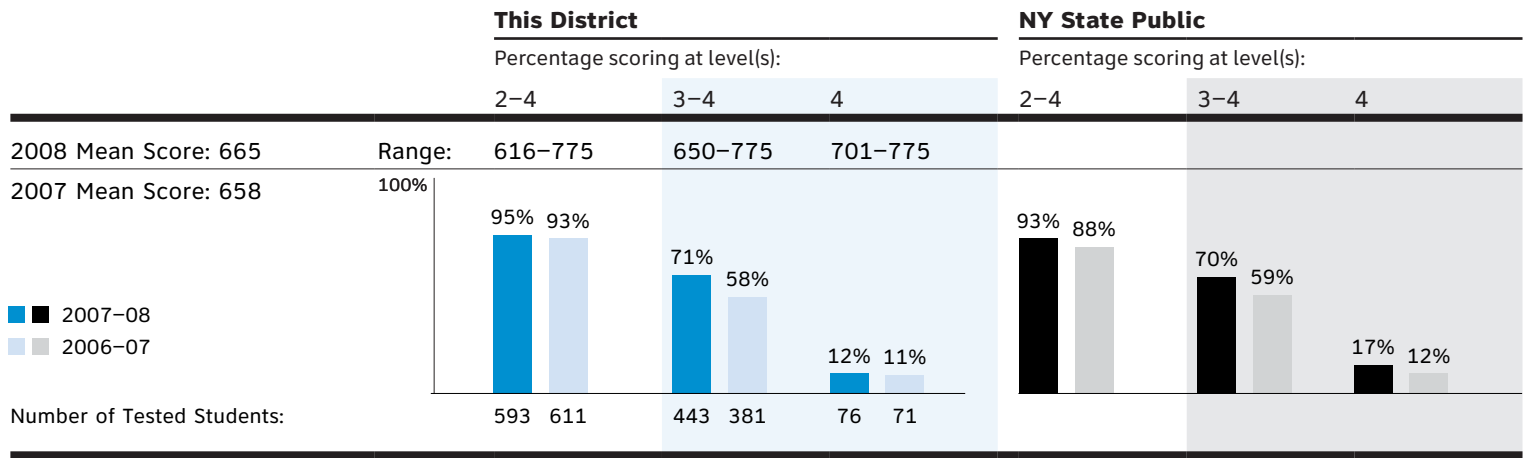
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Other Assessments	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	–	–	–	13	13	13	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	14	N/A	N/A	N/A	10	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	626	95%	71%	12%	656	93%	58%	11%
Female	294	96%	74%	12%	333	93%	62%	13%
Male	332	93%	67%	12%	323	93%	54%	9%
American Indian or Alaska Native	5	80%	60%	0%	5	60%	0%	0%
Black or African American	75	87%	44%	3%	86	93%	44%	7%
Hispanic or Latino	222	93%	61%	6%	249	89%	43%	4%
Asian or Native Hawaiian/Other Pacific Islander	20	100%	95%	15%	19	100%	89%	47%
White	304	98%	83%	19%	297	97%	74%	15%
Multiracial								
Small Group Totals								
General-Education Students	541	98%	77%	14%	558	95%	64%	13%
Students with Disabilities	85	76%	31%	1%	98	82%	23%	0%
English Proficient	578	95%	73%	13%	603	95%	62%	12%
Limited English Proficient	48	92%	44%	0%	53	72%	19%	2%
Economically Disadvantaged	223	92%	57%	2%	240	90%	38%	3%
Not Disadvantaged	403	96%	78%	18%	416	95%	69%	15%
Migrant								
Not Migrant	626	95%	71%	12%	656	93%	58%	11%

