



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **WAPPINGERS CENTRAL SCHOOL
DISTRICT**

District ID **13-21-01-06-0000**

Superintendent **RICHARD POWELL**

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Grades **K-12, UE, US**

This District's Report Card

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

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

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

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	0	0	0
Kindergarten	744	755	758
Grade 1	880	877	883
Grade 2	902	867	844
Grade 3	886	890	880
Grade 4	967	917	891
Grade 5	967	990	937
Grade 6	982	977	995
Ungraded Elementary	0	1	1
Grade 7	942	996	1005
Grade 8	1060	955	1021
Grade 9	1122	1146	1022
Grade 10	1097	1069	1123
Grade 11	964	1045	1081
Grade 12	991	950	1037
Ungraded Secondary	0	1	3
Total K-12	12504	12436	12481

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	23	23	22
Grade 8			
English	25	24	26
Mathematics	25	24	24
Science	25	25	26
Social Studies	25	25	26
Grade 10			
English	27	25	22
Mathematics	20	21	24
Science	29	26	28
Social Studies	26	25	27

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 **WAPPINGERS CENTRAL SCHOOL DISTRICT**District ID **13-21-01-06-0000**

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	856	7%	782	7%	888	8%
Reduced-Price Lunch	541	5%	436	4%	501	4%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	156	1%	156	1%	150	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	80	1%	18	0%	12	0%
Black or African American	723	6%	735	6%	731	6%
Hispanic or Latino	1204	10%	1239	10%	1322	11%
Asian or Native Hawaiian/Other Pacific Islander	581	5%	682	5%	737	6%
White	9886	79%	9737	78%	9594	77%
Multiracial	30	0%	25	0%	85	1%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		95%
Student Suspensions	656	5%	545	4%	469	4%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District **WAPPINGERS CENTRAL SCHOOL DISTRICT**District ID **13-21-01-06-0000**

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	823	837	856
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	1%	0%
Percent with Fewer Than Three Years of Experience	10%	10%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	15%	15%	14%
Total Number of Core Classes	2177	2210	2265
Percent Not Taught by Highly Qualified Teachers	1%	0%	0%
Total Number of Classes	2911	2933	2990
Percent Taught by Teachers Without Appropriate Certification	1%	1%	0%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	17%		12%
Turnover Rate of All Teachers	17%		10%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	87	102	111
Total Paraprofessionals*	376	348	367
Assistant Principals	12	12	13
Principals	15	15	15

* 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.

Graduation-Rate Total Cohort

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

The 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			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	—	—				
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial	—	—		—	—	
Other Groups						
Students with Disabilities	SH					
Limited English Proficient				—	—	
Economically Disadvantaged						
Student groups making AYP in each subject	7 of 7	7 of 7	1 of 1	5 of 6	4 of 6	1 of 1

AYP Status

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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2009–10)

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

Prospective Status This district will be in good standing in 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) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (5771:5663)			99%		184	143	
Ethnicity							
American Indian or Alaska Native (10:9)	—	—	—	—	—	—	—
Black or African American (328:314)			99%		173	138	
Hispanic or Latino (585:568)			99%		174	139	
Asian or Native Hawaiian/Other Pacific Islander (334:322)			100%		192	138	
White (4481:4421)			99%		186	142	
Multiracial (33:29)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (932:892)	 SH		98%	 SH	139	140	129 145
Limited English Proficient ⁵ (56:82)			96%		139	133	
Economically Disadvantaged (0:0)							
Final AYP Determination	 7 of 7						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.

³ 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.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

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

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

AYP Status

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

Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2009–10)

Accountability Measures 7 of 7 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) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (5764:5642)			99%		189	118	
Ethnicity							
American Indian or Alaska Native (10:9)	—	—	—	—	—	—	—
Black or African American (330:311)			98%		177	113	
Hispanic or Latino (578:562)			100%		185	114	
Asian or Native Hawaiian/Other Pacific Islander (333:325)			100%		195	113	
White (4480:4407)			99%		191	117	
Multiracial (33:28)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (934:887)			97%		152	115	
Limited English Proficient ⁵ (56:90)			100%		170	109	
Economically Disadvantaged (0:0)	—	—	—	—	—	—	—
Final AYP Determination	 7 of 7						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.

³ 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.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

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

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

AYP Status

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

Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(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) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
All Students (1905:1867)		Qualified		99%		187	100	
Ethnicity								
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—	—
Black or African American (117:112)		Qualified		99%		173	100	
Hispanic or Latino (197:189)		Qualified		99%		178	100	
Asian or Native Hawaiian/Other Pacific Islander (110:109)		Qualified		100%		193	100	
White (1470:1448)		Qualified		99%		189	100	
Multiracial (8:6)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (309:297)		Qualified		98%		151	100	
Limited English Proficient ⁴ (20:18)	—	—	—	—	—	—	—	—
Economically Disadvantaged (0:0)	—	—	—	—	—	—	—	—
Final AYP Determination		1 of 1						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 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.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and performance indices.

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

AYP Status

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

Secondary-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2009–10)

Accountability Measures 5 of 6 Student groups making AYP in English language arts
 Did not make 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	AYP Status	Participation ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
(12th Graders: 2005 Cohort) ¹							
All Students (965:977)			99%		183	167	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (47:54)			96%		163	158	
Hispanic or Latino (85:88)			100%		166	160	
Asian or Native Hawaiian/Other Pacific Islander (41:42)			100%		193	156	
White (792:792)			99%		186	167	
Multiracial (0:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (166:112)			90%		127	161	128 134
Limited English Proficient ⁵ (4:7)	—	—	—	—	—	—	—
Economically Disadvantaged (0:0)							
Final AYP Determination		5 of 6					

NOTES

- ¹ 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).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.
 - ³ 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.
 - ⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.
 - ⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- ‡ This student group did not make AYP in 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
(2009–10)

Accountability Measures 4 of 6 Student groups making AYP in mathematics
 Did not make 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	AYP Status	Participation ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
(12th Graders: 2005 Cohort) ¹							
All Students (965:977)			98%		185	162	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (47:54)			96%		150	153	153 155
Hispanic or Latino (85:88)			100%		181	155	
Asian or Native Hawaiian/Other Pacific Islander (41:42)			100%		198	151	
White (792:792)			98%		187	162	
Multiracial (0:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (166:112)			92%		123	156	138 131
Limited English Proficient ⁵ (4:7)	—	—	—	—	—	—	—
Economically Disadvantaged (0:0)							
Final AYP Determination	 4 of 6						

NOTES

¹ 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).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.

³ 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.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

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

‡ This student group did not make AYP in 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 ¹	State Standard	2008–09	2009–10
All Students (1014)			77%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (64)			64%	55%		
Hispanic or Latino (98)			61%	55%		
Asian or Native Hawaiian/Other Pacific Islander (56)			84%	55%		
White (795)			80%	55%		
Multiracial (1)						
Other Groups	–		–	–		
Students with Disabilities (138)			45%	55%	32%	46%
Limited English Proficient ² (11)	–		–	–		
Economically Disadvantaged (56)			63%	55%		
Final AYP Determination			1 of 1			

NOTES

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

² 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.

