



# The New York State District Report Card

**Accountability  
and Overview Report  
2008 – 09**

District **HARRISON CENTRAL SCHOOL  
DISTRICT**

District ID **66-05-01-06-0000**

Superintendent **LOUIS WOOL**

Telephone **(914) 630-3021**

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

District HARRISON CENTRAL SCHOOL DISTRICT

District ID 66-05-01-06-0000

## 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	290	252	284
Grade 1	286	284	256
Grade 2	302	286	300
Grade 3	303	306	284
Grade 4	291	297	295
Grade 5	256	283	287
Grade 6	275	245	275
Ungraded Elementary	19	25	26
Grade 7	261	274	249
Grade 8	273	260	263
Grade 9	236	249	237
Grade 10	244	230	251
Grade 11	238	235	227
Grade 12	246	242	231
Ungraded Secondary	14	12	17
<b>Total K-12</b>	<b>3534</b>	<b>3480</b>	<b>3482</b>

### Average Class Size

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

### Enrollment Information

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

### Average Class Size Information

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

District HARRISON CENTRAL SCHOOL DISTRICT

District ID 66-05-01-06-0000

## Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	127	4%	171	5%	157	5%
Reduced-Price Lunch	91	3%	122	4%	96	3%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	186	5%	222	6%	238	7%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	1	0%	1	0%	0	0%
Black or African American	35	1%	29	1%	27	1%
Hispanic or Latino	397	11%	401	12%	428	12%
Asian or Native Hawaiian/Other Pacific Islander	304	9%	316	9%	310	9%
White	2788	79%	2724	78%	2714	78%
Multiracial	9	0%	9	0%	3	0%

\* Available only at the school level.

## Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		94%
Student Suspensions	102	3%	76	2%	87	3%

## 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 HARRISON CENTRAL SCHOOL DISTRICT

District ID 66-05-01-06-0000

## Teacher Qualifications

	2006-07	2007-08	2008-09
<b>Total Number of Teachers</b>	317	323	334
Percent with No Valid Teaching Certificate	2%	0%	0%
Percent Teaching Out of Certification	3%	2%	0%
Percent with Fewer Than Three Years of Experience	12%	10%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	56%	55%	55%
<b>Total Number of Core Classes</b>	760	782	797
Percent Not Taught by Highly Qualified Teachers	3%	2%	0%
<b>Total Number of Classes</b>	1255	1202	1219
Percent Taught by Teachers Without Appropriate Certification	3%	1%	1%

## Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	28%	30%	21%
Turnover Rate of All Teachers	17%	23%	16%

## Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	41	50	51
Total Paraprofessionals*	97	100	91
Assistant Principals	5	3	4
Principals	6	5	6

\* Not available at the school level.

## Teacher Qualifications Information

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

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2008–09, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.emsc.nysed.gov/irts/accountability/>.



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2008–09 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2005 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### Accountability Cohort for English and Mathematics

The 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2009, are not included in the 2005 school accountability cohort. The 2005 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Graduation-Rate Total Cohort

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

### Performance Index (PI)

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

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

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

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

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

The 2008–09 safe harbor targets were calculated using the following equation:

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

### 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
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—
Hispanic or Latino			—			—
Asian or Native Hawaiian/Other Pacific Islander			—	—	—	—
White			—			—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities			—			—
Limited English Proficient			—	—	—	—
Economically Disadvantaged			—	—	—	—
<b>Student groups making AYP in each subject</b>	7 of 7	7 of 7	1 of 1	3 of 4	4 of 4	1 of 1

#### AYP Status

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

#### Accountability Status Levels

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

























## Elementary/Middle-Level English Language Arts

**Accountability Status**  Good Standing  
**for This Subject**  
**(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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (1681:1639)			100%		191	141	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (9:9)	—	—	—	—	—	—	—
Hispanic or Latino (202:192)			100%		178	136	
Asian or Native Hawaiian/Other Pacific Islander (163:141)			99%		192	135	
White (1304:1295)			100%		192	141	
Multiracial (3:2)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (234:233)			100%		161	137	
Limited English Proficient <sup>5</sup> (107:106)			100%		166	134	
Economically Disadvantaged (152:145)			100%		174	135	
<b>Final AYP Determination</b>	 7 of 7						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

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


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

#### AYP Status

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























## Elementary/Middle-Level Mathematics

**Accountability Status**  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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (1672:1643)			100%		195	116	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (9:9)	—	—	—	—	—	—	—
Hispanic or Latino (198:190)			99%		193	111	
Asian or Native Hawaiian/Other Pacific Islander (156:150)			100%		200	111	
White (1306:1292)			100%		195	116	
Multiracial (3:2)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (234:231)			99%		172	112	
Limited English Proficient <sup>5</sup> (100:118)			100%		192	109	
Economically Disadvantaged (149:143)			100%		186	110	
<b>Final AYP Determination</b>	 7 of 7						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

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

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

#### AYP Status

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















## Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
<b>All Students</b> (564:547)		Qualified		99%		194	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (1:1)		—	—	—	—	—	—	—
Hispanic or Latino (70:66)		Qualified		99%		186	100	
Asian or Native Hawaiian/Other Pacific Islander (56:52)		Qualified		98%		200	100	
White (437:428)		Qualified		99%		194	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (80:78)		Qualified		98%		168	100	
Limited English Proficient <sup>4</sup> (29:22)		—	—	—	—	—	—	—
Economically Disadvantaged (51:48)		Qualified		100%		190	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

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


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

#### AYP Status

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












## Secondary-Level English Language Arts

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

**Accountability Measures** 3 of 4 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	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
(12th Graders: 2005 Cohort) <sup>1</sup>							
<b>All Students (249:234)</b>			99%		188	164	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (4:4)	–	–	–	–	–	–	–
Hispanic or Latino (37:35)		–	–		180	155	
Asian or Native Hawaiian/Other Pacific Islander (11:11)	–	–	–	–	–	–	–
White (197:184)			99%		189	163	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (34:32)		–	–		122	154	154 130
Limited English Proficient <sup>5</sup> (4:4)	–	–	–	–	–	–	–
Economically Disadvantaged (24:23)	–	–	–	–	–	–	–
<b>Final AYP Determination</b>	 3 of 4						

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.




<sup>3</sup> For districts with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.

