



# The New York State District Report Card

**Accountability  
and Overview Report  
2008 – 09**

District **RAVENA-COEYMANS-SELKIRK  
CENTRAL SCHOOL DISTRICT**  
District ID **01-04-02-06-0000**  
Superintendent **MICHAEL JOHNSON**  
Telephone **(518) 756-5200**  
Grades **PK-12, US**

## This District's Report Card

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

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

### 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 the district's accountability status.

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

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

### 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](mailto:RPTCARD@mail.nysed.gov)

## 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

	2006-07	2007-08	2008-09
Pre-K	49	66	72
Kindergarten	154	140	140
Grade 1	165	157	133
Grade 2	144	165	147
Grade 3	159	144	152
Grade 4	154	164	145
Grade 5	162	147	157
Grade 6	175	168	147
Ungraded Elementary	0	0	0
Grade 7	165	183	175
Grade 8	148	160	168
Grade 9	206	168	179
Grade 10	181	171	156
Grade 11	158	183	155
Grade 12	164	165	180
Ungraded Secondary	0	2	3
<b>Total K-12</b>	<b>2135</b>	<b>2117</b>	<b>2037</b>

### Average Class Size

	2006-07	2007-08	2008-09
<b>Common Branch</b>	19	19	18
<b>Grade 8</b>			
English	16	18	16
Mathematics	16	19	16
Science	18	21	16
Social Studies	16	19	16
<b>Grade 10</b>			
English	22	18	20
Mathematics	18		18
Science	19	13	12
Social Studies	20	17	19

### Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

### Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

## Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	393	18%	399	19%	420	21%
Reduced-Price Lunch	130	6%	127	6%	186	9%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	21	1%	18	1%	21	1%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	1	0%	1	0%	3	0%
Black or African American	94	4%	90	4%	77	4%
Hispanic or Latino	95	4%	92	4%	81	4%
Asian or Native Hawaiian/Other Pacific Islander	17	1%	17	1%	23	1%
White	1928	90%	1917	91%	1845	91%
Multiracial	0	0%	0	0%	8	0%

\* Available only at the school level.

## Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate	95%		94%		94%	
Student Suspensions	138	6%	124	6%	50	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.

## Teacher Qualifications

	2006-07	2007-08	2008-09
<b>Total Number of Teachers</b>	204	216	221
Percent with No Valid Teaching Certificate	2%	0%	0%
Percent Teaching Out of Certification	2%	2%	1%
Percent with Fewer Than Three Years of Experience	2%	6%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	15%	18%	18%
<b>Total Number of Core Classes</b>	570	624	563
Percent Not Taught by Highly Qualified Teachers	3%	2%	1%
<b>Total Number of Classes</b>	772	776	755
Percent Taught by Teachers Without Appropriate Certification	2%	3%	2%

## Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	15%	21%	11%
Turnover Rate of All Teachers	10%	12%	10%

## Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	27	26	29
Total Paraprofessionals*	57	83	79
Assistant Principals	0	0	0
Principals	6	6	6

\* 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. 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 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.



### 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 2008–09 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 2005 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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 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 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 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 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 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, 2009, are not included in the 2005 school accountability cohort. The 2005 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 AMOs 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 2008–09 safe harbor targets were calculated using the following equation:

$$2007-08 \text{ PI} + (200 - \text{the } 2007-08 \text{ PI}) \times 0.10$$

### Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.

For the 2009–10 accountability status of component schools in your district, see <http://www.emsc.nysed.gov/irts/accountability/designations/>.

### 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 (2009–10)

#### ▲ 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

2007–08	2008–09	2009–10
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<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>	✓		—	—	
Limited English Proficient	—	—				
Economically Disadvantaged	✓	✓		—	—	
<b>Student groups making AYP in each subject</b>	✓ 6 of 6	✓ 6 of 6	✓ 1 of 1	✓ 2 of 2	✓ 2 of 2	✓ 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

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

##### State

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



## Elementary/Middle-Level English Language Arts

### Accountability Status for This Subject (2009–10)



Good Standing

### Accountability Measures

6 of 6

Student groups making AYP in English language arts



Made AYP

### Prospective Status

This district will be in good standing in 2010-11. [201]

### 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	
							2008–09	2009–10
<b>All Students</b> (986:961)	✓	✓	100%	✓	174	140		
<b>Ethnicity</b>								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–		–
Black or African American (49:49)	✓	✓	100%	✓	153	130		
Hispanic or Latino (37:33)	✓	–	–	✓	170	127		
Asian or Native Hawaiian/Other Pacific Islander (10:10)	–	–	–	–	–	–		–
White (888:868)	✓	✓	100%	✓	175	140		
Multiracial (1:0)	–	–	–	–	–	–		–
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (197:192)	✓ <sup>SH</sup>	✓	100%	✓ <sup>SH</sup>	110	136	104	119
Limited English Proficient <sup>5</sup> (11:7)	–	–	–	–	–	–		–
Economically Disadvantaged (236:235)	✓	✓	100%	✓	158	137		
<b>Final AYP Determination</b>	✓ 6 of 6							

#### 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, 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 for This Subject (2009–10)



Good Standing

### Accountability Measures

6 of 6

Student groups making AYP in mathematics



Made AYP

### Prospective Status

This district will be in good standing in 2010-11. [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 2008–09 2009–10
<b>All Students</b> (983:951)	✓	✓	99%	✓	184	115	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (49:49)	✓	✓	100%	✓	159	105	
Hispanic or Latino (38:35)	✓	–	–	✓	171	103	
Asian or Native Hawaiian/Other Pacific Islander (10:10)	–	–	–	–	–	–	–
White (884:856)	✓	✓	99%	✓	185	115	
Multiracial (1:0)	–	–	–	–	–	–	–
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (195:185)	✓	✓	98%	✓	131	111	
Limited English Proficient <sup>5</sup> (13:10)	–	–	–	–	–	–	–
Economically Disadvantaged (237:230)	✓	✓	98%	✓	171	112	
<b>Final AYP Determination</b>	✓ 6 of 6						

#### 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, 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**  
**(2009–10)**

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

**Prospective Status** This district will be in good standing in 2010-11. [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 2008–09 2009–10
<b>All Students</b> (328:318)		Qualified		100%		184	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (14:14)		–	–	–	–	–	–	–
Hispanic or Latino (12:11)		–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (2:2)		–	–	–	–	–	–	–
White (299:291)		Qualified		100%		185	100	
Multiracial (1:0)		–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities (61:58)		Qualified		100%		136	100	
Limited English Proficient <sup>4</sup> (4:3)		–	–	–	–	–	–	–
Economically Disadvantaged (76:76)		Qualified		100%		174	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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 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 (2009–10)



Good Standing

### Accountability Measures

2 of 2

Student groups making AYP in English language arts



Made AYP

### Prospective Status

This district will be in good standing in 2010-11. [201]

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

Student Group (12th Graders: 2005 Cohort) <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 2008–09 2009–10
<b>All Students</b> (177:181)	✓	✓	98%	✓	183	163	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (6:5)	–	–	–	–	–	–	–
Hispanic or Latino (7:7)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (1:1)	–	–	–	–	–	–	–
White (163:168)	✓	✓	98%	✓	182	163	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (20:26)	–	–	–	–	–	–	–
Limited English Proficient <sup>5</sup> (0:0)							
Economically Disadvantaged (22:20)	–	–	–	–	–	–	–
<b>Final AYP Determination</b>	✓ 2 of 2						

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort 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 graduation rate; therefore, it did not qualify for Safe Harbor.

