



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

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

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

Superintendent **IRA OUSTATCHER**

Telephone **(845) 577-6011**

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

This District's Report Card

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

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

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	184	177	1717
Kindergarten	603	592	584
Grade 1	594	664	629
Grade 2	551	584	587
Grade 3	590	499	568
Grade 4	641	582	516
Grade 5	566	614	573
Grade 6	565	565	621
Ungraded Elementary	39	14	53
Grade 7	647	602	576
Grade 8	670	637	598
Grade 9	742	740	661
Grade 10	736	693	736
Grade 11	701	621	591
Grade 12	544	555	564
Ungraded Secondary	55	41	44
Total K-12	8244	8003	7901

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	18	19	19
Grade 8			
English	20	20	17
Mathematics	17	18	18
Science	20	20	19
Social Studies	17	18	18
Grade 10			
English	20	19	21
Mathematics	22	18	21
Science	22	20	20
Social Studies	20	22	20

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	3899	50%	3897	52%	4053	55%
Reduced-Price Lunch	1071	14%	1109	15%	1077	15%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1140	14%	1069	13%	1144	14%
Racial/Ethnic Origin						
American Indian or Alaska Native	8	0%	9	0%	6	0%
Black or African American	4827	59%	4602	58%	4415	56%
Hispanic or Latino	1819	22%	1972	25%	2146	27%
Asian or Native Hawaiian/Other Pacific Islander	685	8%	619	8%	572	7%
White	905	11%	801	10%	762	10%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		94%		95%		95%
Student Suspensions	489	6%	399	5%	409	5%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	657	702	684
Percent with No Valid Teaching Certificate	3%	2%	1%
Percent Teaching Out of Certification	4%	4%	6%
Percent with Fewer Than Three Years of Experience	5%	4%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	58%	57%	61%
Total Number of Core Classes	1745	1818	1782
Percent Not Taught by Highly Qualified Teachers	4%	5%	6%
Total Number of Classes	2356	2259	2172
Percent Taught by Teachers Without Appropriate Certification	4%	5%	6%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	24%	26%	33%
Turnover Rate of All Teachers	18%	18%	16%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	121	96	139
Total Paraprofessionals*	168	171	168
Assistant Principals	21	18	21
Principals	14	14	14

* Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. 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:

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

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	SH		—			—
Economically Disadvantaged			—			—
Student groups making AYP in each subject	8 of 8	8 of 8	1 of 1	5 of 8	7 of 8	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 8 of 8 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 (3637:3390)			99%		164	142	
Ethnicity							
American Indian or Alaska Native (5:5)	—	—	—	—	—	—	—
Black or African American (2018:1907)			99%		163	142	
Hispanic or Latino (987:874)			98%		153	140	
Asian or Native Hawaiian/Other Pacific Islander (251:241)			99%		186	137	
White (376:363)			99%		177	138	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (692:667)			98%		126	140	115 133
Limited English Proficient ⁵ (660:584)			98%		126	139	124 133
Economically Disadvantaged (2396:2209)			99%		157	142	
Final AYP Determination	 8 of 8						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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 8 of 8 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 (3616:3443)			99%		173	117	
Ethnicity							
American Indian or Alaska Native (5:5)	—	—	—	—	—	—	—
Black or African American (2002:1928)			99%		171	117	
Hispanic or Latino (978:903)			97%		169	115	
Asian or Native Hawaiian/Other Pacific Islander (250:245)			100%		191	112	
White (381:362)			98%		179	113	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (689:661)			97%		139	115	
Limited English Proficient ⁵ (641:655)			96%		147	115	
Economically Disadvantaged (2383:2257)			99%		169	117	
Final AYP Determination	 8 of 8						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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 (1193:1074)		Qualified		96%		161	100	
Ethnicity								
American Indian or Alaska Native (3:2)	—	—	—	—	—	—	—	—
Black or African American (664:619)		Qualified		98%		163	100	
Hispanic or Latino (320:262)		Qualified		91%		143	100	
Asian or Native Hawaiian/Other Pacific Islander (81:77)		Qualified		99%		184	100	
White (125:114)		Qualified		94%		175	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (198:185)		Qualified		96%		131	100	
Limited English Proficient ⁴ (245:211)		Qualified		89%		113	100	
Economically Disadvantaged (767:684)		Qualified		96%		152	100	
Final AYP Determination		1 of 1						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 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 8 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 (12th Graders: 2005 Cohort) 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 (613:578)			100%		169	166	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (391:361)			99%		163	165	165 167
Hispanic or Latino (96:93)			100%		166	161	
Asian or Native Hawaiian/Other Pacific Islander (51:50)			100%		190	158	
White (74:73)			99%		185	160	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (51:69)			98%		106	159	132 115
Limited English Proficient ⁵ (38:48)		—	—		131	157	134‡ 138
Economically Disadvantaged (237:250)			100%		167	164	
Final AYP Determination	 5 of 8						

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 7 of 8 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 (12th Graders: 2005 Cohort) 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 (613:578)			100%		174	161	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (391:361)			100%		169	160	
Hispanic or Latino (96:93)			100%		170	156	
Asian or Native Hawaiian/Other Pacific Islander (51:50)			100%		200	153	
White (74:73)			99%		186	155	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (51:69)			98%		101	154	134 111
Limited English Proficient ⁵ (38:48)		—	—		160	152	
Economically Disadvantaged (237:250)			100%		174	159	
Final AYP Determination	 7 of 8						

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		Graduation Rate ¹	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2008–09 2009–10	
All Students (726)			70%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (426)			72%	55%		
Hispanic or Latino (105)			51%	55%	55%	52%
Asian or Native Hawaiian/Other Pacific Islander (78)			79%	55%		
White (117)			74%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (93)			49%	55%	34%	50%
Limited English Proficient ² (97)			44%	55%	47%	45%
Economically Disadvantaged (324)			71%	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 EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)

District ID 50-04-02-06-0000

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	68%			555
Grade 4	69%			496
Grade 5	70%			564
Grade 6	74%			608
Grade 7	70%			555
Grade 8	48%			560

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	92%			565
Grade 4	79%			521
Grade 5	77%			574
Grade 6	74%			635
Grade 7	80%			565
Grade 8	55%			604

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	78%			518
Grade 8	48%			511

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	70%			659
Mathematics	73%			659

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:

High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high student needs in relation to district resource capacity.