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

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


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

#### AYP Status

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












## Secondary-Level Mathematics

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

**Accountability Measures** 4 of 4 Student groups making AYP in mathematics  
 Made AYP

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

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

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
(12th Graders: 2005 Cohort) <sup>1</sup>							
<b>All Students</b> (249:234)			99%		190	159	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (4:4)	—	—	—	—	—	—	—
Hispanic or Latino (37:35)		—	—		174	150	
Asian or Native Hawaiian/Other Pacific Islander (11:11)	—	—	—	—	—	—	—
White (197:184)			99%		192	158	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (34:32)		—	—		141	149	149 147
Limited English Proficient <sup>5</sup> (4:4)	—	—	—	—	—	—	—
Economically Disadvantaged (24:23)	—	—	—	—	—	—	—
<b>Final AYP Determination</b>		4 of 4					

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.

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

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

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

#### AYP Status

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






## Graduation Rate

**Accountability Status**  Good Standing  
**for This Indicator**  
**(2009–10)**

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

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

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

Student Group (Cohort Count)	Graduation		Graduation Rate <sup>1</sup>	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2008–09 2009–10	
<b>All Students</b> (245)			93%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (0)						
Black or African American (3)		–	–	–		
Hispanic or Latino (23)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (14)		–	–	–		
White (205)			94%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (34)			79%	55%		
Limited English Proficient <sup>2</sup> (2)		–	–	–		
Economically Disadvantaged (24)		–	–	–		
<b>Final AYP Determination</b>	 1 of 1					

#### NOTES

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

<sup>2</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

District HARRISON CENTRAL SCHOOL DISTRICT

District ID 66-05-01-06-0000

## 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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	89%			279
Grade 4	87%			293
Grade 5	94%			286
Grade 6	95%			271
Grade 7	95%			244
Grade 8	87%			263
<b>Mathematics</b>				
Grade 3	97%			284
Grade 4	97%			295
Grade 5	97%			291
Grade 6	93%			274
Grade 7	97%			247
Grade 8	92%			263
<b>Science</b>				
Grade 4	97%			292
Grade 8	91%			264

<b>Secondary Level</b>	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	90%			242
Mathematics	91%			242

### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

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

#### Level 2: Partially Meeting Learning Standards.

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

#### Level 3: Meeting Learning Standards.

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

#### Level 4: Meeting Learning Standards with Distinction.

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

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

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

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

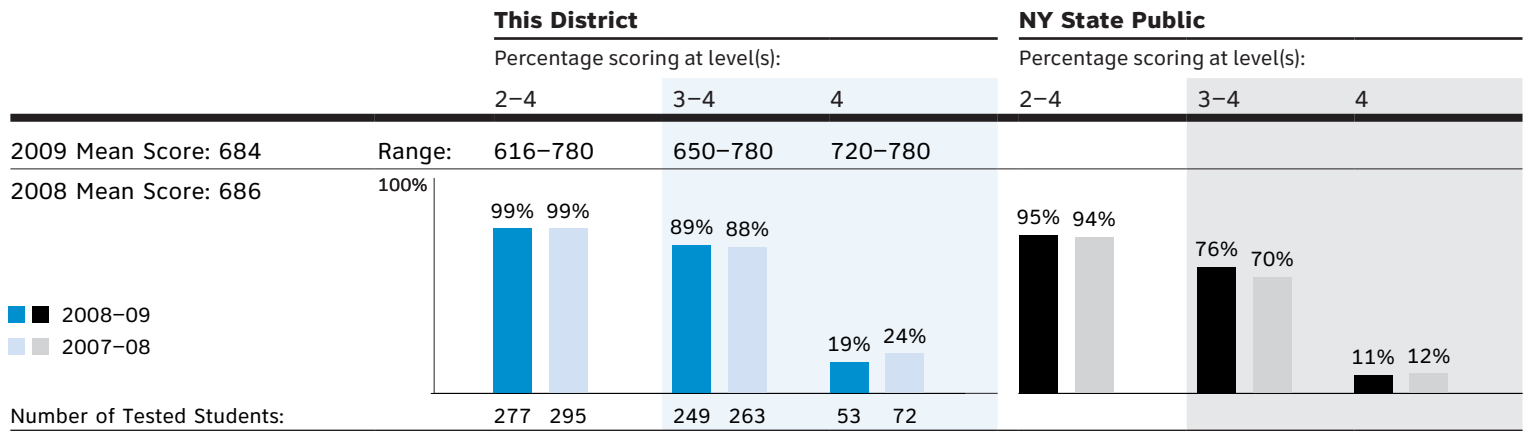
### This District's N/RC Category:

#### Low Need Districts

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



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



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>279</b>	<b>99%</b>	<b>89%</b>	<b>19%</b>	<b>299</b>	<b>99%</b>	<b>88%</b>	<b>24%</b>
Female	134	100%	90%	22%	127	99%	91%	28%
Male	145	99%	89%	16%	172	98%	85%	21%
American Indian or Alaska Native					1	-	-	-
Black or African American	1	-	-	-	2	-	-	-
Hispanic or Latino	32	100%	69%	3%	39	97%	69%	15%
Asian or Native Hawaiian/Other Pacific Islander	30	-	-	-	30	-	-	-
White	216	99%	91%	21%	227	99%	92%	24%
Multiracial								
Small Group Totals	31	100%	97%	19%	33	100%	82%	36%
General-Education Students	237	100%	95%	22%	260	100%	93%	27%
Students with Disabilities	42	95%	60%	2%	39	92%	56%	3%
English Proficient	253	100%	91%	21%	277	99%	91%	26%
Limited English Proficient	26	96%	69%	4%	22	95%	45%	5%
Economically Disadvantaged	22	95%	73%	5%	26	96%	77%	4%
Not Disadvantaged	257	100%	91%	20%	273	99%	89%	26%
Migrant								
Not Migrant	279	99%	89%	19%	299	99%	88%	24%