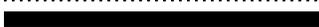
District **WAPPINGERS CENTRAL SCHOOL DISTRICT**District ID **13-21-01-06-0000**

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	84%			872
Grade 4	87%			880
Grade 5	89%			934
Grade 6	89%			995
Grade 7	87%			1006
Grade 8	74%			1011

Mathematics

Grade 3	96%			878
Grade 4	92%			877
Grade 5	91%			930
Grade 6	87%			1000
Grade 7	93%			1004
Grade 8	88%			1011

Science

Grade 4	94%			875
Grade 8	84%			1002

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	83%			1079
Mathematics	85%			1079

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

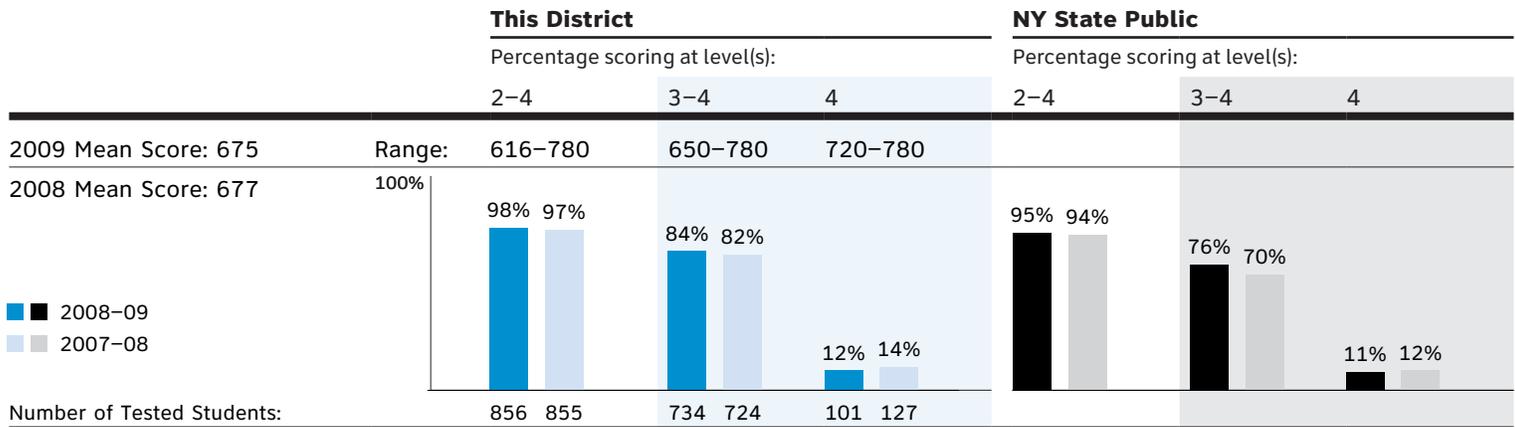
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Average Need Districts

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	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
All Students	872	98%	84%	12%	883	97%	82%	14%
Female	434	99%	87%	16%	427	98%	85%	16%
Male	438	98%	81%	8%	456	96%	80%	13%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	38	97%	79%	8%	45	-	-	-
Hispanic or Latino	90	97%	78%	8%	85	95%	74%	11%
Asian or Native Hawaiian/Other Pacific Islander	55	100%	89%	18%	53	100%	92%	23%
White	684	98%	85%	12%	697	97%	83%	15%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	5	80%	60%	0%	48	88%	65%	4%
General-Education Students	740	100%	91%	13%	752	100%	90%	17%
Students with Disabilities	132	89%	43%	2%	131	79%	37%	2%
English Proficient	866	98%	85%	12%	873	97%	83%	15%
Limited English Proficient	6	83%	17%	0%	10	70%	20%	0%
Economically Disadvantaged					124	90%	69%	6%
Not Disadvantaged	872	98%	84%	12%	759	98%	84%	16%
Migrant								
Not Migrant	872	98%	84%	12%	883	97%	82%	14%

NOTES

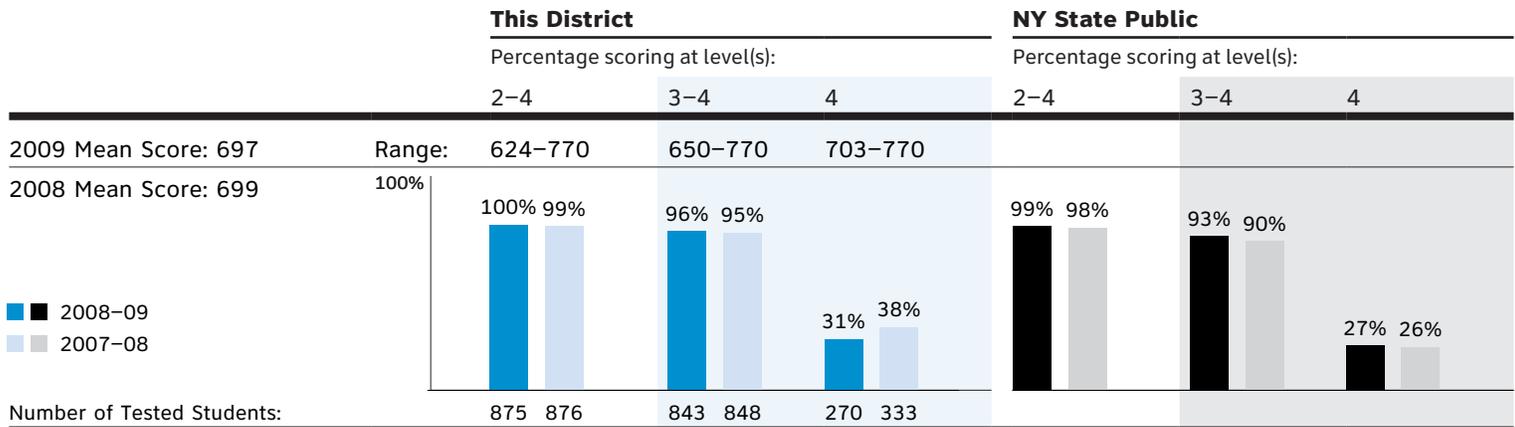
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	6	3	2	2	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	4	N/A	N/A	N/A	4	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
All Students	878	100%	96%	31%	888	99%	95%	38%
Female	435	100%	96%	29%	429	99%	97%	36%
Male	443	100%	96%	32%	459	98%	94%	39%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	39	100%	90%	23%	44	-	-	-
Hispanic or Latino	90	98%	98%	21%	86	97%	92%	29%
Asian or Native Hawaiian/Other Pacific Islander	58	100%	100%	52%	55	100%	100%	76%
White	686	100%	96%	31%	700	99%	96%	37%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	5	100%	80%	20%	47	94%	85%	21%
General-Education Students	745	100%	99%	34%	758	100%	99%	43%
Students with Disabilities	133	98%	79%	10%	130	91%	74%	5%
English Proficient	869	100%	96%	31%	874	99%	96%	38%
Limited English Proficient	9	89%	89%	22%	14	86%	71%	14%
Economically Disadvantaged					127	94%	87%	18%
Not Disadvantaged	878	100%	96%	31%	761	99%	97%	41%
Migrant								
Not Migrant	878	100%	96%	31%	888	99%	95%	38%

