



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **EAST RAMAPO CENTRAL SCHOOL  
DISTRICT (SPRING VALLEY)**

District ID **50-04-02-06-0000**

Superintendent **IRA OUSTATCHER**

Telephone **(845) 577-6011**

Grades **PK-12, UE, US**

## This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: RPTCARD@mail.nysed.gov

## Use this report to:

### **1** Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

### **2** Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

### **3** View School Accountability Status.

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

### **4** Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

## District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

### Enrollment

	2005-06	2006-07	2007-08
Pre-K	188	184	177
Kindergarten	581	603	592
Grade 1	600	594	664
Grade 2	608	551	584
Grade 3	642	590	499
Grade 4	587	641	582
Grade 5	573	566	614
Grade 6	616	565	565
Ungraded Elementary	0	39	14
Grade 7	678	647	602
Grade 8	625	670	637
Grade 9	791	742	740
Grade 10	758	736	693
Grade 11	708	701	621
Grade 12	527	544	555
Ungraded Secondary	19	55	41
<b>Total K-12</b>	<b>8313</b>	<b>8244</b>	<b>8003</b>

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	19	18	19
<b>Grade 8</b>			
English	18	20	20
Mathematics	17	17	18
Science	20	20	20
Social Studies	17	17	18
<b>Grade 10</b>			
English	21	20	19
Mathematics	20	22	18
Science	21	22	20
Social Studies	21	20	22

### 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 EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)

District ID 50-04-02-06-0000

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	3841	46%	3899	47%	3897	49%
Reduced-Price Lunch	1131	14%	1071	13%	1109	14%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	878	11%	1140	14%	1069	13%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	5	0%	8	0%	9	0%
Black or African American	4992	60%	4827	59%	4602	58%
Hispanic or Latino	1643	20%	1819	22%	1972	25%
Asian or Native Hawaiian/Other Pacific Islander	701	8%	685	8%	619	8%
White	972	12%	905	11%	801	10%
Multiracial**	N/A	N/A	0	0%	0	0%

\* Available only at the school level.

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

## Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate	94%		94%		95%	
Student Suspensions	458	5%	489	6%	399	5%

## 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.

## Teacher Qualifications

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	735	657	702
Percent with No Valid Teaching Certificate	2%	3%	2%
Percent Teaching Out of Certification	5%	4%	4%
Percent with Fewer Than Three Years of Experience	7%	5%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	52%	58%	57%
<b>Total Number of Core Classes</b>	2646	1745	1818
Percent Not Taught by Highly Qualified Teachers	5%	4%	5%
<b>Total Number of Classes</b>	2383	2356	2259
Percent Taught by Teachers Without Appropriate Certification	5%	4%	5%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	27%	24%	26%
Turnover Rate of All Teachers	17%	18%	18%

## Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	134	121	96
Total Paraprofessionals*	164	168	171
Assistant Principals	21	21	18
Principals	14	14	14

\* 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](http://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](http://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](http://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](http://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)

#### Improvement (Year 3)

ELA	Improvement (Year 3)	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
<b>All Students</b>	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—				
Black or African American	✓	✓		✓	✓	
Hispanic or Latino	✓	✓		✓	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✓	
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓		✗	✓ <sup>SH</sup>	
Limited English Proficient	✓ <sup>SH</sup>	✓		✓ <sup>SH</sup>	✗	
Economically Disadvantaged	✓	✓		✓	✓	
<b>Student groups making AYP in each subject</b>	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 7 of 8	✗ 7 of 8	✓ 1 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> 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 for This Subject (2008–09)**  Improvement (Year 3)

**Accountability Measures** 8 of 8 Student groups making AYP in English language arts  
 Made AYP

### Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 4) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [218]

### How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
<b>All Students</b> (3680:3429)							
<b>Ethnicity</b>							
American Indian or Alaska Native (5:5)	—						
Black or African American (2127:2003)							
Hispanic or Latino (913:815)							
Asian or Native Hawaiian/Other Pacific Islander (261:248)							
White (374:358)							
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (696:674)	 SH						
Limited English Proficient <sup>5</sup> (597:523)	 SH						
Economically Disadvantaged (2389:2188)							
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.




<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


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

#### AYP Status

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


























## Elementary/Middle-Level Mathematics

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

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

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

### How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
<b>All Students</b> (3656:3473)			99%		157	100	
<b>Ethnicity</b>							
American Indian or Alaska Native (6:5)	—	—	—	—	—	—	—
Black or African American (2114:2022)			99%		153	100	
Hispanic or Latino (905:837)			98%		153	98	
Asian or Native Hawaiian/Other Pacific Islander (258:251)			100%		187	95	
White (373:358)			98%		171	96	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (693:671)			98%		113	98	
Limited English Proficient <sup>5</sup> (584:596)			95%		126	98	
Economically Disadvantaged (2376:2234)			98%		149	100	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
<b>All Students</b> (1291:1174)		Qualified		96%		158	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (2:1)	—	—	—	—	—	—	—	—
Black or African American (750:685)		Qualified		96%		156	100	
Hispanic or Latino (333:296)		Qualified		95%		144	100	
Asian or Native Hawaiian/Other Pacific Islander (78:77)		Qualified		100%		184	100	
White (128:115)		Qualified		95%		187	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (261:238)		Qualified		93%		133	100	
Limited English Proficient <sup>4</sup> (217:205)		Qualified		93%		114	100	
Economically Disadvantaged (837:756)		Qualified		96%		148	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.


<sup>4</sup> 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)**  Improvement (Year 3)

**Accountability Measures** 7 of 8 Student groups making AYP in English language arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 4) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [218]

### How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group	AYP Status	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) <sup>1</sup>							
<b>All Students</b> (654:630)							
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (418:388)							
Hispanic or Latino (73:74)							
Asian or Native Hawaiian/Other Pacific Islander (66:66)							
White (195:102)							
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (103:78)							
Limited English Proficient <sup>4</sup> (36:71)							
Economically Disadvantaged (271:292)							
<b>Final AYP Determination</b>	 7 of 8						

#### NOTES

<sup>1</sup> 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).

<sup>2</sup> 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.

<sup>3</sup> 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.


<sup>4</sup> 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** 7 of 8 Student groups making AYP in mathematics  
 Did not make AYP

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

### How did students in each accountability group perform on secondary-level mathematics accountability measures?

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08    2008–09
(12th Graders: 2004 Cohort) <sup>1</sup>							
<b>All Students</b> (654:630)			98%		169	155	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (418:388)			99%		164	153	
Hispanic or Latino (73:74)			100%		176	148	
Asian or Native Hawaiian/Other Pacific Islander (66:66)			100%		188	147	
White (97:102)			95%		174	149	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (60:78)			95%		127	148	110    134
Limited English Proficient <sup>4</sup> (36:71)		—	—		139	148	148    145
Economically Disadvantaged (271:292)			99%		169	153	
<b>Final AYP Determination</b>	 7 of 8						

#### NOTES

<sup>1</sup> 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).

<sup>2</sup> 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.

<sup>3</sup> 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.


<sup>4</sup> 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) <sup>1</sup>	Graduation		Graduation Rate <sup>2</sup>	Objectives	
	AYP	Met Criterion		State Standard	Progress Target
				2007–08	2008–09
<b>All Students</b> (741)			72%	55%	
<b>Ethnicity</b>					
American Indian or Alaska Native (3)		–	–	–	
Black or African American (443)			73%	55%	
Hispanic or Latino (89)			60%	55%	
Asian or Native Hawaiian/Other Pacific Islander (89)			73%	55%	
White (117)			76%	55%	
Multiracial (0)					
<b>Other Groups</b>					
Students with Disabilities (81)			33%	55%	26% 34%
Limited English Proficient <sup>3</sup> (83)			46%	55%	28% 47%
Economically Disadvantaged (287)			69%	55%	
<b>Final AYP Determination</b>		1 of 1			

#### NOTES

<sup>1</sup> 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.