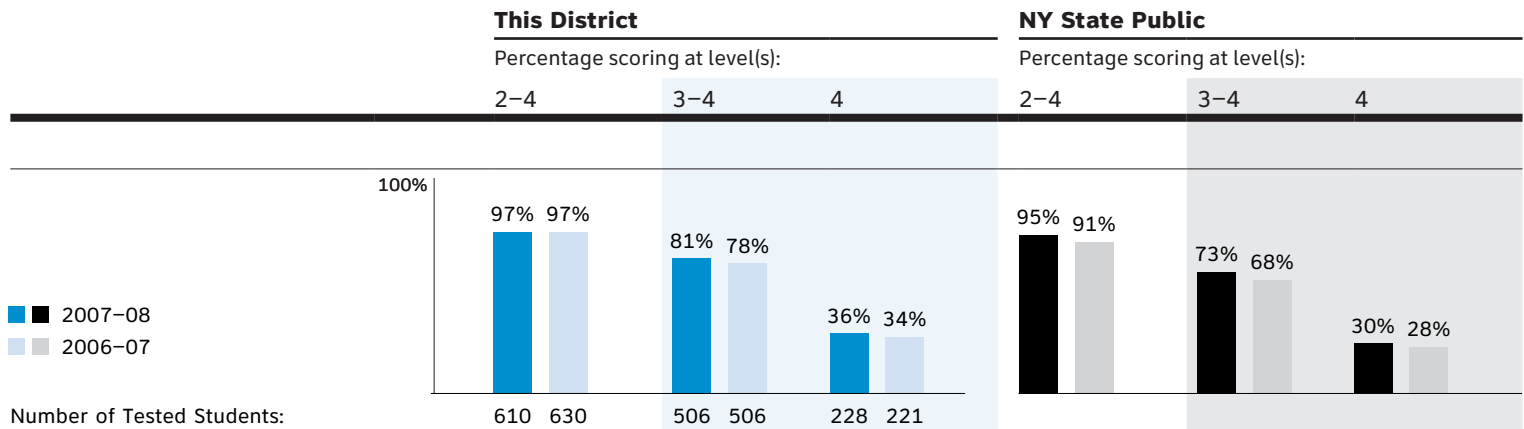
NOTES

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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	–	–	–	13	13	13	12

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	626	97%	81%	36%	652	97%	78%	34%
Female	295	99%	83%	37%	334	97%	81%	36%
Male	331	96%	79%	36%	318	96%	75%	32%
American Indian or Alaska Native	5	100%	100%	20%	5	100%	60%	0%
Black or African American	73	93%	64%	14%	86	98%	77%	22%
Hispanic or Latino	221	97%	71%	20%	247	93%	63%	19%
Asian or Native Hawaiian/Other Pacific Islander	20	90%	85%	55%	20	100%	85%	65%
White	307	99%	91%	52%	294	99%	90%	48%
Multiracial								
Small Group Totals								
General-Education Students	542	98%	85%	41%	559	97%	83%	38%
Students with Disabilities	84	94%	52%	6%	93	95%	47%	10%
English Proficient	578	99%	85%	39%	598	99%	83%	37%
Limited English Proficient	48	81%	29%	0%	54	67%	15%	2%
Economically Disadvantaged	223	96%	66%	16%	241	92%	61%	16%
Not Disadvantaged	403	99%	89%	48%	411	99%	87%	45%
Migrant								
Not Migrant	626	97%	81%	36%	652	97%	78%	34%

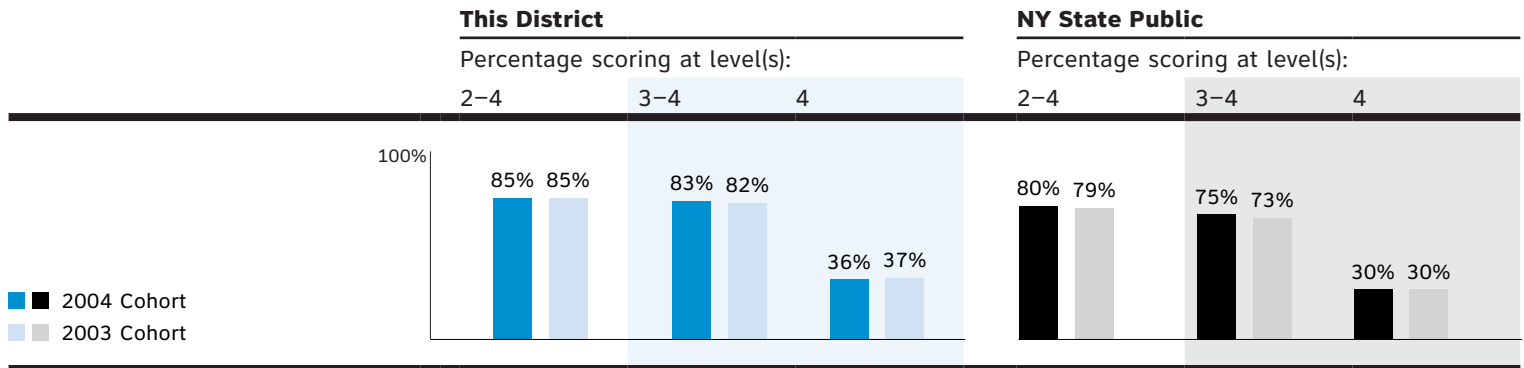
NOTES

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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	–	–	–	13	13	13	13
Regents Science	0				0			