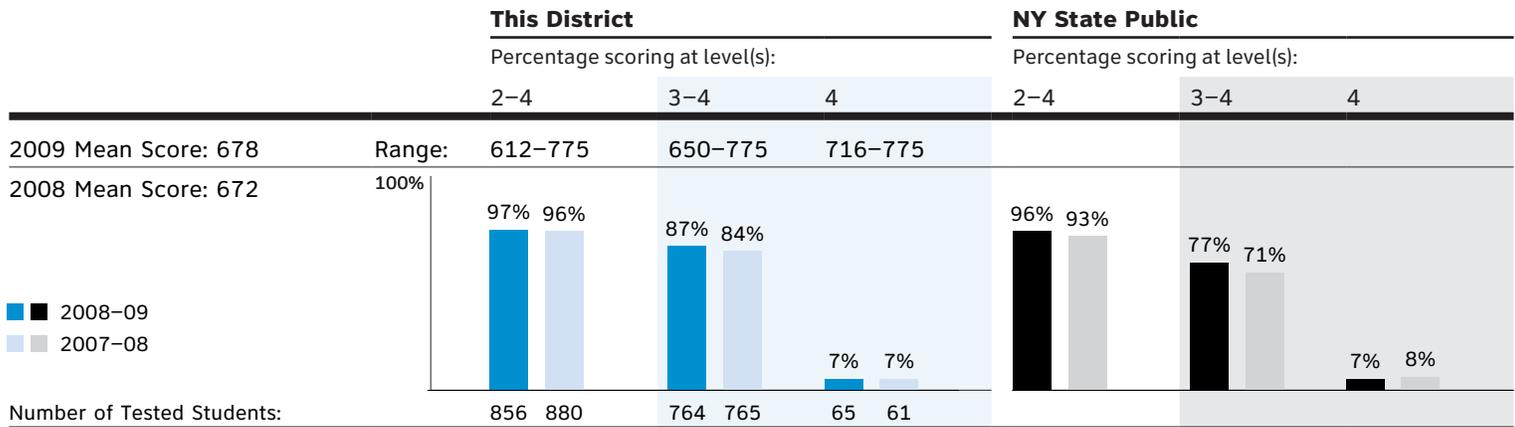
NOTES

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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 3 Equivalent	6	4	3	1	4	-	-	-

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
All Students	880	97%	87%	7%	914	96%	84%	7%
Female	429	98%	89%	9%	438	99%	87%	9%
Male	451	97%	85%	6%	476	94%	81%	4%
American Indian or Alaska Native	1	-	-	-				
Black or African American	48	96%	75%	8%	48	96%	69%	2%
Hispanic or Latino	88	95%	78%	5%	97	96%	80%	11%
Asian or Native Hawaiian/Other Pacific Islander	52	100%	94%	21%	51	100%	90%	16%
White	686	98%	88%	7%	718	96%	85%	6%
Multiracial	5	-	-	-				
Small Group Totals	6	83%	50%	0%				
General-Education Students	740	100%	94%	9%	780	100%	92%	8%
Students with Disabilities	140	84%	46%	0%	134	75%	36%	0%
English Proficient	870	98%	88%	7%	898	96%	84%	7%
Limited English Proficient	10	60%	10%	0%	16	94%	56%	0%
Economically Disadvantaged					133	92%	73%	5%
Not Disadvantaged	880	97%	87%	7%	781	97%	86%	7%
Migrant								
Not Migrant	880	97%	87%	7%	914	96%	84%	7%

NOTES

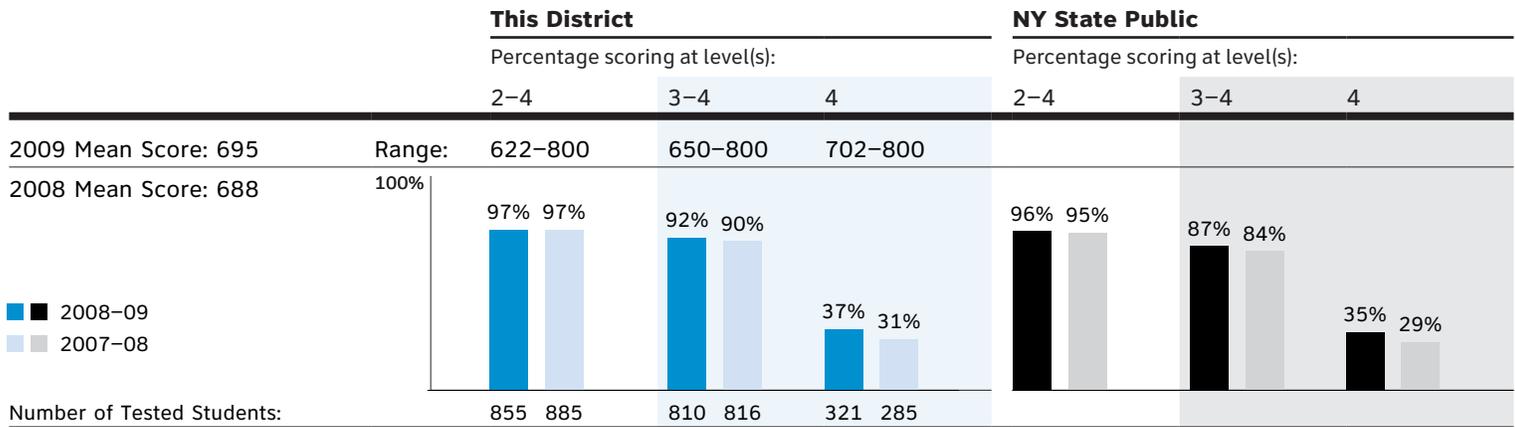
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Other Assessments

	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	4	-	-	-	5	4	4	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	2	N/A	N/A	N/A

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

This District's Results in Grade 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
All Students	877	97%	92%	37%	911	97%	90%	31%
Female	428	98%	93%	34%	434	99%	91%	32%
Male	449	97%	92%	39%	477	96%	89%	31%
American Indian or Alaska Native	1	-	-	-				
Black or African American	47	91%	83%	23%	47	-	-	-
Hispanic or Latino	86	94%	87%	30%	97	96%	91%	24%
Asian or Native Hawaiian/Other Pacific Islander	52	100%	96%	73%	51	100%	92%	57%
White	686	98%	93%	35%	715	97%	89%	31%
Multiracial	5	-	-	-	1	-	-	-
Small Group Totals	6	100%	83%	50%	48	96%	88%	21%
General-Education Students	736	100%	98%	42%	777	100%	96%	35%
Students with Disabilities	141	85%	64%	9%	134	81%	53%	9%
English Proficient	866	98%	93%	37%	894	97%	90%	32%
Limited English Proficient	11	73%	55%	9%	17	94%	71%	0%
Economically Disadvantaged					133	92%	78%	16%
Not Disadvantaged	877	97%	92%	37%	778	98%	92%	34%
Migrant								
Not Migrant	877	97%	92%	37%	911	97%	90%	31%

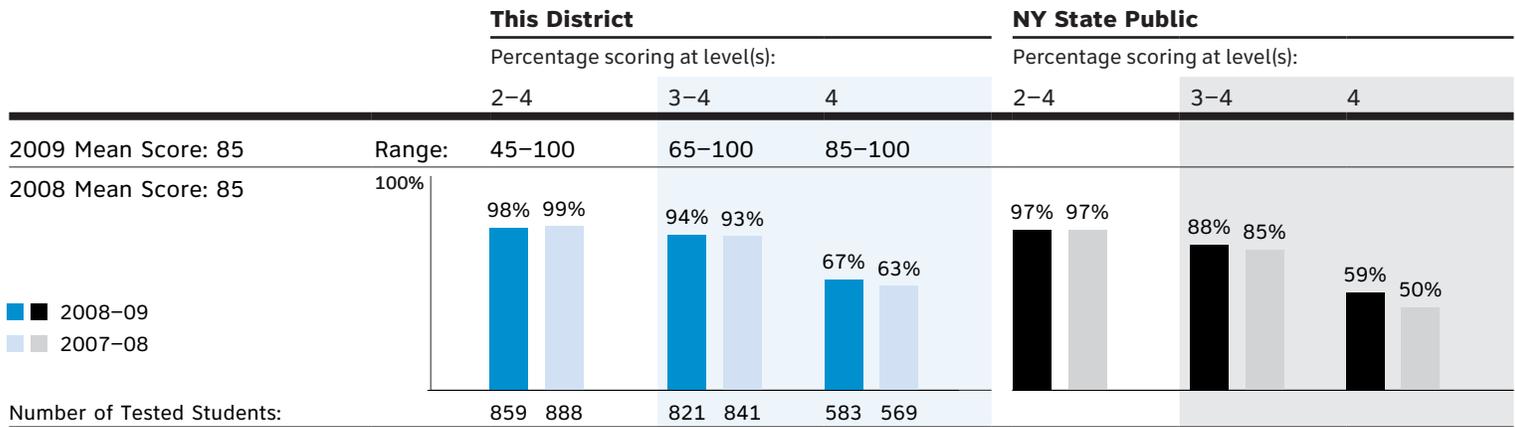
NOTES

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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	4	-	-	-	5	5	5	1