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

<sup>3</sup> 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 **EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)**

District ID **50-04-02-06-0000**

## 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

10 schools identified 71% of total

ELDORADO ELEMENTARY SCHOOL  
ELMWOOD ELEMENTARY SCHOOL  
FLEETWOOD ELEMENTARY SCHOOL  
GRANDVIEW ELEMENTARY SCHOOL  
HEMPSTEAD ELEMENTARY SCHOOL  
HILLCREST ELEMENTARY SCHOOL  
LIME KILN ELEMENTARY SCHOOL  
MARGETTS ELEMENTARY SCHOOL  
MERRILL L COLTON SCHOOL  
SUMMIT PARK ELEMENTARY SCHOOL

### New York State Status

#### Good Standing

3 schools identified 21% of total

CHESTNUT RIDGE MIDDLE SCHOOL  
RAMAPO HIGH SCHOOL  
SPRING VALLEY HIGH SCHOOL

#### Requiring Academic Progress (Year 4)

1 school identified 7% of total

POMONA MIDDLE SCHOOL

District EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)

District ID 50-04-02-06-0000

## 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	69%			498
Grade 4	60%			567
Grade 5	59%			613
Grade 6	59%			559
Grade 7	61%			553
Grade 8	40%			617

Mathematics				
Grade 3	89%			496
Grade 4	70%			587
Grade 5	67%			623
Grade 6	67%			578
Grade 7	61%			579
Grade 8	40%			655

Science				
Grade 4	66%			565
Grade 8	54%			540

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	69%			726
Mathematics	68%			726

### 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](http://www.emsc.nysed.gov/irts).

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

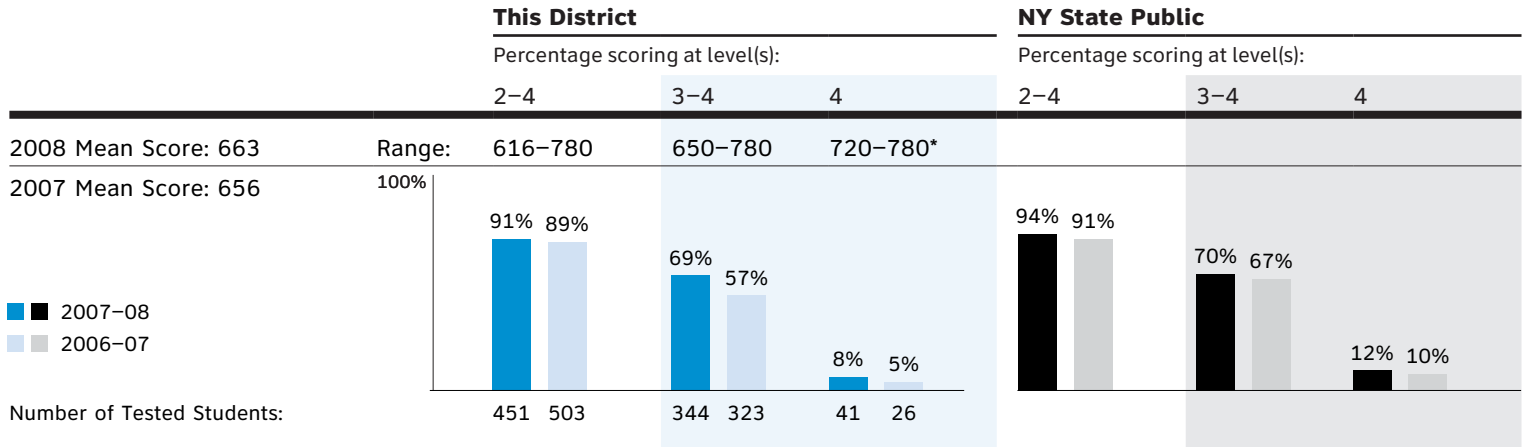
### This District's N/RC Category:

#### High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high 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
<b>All Students</b>	<b>498</b>	<b>91%</b>	<b>69%</b>	<b>8%</b>	<b>567</b>	<b>89%</b>	<b>57%</b>	<b>5%</b>
Female	242	92%	72%	10%	274	90%	58%	7%
Male	256	89%	66%	7%	293	87%	56%	3%
American Indian or Alaska Native					3	-	-	-
Black or African American	269	93%	69%	10%	323	88%	55%	4%
Hispanic or Latino	133	83%	57%	4%	138	86%	49%	0%
Asian or Native Hawaiian/Other Pacific Islander	41	100%	88%	7%	36	-	-	-
White	55	93%	85%	13%	67	94%	73%	15%
Multiracial								
Small Group Totals					39	97%	77%	8%
General-Education Students	427	96%	77%	10%	473	95%	66%	5%
Students with Disabilities	71	61%	20%	0%	94	60%	12%	1%
English Proficient	433	94%	74%	9%	493	90%	61%	5%
Limited English Proficient	65	65%	35%	0%	74	77%	30%	0%
Economically Disadvantaged	339	88%	60%	5%	339	87%	51%	3%
Not Disadvantaged	159	96%	88%	15%	228	92%	66%	7%
Migrant								
Not Migrant	498	91%	69%	8%	567	89%	57%	5%

#### 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.

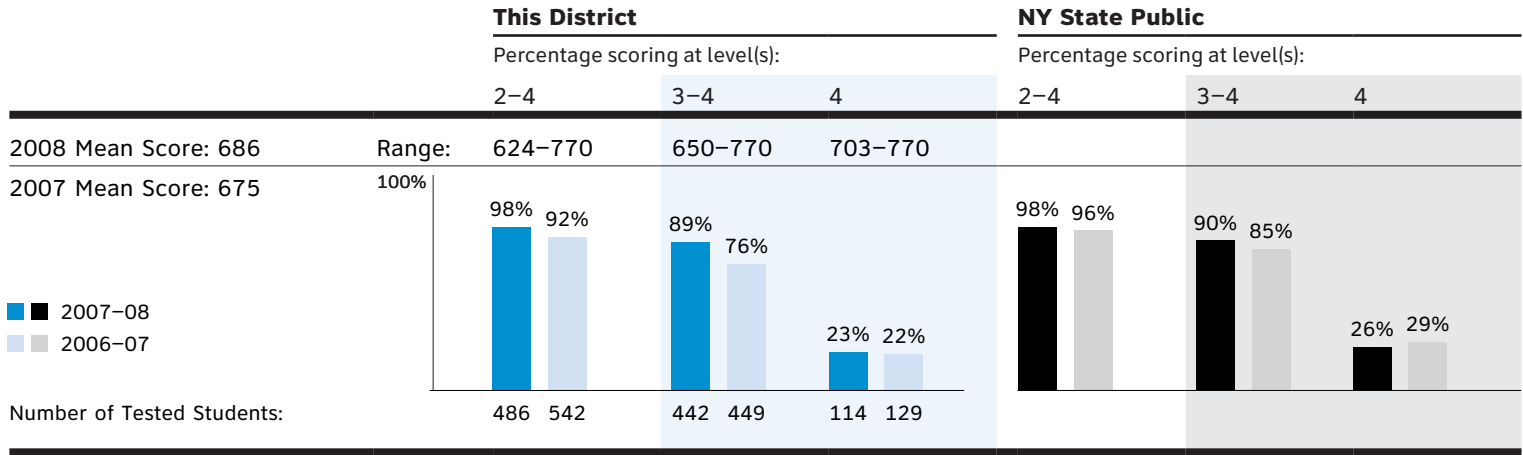
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### 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	11	11	9	9	19	19	18	15
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	17	N/A	N/A	N/A	19	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
<b>All Students</b>	<b>496</b>	<b>98%</b>	<b>89%</b>	<b>23%</b>	<b>588</b>	<b>92%</b>	<b>76%</b>	<b>22%</b>
Female	239	98%	89%	24%	281	94%	78%	20%
Male	257	98%	89%	22%	307	91%	75%	23%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	271	98%	88%	18%	330	90%	72%	19%
Hispanic or Latino	127	97%	87%	24%	150	92%	73%	16%
Asian or Native Hawaiian/Other Pacific Islander	41	-	-	-	37	-	-	-
White	56	100%	91%	30%	69	100%	90%	35%
Multiracial								
Small Group Totals	42	100%	100%	45%	39	100%	97%	46%
General-Education Students	424	99%	94%	26%	495	95%	83%	25%
Students with Disabilities	72	92%	58%	4%	93	76%	42%	3%
English Proficient	438	99%	91%	24%	496	94%	80%	24%
Limited English Proficient	58	93%	74%	16%	92	84%	58%	11%
Economically Disadvantaged	335	97%	86%	19%	348	91%	74%	17%
Not Disadvantaged	161	100%	95%	32%	240	95%	80%	29%
Migrant								
Not Migrant	496	98%	89%	23%	588	92%	76%	22%

