



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **SOUTH ORANGETOWN CENTRAL
SCHOOL DISTRICT**

District ID **50-03-01-06-0000**

Superintendent **KENNETH MITCHELL**

Telephone **(845) 680-1050**

Grades **K-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	0	0	0
Kindergarten	254	250	236
Grade 1	244	261	253
Grade 2	273	266	265
Grade 3	270	269	250
Grade 4	282	268	278
Grade 5	262	284	270
Grade 6	302	278	284
Ungraded Elementary	0	0	0
Grade 7	246	303	279
Grade 8	259	247	298
Grade 9	235	256	243
Grade 10	269	239	265
Grade 11	254	264	237
Grade 12	235	262	263
Ungraded Secondary	34	31	8
Total K-12	3419	3478	3429

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	22	23	22
Grade 8			
English	22	22	23
Mathematics	21	20	21
Science	22	20	23
Social Studies	22	22	24
Grade 10			
English	22	20	22
Mathematics	21	18	20
Science	23	20	19
Social Studies	23	20	21

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 SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

District ID 50-03-01-06-0000

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	145	4%	130	4%	108	3%
Reduced-Price Lunch	65	2%	69	2%	57	2%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	96	3%	87	3%	85	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	2	0%	1	0%	0	0%
Black or African American	78	2%	67	2%	69	2%
Hispanic or Latino	239	7%	237	7%	246	7%
Asian or Native Hawaiian/Other Pacific Islander	388	11%	385	11%	394	11%
White	2712	79%	2782	80%	2717	79%
Multiracial**	N/A	N/A	6	0%	3	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%		96%		96%	
Student Suspensions	64	2%	70	2%	55	2%

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 SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

District ID 50-03-01-06-0000

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	300	281	285
Percent with No Valid Teaching Certificate	1%	1%	1%
Percent Teaching Out of Certification	4%	3%	6%
Percent with Fewer Than Three Years of Experience	8%	7%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	45%	49%	53%
Total Number of Core Classes	1022	783	740
Percent Not Taught by Highly Qualified Teachers	6%	4%	7%
Total Number of Classes	1060	1115	1015
Percent Taught by Teachers Without Appropriate Certification	4%	3%	4%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	12%	14%	13%
Turnover Rate of All Teachers	9%	14%	12%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	21	31	35
Total Paraprofessionals*	102	100	81
Assistant Principals	6	6	6
Principals	5	5	5

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2007–08, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

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



1 English Language Arts (ELA)

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

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2007–08 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2004 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2008, are not included in the 2004 school accountability cohort. The 2004 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Total Cohort

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

The 2007–08 safe harbor targets were calculated using the following equation:

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

Science Progress Target

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

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2008–09)

Good Standing

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

Title I Part A Funding

Years the District Received Title I Part A Funding

2006–07	2007–08	2008–09
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native						
Black or African American				—	—	
Hispanic or Latino				—	—	
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial	—	—		—	—	
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	6 of 6	6 of 6	1 of 1	4 of 4	4 of 4	1 of 1


AYP Status


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

Accountability Status Levels

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



















Elementary/Middle-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2008–09)

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 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 (1673:1655)			100%		186	130	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (33:31)		—	—		184	116	
Hispanic or Latino (119:115)			97%		159	123	
Asian or Native Hawaiian/Other Pacific Islander (175:172)			99%		192	125	
White (1344:1337)			100%		188	130	
Multiracial (2:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (245:241)			99%		147	126	
Limited English Proficient ⁵ (0:0)							
Economically Disadvantaged (0:0)							
Final AYP Determination	 6 of 6						

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 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 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 (1680:1657)			100%		190	99	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (33:31)		—	—		187	85	
Hispanic or Latino (121:117)			100%		169	92	
Asian or Native Hawaiian/Other Pacific Islander (177:174)			100%		195	94	
White (1347:1335)			100%		191	99	
Multiracial (2:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (247:241)			99%		156	95	
Limited English Proficient ⁵ (0:0)							
Economically Disadvantaged (0:0)							
Final AYP Determination		6 of 6					

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 (580:570)		Qualified		99%		195	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (11:11)		–	–	–	–	–	–	–
Hispanic or Latino (45:44)		Qualified		100%		175	100	
Asian or Native Hawaiian/Other Pacific Islander (57:55)		Qualified		98%		196	100	
White (466:460)		Qualified		100%		197	100	
Multiracial (1:0)		–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (83:82)		Qualified		100%		183	100	
Limited English Proficient ⁴ (0:0)								
Economically Disadvantaged (0:0)								
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 4 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	AYP Status	Participation ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (258:259)			100%		197	158	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (6:6)	—	—	—	—	—	—	—
Hispanic or Latino (17:19)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (40:39)			100%		195	149	
White (194:195)			100%		199	157	
Multiracial (1:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (28:30)		—	—		190	148	
Limited English Proficient ⁴ (0:0)							
Economically Disadvantaged (0:0)							
Final AYP Determination	 4 of 4						

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 4 of 4 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 (258:259)			100%		197	152	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (6:6)	—	—	—	—	—	—	—
Hispanic or Latino (17:19)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (40:39)			100%		200	143	
White (194:195)			100%		198	151	
Multiracial (1:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (28:30)		—	—		193	142	
Limited English Proficient ⁴ (0:0)							
Economically Disadvantaged (0:0)							
Final AYP Determination	 4 of 4						

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.


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

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

AYP Status

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






Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2008–09)

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

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

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

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2007–08	2008–09
All Students (258)			97%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (7)		–	–	–		
Hispanic or Latino (19)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (27)		–	–	–		
White (205)			98%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (37)			92%	55%		
Limited English Proficient ³ (4)		–	–	–		
Economically Disadvantaged (13)		–	–	–		
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 **SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT**

District ID **50-03-01-06-0000**

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

New York State Status

Good Standing

5 schools identified 100% of total

COTTAGE LANE ELEMENTARY SCHOOL

SOUTH ORANGETOWN MIDDLE SCHOOL

TAPPAN ZEE ELEMENTARY SCHOOL

TAPPAN ZEE HIGH SCHOOL

WILLIAM O SCHAEFER ELEMENTARY SCHOOL

District SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

District ID 50-03-01-06-0000

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	83%			248
Grade 4	90%			276
Grade 5	89%			269
Grade 6	86%			285
Grade 7	89%			280
Grade 8	81%			293
Mathematics				
Grade 3	95%			249
Grade 4	97%			278
Grade 5	94%			273
Grade 6	86%			286
Grade 7	92%			279
Grade 8	81%			298
Science				
Grade 4	97%			277
Grade 8	84%			120

	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
Secondary Level				
English	96%			267
Mathematics	96%			267