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
All Students	875	98%	94%	67%	901	99%	93%	63%
Female	426	99%	93%	65%	431	99%	94%	61%
Male	449	98%	94%	69%	470	98%	93%	66%
American Indian or Alaska Native	1	-	-	-				
Black or African American	48	98%	83%	48%	47	-	-	-
Hispanic or Latino	86	97%	92%	55%	99	97%	92%	54%
Asian or Native Hawaiian/Other Pacific Islander	53	98%	98%	92%	51	100%	98%	75%
White	681	98%	95%	68%	702	99%	94%	65%
Multiracial	6	-	-	-	2	-	-	-
Small Group Totals	7	100%	86%	43%	49	96%	86%	51%
General-Education Students	735	99%	98%	74%	769	100%	97%	70%
Students with Disabilities	140	91%	72%	26%	132	91%	71%	26%
English Proficient	864	99%	95%	67%	882	99%	94%	64%
Limited English Proficient	11	55%	36%	0%	19	100%	74%	11%
Economically Disadvantaged					133	96%	86%	46%
Not Disadvantaged	875	98%	94%	67%	768	99%	95%	66%
Migrant								
Not Migrant	875	98%	94%	67%	901	99%	93%	63%

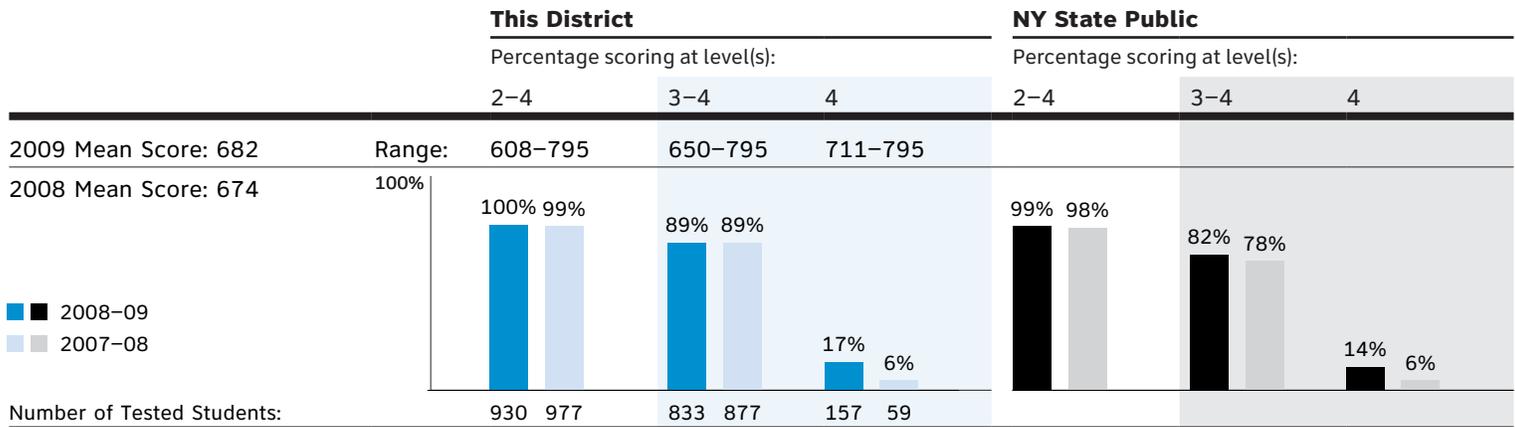
NOTES

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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	4	-	-	-	4	-	-	-

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
All Students	934	100%	89%	17%	984	99%	89%	6%
Female	450	100%	93%	20%	471	100%	90%	7%
Male	484	99%	86%	14%	513	99%	89%	5%
American Indian or Alaska Native					4	-	-	-
Black or African American	48	100%	75%	6%	57	96%	74%	2%
Hispanic or Latino	101	99%	86%	17%	83	100%	78%	2%
Asian or Native Hawaiian/Other Pacific Islander	57	100%	91%	33%	53	100%	92%	8%
White	723	100%	90%	16%	785	99%	91%	7%
Multiracial	5	100%	100%	0%	2	-	-	-
Small Group Totals					6	100%	50%	0%
General-Education Students	792	100%	95%	20%	845	100%	94%	7%
Students with Disabilities	142	97%	56%	1%	139	95%	57%	1%
English Proficient	926	100%	90%	17%	978	99%	89%	6%
Limited English Proficient	8	88%	25%	0%	6	100%	50%	0%
Economically Disadvantaged					148	99%	80%	1%
Not Disadvantaged	934	100%	89%	17%	836	99%	91%	7%
Migrant								
Not Migrant	934	100%	89%	17%	984	99%	89%	6%

NOTES

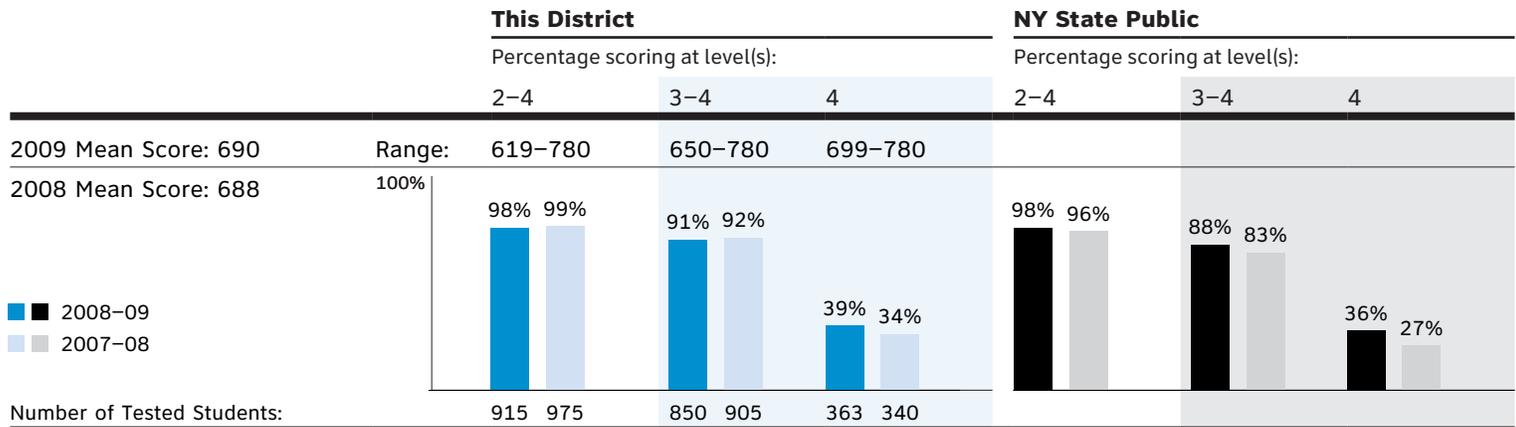
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Other Assessments