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2009 Mean Score: 659	616-780	650-780	720-780			
2008 Mean Score: 663						
Number of Tested Students:	512	451	376	344	22	41

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	555	92%	68%	4%	498	91%	69%	8%
Female	257	92%	71%	4%	242	92%	72%	10%
Male	298	93%	65%	4%	256	89%	66%	7%
American Indian or Alaska Native	1	-	-	-				
Black or African American	282	94%	68%	3%	269	93%	69%	10%
Hispanic or Latino	176	86%	60%	2%	133	83%	57%	4%
Asian or Native Hawaiian/Other Pacific Islander	44	-	-	-	41	100%	88%	7%
White	52	100%	79%	15%	55	93%	85%	13%
Multiracial								
Small Group Totals	45	98%	87%	4%				
General-Education Students	456	95%	77%	5%	427	96%	77%	10%
Students with Disabilities	99	80%	25%	0%	71	61%	20%	0%
English Proficient	464	97%	74%	5%	433	94%	74%	9%
Limited English Proficient	91	67%	36%	0%	65	65%	35%	0%
Economically Disadvantaged	397	90%	63%	2%	339	88%	60%	5%
Not Disadvantaged	158	99%	79%	8%	159	96%	88%	15%
Migrant								
Not Migrant	555	92%	68%	4%	498	91%	69%	8%

NOTES

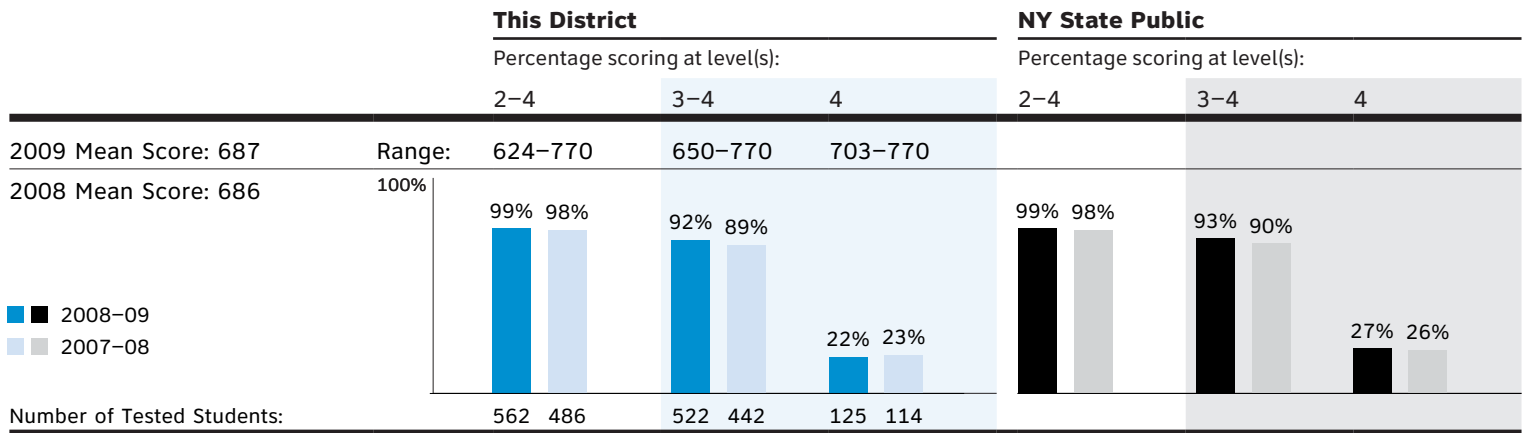
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	21	21	21	20	11	11	9	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	13	N/A	N/A	N/A	17	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	565	99%	92%	22%	496	98%	89%	23%
Female	262	99%	92%	22%	239	98%	89%	24%
Male	303	100%	93%	22%	257	98%	89%	22%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	285	100%	91%	21%	271	98%	88%	18%
Hispanic or Latino	180	98%	92%	17%	127	97%	87%	24%
Asian or Native Hawaiian/Other Pacific Islander	46	-	-	-	41	-	-	-
White	53	100%	100%	36%	56	100%	91%	30%
Multiracial								
Small Group Totals	47	100%	94%	34%	42	100%	100%	45%
General-Education Students	467	99%	95%	25%	424	99%	94%	26%
Students with Disabilities	98	100%	82%	6%	72	92%	58%	4%
English Proficient	461	100%	96%	26%	438	99%	91%	24%
Limited English Proficient	104	97%	78%	6%	58	93%	74%	16%
Economically Disadvantaged	409	99%	91%	18%	335	97%	86%	19%
Not Disadvantaged	156	100%	96%	34%	161	100%	95%	32%
Migrant								
Not Migrant	565	99%	92%	22%	496	98%	89%	23%

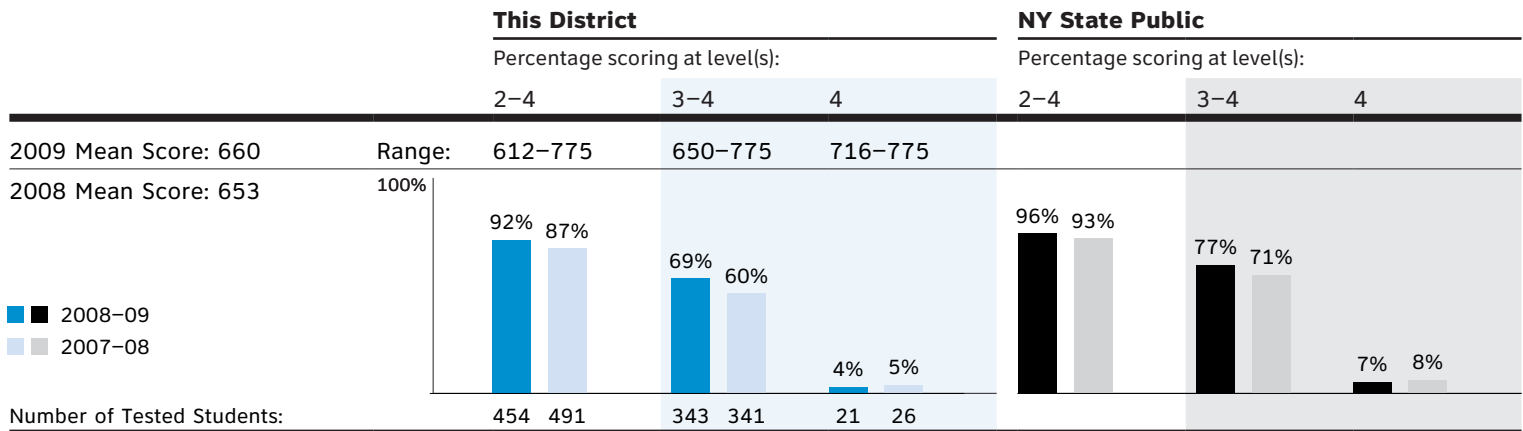
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Other Assessments