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students  
to Determine AYP Status

## Secondary-Level Mathematics

### Accountability Status for This Subject (2009–10)



Good Standing

### Accountability Measures

2 of 2

Student groups making AYP in mathematics



Made AYP

### Prospective Status

This district will be in good standing in 2010-11. [201]

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

Student Group (12th Graders: 2005 Cohort) <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 2008–09 2009–10
<b>All Students</b> (177:181)	✓	✓	98%	✓	187	158	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (6:5)	–	–	–	–	–	–	–
Hispanic or Latino (7:7)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (1:1)	–	–	–	–	–	–	–
White (163:168)	✓	✓	98%	✓	187	158	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (20:26)	–	–	–	–	–	–	–
Limited English Proficient <sup>5</sup> (0:0)							
Economically Disadvantaged (22:20)	–	–	–	–	–	–	–
<b>Final AYP Determination</b>	✓ 2 of 2						

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort 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 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**  
**(2009–10)**

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

**Prospective Status** This district will be in good standing in 2010-11. [201]

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

Student Group (Cohort Count)	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>1</sup>	State Standard	2008–09	2009–10
<b>All Students</b> (177)			82%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (0)						
Black or African American (8)		–	–	–		
Hispanic or Latino (6)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (1)		–	–	–		
White (162)			82%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (23)		–	–	–		
Limited English Proficient <sup>2</sup> (2)		–	–	–		
Economically Disadvantaged (27)		–	–	–		
<b>Final AYP Determination</b>  1 of 1						

#### NOTES

<sup>1</sup> Percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008.

<sup>2</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 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.

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 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

District **RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT**District ID **01-04-02-06-0000**

## Summary of 2008–09 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	70%			160
Grade 4	74%			149
Grade 5	84%			161
Grade 6	81%			155
Grade 7	85%			175
Grade 8	68%			177

### Mathematics

Grade 3	88%		162
Grade 4	80%		148
Grade 5	88%		162
Grade 6	84%		151
Grade 7	90%		172
Grade 8	88%		175

### Science

Grade 4	90%		149
Grade 8	80%		144

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	80%			208
Mathematics	82%			208

## 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.

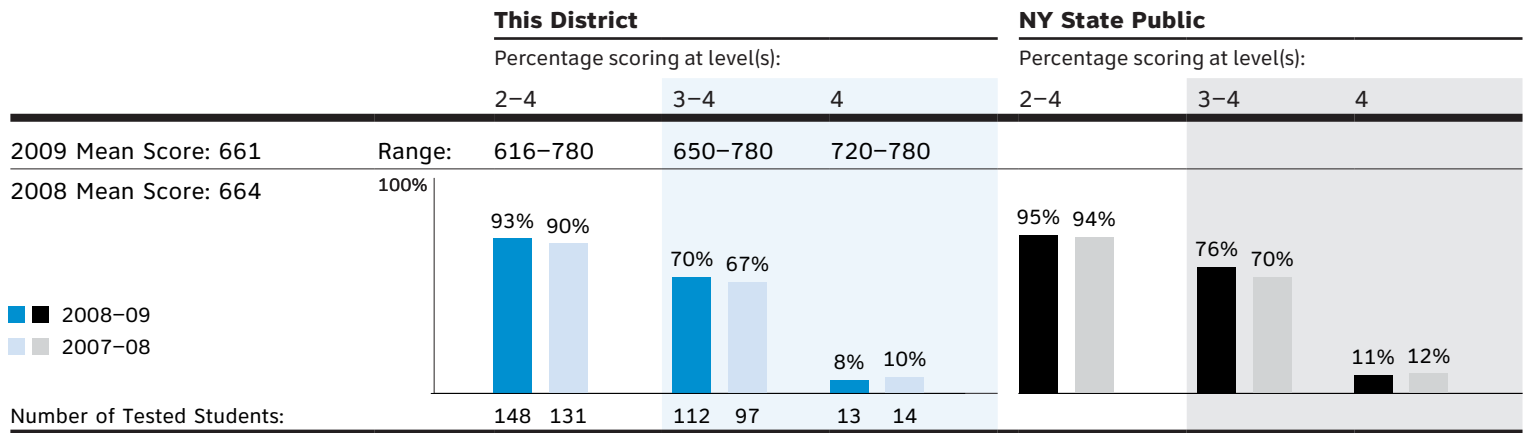
## This District's N/RC Category:

### Average Need Districts

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



## This District's Results in Grade 3 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 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>160</b>	<b>93%</b>	<b>70%</b>	<b>8%</b>	<b>145</b>	<b>90%</b>	<b>67%</b>	<b>10%</b>
Female	86	93%	72%	12%	63	90%	67%	11%
Male	74	92%	68%	4%	82	90%	67%	9%
American Indian or Alaska Native								
Black or African American	9	78%	44%	11%	9	100%	56%	0%
Hispanic or Latino	5	-	-	-	5	-	-	-
Asian or Native Hawaiian/Other								
Pacific Islander	4	-	-	-	2	-	-	-
White	142	93%	72%	8%	129	89%	67%	10%
Multiracial								
Small Group Totals	9	100%	67%	11%	7	100%	86%	14%
General-Education Students	129	98%	84%	10%	121	99%	79%	12%
Students with Disabilities	31	68%	13%	0%	24	46%	8%	0%
English Proficient	160	93%	70%	8%	145	90%	67%	10%
Limited English Proficient								
Economically Disadvantaged	48	92%	60%	4%	36	83%	44%	3%
Not Disadvantaged	112	93%	74%	10%	109	93%	74%	12%
Migrant								
Not Migrant	160	93%	70%	8%	145	90%	67%	10%

### NOTES

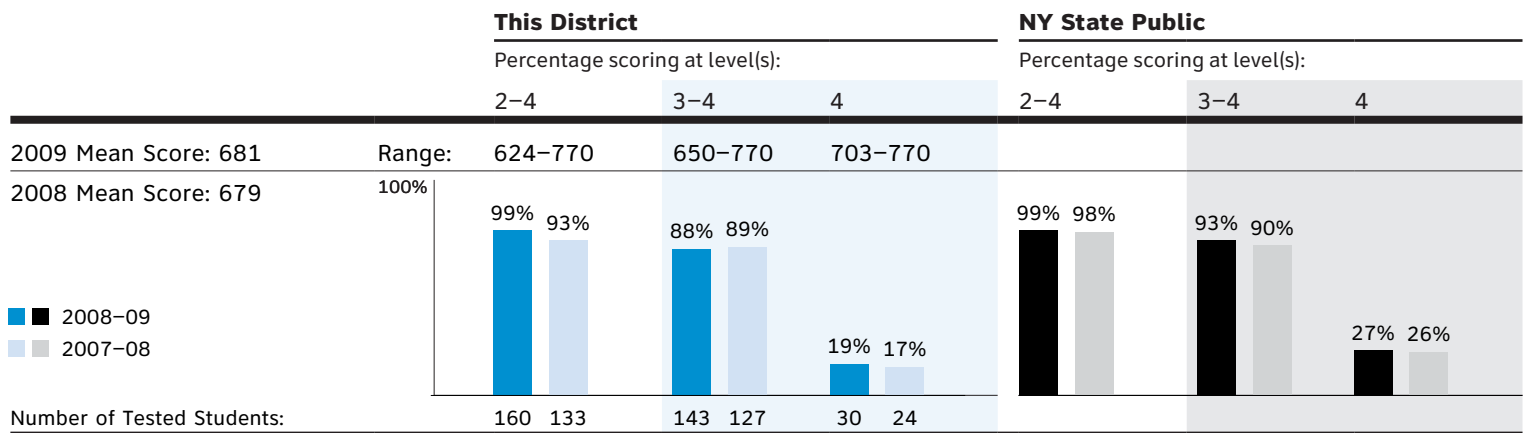
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2008-09 School Year				2007-08 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	0				2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A

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

## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 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>162</b>	<b>99%</b>	<b>88%</b>	<b>19%</b>	<b>143</b>	<b>93%</b>	<b>89%</b>	<b>17%</b>
Female	87	100%	89%	23%	62	90%	87%	10%
Male	75	97%	88%	13%	81	95%	90%	22%
American Indian or Alaska Native								
Black or African American	9	89%	44%	11%	8	88%	75%	0%
Hispanic or Latino	5	—	—	—	5	—	—	—
Asian or Native Hawaiian/Other								
Pacific Islander	4	—	—	—	2	—	—	—
White	144	99%	90%	18%	128	93%	89%	18%
Multiracial								
Small Group Totals	9	100%	100%	33%	7	100%	100%	14%
General-Education Students	130	100%	98%	23%	119	99%	97%	19%
Students with Disabilities	32	94%	50%	0%	24	63%	50%	4%
English Proficient	162	99%	88%	19%	143	93%	89%	17%
Limited English Proficient								
Economically Disadvantaged	50	100%	82%	6%	36	89%	83%	0%
Not Disadvantaged	112	98%	91%	24%	107	94%	91%	22%
Migrant								
Not Migrant	162	99%	88%	19%	143	93%	89%	17%