### NOTES

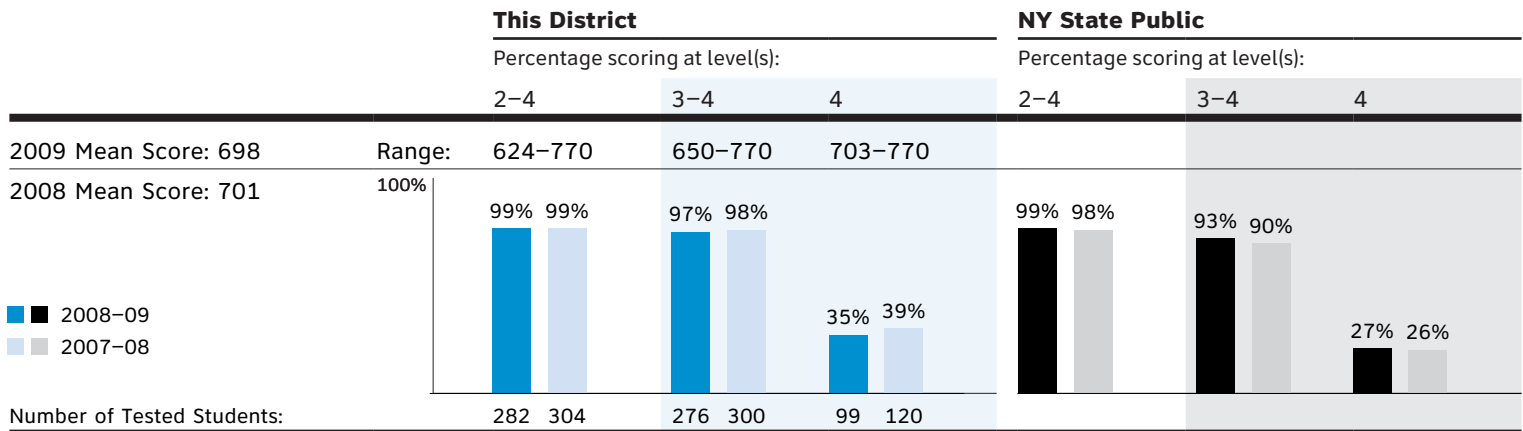
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	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	3	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	8	N/A	N/A	N/A	7	N/A	N/A	N/A

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

## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>284</b>	<b>99%</b>	<b>97%</b>	<b>35%</b>	<b>307</b>	<b>99%</b>	<b>98%</b>	<b>39%</b>
Female	135	100%	99%	33%	130	99%	96%	39%
Male	149	99%	96%	37%	177	99%	99%	39%
American Indian or Alaska Native					1	-	-	-
Black or African American	1	-	-	-	2	-	-	-
Hispanic or Latino	33	-	-	-	39	97%	90%	15%
Asian or Native Hawaiian/Other Pacific Islander	34	100%	100%	50%	37	-	-	-
White	216	99%	97%	35%	228	99%	99%	41%
Multiracial								
Small Group Totals	34	100%	97%	21%	40	100%	100%	50%
General-Education Students	242	100%	99%	39%	267	100%	99%	43%
Students with Disabilities	42	95%	86%	10%	40	95%	90%	10%
English Proficient	250	100%	98%	35%	279	99%	98%	40%
Limited English Proficient	34	97%	94%	35%	28	96%	93%	32%
Economically Disadvantaged	21	95%	95%	19%	27	96%	89%	22%
Not Disadvantaged	263	100%	97%	36%	280	99%	99%	41%
Migrant								
Not Migrant	284	99%	97%	35%	307	99%	98%	39%

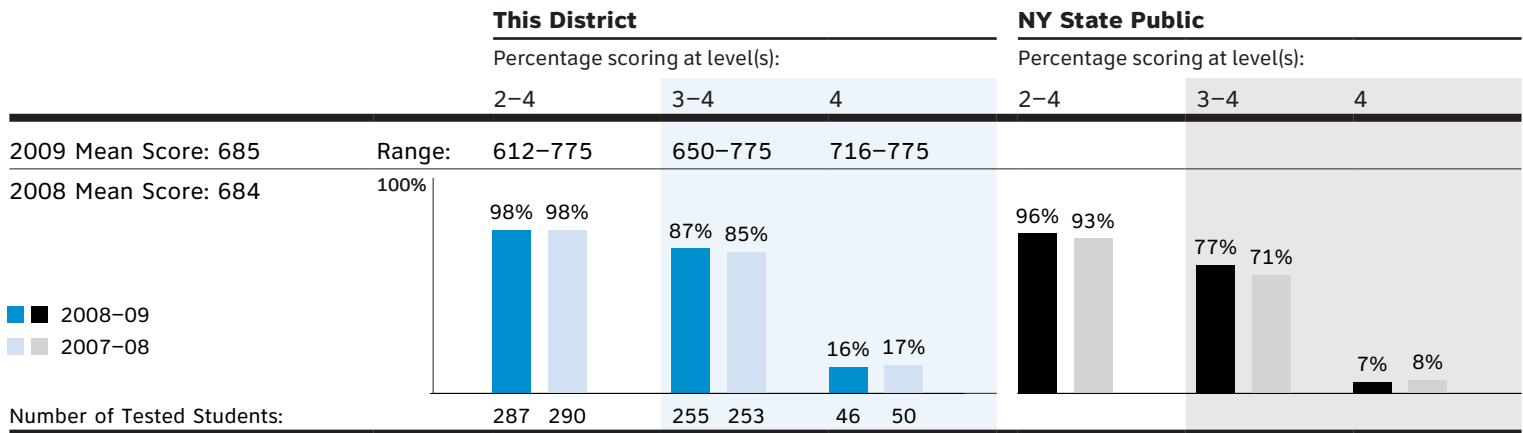
### NOTES

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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	3	-	-	-	0			

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



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>293</b>	<b>98%</b>	<b>87%</b>	<b>16%</b>	<b>297</b>	<b>98%</b>	<b>85%</b>	<b>17%</b>
Female	129	98%	88%	18%	146	99%	91%	22%
Male	164	98%	87%	14%	151	97%	79%	12%
American Indian or Alaska Native								
Black or African American	1	-	-	-	5	100%	100%	20%
Hispanic or Latino	42	95%	74%	2%	26	92%	46%	8%
Asian or Native Hawaiian/Other Pacific Islander	29	-	-	-	32	100%	94%	22%
White	221	98%	90%	17%	234	98%	88%	17%
Multiracial								
Small Group Totals	30	100%	87%	27%	263	100%	90%	19%
General-Education Students	256	99%	93%	18%	263	100%	90%	19%
Students with Disabilities	37	89%	49%	3%	34	79%	44%	0%
English Proficient	276	99%	90%	17%	286	98%	87%	17%
Limited English Proficient	17	88%	41%	0%	11	82%	45%	0%
Economically Disadvantaged	27	96%	70%	4%	24	88%	58%	4%
Not Disadvantaged	266	98%	89%	17%	273	99%	88%	18%
Migrant								
Not Migrant	293	98%	87%	16%	297	98%	85%	17%