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

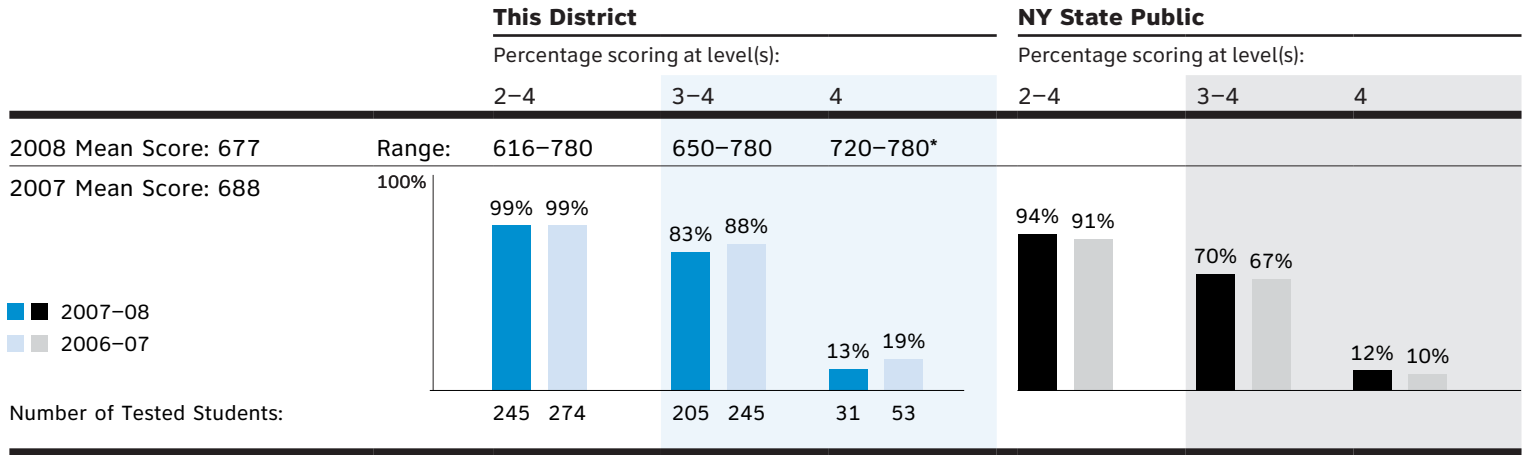
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Low Need Districts

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	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	248	99%	83%	13%	278	99%	88%	19%
Female	122	99%	85%	11%	140	99%	86%	22%
Male	126	98%	80%	13%	138	99%	90%	16%
American Indian or Alaska Native								
Black or African American	3	-	-	-	6	100%	67%	17%
Hispanic or Latino	20	-	-	-	18	94%	67%	0%
Asian or Native Hawaiian/Other Pacific Islander	23	100%	87%	9%	19	100%	100%	21%
White	202	99%	84%	14%	235	99%	89%	20%
Multiracial								
Small Group Totals	23	100%	65%	4%				
General-Education Students	207	100%	89%	14%	239	100%	92%	22%
Students with Disabilities	41	93%	49%	7%	39	92%	67%	3%
English Proficient	248	99%	83%	13%	270	99%	89%	20%
Limited English Proficient					8	100%	75%	0%
Economically Disadvantaged					17	94%	65%	6%
Not Disadvantaged	248	99%	83%	13%	261	99%	90%	20%
Migrant								
Not Migrant	248	99%	83%	13%	278	99%	88%	19%

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.

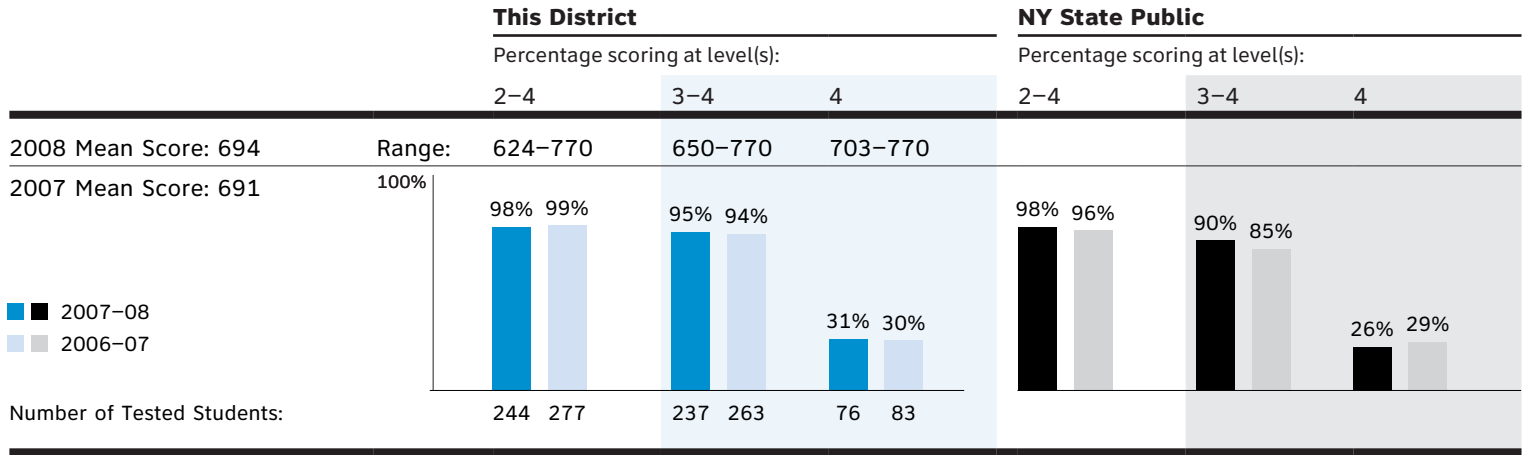
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

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	3	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	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 3 Mathematics



Results by Student Group

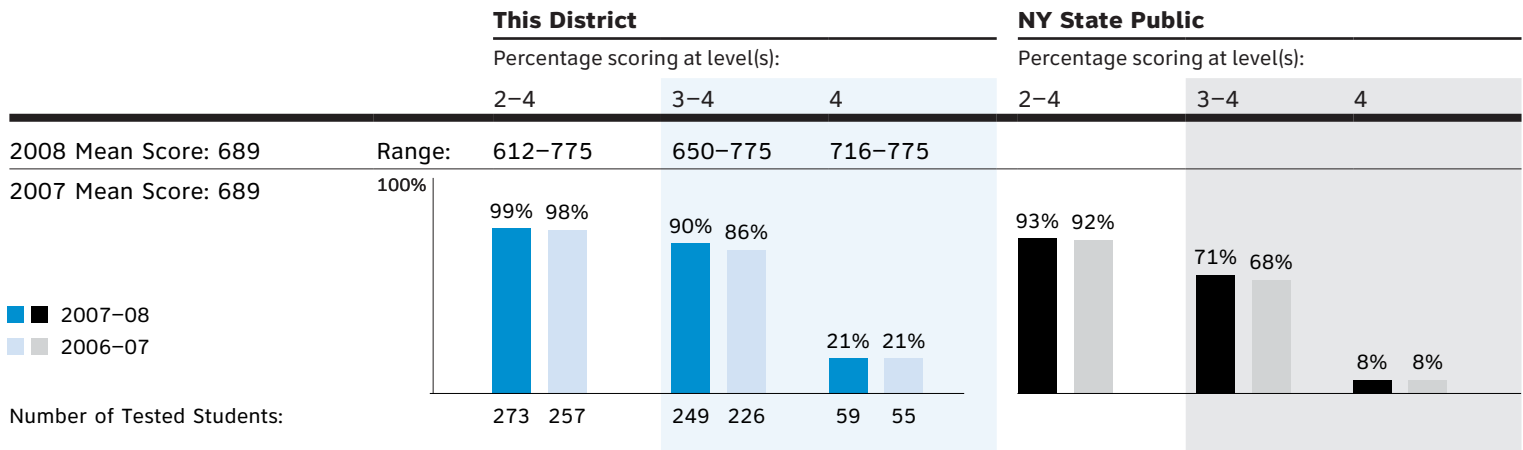
	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	249	98%	95%	31%	279	99%	94%	30%
Female	122	98%	94%	29%	141	100%	96%	30%
Male	127	98%	96%	32%	138	99%	93%	30%
American Indian or Alaska Native								
Black or African American	3	-	-	-	6	100%	83%	17%
Hispanic or Latino	19	-	-	-	18	100%	89%	6%
Asian or Native Hawaiian/Other Pacific Islander	24	96%	96%	50%	19	100%	100%	58%
White	203	98%	96%	31%	236	99%	94%	30%
Multiracial								
Small Group Totals	22	100%	91%	9%				
General-Education Students	207	100%	99%	34%	239	100%	97%	34%
Students with Disabilities	42	88%	79%	14%	40	95%	78%	3%
English Proficient	249	98%	95%	31%	270	99%	94%	30%
Limited English Proficient					9	100%	89%	22%
Economically Disadvantaged					17	100%	76%	12%
Not Disadvantaged	249	98%	95%	31%	262	99%	95%	31%
Migrant								
Not Migrant	249	98%	95%	31%	279	99%	94%	30%