	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	21	21	20	19	11	11	10	6

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	496	92%	69%	4%	567	87%	60%	5%
Female	231	93%	72%	5%	275	89%	65%	6%
Male	265	91%	67%	4%	292	84%	55%	3%
American Indian or Alaska Native					2	-	-	-
Black or African American	269	93%	69%	4%	321	86%	60%	3%
Hispanic or Latino	138	84%	59%	2%	149	84%	50%	3%
Asian or Native Hawaiian/Other Pacific Islander	37	100%	92%	8%	34	-	-	-
White	52	96%	81%	8%	61	93%	75%	7%
Multiracial								
Small Group Totals					36	94%	81%	17%
General-Education Students	419	95%	77%	5%	454	94%	70%	6%
Students with Disabilities	77	70%	27%	1%	113	55%	21%	0%
English Proficient	428	96%	76%	5%	492	89%	66%	5%
Limited English Proficient	68	66%	25%	0%	75	69%	20%	0%
Economically Disadvantaged	339	88%	63%	3%	365	82%	52%	3%
Not Disadvantaged	157	98%	82%	7%	202	94%	74%	7%
Migrant								
Not Migrant	496	92%	69%	4%	567	87%	60%	5%

NOTES

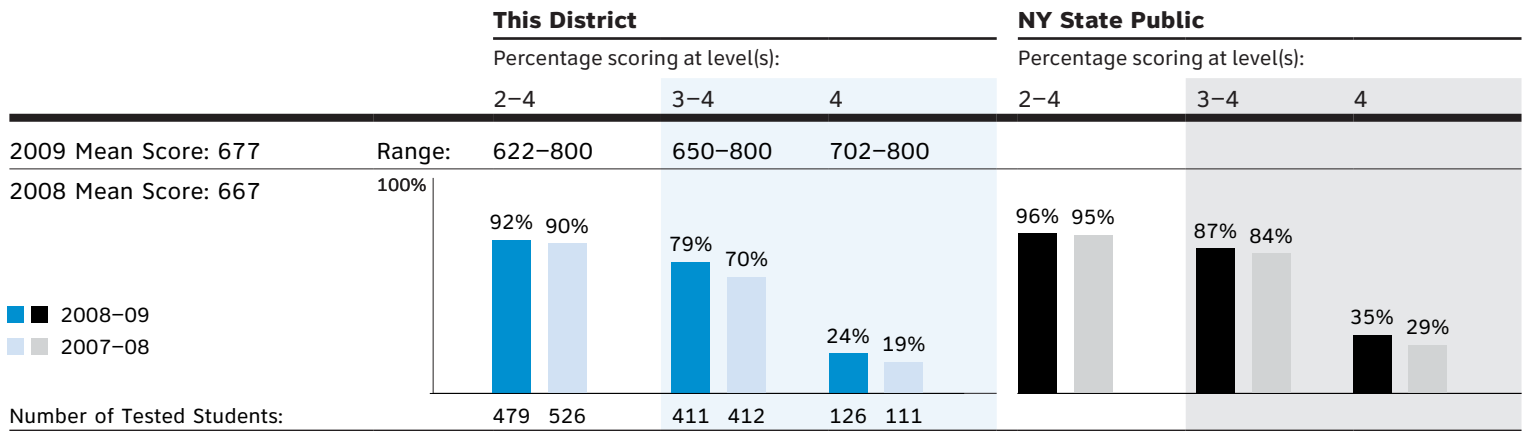
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Other Assessments

	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	10	9	8	7	17	17	16	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	22	N/A	N/A	N/A	26	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	521	92%	79%	24%	587	90%	70%	19%
Female	246	92%	77%	26%	286	90%	71%	21%
Male	275	92%	80%	23%	301	90%	69%	17%
American Indian or Alaska Native					2	-	-	-
Black or African American	277	92%	78%	21%	328	87%	68%	19%
Hispanic or Latino	149	88%	71%	16%	160	91%	66%	12%
Asian or Native Hawaiian/Other Pacific Islander	38	100%	95%	61%	36	-	-	-
White	57	96%	93%	39%	61	95%	85%	23%
Multiracial								
Small Group Totals					38	100%	82%	42%
General-Education Students	444	95%	85%	27%	473	94%	76%	23%
Students with Disabilities	77	75%	44%	6%	114	73%	45%	3%
English Proficient	433	95%	85%	28%	485	92%	75%	22%
Limited English Proficient	88	77%	51%	3%	102	76%	46%	3%
Economically Disadvantaged	357	89%	74%	19%	387	87%	65%	16%
Not Disadvantaged	164	98%	89%	36%	200	96%	80%	25%
Migrant								
Not Migrant	521	92%	79%	24%	587	90%	70%	19%

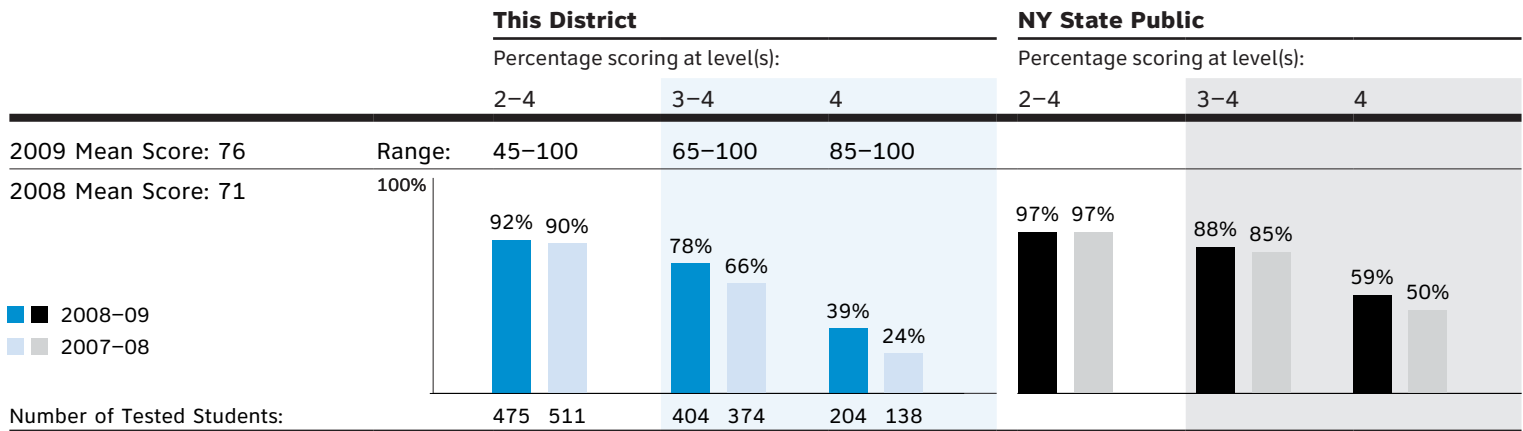
NOTES

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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 4 Equivalent	10	10	8	7	17	17	16	13