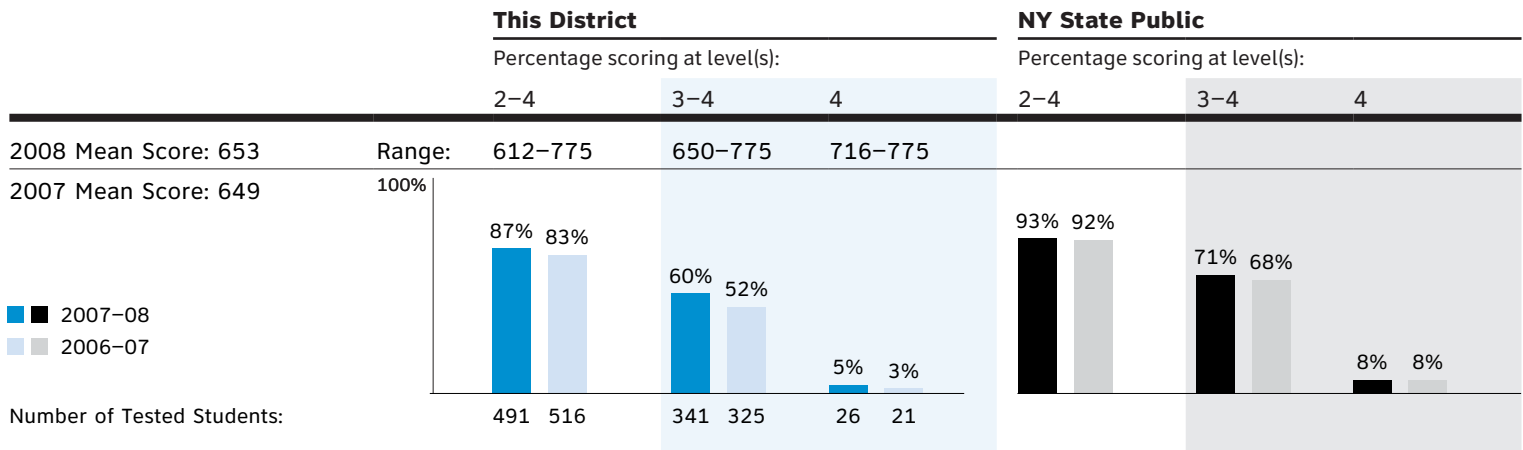
#### NOTES

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	11	11	10	6	19	19	19	16

## 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
<b>All Students</b>	<b>567</b>	<b>87%</b>	<b>60%</b>	<b>5%</b>	<b>621</b>	<b>83%</b>	<b>52%</b>	<b>3%</b>
Female	275	89%	65%	6%	292	87%	57%	4%
Male	292	84%	55%	3%	329	80%	49%	2%
American Indian or Alaska Native	2	-	-	-				
Black or African American	321	86%	60%	3%	361	83%	48%	2%
Hispanic or Latino	149	84%	50%	3%	156	76%	46%	2%
Asian or Native Hawaiian/Other Pacific Islander	34	-	-	-	49	98%	78%	10%
White	61	93%	75%	7%	55	91%	75%	9%
Multiracial								
Small Group Totals	36	94%	81%	17%				
General-Education Students	454	94%	70%	6%	521	92%	60%	4%
Students with Disabilities	113	55%	21%	0%	100	39%	15%	0%
English Proficient	492	89%	66%	5%	537	86%	59%	4%
Limited English Proficient	75	69%	20%	0%	84	62%	8%	0%
Economically Disadvantaged	365	82%	52%	3%	393	79%	44%	1%
Not Disadvantaged	202	94%	74%	7%	228	91%	66%	8%
Migrant								
Not Migrant	567	87%	60%	5%	621	83%	52%	3%

#### NOTES

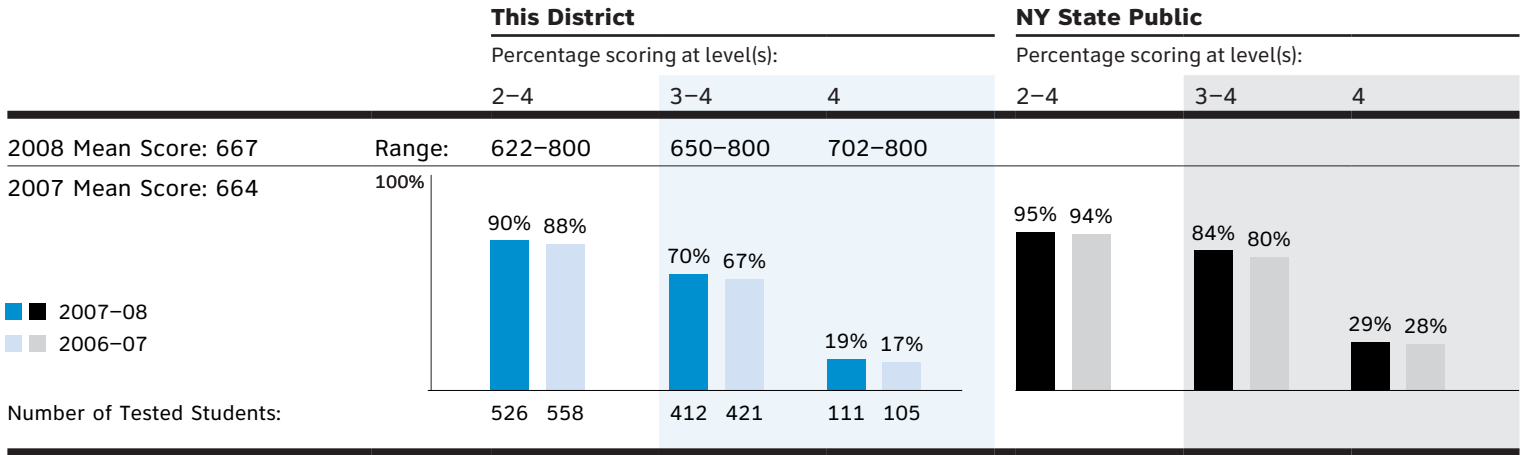
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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	17	17	16	16	22	22	19	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	26	N/A	N/A	N/A	19	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