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

	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	3	-	-	-	2	-	-	-

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	276	99%	90%	21%	262	98%	86%	21%
Female	140	99%	91%	29%	124	100%	92%	23%
Male	136	99%	90%	14%	138	96%	81%	19%
American Indian or Alaska Native								
Black or African American	5	100%	80%	40%	3	-	-	-
Hispanic or Latino	17	88%	71%	6%	16	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	20	100%	90%	35%	24	100%	88%	29%
White	234	100%	92%	21%	219	99%	88%	21%
Multiracial								
Small Group Totals					19	84%	63%	11%
General-Education Students	240	100%	95%	24%	226	99%	91%	24%
Students with Disabilities	36	92%	61%	3%	36	94%	58%	0%
English Proficient	276	99%	90%	21%	257	99%	88%	21%
Limited English Proficient					5	40%	0%	0%
Economically Disadvantaged					16	81%	63%	0%
Not Disadvantaged	276	99%	90%	21%	246	99%	88%	22%
Migrant								
Not Migrant	276	99%	90%	21%	262	98%	86%	21%

NOTES

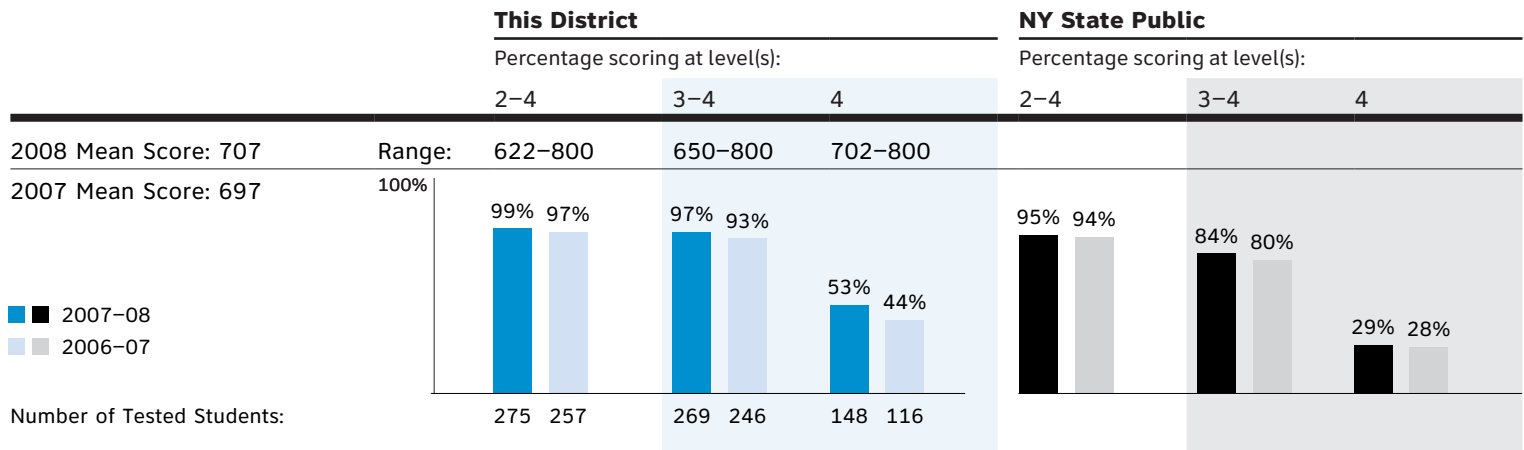
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	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	2	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	0	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	278	99%	97%	53%	264	97%	93%	44%
Female	141	99%	97%	55%	126	98%	94%	48%
Male	137	99%	96%	52%	138	96%	92%	40%
American Indian or Alaska Native								
Black or African American	5	100%	100%	40%	3	-	-	-
Hispanic or Latino	18	100%	100%	17%	19	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	21	100%	100%	67%	23	100%	100%	65%
White	234	99%	96%	55%	219	99%	95%	44%
Multiracial								
Small Group Totals					22	82%	68%	23%
General-Education Students	242	100%	100%	59%	229	99%	96%	49%
Students with Disabilities	36	94%	78%	17%	35	89%	77%	9%
English Proficient	278	99%	97%	53%	255	98%	95%	45%
Limited English Proficient					9	67%	33%	0%
Economically Disadvantaged					19	79%	63%	16%
Not Disadvantaged	278	99%	97%	53%	245	99%	96%	46%
Migrant								
Not Migrant	278	99%	97%	53%	264	97%	93%	44%