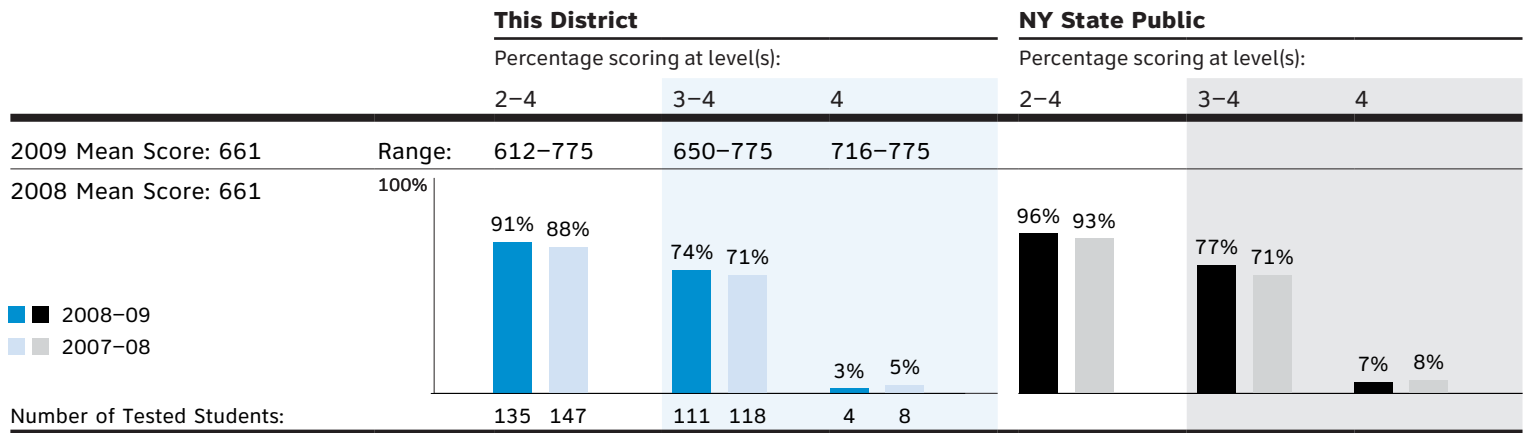
### NOTES

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## Other Assessments

Other Assessments	2008-09 School Year				2007-08 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	0				2	–	–	–

## This District's Results in Grade 4 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 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>149</b>	<b>91%</b>	<b>74%</b>	<b>3%</b>	<b>167</b>	<b>88%</b>	<b>71%</b>	<b>5%</b>
Female	65	89%	72%	5%	76	91%	70%	7%
Male	84	92%	76%	1%	91	86%	71%	3%
American Indian or Alaska Native								
Black or African American	7	86%	57%	0%	6	—	—	—
Hispanic or Latino	5	—	—	—	7	71%	43%	0%
Asian or Native Hawaiian/Other								
Pacific Islander	2	—	—	—	1	—	—	—
White	134	90%	75%	3%	153	90%	73%	5%
Multiracial	1	—	—	—				
Small Group Totals	8	100%	75%	0%	7	71%	57%	14%
General-Education Students	121	100%	90%	3%	132	99%	85%	6%
Students with Disabilities	28	50%	7%	0%	35	46%	17%	0%
English Proficient	148	—	—	—	165	—	—	—
Limited English Proficient	1	—	—	—	2	—	—	—
Economically Disadvantaged	31	84%	55%	0%	40	73%	48%	0%
Not Disadvantaged	118	92%	80%	3%	127	93%	78%	6%
Migrant								
Not Migrant	149	91%	74%	3%	167	88%	71%	5%

### NOTES

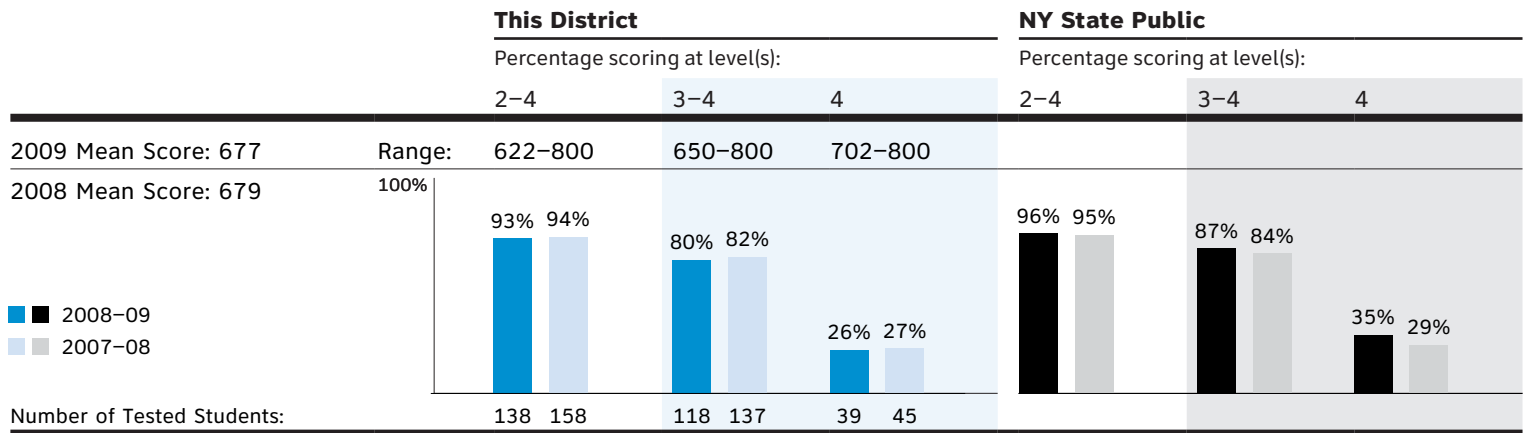
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## Other Assessments

	2008-09 School Year				2007-08 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	—	—	—	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	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 4 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 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>148</b>	<b>93%</b>	<b>80%</b>	<b>26%</b>	<b>168</b>	<b>94%</b>	<b>82%</b>	<b>27%</b>
Female	63	90%	73%	19%	75	95%	83%	29%
Male	85	95%	85%	32%	93	94%	81%	25%
American Indian or Alaska Native								
Black or African American	7	86%	71%	0%	6	—	—	—
Hispanic or Latino	6	—	—	—	7	86%	71%	0%
Asian or Native Hawaiian/Other								
Pacific Islander	2	—	—	—	1	—	—	—
White	132	93%	80%	28%	154	94%	83%	28%
Multiracial	1	—	—	—				
Small Group Totals	9	100%	78%	22%	7	100%	57%	29%
General-Education Students	121	100%	88%	31%	132	100%	95%	34%
Students with Disabilities	27	63%	41%	4%	36	72%	31%	0%
English Proficient	146	—	—	—	166	—	—	—
Limited English Proficient	2	—	—	—	2	—	—	—
Economically Disadvantaged	30	87%	70%	13%	40	85%	68%	10%
Not Disadvantaged	118	95%	82%	30%	128	97%	86%	32%
Migrant	1	—	—	—				
Not Migrant	147	—	—	—	168	94%	82%	27%