	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	6	4	3	3	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	4	N/A	N/A	N/A	2	N/A	N/A	N/A

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

This District's Results in Grade 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
All Students	930	98%	91%	39%	988	99%	92%	34%
Female	448	99%	93%	43%	472	98%	89%	33%
Male	482	98%	90%	36%	516	99%	94%	36%
American Indian or Alaska Native					4	-	-	-
Black or African American	49	92%	82%	31%	58	97%	88%	28%
Hispanic or Latino	97	97%	90%	34%	87	99%	85%	11%
Asian or Native Hawaiian/Other Pacific Islander	59	100%	97%	59%	54	100%	91%	46%
White	719	99%	92%	39%	783	99%	93%	37%
Multiracial	6	100%	100%	33%	2	-	-	-
Small Group Totals					6	100%	83%	17%
General-Education Students	792	100%	97%	45%	850	100%	97%	39%
Students with Disabilities	138	89%	59%	5%	138	91%	58%	5%
English Proficient	918	98%	92%	39%	979	99%	92%	35%
Limited English Proficient	12	92%	75%	25%	9	100%	44%	0%
Economically Disadvantaged					151	99%	86%	15%
Not Disadvantaged	930	98%	91%	39%	837	99%	93%	38%
Migrant								
Not Migrant	930	98%	91%	39%	988	99%	92%	34%

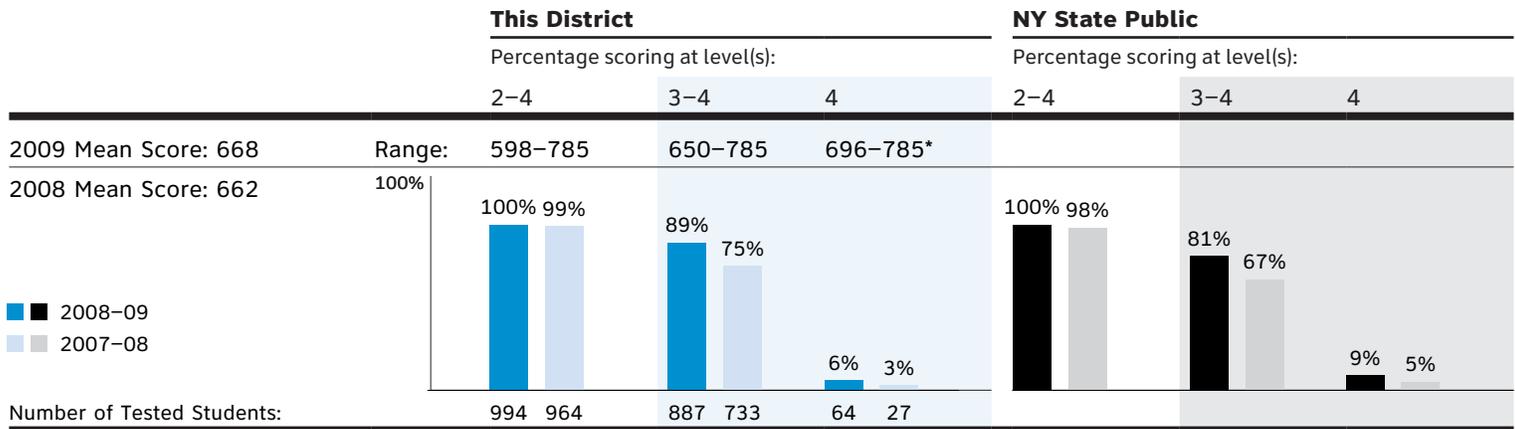
NOTES

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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	6	3	3	1	2	-	-	-

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
All Students	995	100%	89%	6%	975	99%	75%	3%
Female	470	100%	91%	9%	486	99%	79%	4%
Male	525	100%	87%	4%	489	99%	72%	1%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	57	100%	82%	4%	62	98%	61%	2%
Hispanic or Latino	90	99%	78%	1%	93	98%	65%	0%
Asian or Native Hawaiian/Other Pacific Islander	53	100%	92%	15%	46	-	-	-
White	783	100%	91%	7%	773	99%	78%	3%
Multiracial	8	-	-	-				
Small Group Totals	12	100%	83%	0%	47	100%	74%	11%
General-Education Students	846	100%	95%	7%	806	100%	85%	3%
Students with Disabilities	149	99%	57%	1%	169	94%	30%	0%
English Proficient	991	-	-	-	965	99%	76%	3%
Limited English Proficient	4	-	-	-	10	100%	10%	0%
Economically Disadvantaged					146	97%	62%	1%
Not Disadvantaged	995	100%	89%	6%	829	99%	77%	3%
Migrant								
Not Migrant	995	100%	89%	6%	975	99%	75%	3%

NOTES

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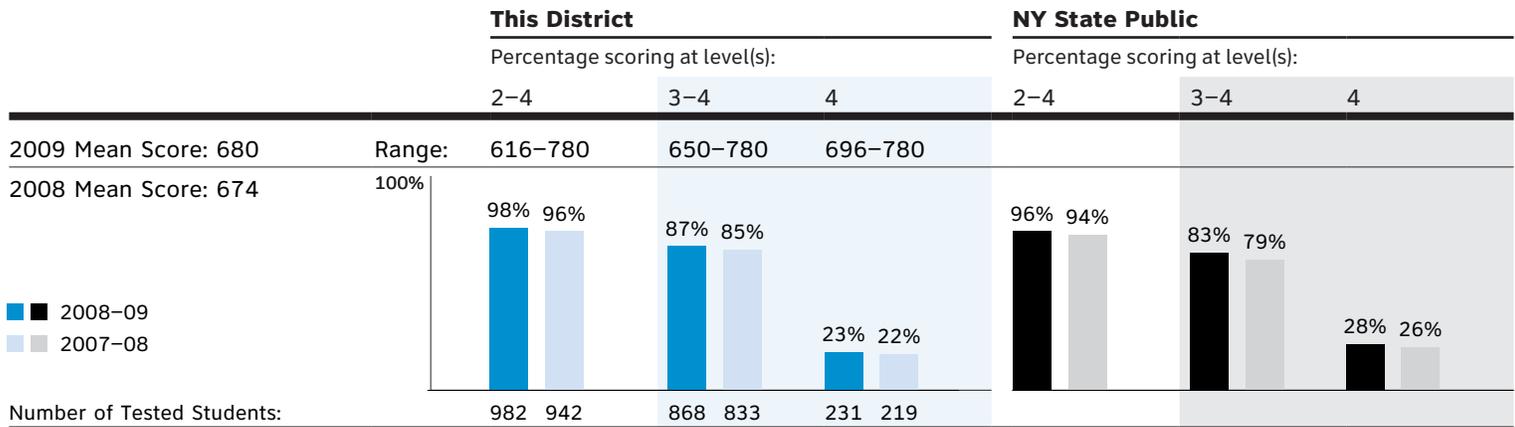
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

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	2	-	-	-	6	5	3	3
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	4	N/A	N/A	N/A	1	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	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
All Students	1000	98%	87%	23%	981	96%	85%	22%
Female	471	99%	86%	24%	489	97%	87%	22%
Male	529	98%	87%	22%	492	95%	83%	23%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	58	97%	79%	14%	63	92%	70%	11%
Hispanic or Latino	91	98%	80%	11%	98	96%	79%	15%
Asian or Native Hawaiian/Other Pacific Islander	57	100%	93%	47%	49	-	-	-
White	782	98%	88%	24%	770	96%	87%	22%
Multiracial	8	-	-	-				
Small Group Totals	12	100%	92%	17%	50	94%	78%	56%
General-Education Students	850	100%	93%	27%	813	100%	93%	26%
Students with Disabilities	150	89%	49%	0%	168	78%	45%	2%
English Proficient	991	98%	87%	23%	968	96%	85%	23%
Limited English Proficient	9	89%	78%	22%	13	85%	46%	0%
Economically Disadvantaged					152	93%	74%	10%
Not Disadvantaged	1000	98%	87%	23%	829	97%	87%	25%
Migrant								
Not Migrant	1000	98%	87%	23%	981	96%	85%	22%