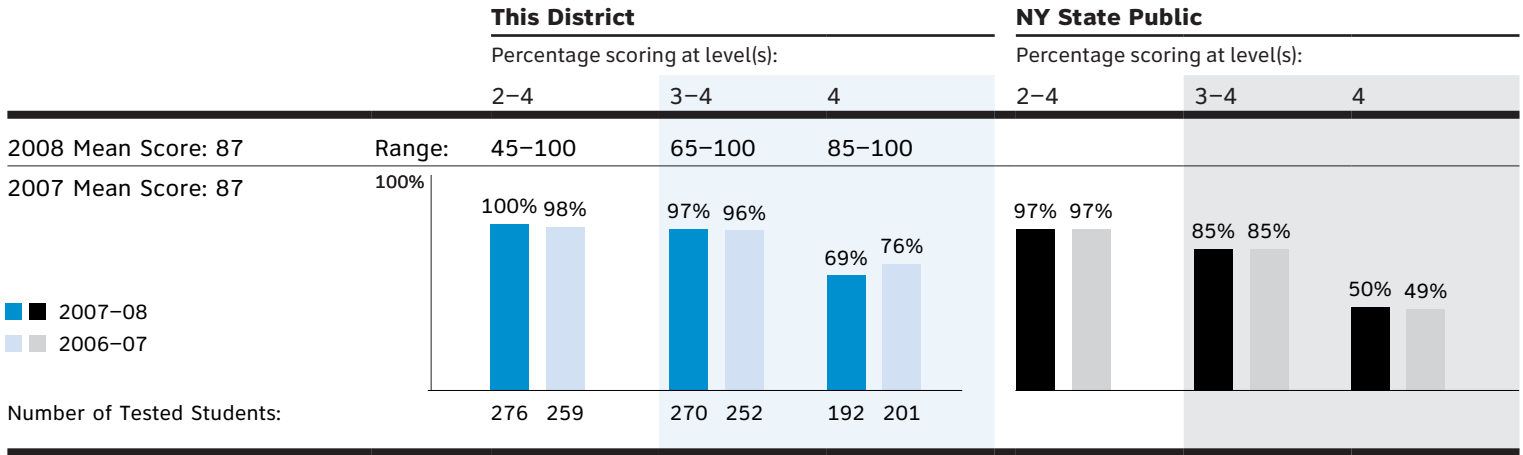
NOTES

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

	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	2	-	-	-	3	-	-	-

This District's Results in Grade 4 Science



Results by Student Group

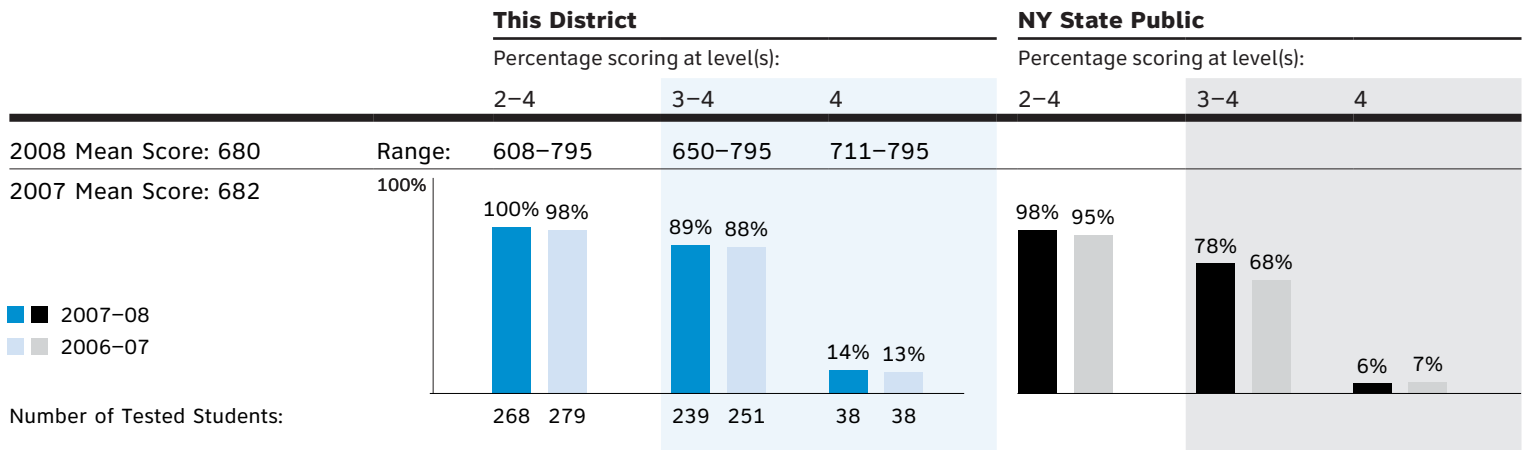
	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	277	100%	97%	69%	263	98%	96%	76%
Female	141	100%	97%	69%	126	98%	97%	76%
Male	136	99%	98%	70%	137	99%	95%	77%
American Indian or Alaska Native								
Black or African American	5	100%	100%	40%	3	-	-	-
Hispanic or Latino	18	100%	89%	28%	19	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	21	100%	100%	76%	22	100%	100%	95%
White	233	100%	98%	73%	219	100%	99%	78%
Multiracial								
Small Group Totals					22	82%	64%	41%
General-Education Students	241	100%	98%	73%	228	98%	97%	83%
Students with Disabilities	36	97%	94%	42%	35	100%	89%	34%
English Proficient	277	100%	97%	69%	253	100%	98%	79%
Limited English Proficient					10	60%	30%	20%
Economically Disadvantaged					19	79%	58%	42%
Not Disadvantaged	277	100%	97%	69%	244	100%	99%	79%
Migrant								
Not Migrant	277	100%	97%	69%	263	98%	96%	76%

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

	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	2	-	-	-	3	-	-	-

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	269	100%	89%	14%	285	98%	88%	13%
Female	131	99%	90%	17%	133	98%	91%	15%
Male	138	100%	88%	12%	152	97%	86%	12%
American Indian or Alaska Native								
Black or African American	3	-	-	-	4	-	-	-
Hispanic or Latino	17	-	-	-	15	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	25	100%	92%	16%	36	100%	94%	19%
White	224	100%	91%	15%	230	99%	90%	13%
Multiracial								
Small Group Totals	20	95%	65%	5%	19	84%	47%	5%
General-Education Students	236	100%	93%	16%	246	99%	92%	15%
Students with Disabilities	33	100%	58%	3%	39	90%	62%	0%
English Proficient	269	100%	89%	14%	282	-	-	-
Limited English Proficient					3	-	-	-
Economically Disadvantaged					17	88%	47%	6%
Not Disadvantaged	269	100%	89%	14%	268	99%	91%	14%
Migrant								
Not Migrant	269	100%	89%	14%	285	98%	88%	13%

NOTES

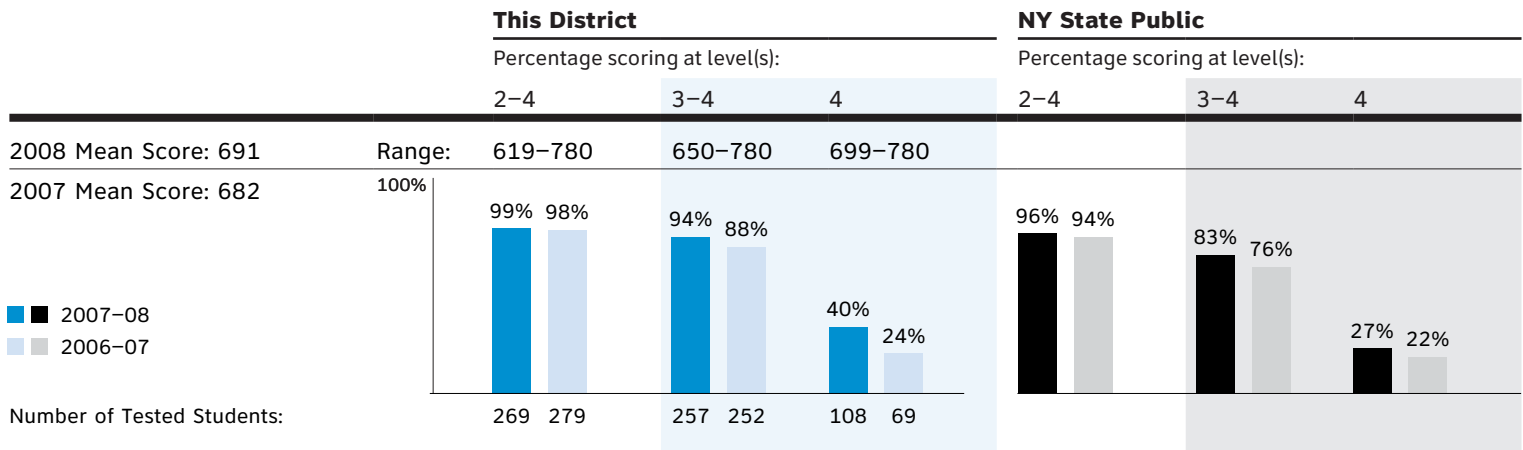
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	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	3	-	-	-	1	-	-	-
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	273	99%	94%	40%	285	98%	88%	24%
Female	132	98%	92%	39%	134	99%	88%	25%
Male	141	99%	96%	40%	151	97%	89%	24%
American Indian or Alaska Native								
Black or African American	3	-	-	-	3	-	-	-
Hispanic or Latino	20	-	-	-	16	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	26	100%	100%	50%	36	97%	94%	42%
White	224	99%	96%	41%	230	99%	91%	23%
Multiracial								
Small Group Totals	23	91%	70%	17%	19	84%	42%	0%
General-Education Students	240	99%	96%	45%	247	99%	93%	27%
Students with Disabilities	33	97%	79%	3%	38	89%	58%	5%
English Proficient	273	99%	94%	40%	282	-	-	-
Limited English Proficient					3	-	-	-
Economically Disadvantaged					17	82%	41%	18%
Not Disadvantaged	273	99%	94%	40%	268	99%	91%	25%
Migrant								
Not Migrant	273	99%	94%	40%	285	98%	88%	24%