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	518	92%	78%	39%	565	90%	66%	24%
Female	246	91%	77%	39%	273	89%	66%	26%
Male	272	93%	79%	40%	292	92%	66%	23%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	277	95%	78%	39%	315	90%	64%	23%
Hispanic or Latino	145	83%	68%	32%	157	88%	56%	15%
Asian or Native Hawaiian/Other Pacific Islander	40	-	-	-	36	-	-	-
White	55	95%	91%	51%	56	98%	93%	45%
Multiracial								
Small Group Totals	41	98%	95%	56%	37	97%	84%	49%
General-Education Students	441	93%	81%	44%	458	92%	72%	29%
Students with Disabilities	77	86%	62%	10%	107	83%	40%	3%
English Proficient	431	97%	86%	46%	465	96%	74%	29%
Limited English Proficient	87	68%	38%	6%	100	66%	31%	4%
Economically Disadvantaged	351	89%	72%	32%	369	87%	58%	19%
Not Disadvantaged	167	96%	90%	54%	196	97%	81%	35%
Migrant								
Not Migrant	518	92%	78%	39%	565	90%	66%	24%

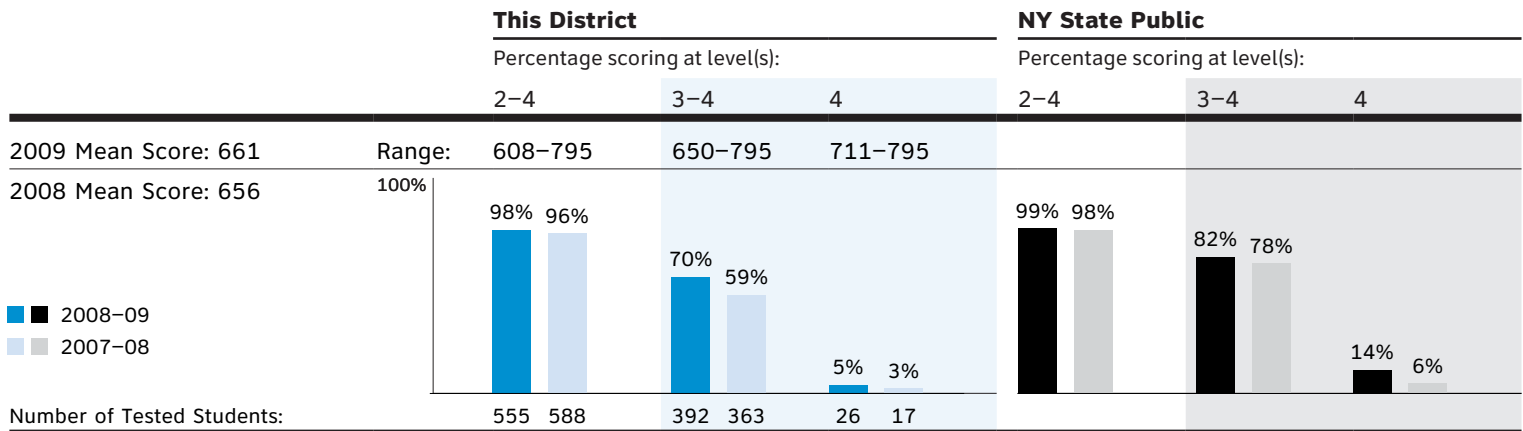
NOTES

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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	11	11	11	10	17	17	17	17

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	564	98%	70%	5%	613	96%	59%	3%
Female	270	99%	73%	6%	286	97%	64%	3%
Male	294	98%	66%	4%	327	95%	55%	2%
American Indian or Alaska Native	1	-	-	-				
Black or African American	318	99%	69%	3%	357	96%	56%	2%
Hispanic or Latino	151	96%	60%	5%	159	96%	57%	2%
Asian or Native Hawaiian/Other Pacific Islander	34	-	-	-	44	95%	77%	9%
White	60	100%	87%	12%	53	98%	74%	6%
Multiracial								
Small Group Totals	35	100%	91%	9%				
General-Education Students	449	99%	79%	6%	503	98%	68%	3%
Students with Disabilities	115	95%	34%	0%	110	85%	20%	0%
English Proficient	483	99%	76%	5%	524	97%	66%	3%
Limited English Proficient	81	93%	28%	0%	89	88%	21%	0%
Economically Disadvantaged	379	98%	64%	3%	403	95%	50%	1%
Not Disadvantaged	185	100%	81%	8%	210	98%	76%	6%
Migrant								
Not Migrant	564	98%	70%	5%	613	96%	59%	3%

NOTES

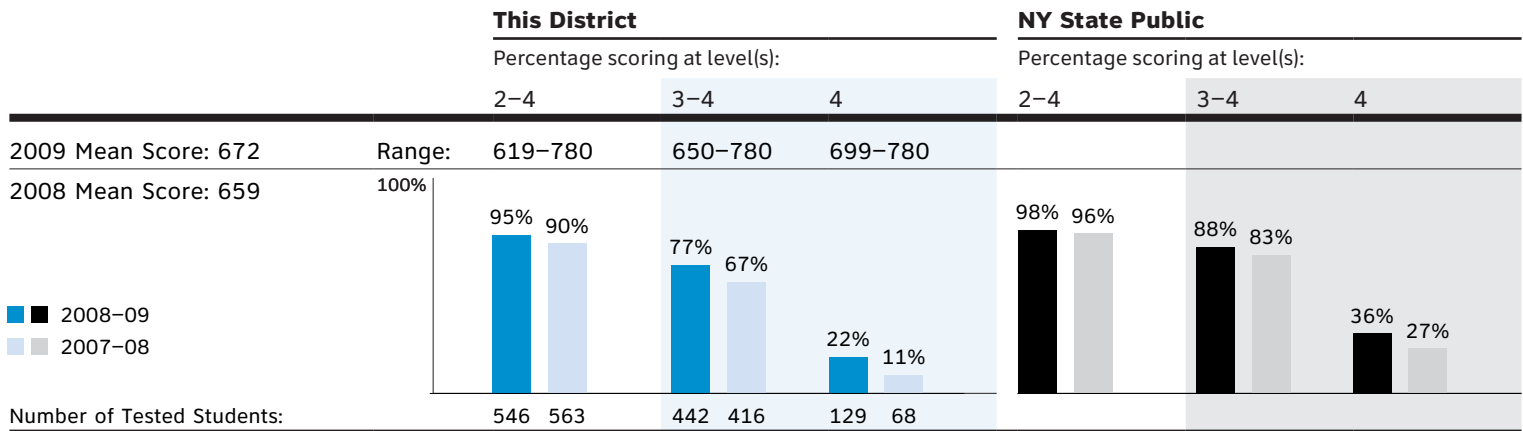
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Other Assessments