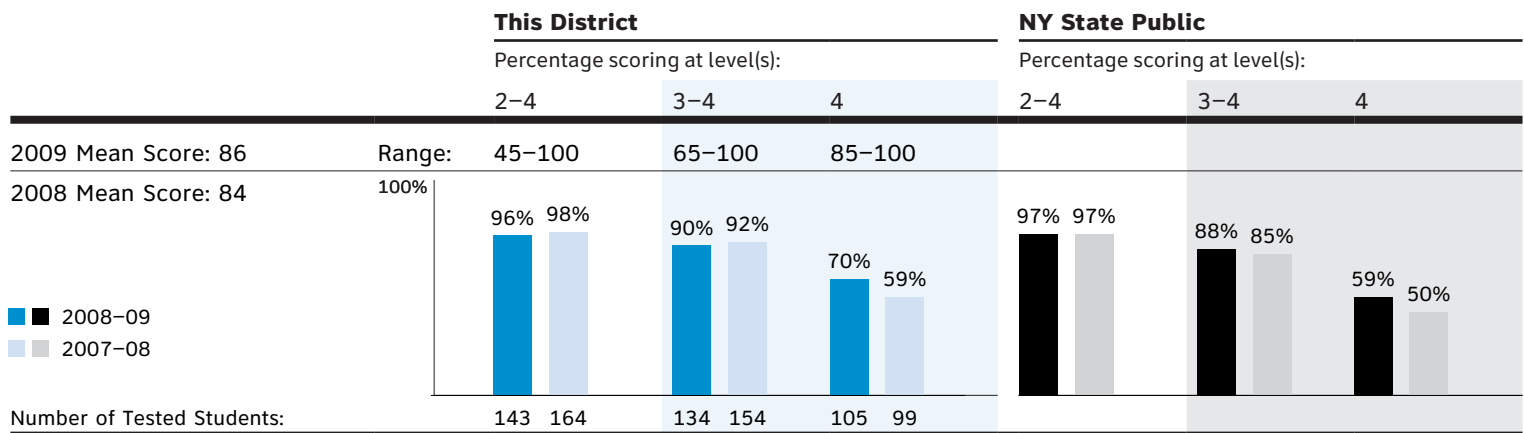
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 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	—	—	—	0			

## This District's Results in Grade 4 Science



## Results by Student Group

	2008-09 School Year				2007-08 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>149</b>	<b>96%</b>	<b>90%</b>	<b>70%</b>	<b>167</b>	<b>98%</b>	<b>92%</b>	<b>59%</b>
Female	62	94%	89%	71%	74	99%	91%	57%
Male	87	98%	91%	70%	93	98%	94%	61%
American Indian or Alaska Native								
Black or African American	7	86%	71%	57%	6	—	—	—
Hispanic or Latino	6	—	—	—	6	83%	83%	33%
Asian or Native Hawaiian/Other								
Pacific Islander	2	—	—	—	1	—	—	—
White	133	96%	90%	70%	154	99%	92%	60%
Multiracial	1	—	—	—				
Small Group Totals	9	100%	100%	89%	7	100%	100%	57%
General-Education Students	122	100%	98%	80%	132	100%	99%	70%
Students with Disabilities	27	78%	56%	30%	35	91%	66%	17%
English Proficient	147	—	—	—	166	—	—	—
Limited English Proficient	2	—	—	—	1	—	—	—
Economically Disadvantaged	30	93%	80%	50%	39	100%	85%	36%
Not Disadvantaged	119	97%	92%	76%	128	98%	95%	66%
Migrant	1	—	—	—				
Not Migrant	148	—	—	—	167	98%	92%	59%

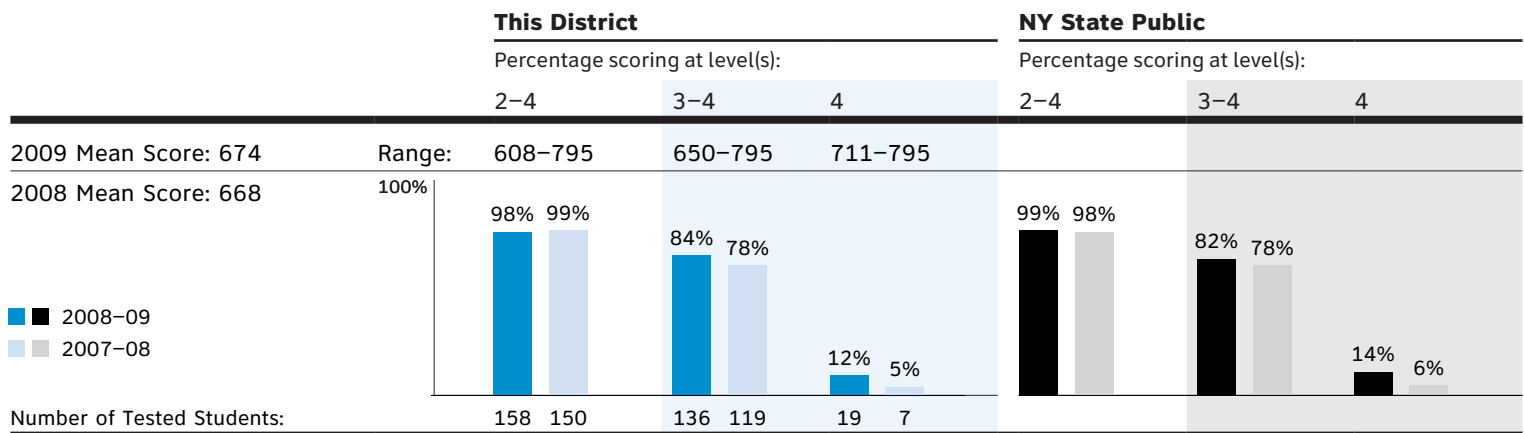
### NOTES

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## Other Assessments

	2008-09 School Year			2007-08 School Year		
	Total Tested	Number scoring at level(s):		Total Tested	Number scoring at level(s):	
		2-4	3-4		2-4	3-4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	—	—	0		

## This District's Results in Grade 5 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 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>161</b>	<b>98%</b>	<b>84%</b>	<b>12%</b>	<b>152</b>	<b>99%</b>	<b>78%</b>	<b>5%</b>
Female	73	100%	88%	11%	70	97%	80%	4%
Male	88	97%	82%	13%	82	100%	77%	5%
American Indian or Alaska Native					1	-	-	-
Black or African American	6	-	-	-	11	91%	64%	0%
Hispanic or Latino	7	86%	71%	0%	8	-	-	-
Asian or Native Hawaiian/Other								
Pacific Islander	1	-	-	-	1	-	-	-
White	147	99%	86%	13%	131	99%	81%	5%
Multiracial								
Small Group Totals	7	86%	57%	0%	10	100%	60%	0%
General-Education Students	128	100%	96%	15%	122	100%	90%	6%
Students with Disabilities	33	91%	39%	0%	30	93%	30%	0%
English Proficient	159	-	-	-	151	-	-	-
Limited English Proficient	2	-	-	-	1	-	-	-
Economically Disadvantaged	35	100%	71%	6%	39	97%	64%	3%
Not Disadvantaged	126	98%	88%	13%	113	99%	83%	5%
Migrant								
Not Migrant	161	98%	84%	12%	152	99%	78%	5%

### NOTES

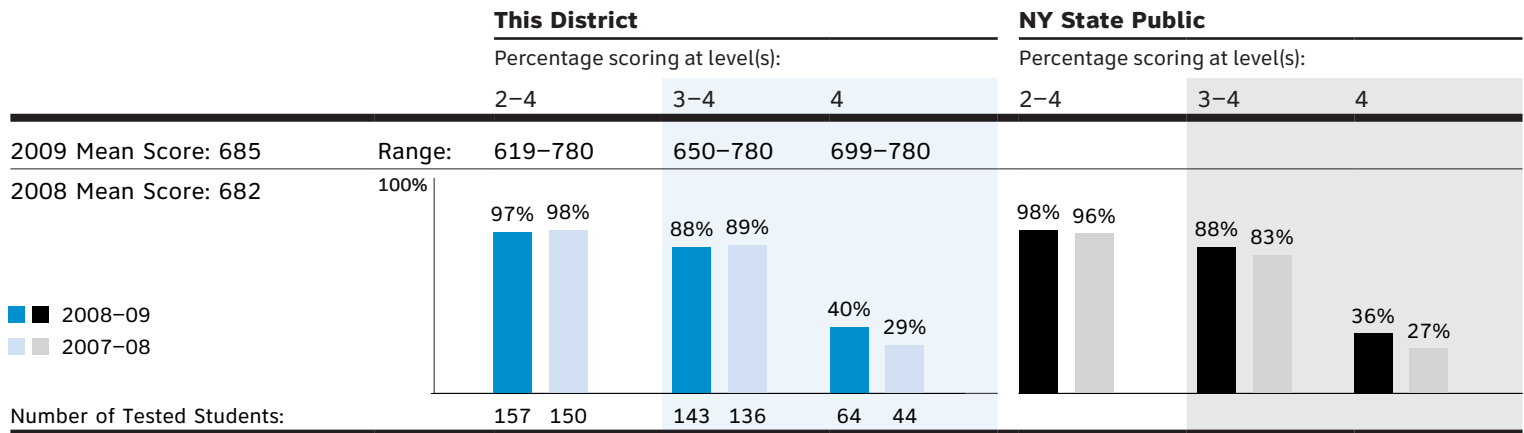
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## Other Assessments