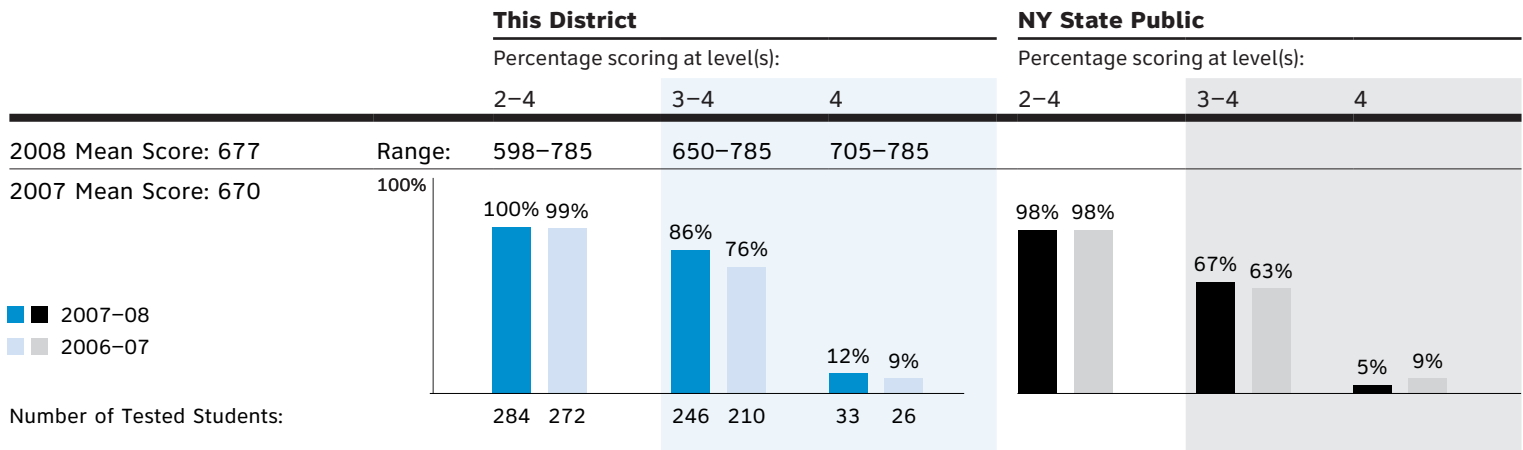
NOTES

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

	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	3	-	-	-	1	-	-	-

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	285	100%	86%	12%	275	99%	76%	9%
Female	135	100%	91%	16%	144	100%	82%	11%
Male	150	99%	82%	7%	131	98%	70%	8%
American Indian or Alaska Native								
Black or African American	4	-	-	-	8	100%	25%	0%
Hispanic or Latino	16	100%	31%	0%	22	100%	64%	9%
Asian or Native Hawaiian/Other Pacific Islander	37	100%	95%	14%	27	100%	96%	7%
White	227	100%	89%	12%	218	99%	77%	10%
Multiracial	1	-	-	-				
Small Group Totals	5	100%	60%	0%				
General-Education Students	247	100%	93%	13%	234	100%	85%	11%
Students with Disabilities	38	97%	45%	0%	41	93%	29%	0%
English Proficient	285	100%	86%	12%	273	-	-	-
Limited English Proficient					2	-	-	-
Economically Disadvantaged					18	100%	61%	0%
Not Disadvantaged	285	100%	86%	12%	257	99%	77%	10%
Migrant								
Not Migrant	285	100%	86%	12%	275	99%	76%	9%

NOTES

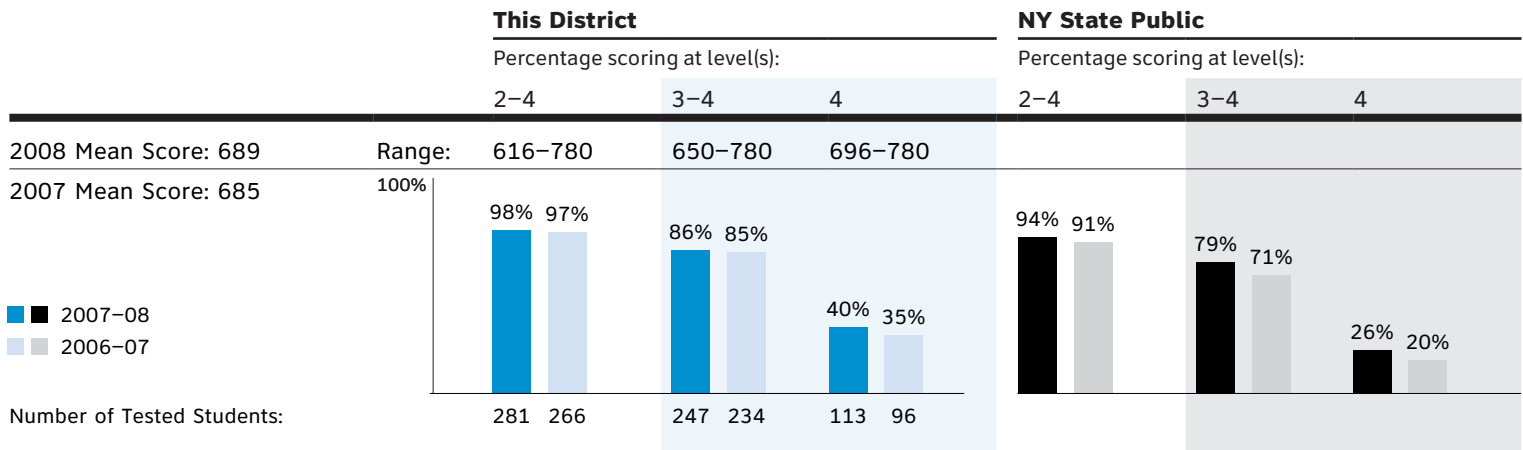
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	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	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	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 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	286	98%	86%	40%	274	97%	85%	35%
Female	135	99%	90%	44%	143	98%	87%	34%
Male	151	98%	83%	35%	131	96%	83%	37%
American Indian or Alaska Native								
Black or African American	4	-	-	-	8	88%	63%	13%
Hispanic or Latino	16	94%	50%	6%	21	95%	76%	24%
Asian or Native Hawaiian/Other Pacific Islander	37	95%	92%	59%	27	100%	100%	70%
White	228	99%	89%	39%	218	97%	85%	33%
Multiracial	1	-	-	-				
Small Group Totals	5	100%	40%	40%				
General-Education Students	248	100%	95%	45%	233	99%	91%	40%
Students with Disabilities	38	89%	32%	3%	41	88%	51%	5%
English Proficient	286	98%	86%	40%	272	-	-	-
Limited English Proficient					2	-	-	-
Economically Disadvantaged					17	94%	71%	12%
Not Disadvantaged	286	98%	86%	40%	257	97%	86%	37%
Migrant								
Not Migrant	286	98%	86%	40%	274	97%	85%	35%