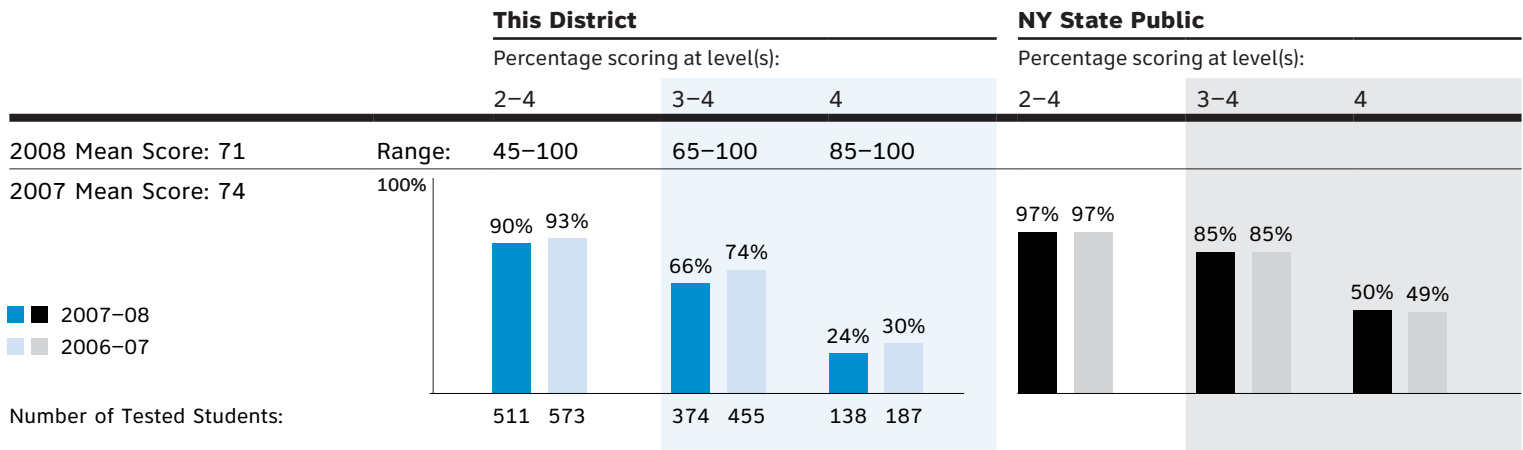
	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>587</b>	<b>90%</b>	<b>70%</b>	<b>19%</b>	<b>633</b>	<b>88%</b>	<b>67%</b>	<b>17%</b>
Female	286	90%	71%	21%	296	91%	66%	17%
Male	301	90%	69%	17%	337	86%	67%	16%
American Indian or Alaska Native	2	-	-	-				
Black or African American	328	87%	68%	19%	364	87%	63%	11%
Hispanic or Latino	160	91%	66%	12%	161	86%	63%	15%
Asian or Native Hawaiian/Other Pacific Islander	36	-	-	-	50	96%	86%	44%
White	61	95%	85%	23%	58	95%	79%	31%
Multiracial								
Small Group Totals	38	100%	82%	42%				
General-Education Students	473	94%	76%	23%	533	94%	74%	20%
Students with Disabilities	114	73%	45%	3%	100	55%	28%	1%
English Proficient	485	92%	75%	22%	534	90%	71%	19%
Limited English Proficient	102	76%	46%	3%	99	79%	43%	5%
Economically Disadvantaged	387	87%	65%	16%	396	85%	60%	11%
Not Disadvantaged	200	96%	80%	25%	237	94%	78%	26%
Migrant								
Not Migrant	587	90%	70%	19%	633	88%	67%	17%

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

### Other Assessments

	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	17	17	16	13	22	22	20	19

## 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
<b>All Students</b>	<b>565</b>	<b>90%</b>	<b>66%</b>	<b>24%</b>	<b>616</b>	<b>93%</b>	<b>74%</b>	<b>30%</b>
Female	273	89%	66%	26%	287	95%	72%	32%
Male	292	92%	66%	23%	329	91%	76%	29%
American Indian or Alaska Native	1	-	-	-				
Black or African American	315	90%	64%	23%	354	92%	71%	25%
Hispanic or Latino	157	88%	56%	15%	158	93%	69%	26%
Asian or Native Hawaiian/Other Pacific Islander	36	-	-	-	49	98%	92%	57%
White	56	98%	93%	45%	55	98%	91%	51%
Multiracial								
Small Group Totals	37	97%	84%	49%				
General-Education Students	458	92%	72%	29%	521	97%	80%	35%
Students with Disabilities	107	83%	40%	3%	95	73%	41%	6%
English Proficient	465	96%	74%	29%	518	94%	79%	35%
Limited English Proficient	100	66%	31%	4%	98	86%	49%	7%
Economically Disadvantaged	369	87%	58%	19%	384	91%	67%	23%
Not Disadvantaged	196	97%	81%	35%	232	97%	85%	43%
Migrant								
Not Migrant	565	90%	66%	24%	616	93%	74%	30%

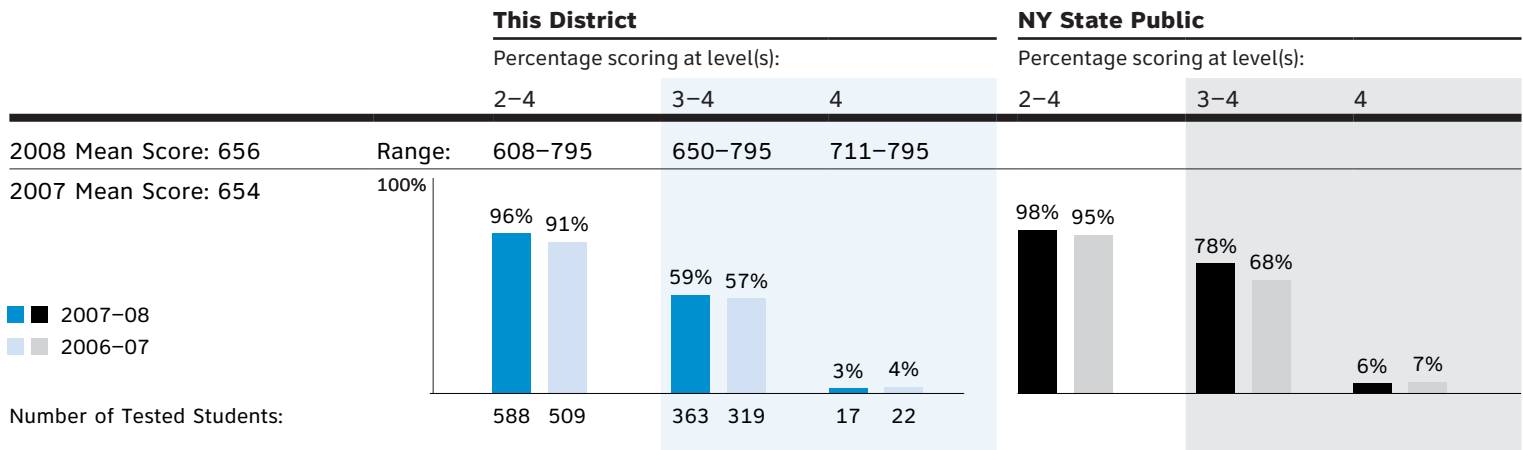
### NOTES

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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	17	17	17	17	22	22	21	21

## 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
<b>All Students</b>	<b>613</b>	<b>96%</b>	<b>59%</b>	<b>3%</b>	<b>561</b>	<b>91%</b>	<b>57%</b>	<b>4%</b>
Female	286	97%	64%	3%	284	93%	57%	4%
Male	327	95%	55%	2%	277	88%	57%	4%
American Indian or Alaska Native					1	-	-	-
Black or African American	357	96%	56%	2%	324	90%	52%	4%
Hispanic or Latino	159	96%	57%	2%	134	92%	56%	4%
Asian or Native Hawaiian/Other Pacific Islander	44	95%	77%	9%	49	-	-	-
White	53	98%	74%	6%	53	85%	57%	4%
Multiracial								
Small Group Totals					50	100%	88%	4%
General-Education Students	503	98%	68%	3%	459	96%	66%	5%
Students with Disabilities	110	85%	20%	0%	102	68%	16%	0%
English Proficient	524	97%	66%	3%	489	92%	62%	4%
Limited English Proficient	89	88%	21%	0%	72	79%	21%	0%
Economically Disadvantaged	403	95%	50%	1%	344	89%	51%	3%
Not Disadvantaged	210	98%	76%	6%	217	93%	66%	6%
Migrant								
Not Migrant	613	96%	59%	3%	561	91%	57%	4%