	2008-09 School Year				2007-08 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	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	0	N/A	N/A	N/A

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

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 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>162</b>	<b>97%</b>	<b>88%</b>	<b>40%</b>	<b>153</b>	<b>98%</b>	<b>89%</b>	<b>29%</b>
Female	72	99%	90%	42%	71	97%	89%	31%
Male	90	96%	87%	38%	82	99%	89%	27%
American Indian or Alaska Native					1	-	-	-
Black or African American	6	-	-	-	11	91%	82%	0%
Hispanic or Latino	8	88%	75%	13%	8	-	-	-
Asian or Native Hawaiian/Other								
Pacific Islander	1	-	-	-	1	-	-	-
White	147	97%	90%	41%	132	98%	90%	33%
Multiracial								
Small Group Totals	7	100%	71%	43%	10	100%	80%	10%
General-Education Students	129	100%	98%	49%	124	100%	98%	35%
Students with Disabilities	33	85%	52%	3%	29	90%	52%	0%
English Proficient	159	-	-	-	152	-	-	-
Limited English Proficient	3	-	-	-	1	-	-	-
Economically Disadvantaged	35	94%	74%	17%	39	95%	77%	15%
Not Disadvantaged	127	98%	92%	46%	114	99%	93%	33%
Migrant								
Not Migrant	162	97%	88%	40%	153	98%	89%	29%

### NOTES

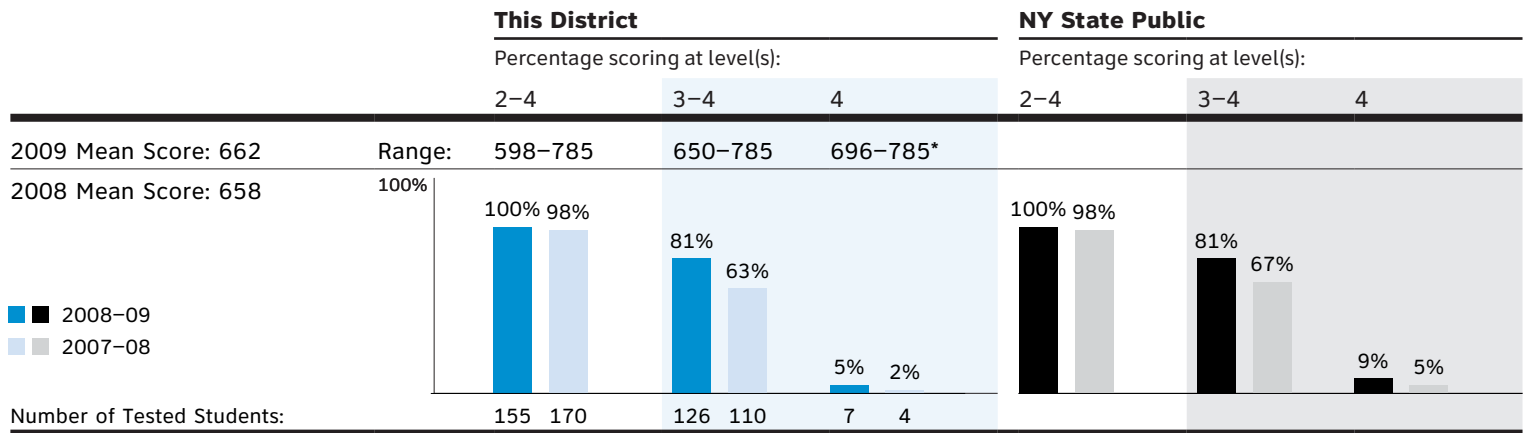
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## Other Assessments

	2008-09 School Year			2007-08 School Year		
	Total Tested	Number scoring at level(s):		Total Tested	Number scoring at level(s):	
		2-4	3-4		2-4	3-4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0			0		



## This District's Results in Grade 6 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 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>155</b>	<b>100%</b>	<b>81%</b>	<b>5%</b>	<b>174</b>	<b>98%</b>	<b>63%</b>	<b>2%</b>
Female	70	100%	87%	7%	89	99%	71%	4%
Male	85	100%	76%	2%	85	96%	55%	0%
American Indian or Alaska Native	1	-	-	-				
Black or African American	11	100%	73%	0%	10	100%	30%	0%
Hispanic or Latino	8	-	-	-	4	-	-	-
Asian or Native Hawaiian/Other	1	-	-	-	1	-	-	-
Pacific Islander								
White	134	100%	82%	4%	159	97%	65%	3%
Multiracial								
Small Group Totals	10	100%	80%	10%	5	100%	80%	0%
General-Education Students	123	100%	95%	6%	135	100%	78%	3%
Students with Disabilities	32	100%	28%	0%	39	90%	13%	0%
English Proficient	155	100%	81%	5%	172	-	-	-
Limited English Proficient					2	-	-	-
Economically Disadvantaged	36	100%	69%	3%	44	98%	32%	0%
Not Disadvantaged	119	100%	85%	5%	130	98%	74%	3%
Migrant								
Not Migrant	155	100%	81%	5%	174	98%	63%	2%

### NOTES

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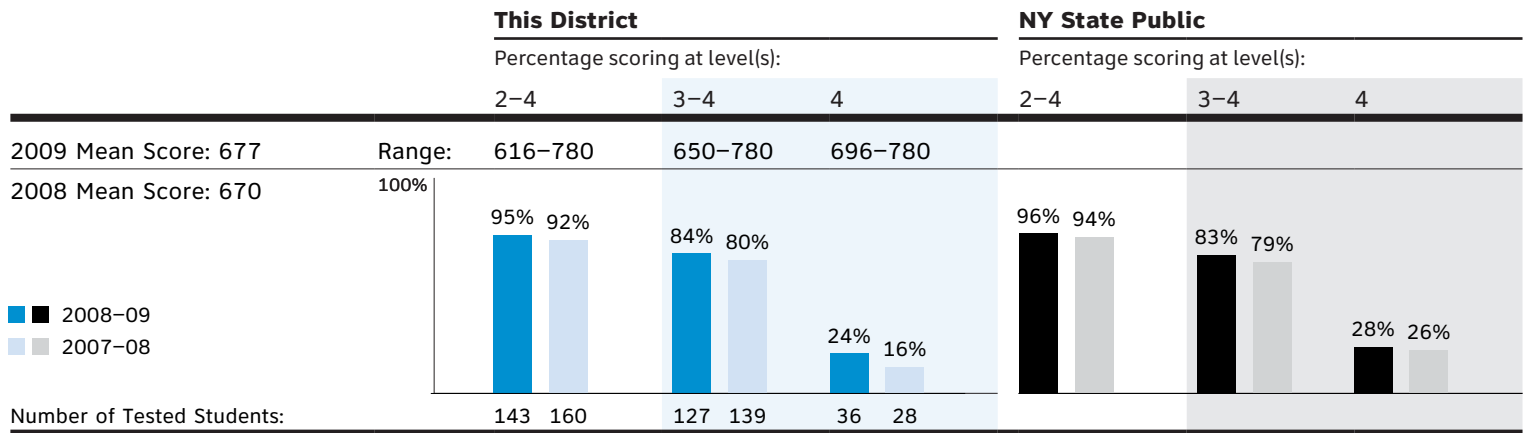
\* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

## Other Assessments

	2008-09 School Year				2007-08 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	0				1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	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 6 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 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>151</b>	<b>95%</b>	<b>84%</b>	<b>24%</b>	<b>173</b>	<b>92%</b>	<b>80%</b>	<b>16%</b>
Female	69	94%	86%	29%	89	92%	82%	13%
Male	82	95%	83%	20%	84	93%	79%	19%
American Indian or Alaska Native	1	—	—	—				
Black or African American	11	91%	73%	0%	10	70%	40%	0%
Hispanic or Latino	8	—	—	—	4	—	—	—
Asian or Native Hawaiian/Other	1	—	—	—	1	—	—	—
Pacific Islander								
White	130	95%	85%	27%	158	94%	83%	16%
Multiracial								
Small Group Totals	10	90%	80%	10%	5	100%	80%	40%
General-Education Students	122	100%	97%	29%	135	100%	92%	21%
Students with Disabilities	29	72%	31%	3%	38	66%	39%	0%
English Proficient	151	95%	84%	24%	171	—	—	—
Limited English Proficient					2	—	—	—
Economically Disadvantaged	34	91%	74%	15%	43	84%	56%	7%
Not Disadvantaged	117	96%	87%	26%	130	95%	88%	19%
Migrant								
Not Migrant	151	95%	84%	24%	173	92%	80%	16%