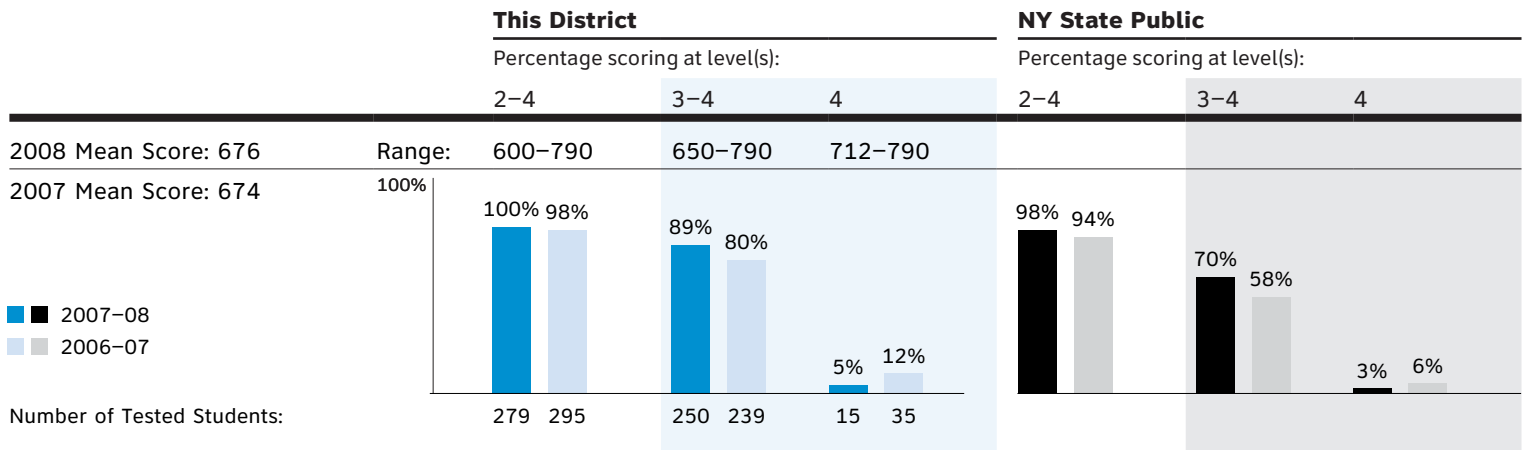
NOTES

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

	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	-	-	-	3	-	-	-

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	280	100%	89%	5%	300	98%	80%	12%
Female	149	100%	97%	7%	149	99%	87%	16%
Male	131	99%	81%	4%	151	97%	72%	7%
American Indian or Alaska Native					1	-	-	-
Black or African American	12	100%	75%	0%	6	-	-	-
Hispanic or Latino	20	100%	90%	10%	26	88%	58%	8%
Asian or Native Hawaiian/Other Pacific Islander	31	100%	100%	6%	34	100%	94%	15%
White	217	100%	88%	5%	233	99%	80%	12%
Multiracial								
Small Group Totals					7	100%	71%	14%
General-Education Students	240	100%	96%	6%	259	99%	86%	13%
Students with Disabilities	40	98%	48%	0%	41	95%	39%	2%
English Proficient	280	100%	89%	5%	297	-	-	-
Limited English Proficient					3	-	-	-
Economically Disadvantaged					20	85%	60%	5%
Not Disadvantaged	280	100%	89%	5%	280	99%	81%	12%
Migrant								
Not Migrant	280	100%	89%	5%	300	98%	80%	12%

NOTES

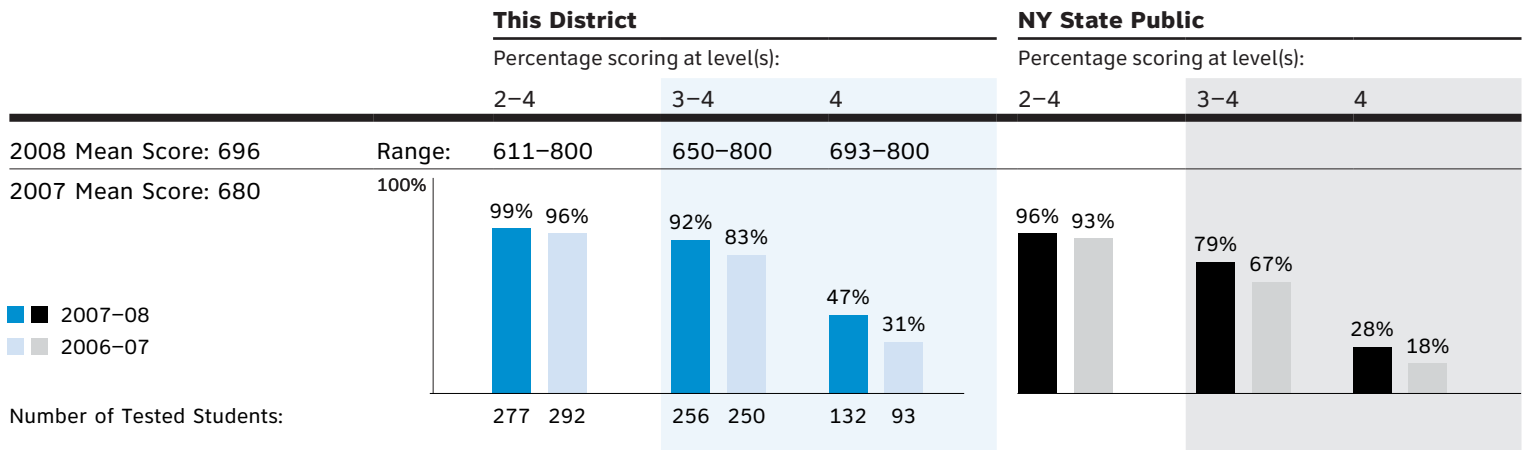
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