#### NOTES

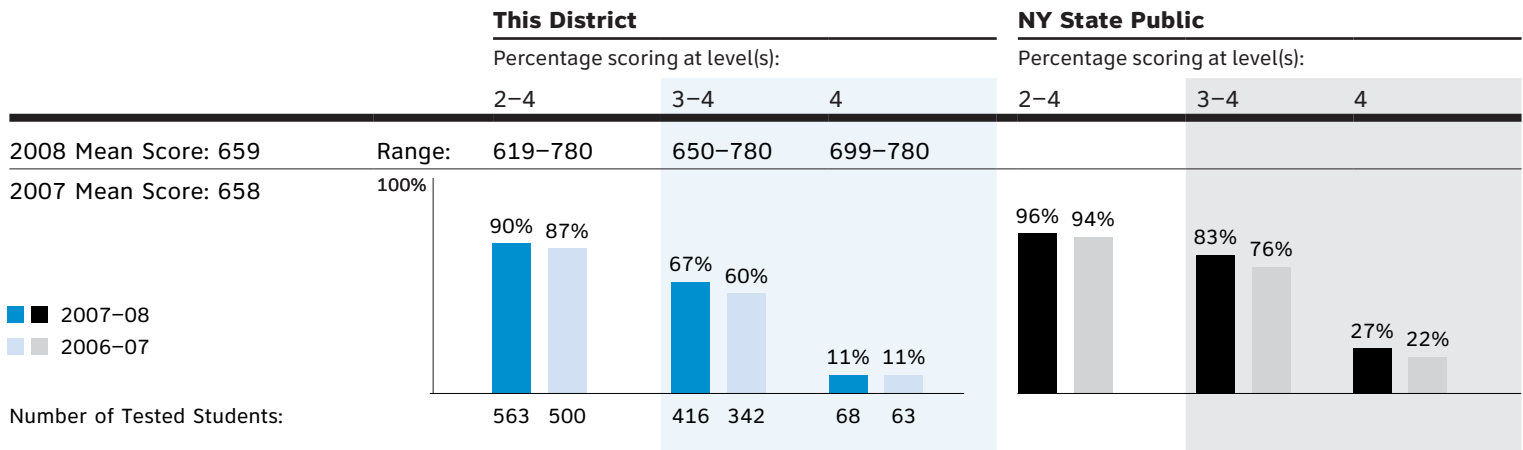
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	21	18	16	12	10	10	10	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	15	N/A	N/A	N/A	12	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
<b>All Students</b>	<b>623</b>	<b>90%</b>	<b>67%</b>	<b>11%</b>	<b>573</b>	<b>87%</b>	<b>60%</b>	<b>11%</b>
Female	290	93%	65%	11%	294	88%	58%	11%
Male	333	88%	68%	11%	279	87%	61%	11%
American Indian or Alaska Native					1	-	-	-
Black or African American	363	90%	64%	9%	325	86%	56%	8%
Hispanic or Latino	163	90%	64%	7%	140	87%	56%	8%
Asian or Native Hawaiian/Other Pacific Islander	44	93%	86%	32%	54	96%	91%	33%
White	53	96%	81%	23%	53	-	-	-
Multiracial								
Small Group Totals					54	85%	63%	17%
General-Education Students	514	95%	75%	13%	473	93%	69%	13%
Students with Disabilities	109	69%	29%	1%	100	60%	17%	0%
English Proficient	522	93%	72%	13%	490	89%	64%	12%
Limited English Proficient	101	77%	38%	0%	83	76%	31%	7%
Economically Disadvantaged	414	88%	59%	7%	344	87%	53%	8%
Not Disadvantaged	209	95%	82%	20%	229	87%	69%	15%
Migrant								
Not Migrant	623	90%	67%	11%	573	87%	60%	11%

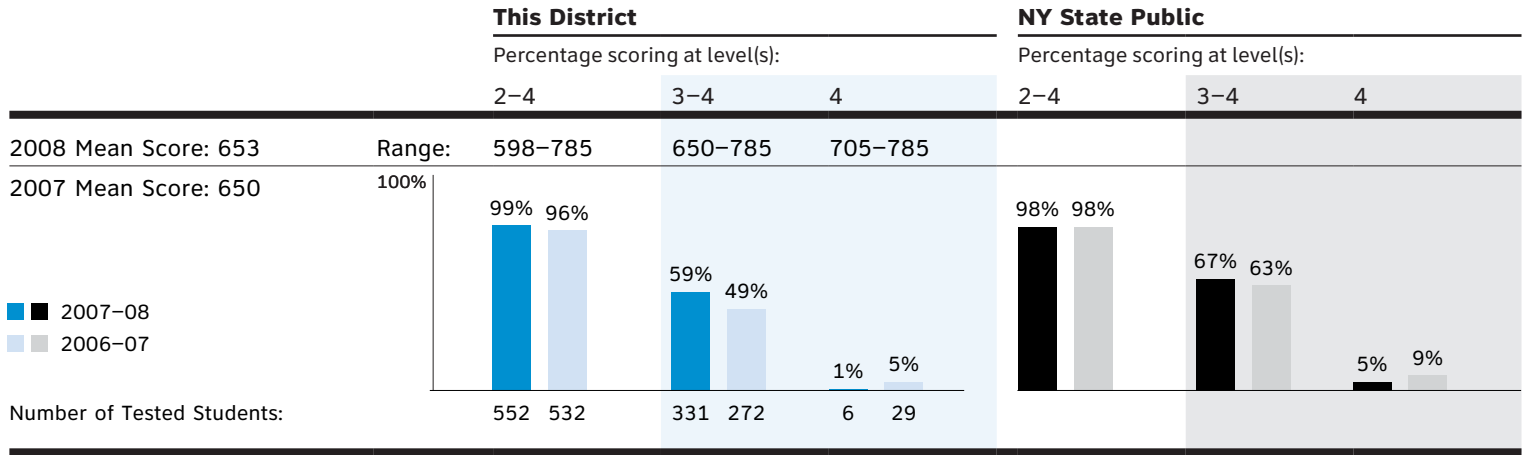
#### NOTES

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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 5 Equivalent	21	21	19	18	10	9	9	9

## 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
<b>All Students</b>	<b>559</b>	<b>99%</b>	<b>59%</b>	<b>1%</b>	<b>555</b>	<b>96%</b>	<b>49%</b>	<b>5%</b>
Female	284	99%	62%	1%	268	99%	55%	7%
Male	275	99%	56%	1%	287	93%	44%	3%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	325	98%	57%	1%	347	95%	47%	4%
Hispanic or Latino	138	99%	55%	0%	103	95%	37%	4%
Asian or Native Hawaiian/Other Pacific Islander	47	-	-	-	45	-	-	-
White	48	98%	54%	2%	58	97%	62%	5%
Multiracial								
Small Group Totals	48	100%	90%	4%	47	100%	77%	19%
General-Education Students	462	100%	69%	1%	451	99%	59%	6%
Students with Disabilities	97	95%	12%	0%	104	84%	7%	0%
English Proficient	486	99%	64%	1%	489	97%	53%	6%
Limited English Proficient	73	96%	27%	0%	66	89%	18%	0%
Economically Disadvantaged	358	99%	53%	1%	330	95%	38%	2%
Not Disadvantaged	201	99%	70%	2%	225	98%	66%	9%
Migrant								
Not Migrant	559	99%	59%	1%	555	96%	49%	5%