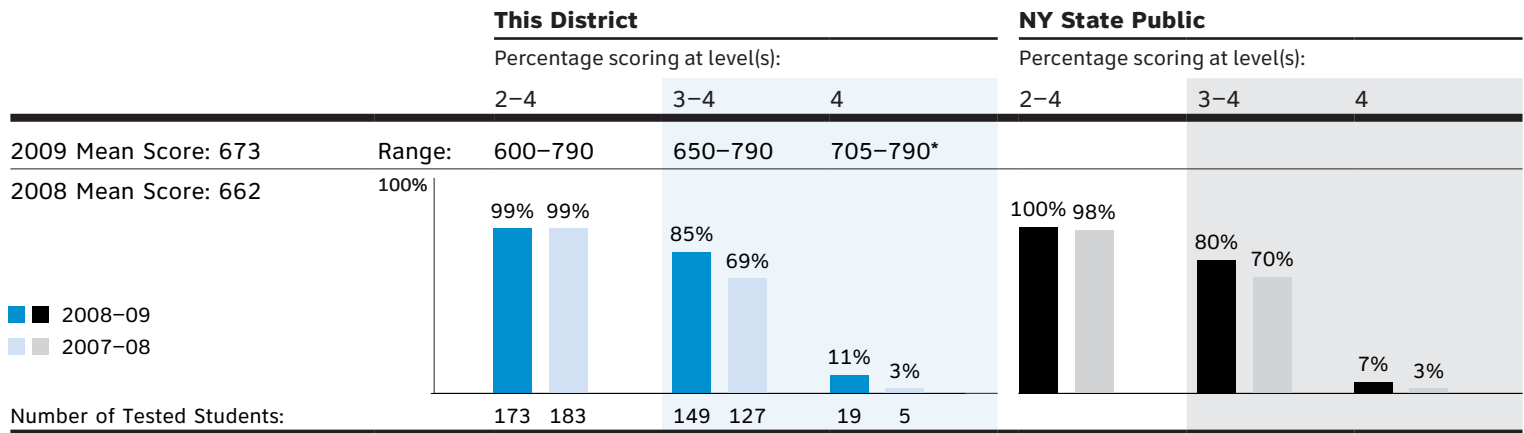
### NOTES

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## Other Assessments

	2008-09 School Year			2007-08 School Year		
	Total Tested	Number scoring at level(s):		Total Tested	Number scoring at level(s):	
		2-4	3-4		2-4	3-4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0			1	—	—

## This District's Results in Grade 7 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 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>175</b>	<b>99%</b>	<b>85%</b>	<b>11%</b>	<b>184</b>	<b>99%</b>	<b>69%</b>	<b>3%</b>
Female	87	100%	91%	18%	96	99%	72%	2%
Male	88	98%	80%	3%	88	100%	66%	3%
American Indian or Alaska Native								
Black or African American	9	100%	67%	0%	5	100%	60%	0%
Hispanic or Latino	3	-	-	-	7	100%	57%	0%
Asian or Native Hawaiian/Other								
Pacific Islander	2	-	-	-				
White	161	99%	86%	12%	172	99%	70%	3%
Multiracial								
Small Group Totals	5	100%	80%	0%				
General-Education Students	139	100%	95%	14%	150	100%	79%	3%
Students with Disabilities	36	94%	47%	0%	34	97%	24%	0%
English Proficient	172	-	-	-	183	-	-	-
Limited English Proficient	3	-	-	-	1	-	-	-
Economically Disadvantaged	40	100%	68%	8%	50	100%	50%	0%
Not Disadvantaged	135	99%	90%	12%	134	99%	76%	4%
Migrant								
Not Migrant	175	99%	85%	11%	184	99%	69%	3%

### NOTES

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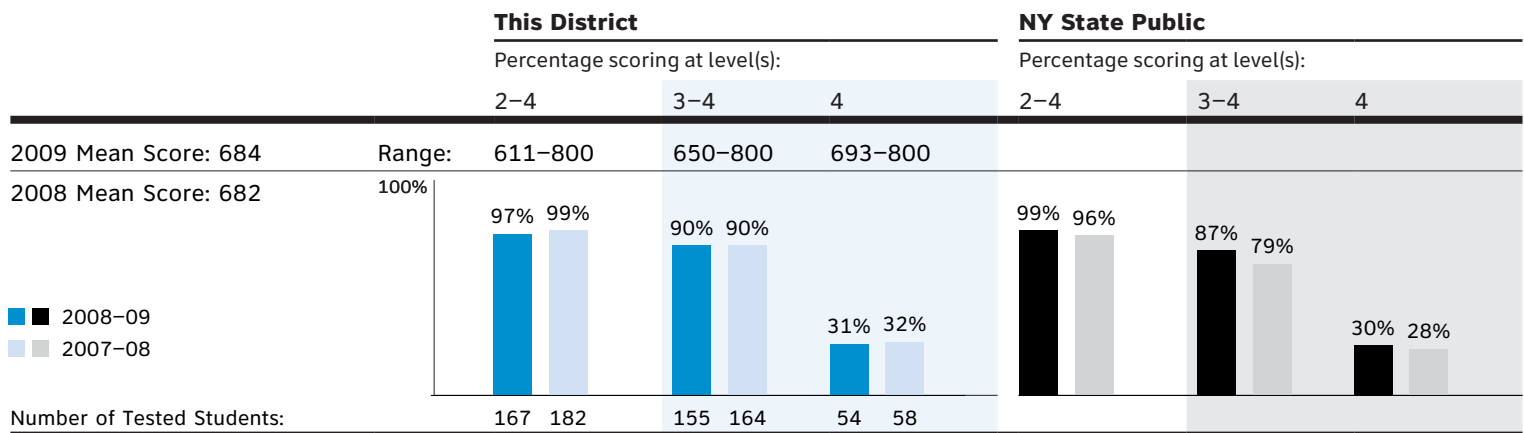
\* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

## Other Assessments

	2008-09 School Year				2007-08 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	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	2	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 7 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 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>172</b>	<b>97%</b>	<b>90%</b>	<b>31%</b>	<b>183</b>	<b>99%</b>	<b>90%</b>	<b>32%</b>
Female	86	97%	91%	33%	95	100%	91%	33%
Male	86	98%	90%	30%	88	99%	89%	31%
American Indian or Alaska Native								
Black or African American	9	89%	67%	11%	6	100%	83%	17%
Hispanic or Latino	4	—	—	—	7	100%	86%	43%
Asian or Native Hawaiian/Other								
Pacific Islander	2	—	—	—				
White	157	98%	92%	33%	170	99%	90%	32%
Multiracial								
Small Group Totals	6	83%	83%	17%				
General-Education Students	138	99%	99%	38%	149	100%	97%	39%
Students with Disabilities	34	88%	56%	6%	34	97%	59%	0%
English Proficient	167	98%	90%	32%	182	—	—	—
Limited English Proficient	5	80%	80%	0%	1	—	—	—
Economically Disadvantaged	39	95%	79%	8%	51	100%	80%	14%
Not Disadvantaged	133	98%	93%	38%	132	99%	93%	39%
Migrant	1	—	—	—				
Not Migrant	171	—	—	—	183	99%	90%	32%