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

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 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	279	99%	92%	47%	303	96%	83%	31%
Female	150	100%	93%	48%	149	99%	91%	32%
Male	129	98%	90%	47%	154	94%	74%	30%
American Indian or Alaska Native					1	-	-	-
Black or African American	12	100%	75%	42%	6	-	-	-
Hispanic or Latino	21	100%	86%	43%	27	81%	63%	15%
Asian or Native Hawaiian/Other Pacific Islander	31	100%	100%	68%	35	97%	86%	63%
White	215	99%	92%	45%	234	98%	85%	28%
Multiracial								
Small Group Totals					7	86%	71%	14%
General-Education Students	239	100%	96%	51%	262	98%	89%	35%
Students with Disabilities	40	95%	68%	23%	41	83%	39%	2%
English Proficient	279	99%	92%	47%	298	97%	83%	31%
Limited English Proficient					5	60%	40%	0%
Economically Disadvantaged					20	85%	65%	25%
Not Disadvantaged	279	99%	92%	47%	283	97%	84%	31%
Migrant								
Not Migrant	279	99%	92%	47%	303	96%	83%	31%

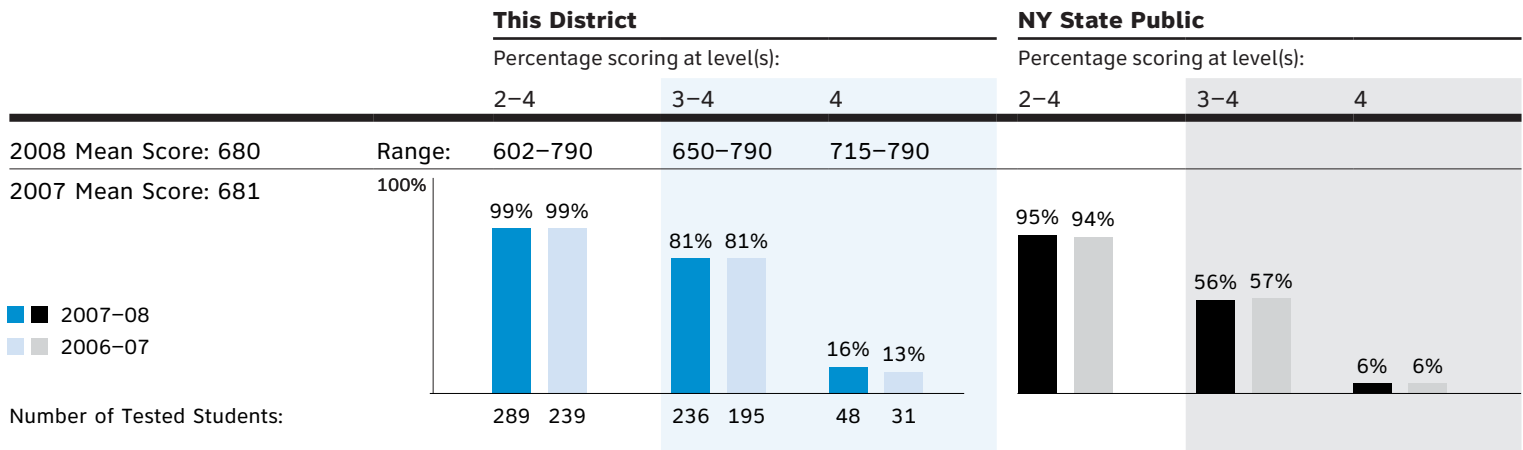
NOTES

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

	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	2	-	-	-	2	-	-	-

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	293	99%	81%	16%	242	99%	81%	13%
Female	142	99%	89%	25%	114	99%	89%	14%
Male	151	98%	72%	8%	128	98%	73%	12%
American Indian or Alaska Native								
Black or African American	6	-	-	-	8	100%	75%	0%
Hispanic or Latino	25	96%	60%	4%	12	92%	33%	0%
Asian or Native Hawaiian/Other Pacific Islander	35	97%	86%	17%	37	97%	86%	24%
White	226	99%	82%	18%	185	99%	83%	12%
Multiracial	1	-	-	-				
Small Group Totals	7	100%	71%	0%				
General-Education Students	252	99%	88%	19%	219	100%	85%	14%
Students with Disabilities	41	95%	32%	0%	23	91%	35%	0%
English Proficient	293	99%	81%	16%	240	-	-	-
Limited English Proficient					2	-	-	-
Economically Disadvantaged					14	93%	71%	7%
Not Disadvantaged	293	99%	81%	16%	228	99%	81%	13%
Migrant								
Not Migrant	293	99%	81%	16%	242	99%	81%	13%

NOTES

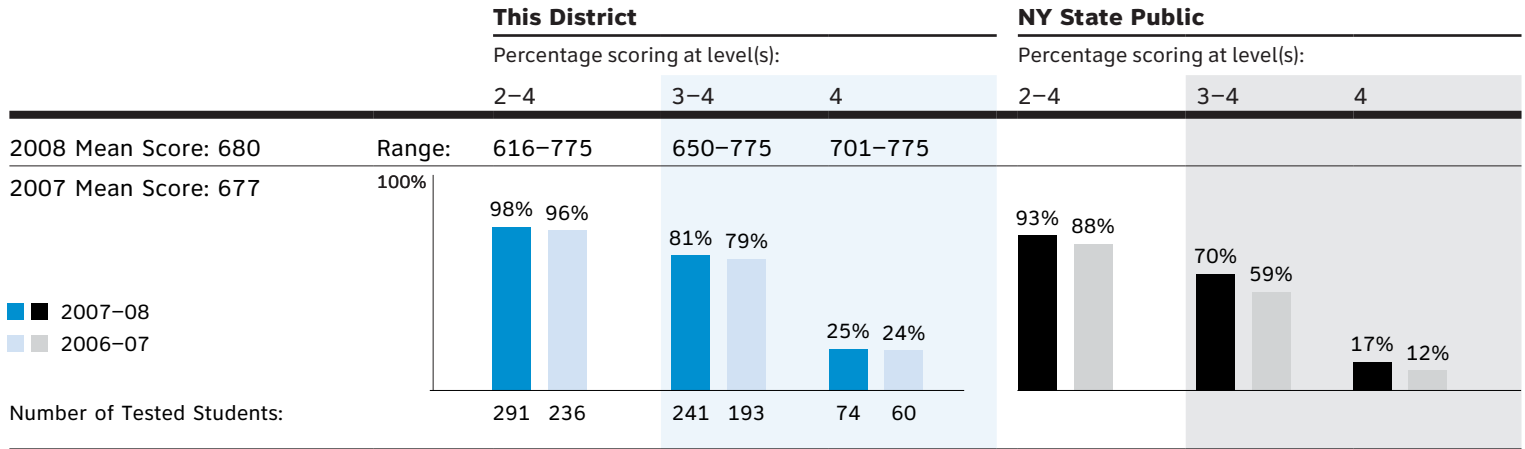
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	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	2	-	-	-	6	6	6	6
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	0	N/A	N/A	N/A	2	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 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	298	98%	81%	25%	245	96%	79%	24%
Female	145	99%	86%	31%	116	97%	86%	22%
Male	153	97%	76%	19%	129	95%	72%	26%
American Indian or Alaska Native								
Black or African American	6	-	-	-	8	88%	50%	0%
Hispanic or Latino	27	81%	52%	7%	13	92%	46%	8%
Asian or Native Hawaiian/Other Pacific Islander	36	100%	94%	58%	38	97%	87%	47%
White	228	99%	82%	22%	186	97%	81%	22%
Multiracial	1	-	-	-				
Small Group Totals	7	100%	71%	14%				
General-Education Students	256	99%	89%	29%	222	99%	84%	27%
Students with Disabilities	42	88%	33%	2%	23	74%	26%	0%
English Proficient	298	98%	81%	25%	241	-	-	-
Limited English Proficient					4	-	-	-
Economically Disadvantaged					14	86%	71%	21%
Not Disadvantaged	298	98%	81%	25%	231	97%	79%	25%
Migrant								
Not Migrant	298	98%	81%	25%	245	96%	79%	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