### NOTES

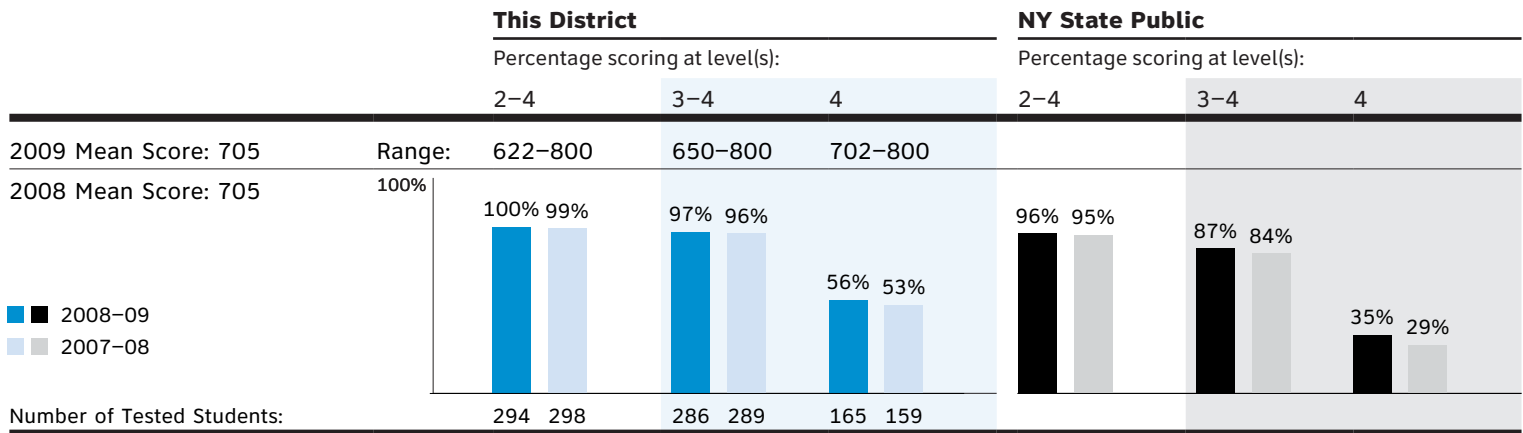
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## Other Assessments

	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	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	8	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 4 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>295</b>	<b>100%</b>	<b>97%</b>	<b>56%</b>	<b>300</b>	<b>99%</b>	<b>96%</b>	<b>53%</b>
Female	131	99%	94%	51%	147	99%	97%	52%
Male	164	100%	99%	60%	153	99%	95%	54%
American Indian or Alaska Native								
Black or African American	1	-	-	-	5	100%	100%	40%
Hispanic or Latino	42	98%	95%	33%	27	100%	89%	22%
Asian or Native Hawaiian/Other Pacific Islander	30	-	-	-	35	100%	100%	86%
White	222	100%	97%	55%	233	99%	97%	52%
Multiracial								
Small Group Totals	31	100%	100%	97%				
General-Education Students	259	100%	99%	63%	267	100%	99%	59%
Students with Disabilities	36	100%	83%	8%	33	94%	73%	6%
English Proficient	274	100%	98%	56%	285	99%	97%	53%
Limited English Proficient	21	95%	86%	52%	15	100%	80%	47%
Economically Disadvantaged	27	96%	89%	22%	24	96%	83%	13%
Not Disadvantaged	268	100%	98%	59%	276	100%	97%	57%
Migrant								
Not Migrant	295	100%	97%	56%	300	99%	96%	53%