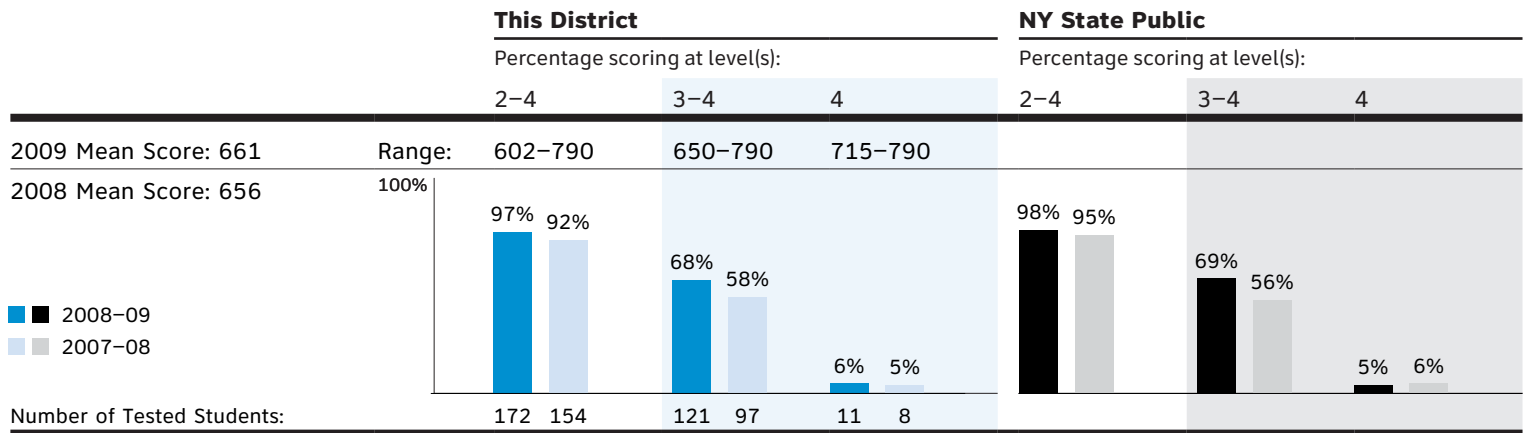
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 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	—	—	—	1	—	—	—

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



## Results by Student Group

	2008-09 School Year				2007-08 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>177</b>	<b>97%</b>	<b>68%</b>	<b>6%</b>	<b>167</b>	<b>92%</b>	<b>58%</b>	<b>5%</b>
Female	93	99%	76%	11%	84	99%	67%	6%
Male	84	95%	60%	1%	83	86%	49%	4%
American Indian or Alaska Native								
Black or African American	7	100%	71%	0%	10	90%	60%	0%
Hispanic or Latino	5	100%	60%	0%	9	100%	22%	0%
Asian or Native Hawaiian/Other Pacific Islander								
White	165	97%	68%	7%	148	92%	60%	5%
Multiracial								
Small Group Totals								
General-Education Students	145	100%	81%	8%	138	100%	68%	6%
Students with Disabilities	32	84%	13%	0%	29	55%	10%	0%
English Proficient	176	-	-	-	163	-	-	-
Limited English Proficient	1	-	-	-	4	-	-	-
Economically Disadvantaged	45	98%	51%	0%	44	89%	39%	2%
Not Disadvantaged	132	97%	74%	8%	123	93%	65%	6%
Migrant								
Not Migrant	177	97%	68%	6%	167	92%	58%	5%

### NOTES

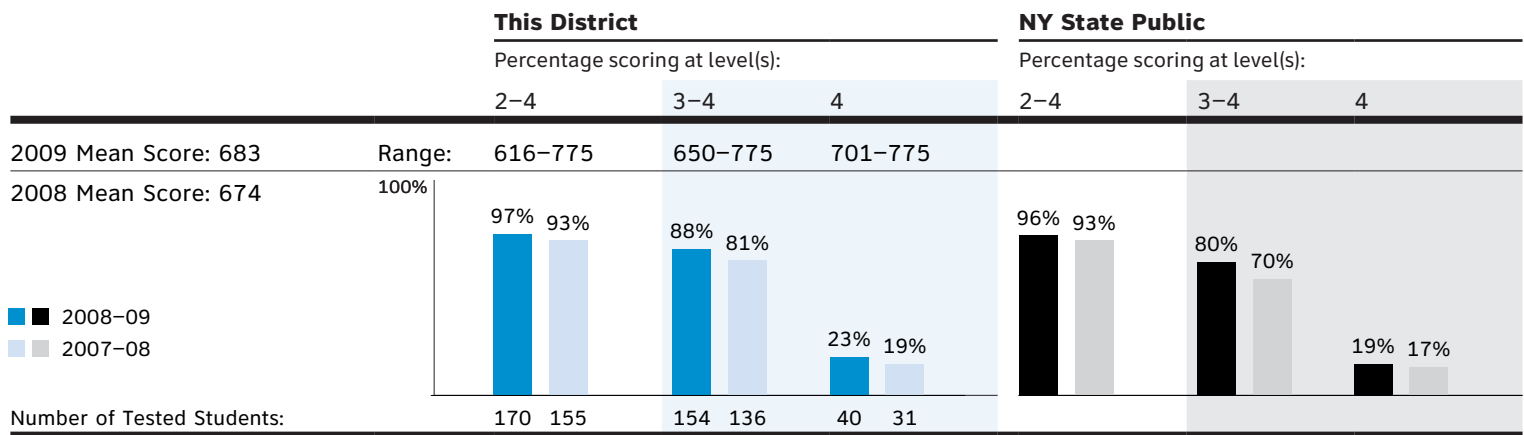
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## Other Assessments

	2008-09 School Year				2007-08 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	1	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	1	N/A	N/A	N/A	0	N/A	N/A	N/A

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

## This District's Results in Grade 8 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 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>175</b>	<b>97%</b>	<b>88%</b>	<b>23%</b>	<b>167</b>	<b>93%</b>	<b>81%</b>	<b>19%</b>
Female	92	98%	93%	24%	84	95%	87%	21%
Male	83	96%	82%	22%	83	90%	76%	16%
American Indian or Alaska Native								
Black or African American	7	100%	86%	14%	9	78%	56%	11%
Hispanic or Latino	6	100%	67%	17%	9	100%	67%	0%
Asian or Native Hawaiian/Other Pacific Islander								
White	162	97%	89%	23%	149	93%	84%	20%
Multiracial								
Small Group Totals								
General-Education Students	144	100%	97%	28%	138	100%	96%	22%
Students with Disabilities	31	84%	45%	0%	29	59%	14%	0%
English Proficient	173	-	-	-	163	-	-	-
Limited English Proficient	2	-	-	-	4	-	-	-
Economically Disadvantaged	44	95%	77%	2%	44	89%	75%	9%
Not Disadvantaged	131	98%	92%	30%	123	94%	84%	22%
Migrant								
Not Migrant	175	97%	88%	23%	167	93%	81%	19%

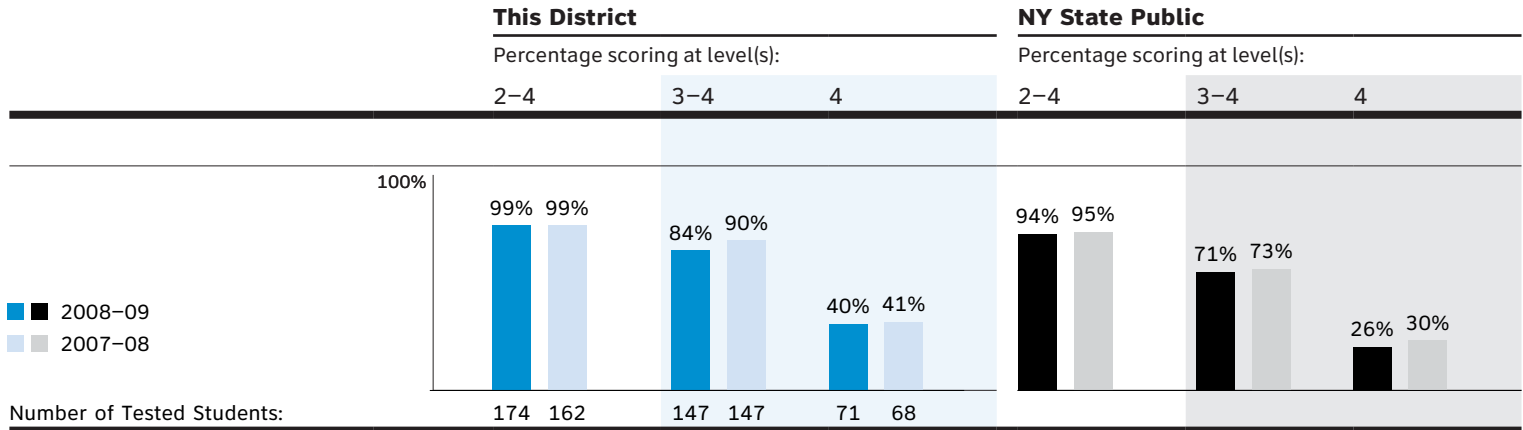
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 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	1	-	-	-	2	-	-	-