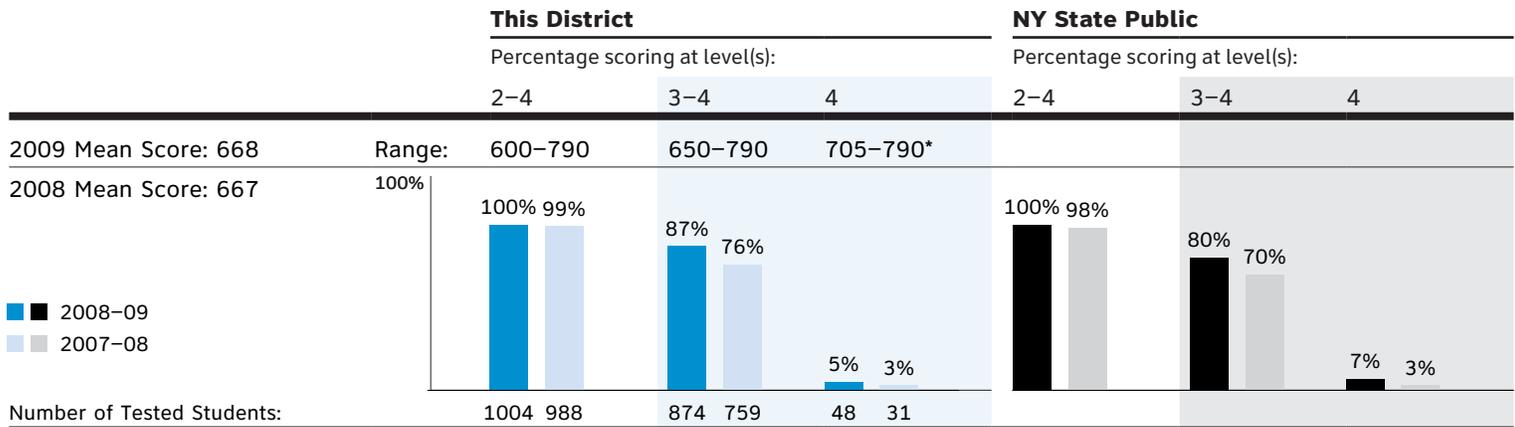
NOTES

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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 6 Equivalent	2	-	-	-	6	6	4	0

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
All Students	1006	100%	87%	5%	999	99%	76%	3%
Female	505	100%	90%	5%	452	100%	81%	4%
Male	501	100%	83%	4%	547	98%	72%	3%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	66	100%	74%	3%	64	100%	66%	0%
Hispanic or Latino	101	100%	76%	2%	103	97%	66%	0%
Asian or Native Hawaiian/Other Pacific Islander	48	100%	88%	25%	53	-	-	-
White	782	100%	89%	4%	777	99%	77%	3%
Multiracial	8	-	-	-				
Small Group Totals	9	100%	78%	0%	55	100%	95%	11%
General-Education Students	842	100%	95%	6%	848	100%	84%	4%
Students with Disabilities	164	99%	48%	0%	151	93%	30%	0%
English Proficient	1001	100%	87%	5%	997	-	-	-
Limited English Proficient	5	100%	0%	0%	2	-	-	-
Economically Disadvantaged					125	98%	62%	0%
Not Disadvantaged	1006	100%	87%	5%	874	99%	78%	4%
Migrant								
Not Migrant	1006	100%	87%	5%	999	99%	76%	3%

NOTES

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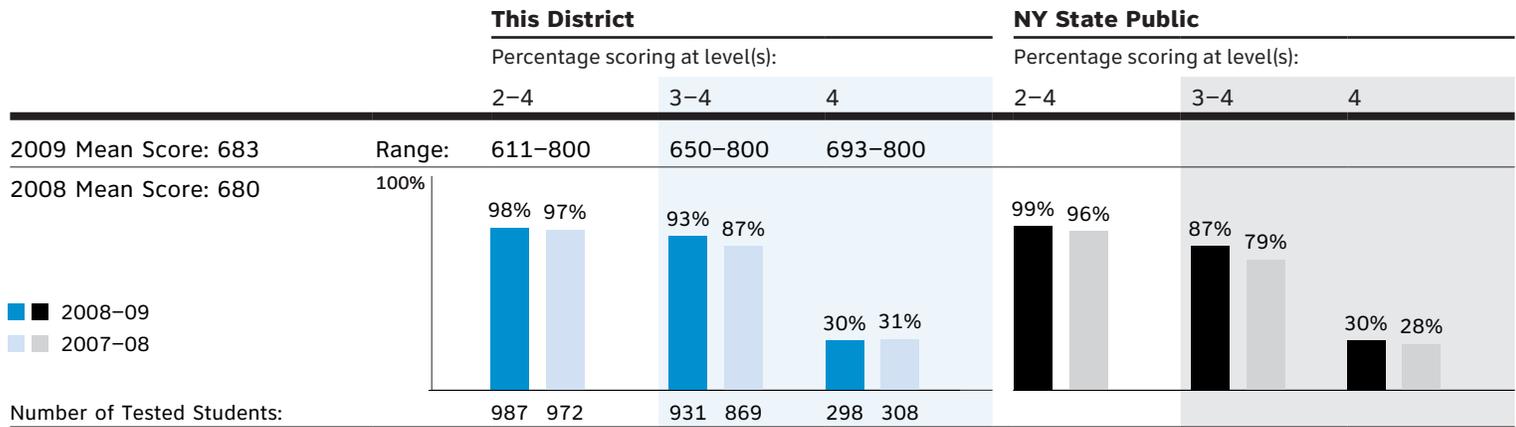
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

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	3	-	-	-	5	5	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	N/A	N/A	N/A	2	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	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
All Students	1004	98%	93%	30%	999	97%	87%	31%
Female	502	98%	93%	30%	452	98%	88%	31%
Male	502	98%	92%	29%	547	97%	86%	30%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	64	95%	84%	17%	64	92%	81%	20%
Hispanic or Latino	101	100%	87%	18%	105	96%	77%	19%
Asian or Native Hawaiian/Other Pacific Islander	49	100%	92%	65%	52	-	-	-
White	781	98%	94%	30%	776	98%	88%	31%
Multiracial	8	-	-	-				
Small Group Totals	9	100%	78%	11%	54	100%	94%	59%
General-Education Students	839	100%	98%	35%	844	100%	94%	36%
Students with Disabilities	165	90%	67%	4%	155	83%	48%	2%
English Proficient	998	98%	93%	30%	993	97%	87%	31%
Limited English Proficient	6	100%	50%	17%	6	67%	17%	0%
Economically Disadvantaged					129	97%	78%	9%
Not Disadvantaged	1004	98%	93%	30%	870	97%	88%	34%
Migrant								
Not Migrant	1004	98%	93%	30%	999	97%	87%	31%