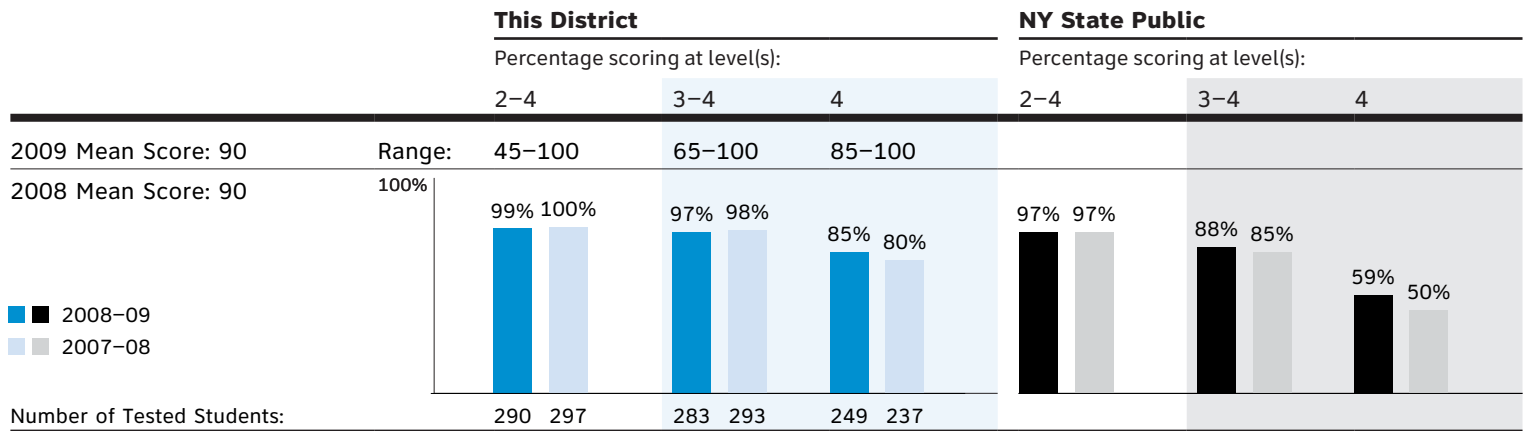
### NOTES

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 4 Equivalent	0				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
<b>All Students</b>	<b>292</b>	<b>99%</b>	<b>97%</b>	<b>85%</b>	<b>298</b>	<b>100%</b>	<b>98%</b>	<b>80%</b>
Female	130	98%	95%	84%	146	99%	99%	82%
Male	162	100%	98%	86%	152	100%	98%	77%
American Indian or Alaska Native								
Black or African American	1	-	-	-	5	100%	100%	100%
Hispanic or Latino	40	98%	95%	75%	27	100%	96%	37%
Asian or Native Hawaiian/Other Pacific Islander	31	-	-	-	32	100%	100%	97%
White	220	100%	97%	85%	234	100%	98%	82%
Multiracial								
Small Group Totals	32	100%	100%	100%	265	100%	99%	85%
General-Education Students	255	100%	99%	91%	265	100%	99%	85%
Students with Disabilities	37	97%	81%	49%	33	97%	91%	33%
English Proficient	271	100%	97%	86%	286	100%	99%	81%
Limited English Proficient	21	95%	95%	81%	12	100%	92%	42%
Economically Disadvantaged	26	96%	92%	81%	24	100%	92%	33%
Not Disadvantaged	266	100%	97%	86%	274	100%	99%	84%
Migrant								
Not Migrant	292	99%	97%	85%	298	100%	98%	80%

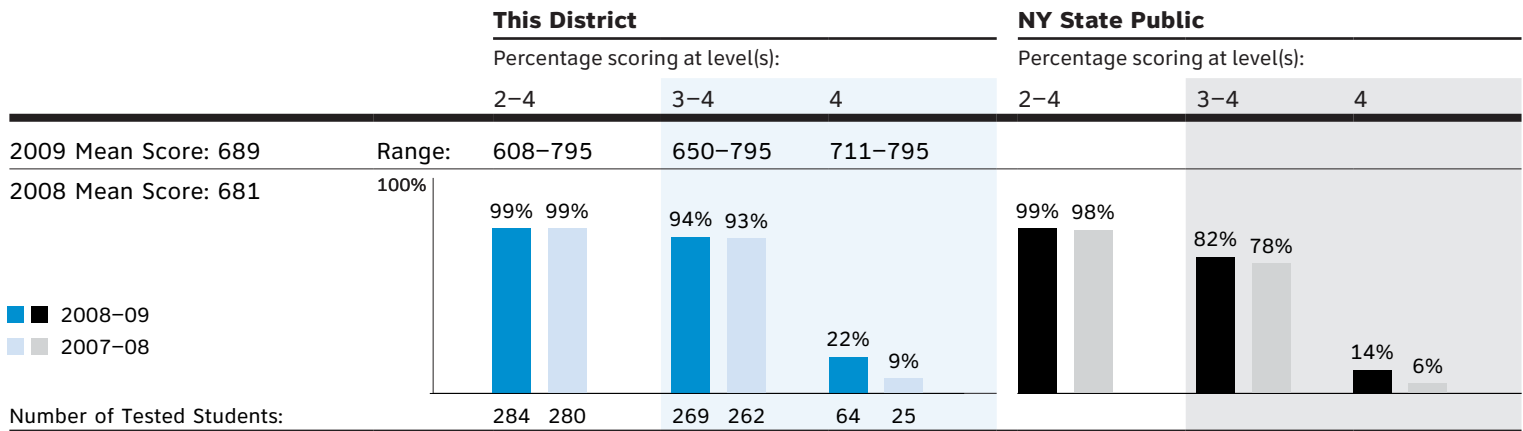
### NOTES

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 4 Equivalent	0				1	-	-	-

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



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>286</b>	<b>99%</b>	<b>94%</b>	<b>22%</b>	<b>282</b>	<b>99%</b>	<b>93%</b>	<b>9%</b>
Female	138	99%	95%	23%	136	100%	96%	11%
Male	148	99%	93%	22%	146	99%	90%	7%
American Indian or Alaska Native					1	-	-	-
Black or African American	4	-	-	-	2	-	-	-
Hispanic or Latino	27	100%	78%	4%	35	97%	77%	6%
Asian or Native Hawaiian/Other Pacific Islander	26	-	-	-	17	-	-	-
White	229	99%	97%	24%	227	100%	96%	9%
Multiracial								
Small Group Totals	30	100%	90%	23%	20	95%	85%	10%
General-Education Students	252	100%	96%	25%	249	100%	96%	9%
Students with Disabilities	34	94%	79%	0%	33	97%	67%	6%
English Proficient	276	99%	96%	23%	274	100%	95%	9%
Limited English Proficient	10	100%	40%	0%	8	75%	13%	0%
Economically Disadvantaged	29	97%	86%	0%	20	95%	70%	5%
Not Disadvantaged	257	100%	95%	25%	262	100%	95%	9%
Migrant								
Not Migrant	286	99%	94%	22%	282	99%	93%	9%