	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	19	19	16	13	21	18	16	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	15	N/A	N/A	N/A	15	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	574	95%	77%	22%	623	90%	67%	11%
Female	277	97%	77%	22%	290	93%	65%	11%
Male	297	93%	77%	23%	333	88%	68%	11%
American Indian or Alaska Native	1	-	-	-				
Black or African American	322	93%	74%	19%	363	90%	64%	9%
Hispanic or Latino	156	97%	76%	19%	163	90%	64%	7%
Asian or Native Hawaiian/Other Pacific Islander	35	-	-	-	44	93%	86%	32%
White	60	98%	88%	33%	53	96%	81%	23%
Multiracial								
Small Group Totals	36	100%	94%	47%				
General-Education Students	459	98%	85%	28%	514	95%	75%	13%
Students with Disabilities	115	84%	43%	2%	109	69%	29%	1%
English Proficient	482	96%	81%	26%	522	93%	72%	13%
Limited English Proficient	92	90%	58%	3%	101	77%	38%	0%
Economically Disadvantaged	389	94%	72%	19%	414	88%	59%	7%
Not Disadvantaged	185	98%	87%	30%	209	95%	82%	20%
Migrant								
Not Migrant	574	95%	77%	22%	623	90%	67%	11%

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	19	19	15	12	21	21	19	18

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2009 Mean Score: 660	598-785	650-785	696-785*			
2008 Mean Score: 653						
Number of Tested Students:	607	552	452	331	13	6

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	608	100%	74%	2%	559	99%	59%	1%
Female	286	100%	80%	3%	284	99%	62%	1%
Male	322	100%	69%	1%	275	99%	56%	1%
American Indian or Alaska Native					1	-	-	-
Black or African American	354	100%	72%	1%	325	98%	57%	1%
Hispanic or Latino	157	99%	72%	3%	138	99%	55%	0%
Asian or Native Hawaiian/Other Pacific Islander	40	100%	90%	5%	47	-	-	-
White	57	100%	86%	4%	48	98%	54%	2%
Multiracial								
Small Group Totals					48	100%	90%	4%
General-Education Students	503	100%	83%	3%	462	100%	69%	1%
Students with Disabilities	105	99%	32%	0%	97	95%	12%	0%
English Proficient	519	100%	80%	3%	486	99%	64%	1%
Limited English Proficient	89	100%	39%	0%	73	96%	27%	0%
Economically Disadvantaged	410	100%	69%	1%	358	99%	53%	1%
Not Disadvantaged	198	99%	85%	4%	201	99%	70%	2%
Migrant								
Not Migrant	608	100%	74%	2%	559	99%	59%	1%

NOTES

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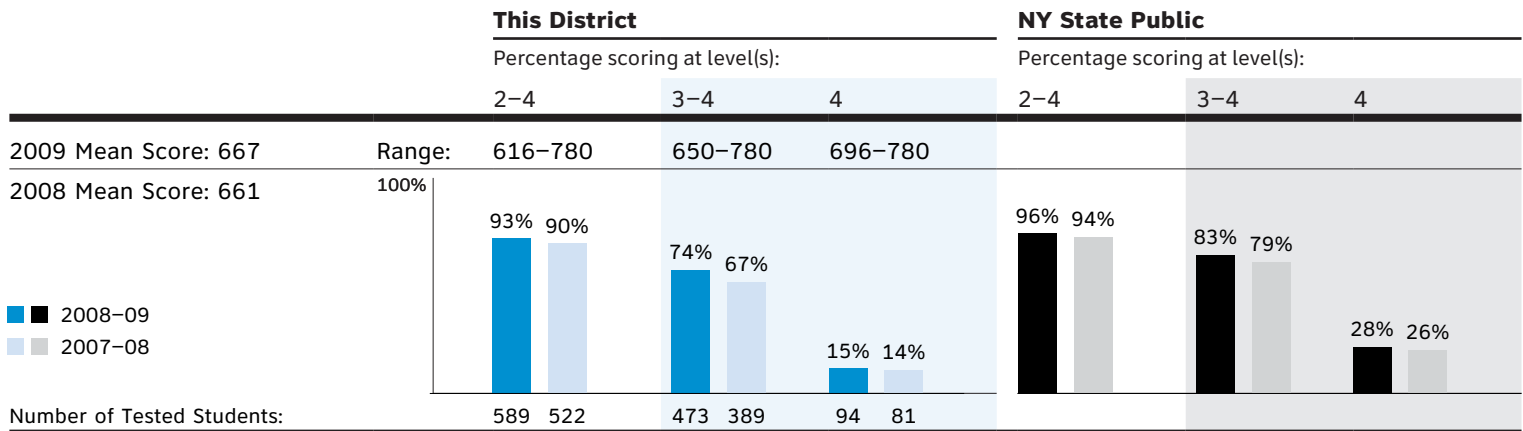
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

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	24	24	22	21	12	12	11	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	30	N/A	N/A	N/A	30	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	635	93%	74%	15%	578	90%	67%	14%
Female	295	96%	79%	15%	290	91%	69%	12%
Male	340	90%	70%	15%	288	90%	65%	16%
American Indian or Alaska Native					1	-	-	-
Black or African American	371	93%	72%	11%	332	90%	64%	12%
Hispanic or Latino	168	90%	71%	11%	150	89%	67%	7%
Asian or Native Hawaiian/Other Pacific Islander	40	95%	93%	43%	47	-	-	-
White	56	98%	86%	34%	48	88%	67%	21%
Multiracial								
Small Group Totals					48	100%	96%	44%
General-Education Students	529	96%	83%	18%	484	94%	77%	17%
Students with Disabilities	106	78%	34%	1%	94	71%	18%	0%
English Proficient	515	95%	81%	17%	480	94%	75%	16%
Limited English Proficient	120	82%	48%	4%	98	74%	31%	2%
Economically Disadvantaged	432	92%	71%	9%	375	89%	62%	10%
Not Disadvantaged	203	95%	81%	27%	203	92%	78%	21%
Migrant								
Not Migrant	635	93%	74%	15%	578	90%	67%	14%