#### NOTES

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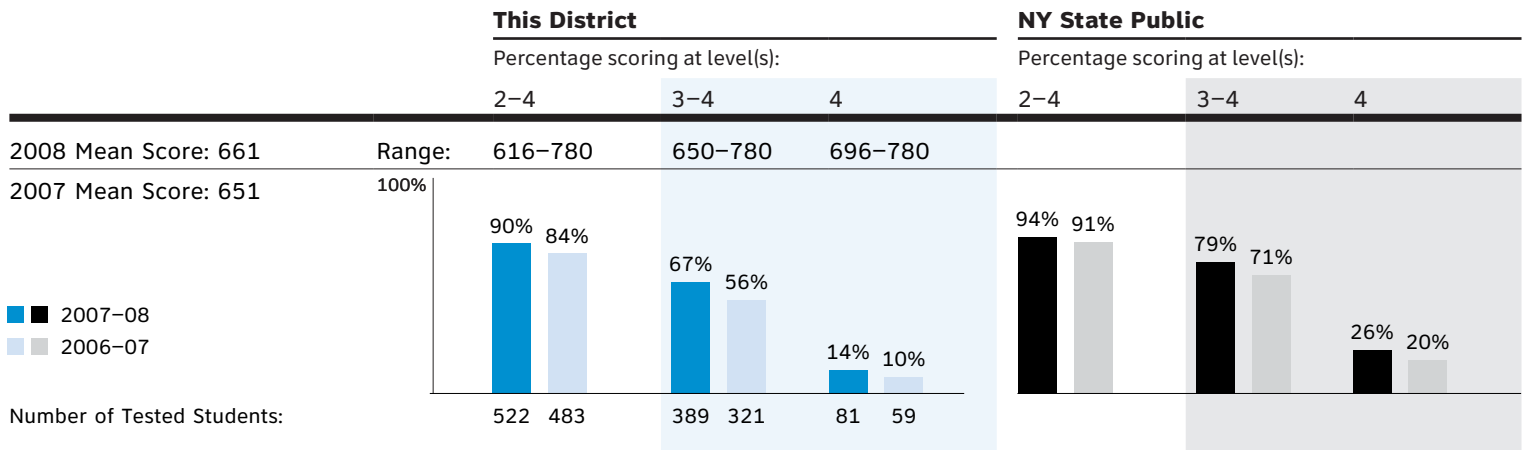
### Other Assessments

	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 6 Equivalent	12	12	11	11	9	9	8	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	30	N/A	N/A	N/A	24	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
<b>All Students</b>	<b>578</b>	<b>90%</b>	<b>67%</b>	<b>14%</b>	<b>572</b>	<b>84%</b>	<b>56%</b>	<b>10%</b>
Female	290	91%	69%	12%	278	87%	62%	9%
Male	288	90%	65%	16%	294	82%	51%	11%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	332	90%	64%	12%	351	84%	54%	7%
Hispanic or Latino	150	89%	67%	7%	115	78%	50%	8%
Asian or Native Hawaiian/Other Pacific Islander	47	-	-	-	44	-	-	-
White	48	88%	67%	21%	60	88%	63%	17%
Multiracial								
Small Group Totals	48	100%	96%	44%	46	98%	80%	33%
General-Education Students	484	94%	77%	17%	471	92%	66%	13%
Students with Disabilities	94	71%	18%	0%	101	51%	9%	0%
English Proficient	480	94%	75%	16%	487	88%	62%	12%
Limited English Proficient	98	74%	31%	2%	85	62%	21%	1%
Economically Disadvantaged	375	89%	62%	10%	335	81%	49%	6%
Not Disadvantaged	203	92%	78%	21%	237	89%	67%	17%
Migrant								
Not Migrant	578	90%	67%	14%	572	84%	56%	10%

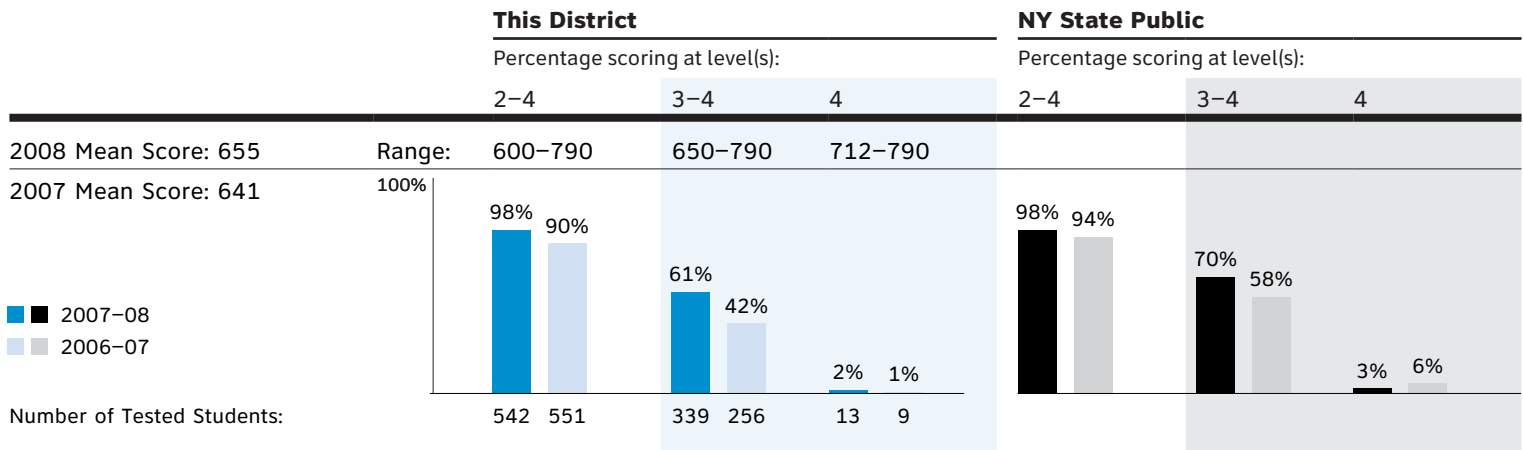
#### NOTES

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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	12	12	11	11	9	9	9	8

## 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
<b>All Students</b>	<b>553</b>	<b>98%</b>	<b>61%</b>	<b>2%</b>	<b>613</b>	<b>90%</b>	<b>42%</b>	<b>1%</b>
Female	266	100%	67%	3%	302	93%	49%	2%
Male	287	97%	56%	1%	311	87%	35%	1%
American Indian or Alaska Native	2	-	-	-				
Black or African American	355	98%	60%	1%	387	90%	37%	1%
Hispanic or Latino	99	99%	57%	0%	127	87%	36%	2%
Asian or Native Hawaiian/Other Pacific Islander	43	-	-	-	42	95%	71%	7%
White	54	96%	63%	6%	57	93%	67%	2%
Multiracial								
Small Group Totals	45	100%	80%	11%				
General-Education Students	459	99%	69%	3%	502	96%	50%	2%
Students with Disabilities	94	91%	23%	0%	111	63%	6%	0%
English Proficient	494	98%	66%	3%	556	92%	45%	2%
Limited English Proficient	59	97%	22%	0%	57	70%	9%	0%
Economically Disadvantaged	342	98%	55%	1%	382	89%	35%	1%
Not Disadvantaged	211	99%	72%	5%	231	92%	52%	2%
Migrant								
Not Migrant	553	98%	61%	2%	613	90%	42%	1%

#### NOTES

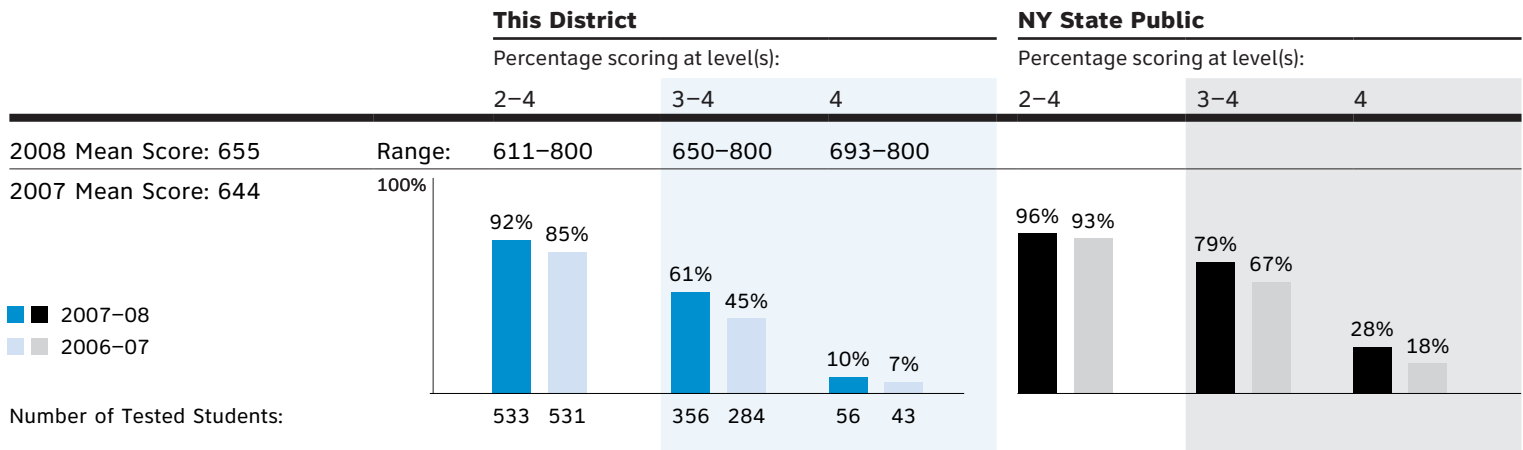
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### Other Assessments