### NOTES

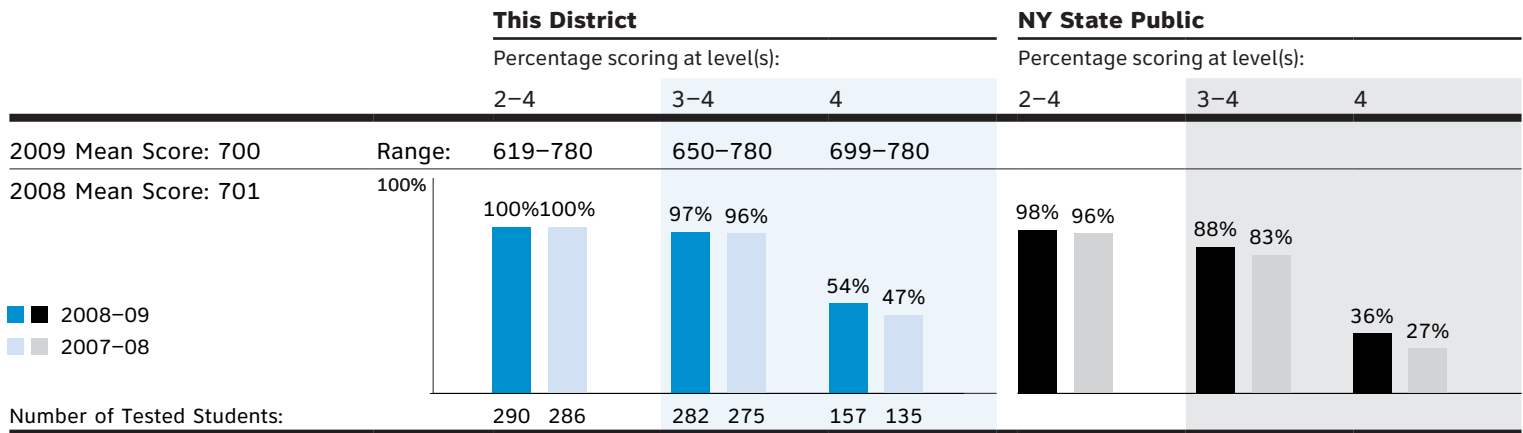
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	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	2	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	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 5 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>291</b>	<b>100%</b>	<b>97%</b>	<b>54%</b>	<b>287</b>	<b>100%</b>	<b>96%</b>	<b>47%</b>
Female	141	100%	96%	55%	138	99%	95%	45%
Male	150	99%	97%	53%	149	100%	97%	49%
American Indian or Alaska Native					1	-	-	-
Black or African American	4	-	-	-	2	-	-	-
Hispanic or Latino	28	-	-	-	35	100%	100%	23%
Asian or Native Hawaiian/Other Pacific Islander	30	100%	100%	73%	21	-	-	-
White	229	100%	97%	55%	228	100%	95%	49%
Multiracial								
Small Group Totals	32	100%	94%	31%	24	100%	100%	63%
General-Education Students	257	100%	99%	60%	254	100%	98%	52%
Students with Disabilities	34	97%	82%	12%	33	97%	79%	9%
English Proficient	277	100%	97%	55%	274	100%	96%	47%
Limited English Proficient	14	100%	100%	29%	13	100%	100%	46%
Economically Disadvantaged	29	97%	90%	17%	20	100%	80%	10%
Not Disadvantaged	262	100%	98%	58%	267	100%	97%	50%
Migrant								
Not Migrant	291	100%	97%	54%	287	100%	96%	47%

### NOTES

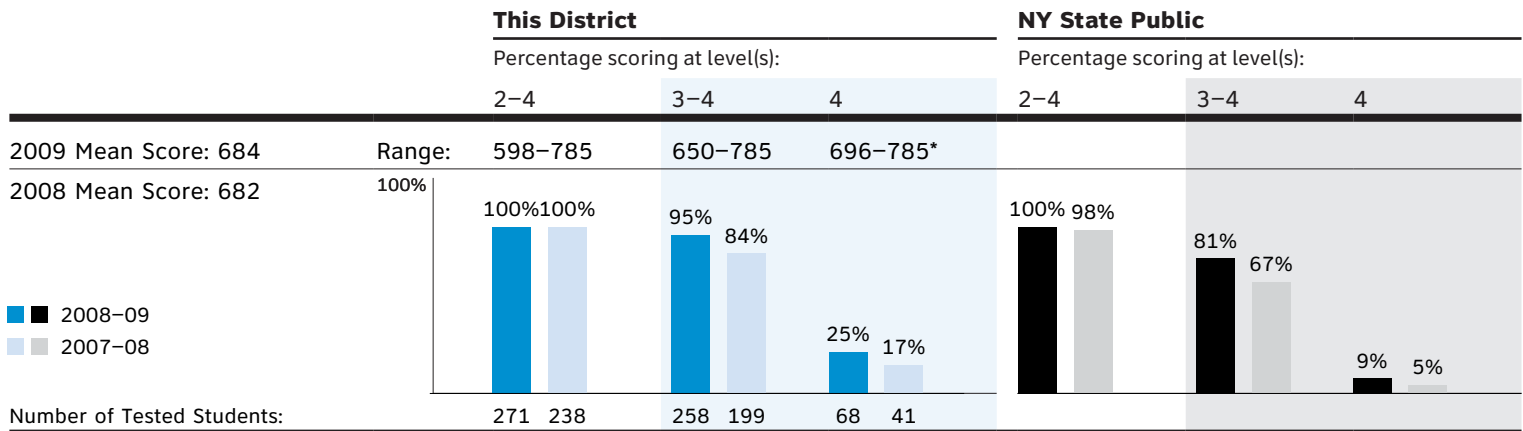
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## Other Assessments

	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	2	-	-	-	3	-	-	-



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



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>271</b>	<b>100%</b>	<b>95%</b>	<b>25%</b>	<b>238</b>	<b>100%</b>	<b>84%</b>	<b>17%</b>
Female	127	100%	97%	28%	119	100%	85%	20%
Male	144	100%	94%	22%	119	100%	82%	14%
American Indian or Alaska Native								
Black or African American	2	-	-	-	1	-	-	-
Hispanic or Latino	35	100%	91%	14%	26	100%	73%	8%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	88%	19%	19	-	-	-
White	215	100%	96%	28%	192	100%	86%	18%
Multiracial	3	-	-	-				
Small Group Totals	5	100%	100%	0%	20	100%	70%	20%
General-Education Students	243	100%	98%	28%	209	100%	90%	20%
Students with Disabilities	28	100%	68%	4%	29	100%	34%	0%
English Proficient	261	100%	97%	26%	229	100%	87%	18%
Limited English Proficient	10	100%	60%	0%	9	100%	0%	0%
Economically Disadvantaged	25	100%	84%	8%	19	100%	79%	0%
Not Disadvantaged	246	100%	96%	27%	219	100%	84%	19%
Migrant								
Not Migrant	271	100%	95%	25%	238	100%	84%	17%