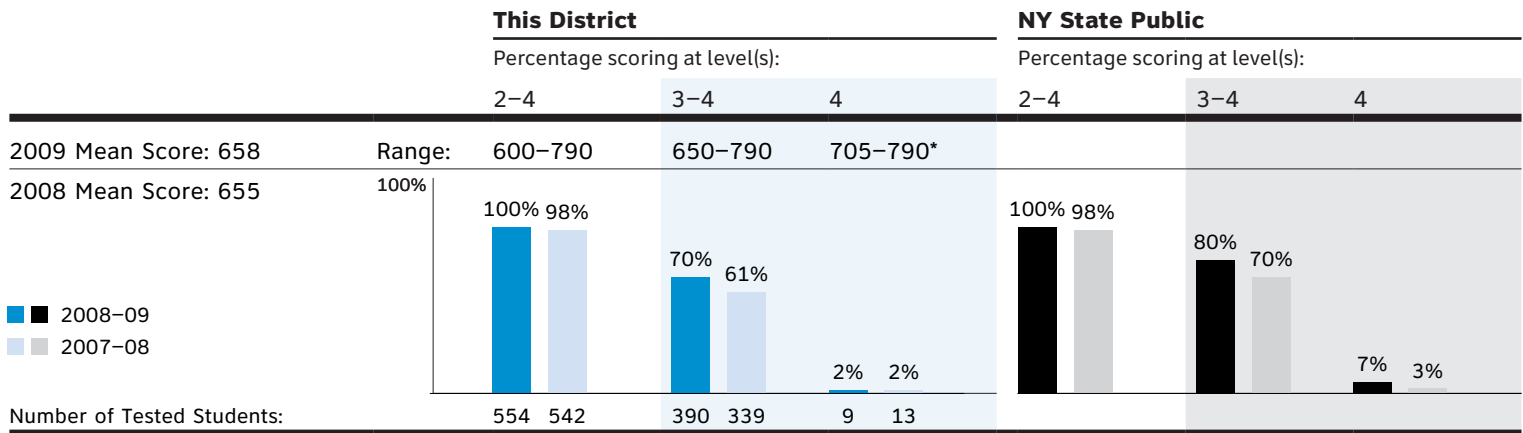
NOTES

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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	24	24	23	22	12	12	11	11

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	555	100%	70%	2%	553	98%	61%	2%
Female	270	100%	75%	2%	266	100%	67%	3%
Male	285	100%	66%	1%	287	97%	56%	1%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	325	100%	68%	1%	355	98%	60%	1%
Hispanic or Latino	141	100%	70%	1%	99	99%	57%	0%
Asian or Native Hawaiian/Other Pacific Islander	43	-	-	-	43	-	-	-
White	45	100%	71%	4%	54	96%	63%	6%
Multiracial								
Small Group Totals	44	100%	91%	7%	45	100%	80%	11%
General-Education Students	467	100%	79%	2%	459	99%	69%	3%
Students with Disabilities	88	99%	23%	0%	94	91%	23%	0%
English Proficient	485	100%	75%	2%	494	98%	66%	3%
Limited English Proficient	70	100%	39%	0%	59	97%	22%	0%
Economically Disadvantaged	356	100%	67%	1%	342	98%	55%	1%
Not Disadvantaged	199	100%	76%	2%	211	99%	72%	5%
Migrant								
Not Migrant	555	100%	70%	2%	553	98%	61%	2%

NOTES

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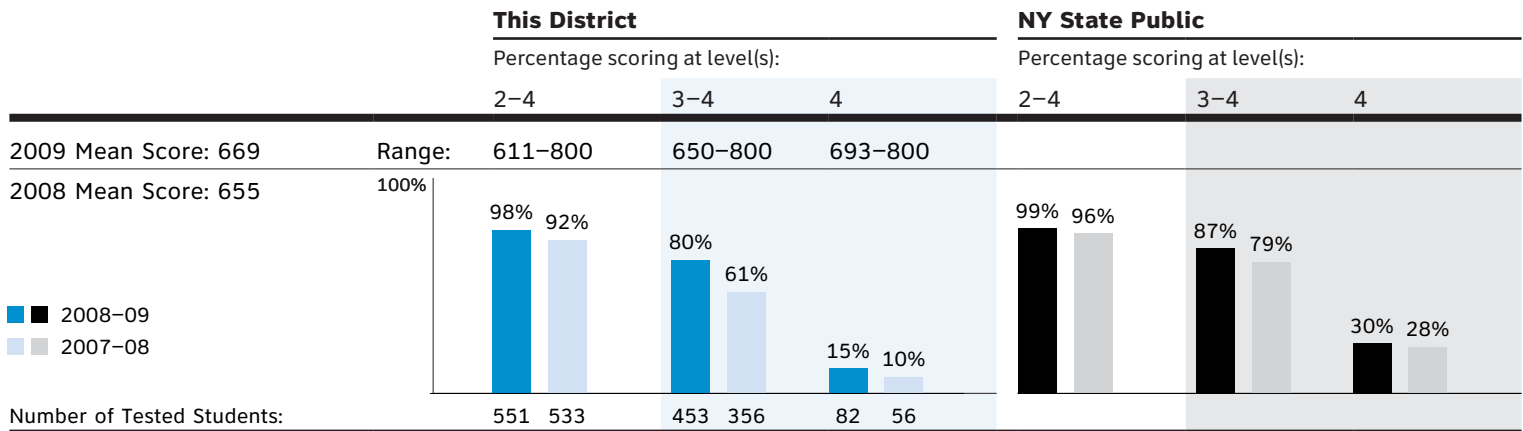
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

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	14	14	13	12	10	10	9	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	16	N/A	N/A	N/A	26	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	565	98%	80%	15%	579	92%	61%	10%
Female	276	99%	82%	14%	277	95%	65%	11%
Male	289	97%	78%	15%	302	89%	59%	9%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	330	98%	78%	10%	365	92%	58%	7%
Hispanic or Latino	146	97%	78%	10%	111	90%	61%	5%
Asian or Native Hawaiian/Other Pacific Islander	46	100%	96%	50%	46	-	-	-
White	42	-	-	-	55	91%	65%	13%
Multiracial								
Small Group Totals	43	98%	84%	28%	48	96%	88%	40%
General-Education Students	481	98%	85%	17%	483	95%	68%	12%
Students with Disabilities	84	93%	50%	0%	96	75%	30%	0%
English Proficient	480	98%	86%	16%	492	95%	68%	11%
Limited English Proficient	85	93%	48%	4%	87	77%	26%	1%
Economically Disadvantaged	366	97%	77%	11%	365	90%	54%	6%
Not Disadvantaged	199	98%	86%	21%	214	96%	75%	16%
Migrant								
Not Migrant	565	98%	80%	15%	579	92%	61%	10%