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



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	718	85%	83%	36%	715	85%	82%	37%
Female	354	88%	87%	43%	358	87%	83%	39%
Male	364	82%	80%	30%	357	84%	81%	35%
American Indian or Alaska Native					3	—	—	—
Black or African American	84	83%	81%	26%	88	84%	80%	17%
Hispanic or Latino	253	70%	69%	21%	248	78%	72%	22%
Asian or Native Hawaiian/Other Pacific Islander	25	96%	96%	56%	18	—	—	—
White	356	95%	93%	48%	358	91%	88%	51%
Multiracial								
Small Group Totals					21	95%	95%	52%
General-Education Students	608	90%	89%	42%	572	89%	87%	43%
Students with Disabilities	110	58%	52%	5%	143	71%	60%	12%
English Proficient	695	87%	85%	37%	684	86%	83%	39%
Limited English Proficient	23	35%	35%	4%	31	68%	61%	3%
Economically Disadvantaged	187	71%	67%	14%	215	83%	77%	18%
Not Disadvantaged	531	90%	89%	44%	500	87%	84%	45%
Migrant								
Not Migrant	718	85%	83%	36%				

NOTES

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Other Assessments

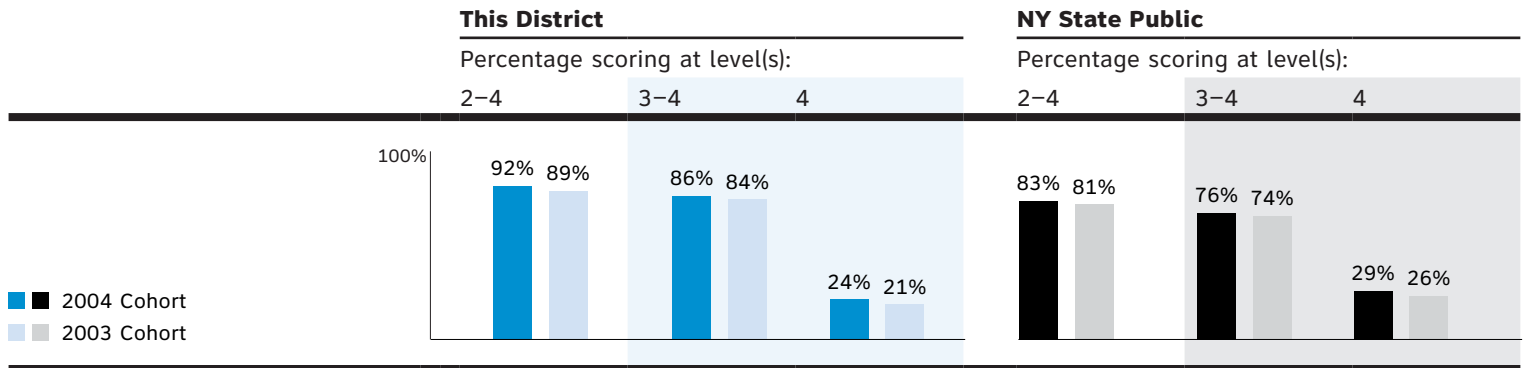
Other Assessments	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* 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



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	718	92%	86%	24%	715	89%	84%	21%
Female	354	95%	87%	28%	358	91%	85%	19%
Male	364	90%	84%	21%	357	87%	83%	22%
American Indian or Alaska Native					3	—	—	—
Black or African American	84	89%	79%	10%	88	86%	77%	11%
Hispanic or Latino	253	86%	74%	13%	248	84%	77%	10%
Asian or Native Hawaiian/Other Pacific Islander	25	96%	96%	44%	18	—	—	—
White	356	97%	95%	35%	358	92%	90%	29%
Multiracial								
Small Group Totals					21	100%	100%	38%
General-Education Students	608	96%	91%	29%	572	92%	89%	24%
Students with Disabilities	110	73%	55%	0%	143	75%	65%	8%
English Proficient	695	93%	86%	25%	684	89%	84%	21%
Limited English Proficient	23	83%	70%	0%	31	94%	77%	0%
Economically Disadvantaged	187	87%	76%	10%	215	87%	81%	10%
Not Disadvantaged	531	95%	89%	29%	500	90%	85%	25%
Migrant								
Not Migrant	718	92%	86%	24%				

NOTES

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

Other Assessments

	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.