### NOTES

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

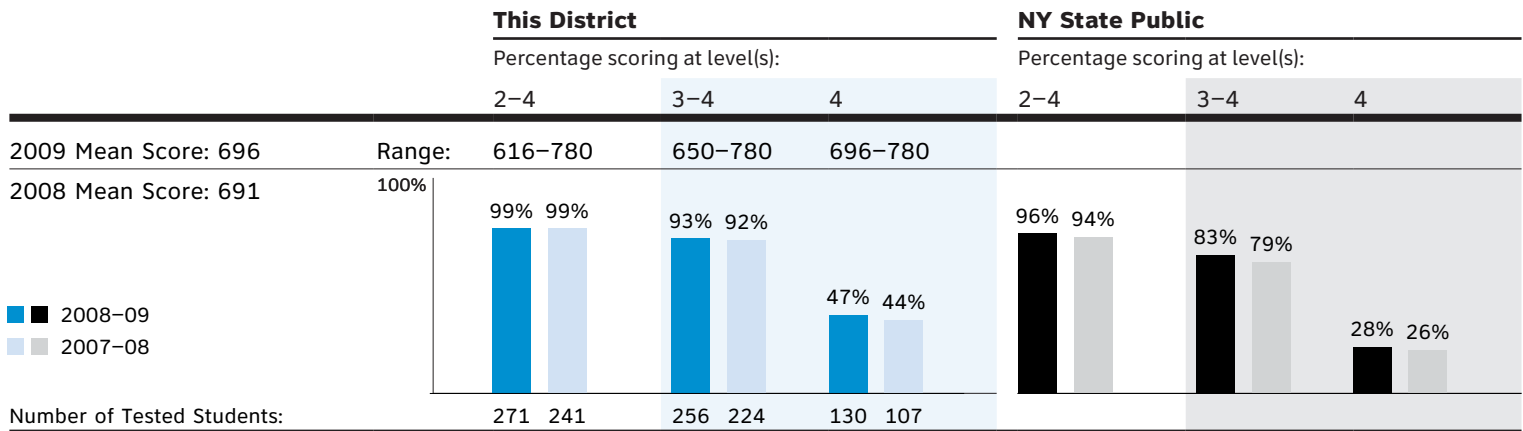
\* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

## 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	3	-	-	-	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	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 6 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>274</b>	<b>99%</b>	<b>93%</b>	<b>47%</b>	<b>244</b>	<b>99%</b>	<b>92%</b>	<b>44%</b>
Female	129	98%	92%	43%	125	99%	94%	38%
Male	145	99%	94%	52%	119	98%	90%	50%
American Indian or Alaska Native								
Black or African American	2	-	-	-	1	-	-	-
Hispanic or Latino	36	100%	86%	33%	26	100%	81%	19%
Asian or Native Hawaiian/Other Pacific Islander	17	100%	100%	76%	25	-	-	-
White	216	99%	94%	48%	192	98%	92%	41%
Multiracial	3	-	-	-				
Small Group Totals	5	100%	80%	40%	26	100%	100%	88%
General-Education Students	246	100%	97%	52%	215	100%	97%	48%
Students with Disabilities	28	89%	64%	7%	29	90%	52%	10%
English Proficient	262	99%	94%	48%	232	99%	93%	44%
Limited English Proficient	12	100%	92%	33%	12	100%	67%	50%
Economically Disadvantaged	25	96%	76%	20%	19	95%	68%	11%
Not Disadvantaged	249	99%	95%	50%	225	99%	94%	47%
Migrant								
Not Migrant	274	99%	93%	47%	244	99%	92%	44%

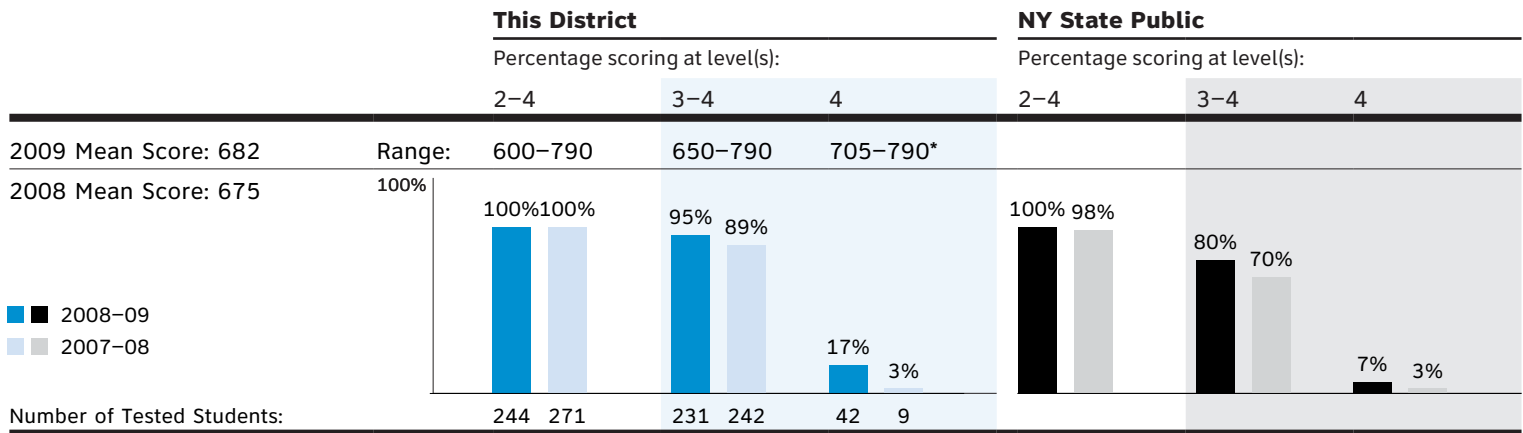
### NOTES

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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	3	-	-	-	4	-	-	-

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



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>244</b>	<b>100%</b>	<b>95%</b>	<b>17%</b>	<b>271</b>	<b>100%</b>	<b>89%</b>	<b>3%</b>
Female	122	100%	97%	17%	145	100%	91%	6%
Male	122	100%	93%	17%	126	100%	87%	1%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino	29	100%	90%	3%	30	100%	77%	0%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	28	-	-	-
White	195	100%	95%	19%	212	100%	92%	4%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	20	100%	100%	15%	29	100%	86%	0%
General-Education Students	206	100%	99%	20%	234	100%	93%	3%
Students with Disabilities	38	100%	71%	3%	37	100%	65%	3%
English Proficient	234	100%	96%	18%	263	100%	91%	3%
Limited English Proficient	10	100%	70%	0%	8	100%	38%	0%
Economically Disadvantaged	22	100%	82%	0%	21	100%	71%	0%
Not Disadvantaged	222	100%	96%	19%	250	100%	91%	4%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	244	100%	95%	17%	271	100%	89%	3%