	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	10	10	9	7	15	15	15	14
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	26	N/A	N/A	N/A	16	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
<b>All Students</b>	<b>579</b>	<b>92%</b>	<b>61%</b>	<b>10%</b>	<b>625</b>	<b>85%</b>	<b>45%</b>	<b>7%</b>
Female	277	95%	65%	11%	310	89%	49%	7%
Male	302	89%	59%	9%	315	81%	42%	7%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	365	92%	58%	7%	389	83%	40%	3%
Hispanic or Latino	111	90%	61%	5%	139	86%	42%	6%
Asian or Native Hawaiian/Other Pacific Islander	46	-	-	-	42	-	-	-
White	55	91%	65%	13%	54	89%	63%	19%
Multiracial								
Small Group Totals	48	96%	88%	40%	43	93%	79%	30%
General-Education Students	483	95%	68%	12%	519	90%	53%	8%
Students with Disabilities	96	75%	30%	0%	106	60%	9%	0%
English Proficient	492	95%	68%	11%	555	88%	48%	8%
Limited English Proficient	87	77%	26%	1%	70	61%	21%	0%
Economically Disadvantaged	365	90%	54%	6%	385	82%	38%	4%
Not Disadvantaged	214	96%	75%	16%	240	89%	57%	11%
Migrant								
Not Migrant	579	92%	61%	10%	625	85%	45%	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 7 Equivalent	10	8	8	6	15	15	14	11

## This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 643	602-790	650-790	715-790			
2007 Mean Score: 645						
Number of Tested Students:	566	581	244	260	10	19

### 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
<b>All Students</b>	<b>617</b>	<b>92%</b>	<b>40%</b>	<b>2%</b>	<b>629</b>	<b>92%</b>	<b>41%</b>	<b>3%</b>
Female	302	94%	48%	3%	301	93%	45%	4%
Male	315	89%	32%	1%	328	92%	38%	2%
American Indian or Alaska Native								
Black or African American	380	93%	38%	1%	396	92%	39%	2%
Hispanic or Latino	148	87%	27%	1%	119	91%	34%	3%
Asian or Native Hawaiian/Other Pacific Islander	39	95%	82%	5%	50	96%	72%	8%
White	50	90%	52%	2%	64	94%	45%	6%
Multiracial								
Small Group Totals								
General-Education Students	507	95%	46%	2%	525	97%	48%	3%
Students with Disabilities	110	75%	10%	0%	104	70%	7%	1%
English Proficient	554	94%	43%	2%	572	94%	45%	3%
Limited English Proficient	63	68%	10%	0%	57	74%	2%	0%
Economically Disadvantaged	401	92%	31%	1%	339	92%	35%	2%
Not Disadvantaged	216	92%	55%	2%	290	93%	49%	4%
Migrant								
Not Migrant	617	92%	40%	2%	629	92%	41%	3%

#### NOTES

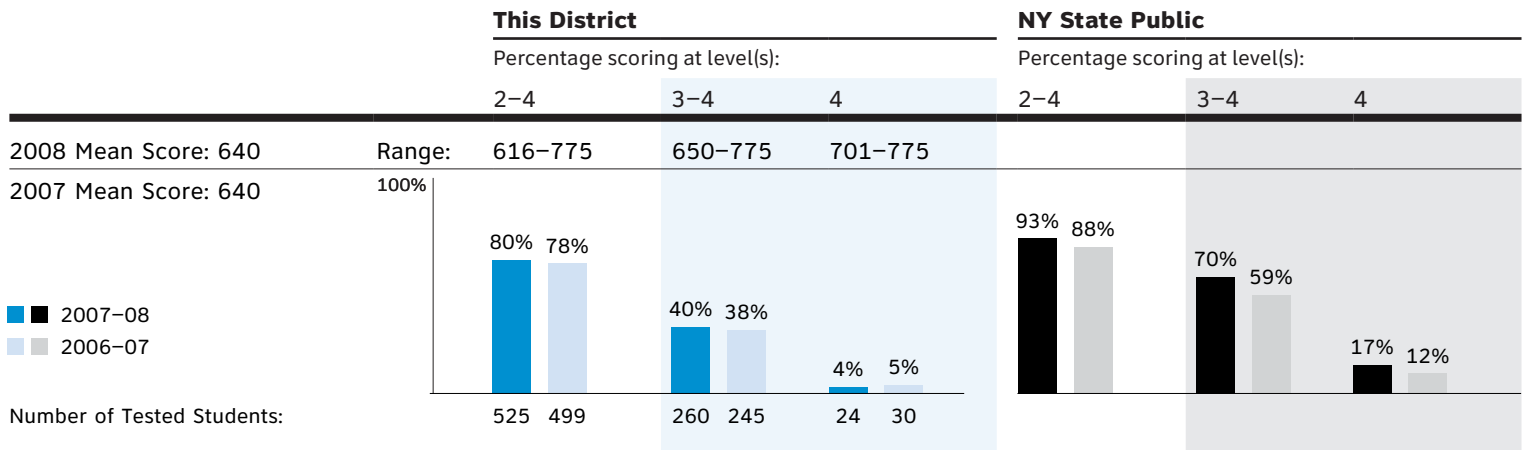
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### Other Assessments

	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	17	17	15	14	11	11	11	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	47	N/A	N/A	N/A	18	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
<b>All Students</b>	<b>655</b>	<b>80%</b>	<b>40%</b>	<b>4%</b>	<b>637</b>	<b>78%</b>	<b>38%</b>	<b>5%</b>
Female	324	85%	46%	4%	308	80%	40%	5%
Male	331	76%	34%	3%	329	77%	37%	4%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	401	81%	37%	2%	391	76%	35%	4%
Hispanic or Latino	167	74%	29%	1%	129	74%	35%	2%
Asian or Native Hawaiian/Other Pacific Islander	38	95%	82%	18%	52	96%	75%	19%
White	49	84%	63%	12%	65	88%	40%	5%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	546	84%	46%	4%	535	86%	44%	6%
Students with Disabilities	109	61%	7%	0%	102	39%	7%	0%
English Proficient	549	86%	44%	4%	553	82%	43%	5%
Limited English Proficient	106	52%	16%	0%	84	51%	6%	0%
Economically Disadvantaged	438	78%	34%	1%	345	75%	30%	2%
Not Disadvantaged	217	85%	50%	9%	292	82%	49%	8%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	655	80%	40%	4%	637	78%	38%	5%