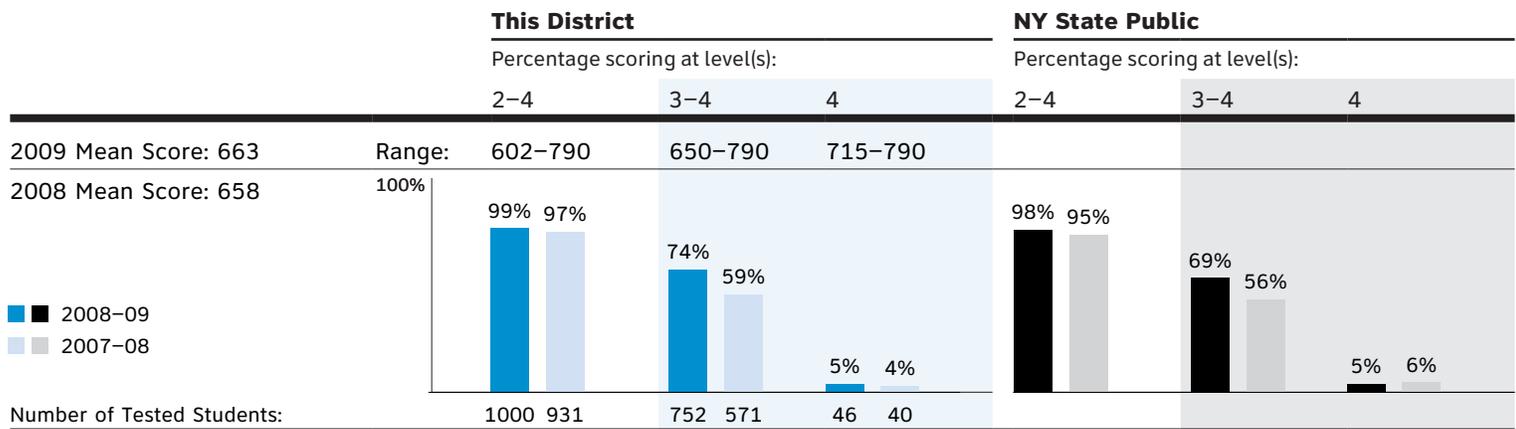
NOTES

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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	3	-	-	-	5	4	3	2

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
All Students	1011	99%	74%	5%	963	97%	59%	4%
Female	464	100%	80%	5%	467	98%	65%	6%
Male	547	98%	70%	4%	496	96%	54%	3%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	68	99%	60%	0%	58	-	-	-
Hispanic or Latino	106	98%	65%	2%	106	94%	47%	1%
Asian or Native Hawaiian/Other Pacific Islander	56	100%	95%	13%	58	97%	72%	12%
White	776	99%	75%	5%	739	97%	61%	4%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	5	80%	80%	0%	60	97%	73%	12%
General-Education Students	854	100%	84%	5%	832	99%	67%	5%
Students with Disabilities	157	93%	21%	0%	131	82%	8%	0%
English Proficient	1006	99%	75%	5%	955	97%	60%	4%
Limited English Proficient	5	100%	0%	0%	8	63%	0%	0%
Economically Disadvantaged					112	93%	32%	2%
Not Disadvantaged	1011	99%	74%	5%	851	97%	63%	4%
Migrant								
Not Migrant	1011	99%	74%	5%	963	97%	59%	4%

NOTES

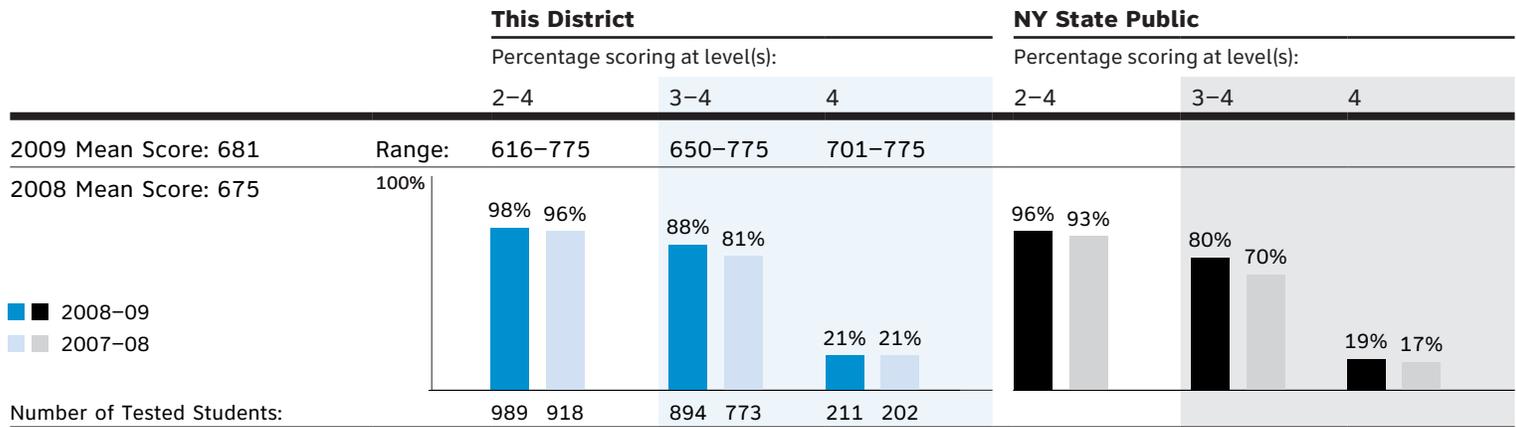
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Other Assessments

	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	5	5	5	5	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	3	N/A	N/A	N/A	3	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
All Students	1011	98%	88%	21%	956	96%	81%	21%
Female	461	98%	90%	20%	463	98%	83%	19%
Male	550	97%	87%	21%	493	95%	79%	23%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	68	94%	76%	12%	56	-	-	-
Hispanic or Latino	107	95%	83%	12%	106	92%	70%	10%
Asian or Native Hawaiian/Other Pacific Islander	57	-	-	-	58	98%	93%	52%
White	775	98%	90%	21%	735	96%	82%	21%
Multiracial	2	-	-	-				
Small Group Totals	61	100%	97%	46%	57	96%	68%	14%
General-Education Students	854	100%	94%	24%	829	99%	88%	24%
Students with Disabilities	157	87%	58%	2%	127	75%	36%	0%
English Proficient	1002	98%	89%	21%	946	97%	81%	21%
Limited English Proficient	9	67%	56%	0%	10	50%	40%	0%
Economically Disadvantaged					113	88%	64%	4%
Not Disadvantaged	1011	98%	88%	21%	843	97%	83%	23%
Migrant								
Not Migrant	1011	98%	88%	21%	956	96%	81%	21%