## This District's Results in Grade 8 Science



## Results by Student Group

	2008-09 School Year				2007-08 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>144</b>	<b>99%</b>	<b>80%</b>	<b>27%</b>	<b>144</b>	<b>99%</b>	<b>88%</b>	<b>33%</b>
Female	78	99%	78%	28%	69	100%	93%	26%
Male	66	98%	82%	26%	75	97%	84%	40%
American Indian or Alaska Native								
Black or African American	6	100%	50%	0%	7	100%	86%	14%
Hispanic or Latino	6	100%	50%	33%	9	100%	78%	33%
Asian or Native Hawaiian/Other Pacific Islander								
White	132	98%	83%	28%	128	98%	89%	34%
Multiracial								
Small Group Totals								
General-Education Students	113	100%	89%	33%	117	99%	98%	41%
Students with Disabilities	31	94%	45%	6%	27	96%	44%	0%
English Proficient	142	—	—	—	140	—	—	—
Limited English Proficient	2	—	—	—	4	—	—	—
Economically Disadvantaged	43	98%	74%	9%	42	100%	83%	29%
Not Disadvantaged	101	99%	82%	35%	102	98%	90%	35%
Migrant								
Not Migrant	144	99%	80%	27%	144	99%	88%	33%

### NOTES

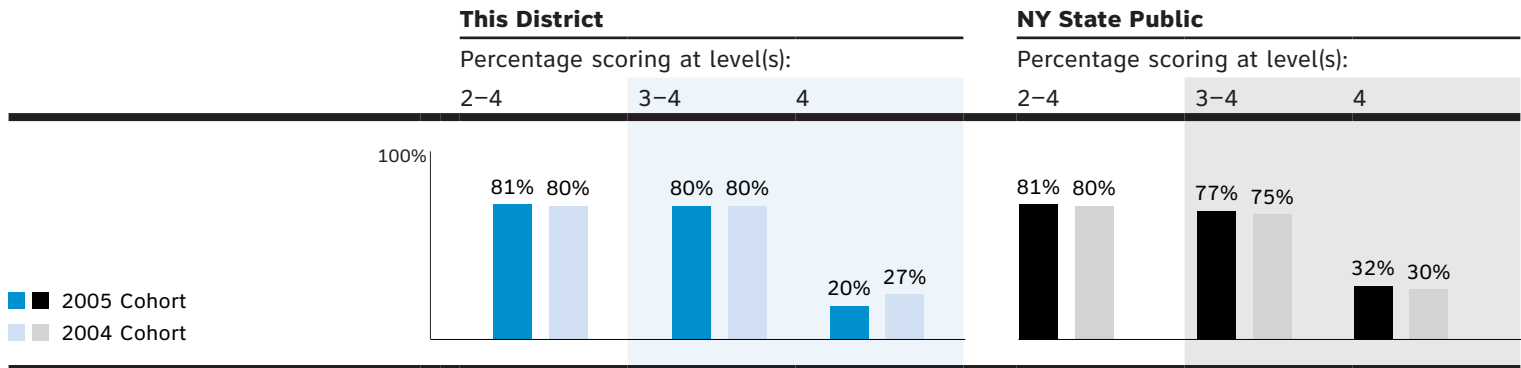
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## Other Assessments

	2008-09 School Year				2007-08 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	1	—	—	—	2	—	—	—
Regents Science	32	32	32	32	20	20	20	20



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



## Results by Student Group

	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>208</b>	<b>81%</b>	<b>80%</b>	<b>20%</b>	<b>178</b>	<b>80%</b>	<b>80%</b>	<b>27%</b>
Female	93	85%	84%	25%	86	86%	85%	34%
Male	115	77%	77%	17%	92	75%	75%	21%
American Indian or Alaska Native								
Black or African American	6	–	–	–	8	75%	75%	13%
Hispanic or Latino	13	62%	62%	0%	6	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	188	82%	81%	22%	163	80%	80%	28%
Multiracial								
Small Group Totals	7	86%	86%	0%	7	86%	86%	29%
General-Education Students	172	90%	90%	24%	155	89%	88%	31%
Students with Disabilities	36	36%	33%	0%	23	22%	22%	0%
English Proficient	208	81%	80%	20%	176	–	–	–
Limited English Proficient					2	–	–	–
Economically Disadvantaged	30	67%	63%	3%	27	63%	63%	22%
Not Disadvantaged	178	83%	83%	23%	151	83%	83%	28%
Migrant								
Not Migrant	208	81%	80%	20%	178	80%	80%	27%

### NOTES

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## Other Assessments

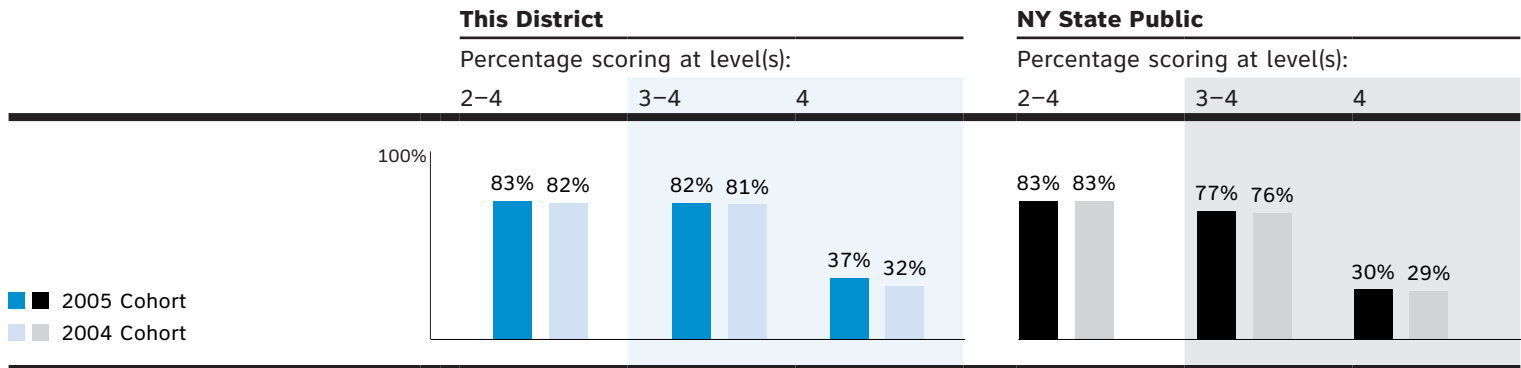
Other Assessments	2005 Cohort				2004 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***								

\* 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.

\*\* 2004 cohort data are those reported in the 2007-08 *Accountability and Overview Report*.

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

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



## Results by Student Group

	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>208</b>	<b>83%</b>	<b>82%</b>	<b>37%</b>	<b>178</b>	<b>82%</b>	<b>81%</b>	<b>32%</b>
Female	93	87%	86%	43%	86	87%	86%	33%
Male	115	79%	78%	31%	92	77%	76%	32%
American Indian or Alaska Native								
Black or African American	6	—	—	—	8	88%	88%	0%
Hispanic or Latino	13	69%	69%	38%	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	1	—	—	—
White	188	84%	83%	38%	163	82%	80%	34%
Multiracial								
Small Group Totals	7	71%	71%	0%	7	86%	86%	14%
General-Education Students	172	92%	91%	44%	155	91%	90%	36%
Students with Disabilities	36	39%	36%	0%	23	22%	22%	4%
English Proficient	208	83%	82%	37%	176	—	—	—
Limited English Proficient					2	—	—	—
Economically Disadvantaged	30	67%	63%	23%	27	74%	70%	30%
Not Disadvantaged	178	85%	85%	39%	151	83%	83%	32%
Migrant								
Not Migrant	208	83%	82%	37%	178	82%	81%	32%

### 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

Other Assessments	2005 Cohort				2004 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***								

\* 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.

\*\* 2004 cohort data are those reported in the 2007-08 *Accountability and Overview Report*.

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