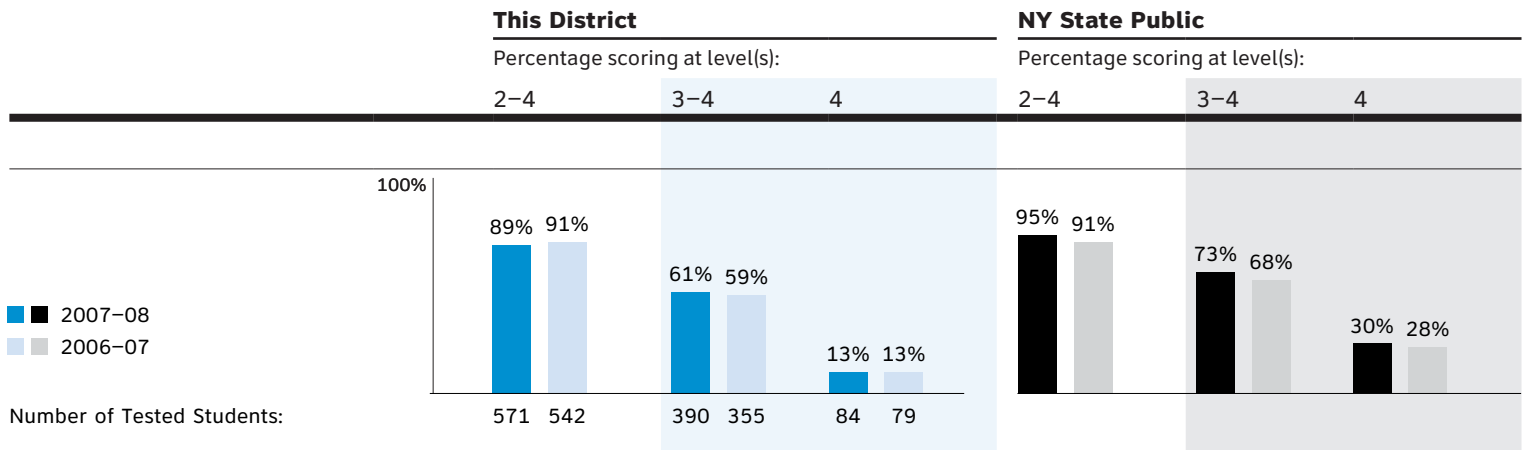
#### NOTES

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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	17	15	14	11	11	11	10	10

## 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
<b>All Students</b>	<b>540</b>	<b>88%</b>	<b>54%</b>	<b>7%</b>	<b>476</b>	<b>88%</b>	<b>49%</b>	<b>7%</b>
Female	261	88%	56%	7%	222	87%	43%	6%
Male	279	87%	53%	8%	254	89%	54%	8%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	347	88%	56%	5%	306	86%	46%	5%
Hispanic or Latino	142	85%	45%	5%	110	89%	51%	10%
Asian or Native Hawaiian/Other Pacific Islander	16	94%	63%	38%	16	94%	69%	25%
White	35	94%	71%	17%	44	98%	55%	11%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	439	88%	59%	9%	380	92%	56%	8%
Students with Disabilities	101	87%	35%	0%	96	74%	22%	2%
English Proficient	440	94%	62%	8%	402	92%	55%	8%
Limited English Proficient	100	60%	21%	2%	74	68%	14%	1%
Economically Disadvantaged	394	87%	52%	6%	285	88%	43%	7%
Not Disadvantaged	146	90%	60%	11%	191	88%	58%	7%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	540	88%	54%	7%	476	88%	49%	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 8 Equivalent	17	16	14	13	11	11	11	10
Regents Science	98	98	96	46	122	122	122	45

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

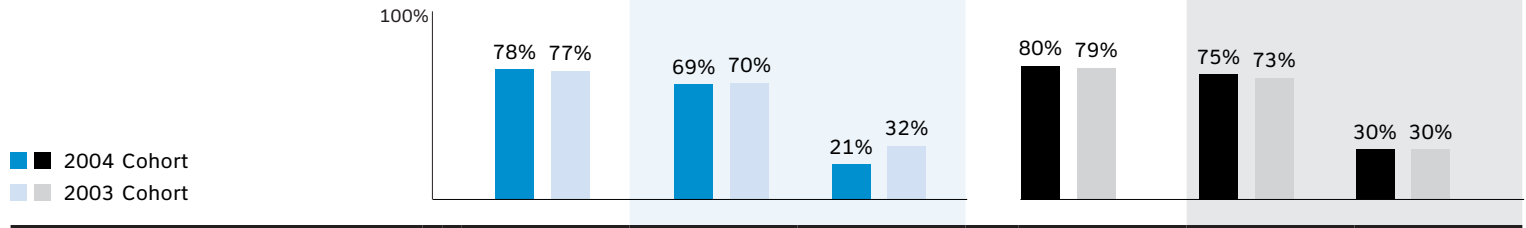
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2004 Cohort

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
<b>All Students</b>	<b>726</b>	<b>78%</b>	<b>69%</b>	<b>21%</b>	<b>749</b>	<b>77%</b>	<b>70%</b>	<b>32%</b>
Female	344	81%	74%	26%	371	84%	78%	38%
Male	382	75%	65%	16%	378	71%	62%	25%
American Indian or Alaska Native					3	-	-	-
Black or African American	426	82%	70%	15%	449	80%	69%	24%
Hispanic or Latino	105	60%	56%	11%	90	61%	59%	22%
Asian or Native Hawaiian/Other Pacific Islander	78	82%	79%	44%	89	-	-	-
White	117	76%	72%	37%	118	81%	80%	53%
Multiracial								
Small Group Totals					92	72%	70%	51%
General-Education Students	633	83%	76%	24%	665	83%	76%	35%
Students with Disabilities	93	46%	26%	2%	84	31%	23%	5%
English Proficient	647	81%	74%	23%	683	80%	73%	34%
Limited English Proficient	79	52%	33%	0%	66	50%	32%	2%
Economically Disadvantaged	324	81%	70%	14%	290	79%	68%	21%
Not Disadvantaged	402	76%	69%	27%	459	76%	71%	38%
Migrant								
Not Migrant	726	78%	69%	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

### 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

New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			
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\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

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

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

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

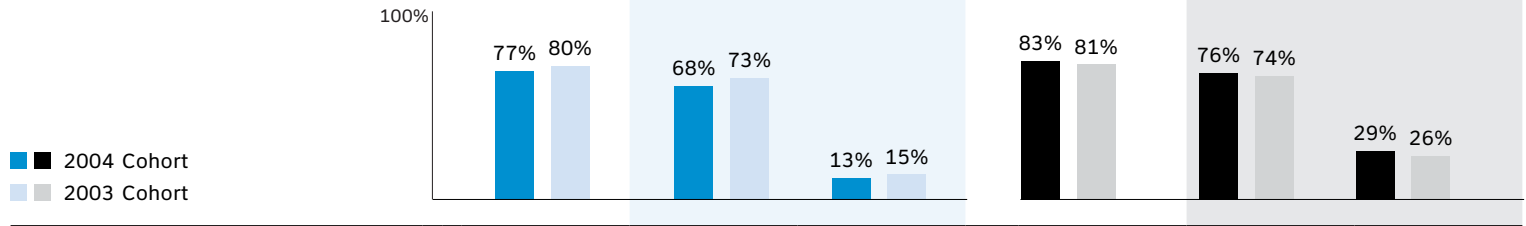
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2004 Cohort

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
<b>All Students</b>	<b>726</b>	<b>77%</b>	<b>68%</b>	<b>13%</b>	<b>749</b>	<b>80%</b>	<b>73%</b>	<b>15%</b>
Female	344	79%	71%	17%	371	85%	80%	18%
Male	382	75%	66%	10%	378	74%	67%	12%
American Indian or Alaska Native					3	-	-	-
Black or African American	426	80%	69%	8%	449	82%	74%	8%
Hispanic or Latino	105	66%	59%	8%	90	69%	64%	11%
Asian or Native Hawaiian/Other Pacific Islander	78	82%	77%	28%	89	-	-	-
White	117	74%	69%	28%	118	83%	80%	29%
Multiracial								
Small Group Totals					92	72%	72%	32%
General-Education Students	633	82%	74%	15%	665	86%	80%	16%
Students with Disabilities	93	43%	28%	1%	84	32%	20%	1%
English Proficient	647	80%	72%	14%	683	82%	76%	16%
Limited English Proficient	79	53%	38%	5%	66	55%	47%	6%
Economically Disadvantaged	324	81%	71%	9%	290	81%	73%	6%
Not Disadvantaged	402	74%	66%	16%	459	78%	74%	20%
Migrant								
Not Migrant	726	77%	68%	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

### 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.

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