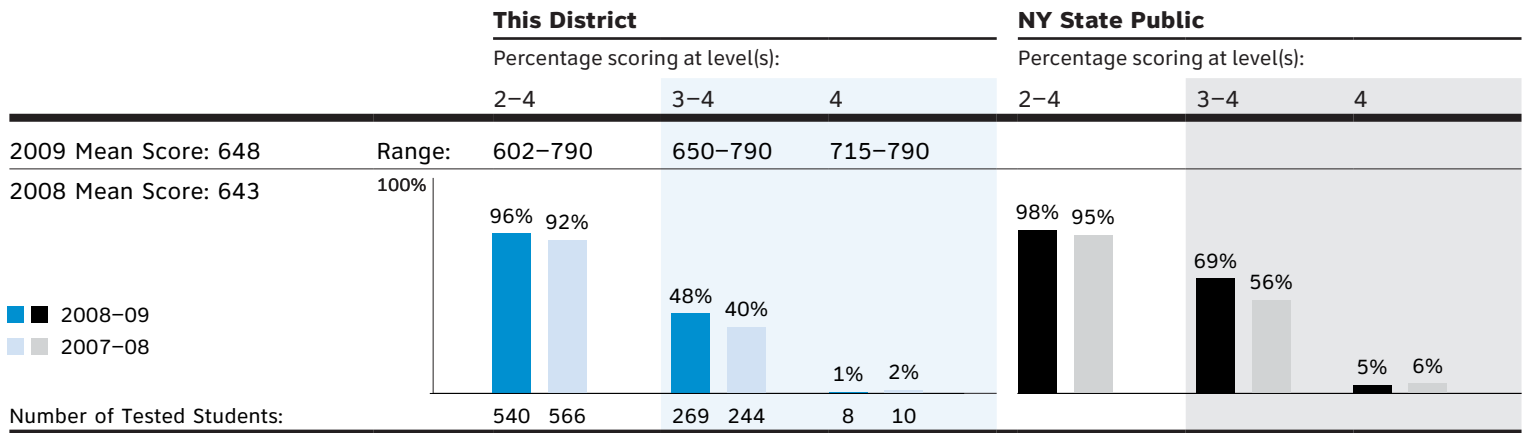
NOTES

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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	14	13	12	12	10	8	8	6

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	560	96%	48%	1%	617	92%	40%	2%
Female	273	97%	54%	2%	302	94%	48%	3%
Male	287	96%	42%	1%	315	89%	32%	1%
American Indian or Alaska Native	2	-	-	-				
Black or African American	346	98%	49%	1%	380	93%	38%	1%
Hispanic or Latino	118	91%	31%	0%	148	87%	27%	1%
Asian or Native Hawaiian/Other Pacific Islander	42	-	-	-	39	95%	82%	5%
White	52	100%	58%	2%	50	90%	52%	2%
Multiracial								
Small Group Totals	44	98%	75%	7%				
General-Education Students	472	96%	55%	2%	507	95%	46%	2%
Students with Disabilities	88	97%	10%	0%	110	75%	10%	0%
English Proficient	479	99%	56%	2%	554	94%	43%	2%
Limited English Proficient	81	79%	2%	0%	63	68%	10%	0%
Economically Disadvantaged	336	95%	38%	0%	401	92%	31%	1%
Not Disadvantaged	224	98%	63%	3%	216	92%	55%	2%
Migrant								
Not Migrant	560	96%	48%	1%	617	92%	40%	2%

NOTES

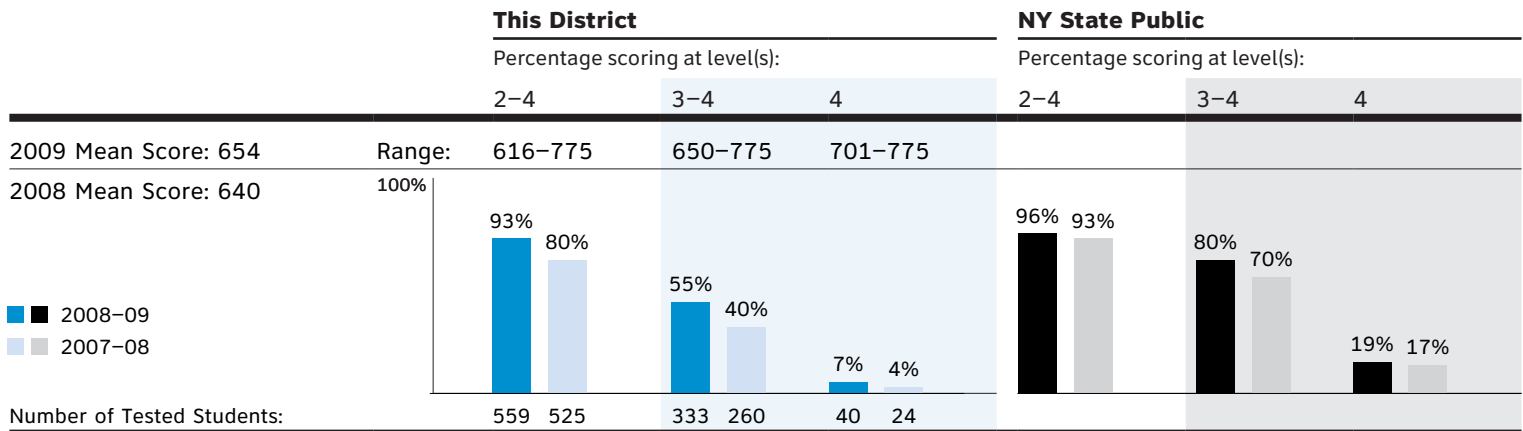
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Other Assessments

	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	15	15	14	12	17	17	15	14
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	66	N/A	N/A	N/A	47	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	604	93%	55%	7%	655	80%	40%	4%
Female	286	95%	59%	8%	324	85%	46%	4%
Male	318	90%	52%	5%	331	76%	34%	3%
American Indian or Alaska Native	2	-	-	-				
Black or African American	362	94%	57%	4%	401	81%	37%	2%
Hispanic or Latino	146	87%	44%	3%	167	74%	29%	1%
Asian or Native Hawaiian/Other Pacific Islander	41	-	-	-	38	95%	82%	18%
White	53	91%	51%	11%	49	84%	63%	12%
Multiracial								
Small Group Totals	43	100%	81%	35%				
General-Education Students	516	95%	61%	8%	546	84%	46%	4%
Students with Disabilities	88	78%	19%	0%	109	61%	7%	0%
English Proficient	480	95%	63%	8%	549	86%	44%	4%
Limited English Proficient	124	82%	24%	1%	106	52%	16%	0%
Economically Disadvantaged	371	91%	50%	4%	438	78%	34%	1%
Not Disadvantaged	233	95%	64%	11%	217	85%	50%	9%
Migrant								
Not Migrant	604	93%	55%	7%	655	80%	40%	4%