	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	2	-	-	-	6	6	6	6

This District's Results in Grade 8 Science

This District

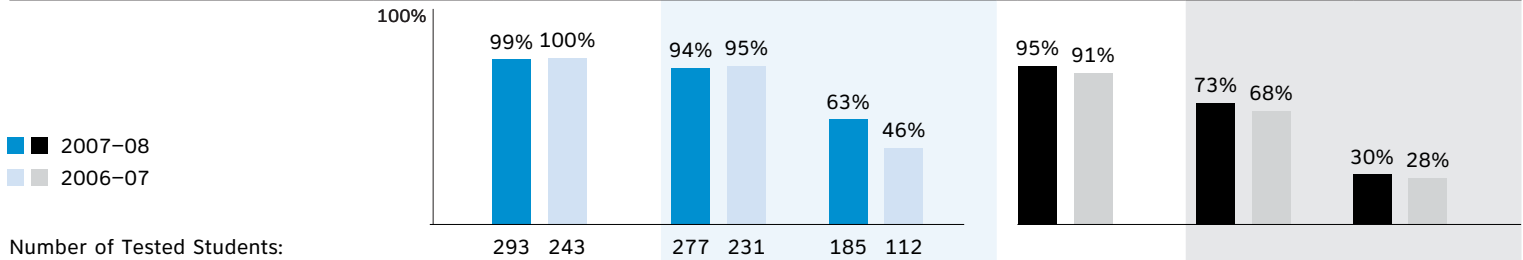
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of Tested Students:

293 243 277 231 185 112

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	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	120	98%	84%	28%	104	100%	88%	24%
Female	50	100%	86%	24%	42	100%	81%	19%
Male	70	96%	83%	31%	62	100%	94%	27%
American Indian or Alaska Native								
Black or African American	2	-	-	-	5	100%	80%	0%
Hispanic or Latino	18	89%	56%	11%	11	100%	82%	9%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	13	100%	85%	23%
White	89	99%	92%	36%	75	100%	91%	28%
Multiracial	1	-	-	-				
Small Group Totals	13	100%	69%	0%				
General-Education Students	82	98%	89%	34%	84	100%	93%	27%
Students with Disabilities	38	97%	74%	16%	20	100%	70%	10%
English Proficient	120	98%	84%	28%	100	-	-	-
Limited English Proficient					4	-	-	-
Economically Disadvantaged					10	100%	80%	10%
Not Disadvantaged	120	98%	84%	28%	94	100%	89%	26%
Migrant								
Not Migrant	120	98%	84%	28%	104	100%	88%	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

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	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	2	-	-	-	6	6	6	6
Regents Science	176	176	176	151	139	139	139	87

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

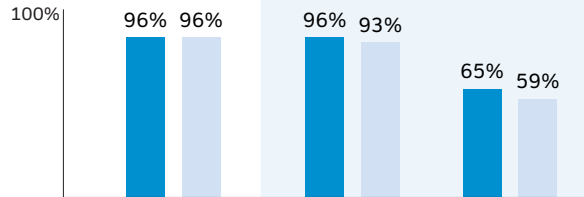
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2004 Cohort
■ 2003 Cohort

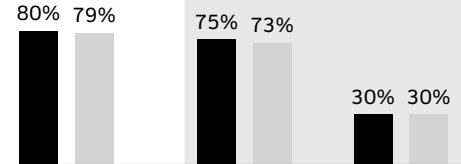
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2004 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2003 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	267	96%	96%	65%	261	96%	93%	59%
Female	137	98%	98%	76%	138	96%	94%	67%
Male	130	95%	93%	53%	123	96%	93%	51%
American Indian or Alaska Native								
Black or African American	6	100%	100%	17%	7	100%	100%	57%
Hispanic or Latino	19	89%	84%	42%	20	80%	75%	40%
Asian or Native Hawaiian/Other Pacific Islander	40	98%	95%	68%	28	96%	93%	61%
White	202	97%	97%	68%	206	97%	95%	61%
Multiracial								
Small Group Totals								
General-Education Students	236	97%	97%	70%	223	98%	97%	68%
Students with Disabilities	31	87%	87%	23%	38	84%	71%	11%
English Proficient	267	96%	96%	65%	257	-	-	-
Limited English Proficient					4	-	-	-
Economically Disadvantaged					13	92%	69%	0%
Not Disadvantaged	267	96%	96%	65%	248	96%	95%	63%
Migrant								
Not Migrant	267	96%	96%	65%				

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

Number of Students

Number scoring at level(s):

2-4

3-4

4

2003 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

	2004 Cohort	2003 Cohort
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0	0

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

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

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

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

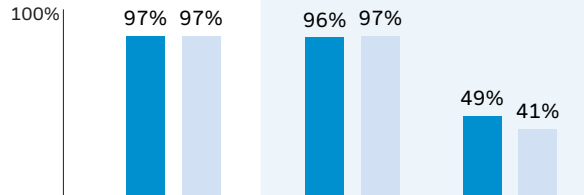
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2004 Cohort
■ 2003 Cohort

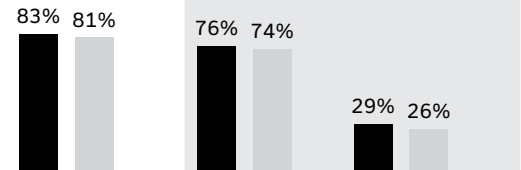
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2004 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2003 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	267	97%	96%	49%	261	97%	97%	41%
Female	137	98%	98%	50%	138	96%	96%	46%
Male	130	96%	95%	48%	123	98%	97%	36%
American Indian or Alaska Native								
Black or African American	6	100%	100%	17%	7	100%	100%	14%
Hispanic or Latino	19	89%	84%	37%	20	90%	90%	20%
Asian or Native Hawaiian/Other Pacific Islander	40	100%	100%	68%	28	100%	100%	61%
White	202	97%	97%	48%	206	97%	97%	41%
Multiracial								
Small Group Totals								
General-Education Students	236	98%	97%	52%	223	99%	99%	44%
Students with Disabilities	31	87%	87%	29%	38	87%	84%	21%
English Proficient	267	97%	96%	49%	257	-	-	-
Limited English Proficient					4	-	-	-
Economically Disadvantaged					13	92%	92%	38%
Not Disadvantaged	267	97%	96%	49%	248	97%	97%	41%
Migrant								
Not Migrant	267	97%	96%	49%				

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

Number of Students

Number scoring at level(s):

2-4

3-4

4

2003 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

	2004 Cohort	2003 Cohort
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.