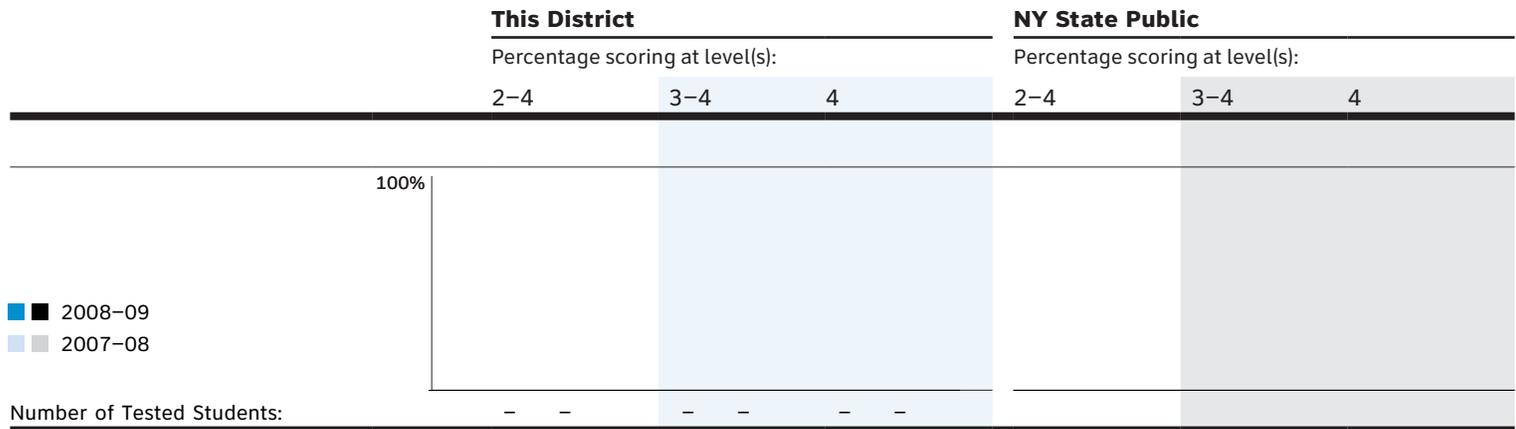
NOTES

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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	5	5	5	3	4	-	-	-

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
All Students	1002	98%	84%	30%	950	98%	83%	34%
Female	458	98%	83%	26%	464	98%	83%	30%
Male	544	97%	86%	33%	486	98%	83%	39%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	68	94%	68%	19%	58	95%	67%	24%
Hispanic or Latino	107	94%	76%	18%	108	95%	71%	19%
Asian or Native Hawaiian/Other Pacific Islander	57	-	-	-	56	-	-	-
White	766	98%	86%	30%	727	98%	86%	35%
Multiracial	2	-	-	-				
Small Group Totals	61	98%	92%	54%	57	98%	86%	56%
General-Education Students	849	99%	91%	34%	826	99%	89%	38%
Students with Disabilities	153	89%	48%	5%	124	87%	45%	7%
English Proficient	993	98%	85%	30%	939	98%	84%	35%
Limited English Proficient	9	56%	22%	0%	11	64%	18%	0%
Economically Disadvantaged					112	95%	63%	12%
Not Disadvantaged	1002	98%	84%	30%	838	98%	86%	37%
Migrant								
Not Migrant	1002	98%	84%	30%	950	98%	83%	34%

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	5	5	5	3	4	-	-	-
Regents Science	1	-	-	-	1	-	-	-

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

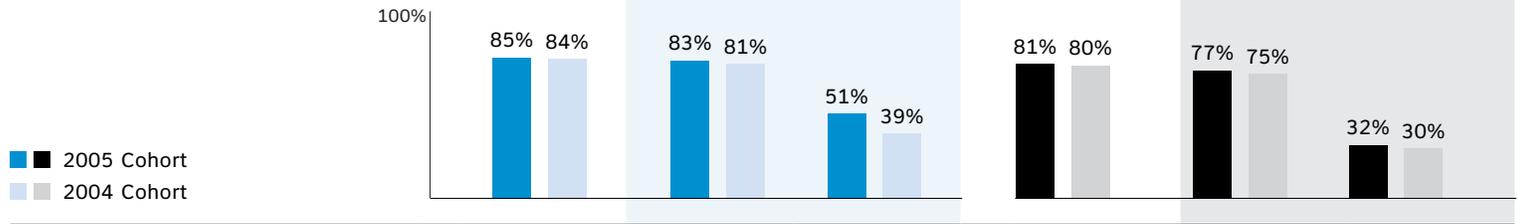
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

Number of Students Percentage scoring at level(s):

2-4 3-4 4

2004 Cohort**

Number of Students Percentage scoring at level(s):

2-4 3-4 4

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	1079	85%	83%	51%	1014	84%	81%	39%
Female	523	88%	87%	58%	459	88%	86%	49%
Male	556	82%	80%	44%	555	80%	77%	32%
American Indian or Alaska Native								
Black or African American	63	70%	68%	25%	64	73%	70%	22%
Hispanic or Latino	103	77%	73%	33%	98	73%	72%	24%
Asian or Native Hawaiian/Other Pacific Islander	45	-	-	-	56	-	-	-
White	867	86%	86%	54%	795	86%	83%	41%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	46	89%	87%	70%	57	89%	88%	58%
General-Education Students	946	89%	88%	57%	876	88%	87%	45%
Students with Disabilities	133	53%	49%	10%	138	54%	45%	3%
English Proficient	1066	85%	84%	52%	1003	84%	82%	40%
Limited English Proficient	13	23%	23%	0%	11	64%	45%	9%
Economically Disadvantaged	1	-	-	-	56	75%	71%	18%
Not Disadvantaged	1078	-	-	-	958	84%	82%	41%
Migrant								
Not Migrant	1079	85%	83%	51%	1014	84%	81%	39%

NOTES

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Other Assessments

2005 Cohort

Number of Students Number scoring at level(s):

2-4 3-4 4

2004 Cohort

Number of Students Number scoring at level(s):

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

This District

Percentage scoring at level(s):

2-4

3-4

4

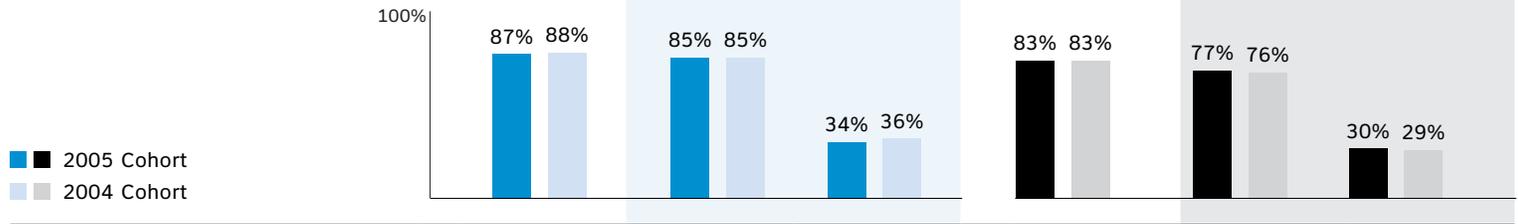
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

Number of Students	Percentage scoring at level(s):		
	2-4	3-4	4

2004 Cohort**

Number of Students	Percentage scoring at level(s):		
	2-4	3-4	4

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	1079	87%	85%	34%	1014	88%	85%	36%
Female	523	90%	88%	37%	459	92%	88%	37%
Male	556	84%	81%	33%	555	85%	83%	34%
American Indian or Alaska Native								
Black or African American	63	68%	62%	14%	64	80%	72%	16%
Hispanic or Latino	103	83%	82%	17%	98	81%	77%	21%
Asian or Native Hawaiian/Other Pacific Islander	45	-	-	-	56	-	-	-
White	867	88%	86%	37%	795	89%	87%	36%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	46	91%	89%	57%	57	93%	89%	74%
General-Education Students	946	92%	90%	38%	876	93%	90%	40%
Students with Disabilities	133	51%	42%	6%	138	60%	51%	7%
English Proficient	1066	87%	85%	35%	1003	88%	85%	36%
Limited English Proficient	13	38%	38%	0%	11	91%	73%	36%
Economically Disadvantaged	1	-	-	-	56	86%	73%	14%
Not Disadvantaged	1078	-	-	-	958	88%	86%	37%
Migrant								
Not Migrant	1079	87%	85%	34%	1014	88%	85%	36%

NOTES

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Other Assessments

2005 Cohort

Number of Students	Number scoring at level(s):		
	2-4	3-4	4

2004 Cohort

Number of Students	Number scoring at level(s):		
	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.