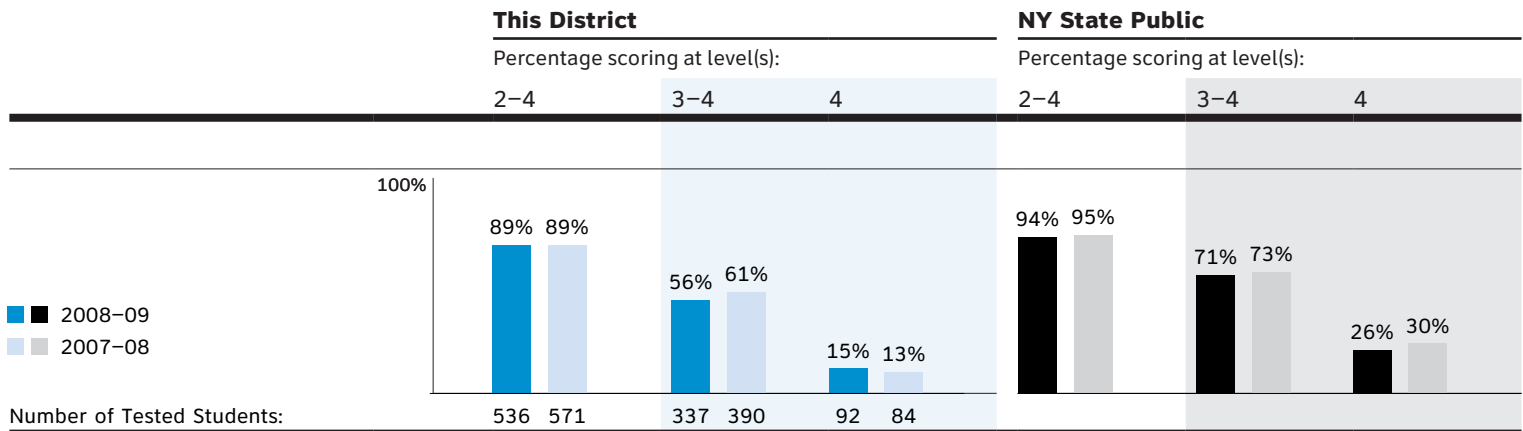
NOTES

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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	15	12	11	10	17	15	14	11

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	511	87%	48%	6%	540	88%	54%	7%
Female	244	91%	46%	4%	261	88%	56%	7%
Male	267	83%	50%	9%	279	87%	53%	8%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	313	90%	50%	7%	347	88%	56%	5%
Hispanic or Latino	138	80%	36%	1%	142	85%	45%	5%
Asian or Native Hawaiian/Other Pacific Islander	20	85%	70%	10%	16	94%	63%	38%
White	40	90%	60%	15%	35	94%	71%	17%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	424	89%	53%	8%	439	88%	59%	9%
Students with Disabilities	87	76%	22%	0%	101	87%	35%	0%
English Proficient	382	95%	59%	8%	440	94%	62%	8%
Limited English Proficient	129	64%	16%	1%	100	60%	21%	2%
Economically Disadvantaged	343	84%	43%	4%	394	87%	52%	6%
Not Disadvantaged	168	93%	59%	11%	146	90%	60%	11%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	511	87%	48%	6%	540	88%	54%	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 8 Equivalent	15	15	13	13	17	16	14	13
Regents Science	92	92	92	60	98	98	96	46

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

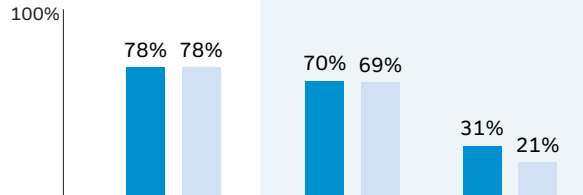
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort
■ 2004 Cohort

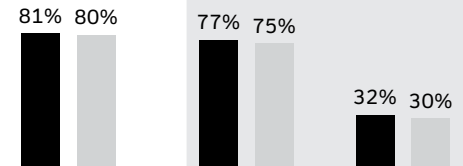
NY State Public

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	2005 Cohort			2004 Cohort**	2004 Cohort**		
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	659	78%	70%	31%	726	78%	69%	21%
Female	290	83%	77%	38%	344	81%	74%	26%
Male	369	74%	65%	25%	382	75%	65%	16%
American Indian or Alaska Native	1	-	-	-				
Black or African American	392	82%	71%	26%	426	82%	70%	15%
Hispanic or Latino	136	59%	55%	21%	105	60%	56%	11%
Asian or Native Hawaiian/Other Pacific Islander	51	-	-	-	78	82%	79%	44%
White	79	80%	77%	37%	117	76%	72%	37%
Multiracial								
Small Group Totals	52	96%	94%	81%				
General-Education Students	581	82%	76%	35%	633	83%	76%	24%
Students with Disabilities	78	46%	26%	1%	93	46%	26%	2%
English Proficient	589	83%	76%	34%	647	81%	74%	23%
Limited English Proficient	70	37%	26%	3%	79	52%	33%	0%
Economically Disadvantaged	274	82%	72%	25%	324	81%	70%	14%
Not Disadvantaged	385	75%	69%	35%	402	76%	69%	27%
Migrant								
Not Migrant	659	78%	70%	31%	726	78%	69%	21%

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

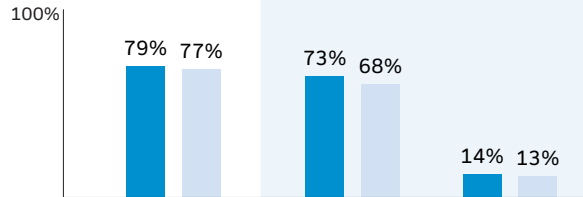
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort
■ 2004 Cohort

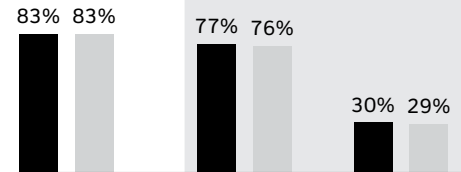
NY State Public

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	659	79%	73%	14%	726	77%	68%	13%
Female	290	84%	80%	16%	344	79%	71%	17%
Male	369	75%	66%	12%	382	75%	66%	10%
American Indian or Alaska Native	1	-	-	-				
Black or African American	392	81%	73%	10%	426	80%	69%	8%
Hispanic or Latino	136	64%	57%	8%	105	66%	59%	8%
Asian or Native Hawaiian/Other Pacific Islander	51	-	-	-	78	82%	77%	28%
White	79	81%	78%	19%	117	74%	69%	28%
Multiracial								
Small Group Totals	52	100%	100%	46%				
General-Education Students	581	86%	80%	15%	633	82%	74%	15%
Students with Disabilities	78	29%	17%	1%	93	43%	28%	1%
English Proficient	589	82%	76%	15%	647	80%	72%	14%
Limited English Proficient	70	53%	43%	1%	79	53%	38%	5%
Economically Disadvantaged	274	83%	76%	12%	324	81%	71%	9%
Not Disadvantaged	385	76%	70%	15%	402	74%	66%	16%
Migrant								
Not Migrant	659	79%	73%	14%	726	77%	68%	13%

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.