### NOTES

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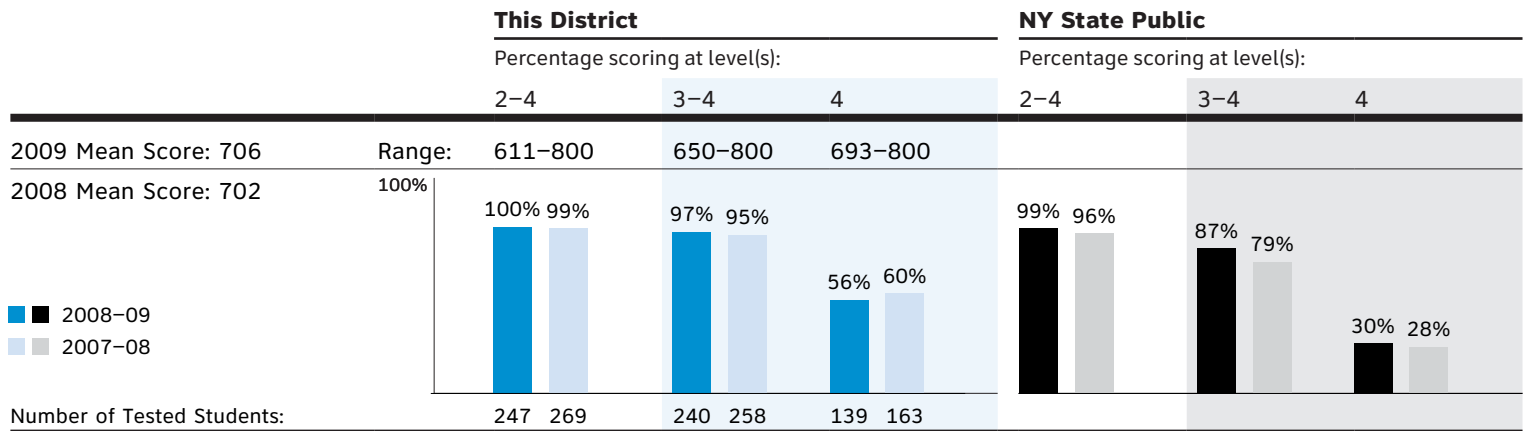
\* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

## 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	4	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	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 7 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>247</b>	<b>100%</b>	<b>97%</b>	<b>56%</b>	<b>271</b>	<b>99%</b>	<b>95%</b>	<b>60%</b>
Female	122	100%	98%	56%	146	100%	95%	59%
Male	125	100%	97%	57%	125	98%	96%	62%
American Indian or Alaska Native								
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino	28	100%	96%	32%	30	97%	87%	37%
Asian or Native Hawaiian/Other Pacific Islander	23	-	-	-	27	-	-	-
White	195	100%	97%	57%	213	100%	96%	60%
Multiracial								
Small Group Totals	24	100%	100%	75%	28	100%	100%	86%
General-Education Students	209	100%	100%	65%	235	100%	100%	66%
Students with Disabilities	38	100%	82%	11%	36	94%	64%	19%
English Proficient	233	100%	97%	58%	262	99%	95%	61%
Limited English Proficient	14	100%	93%	36%	9	100%	100%	44%
Economically Disadvantaged	22	100%	91%	27%	21	95%	86%	43%
Not Disadvantaged	225	100%	98%	59%	250	100%	96%	62%
Migrant								
Not Migrant	247	100%	97%	56%	271	99%	95%	60%

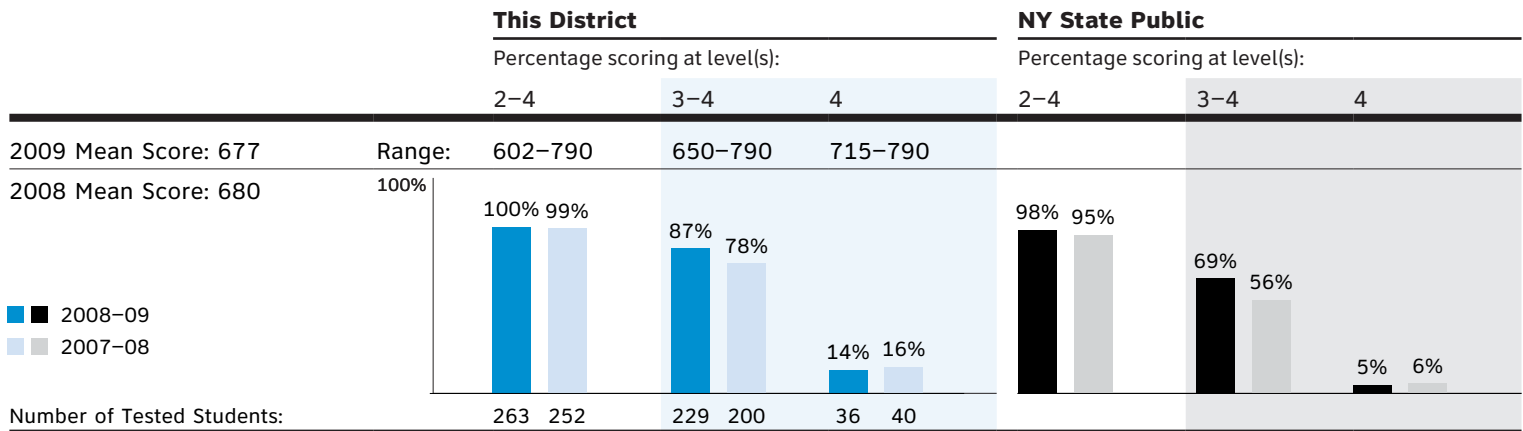
### NOTES

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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	4	-	-	-	1	-	-	-

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



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>263</b>	<b>100%</b>	<b>87%</b>	<b>14%</b>	<b>255</b>	<b>99%</b>	<b>78%</b>	<b>16%</b>
Female	138	100%	91%	15%	139	99%	84%	19%
Male	125	100%	82%	12%	116	99%	72%	12%
American Indian or Alaska Native								
Black or African American					1	-	-	-
Hispanic or Latino	30	100%	63%	3%	27	100%	63%	4%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	95%	27%	17	-	-	-
White	211	100%	90%	14%	210	99%	81%	17%
Multiracial								
Small Group Totals					18	100%	72%	17%
General-Education Students	221	100%	94%	16%	220	100%	86%	18%
Students with Disabilities	42	100%	52%	0%	35	91%	29%	0%
English Proficient	259	-	-	-	250	99%	80%	16%
Limited English Proficient	4	-	-	-	5	100%	20%	0%
Economically Disadvantaged	25	100%	68%	16%	24	100%	50%	0%
Not Disadvantaged	238	100%	89%	13%	231	99%	81%	17%
Migrant								
Not Migrant	263	100%	87%	14%	255	99%	78%	16%

### NOTES

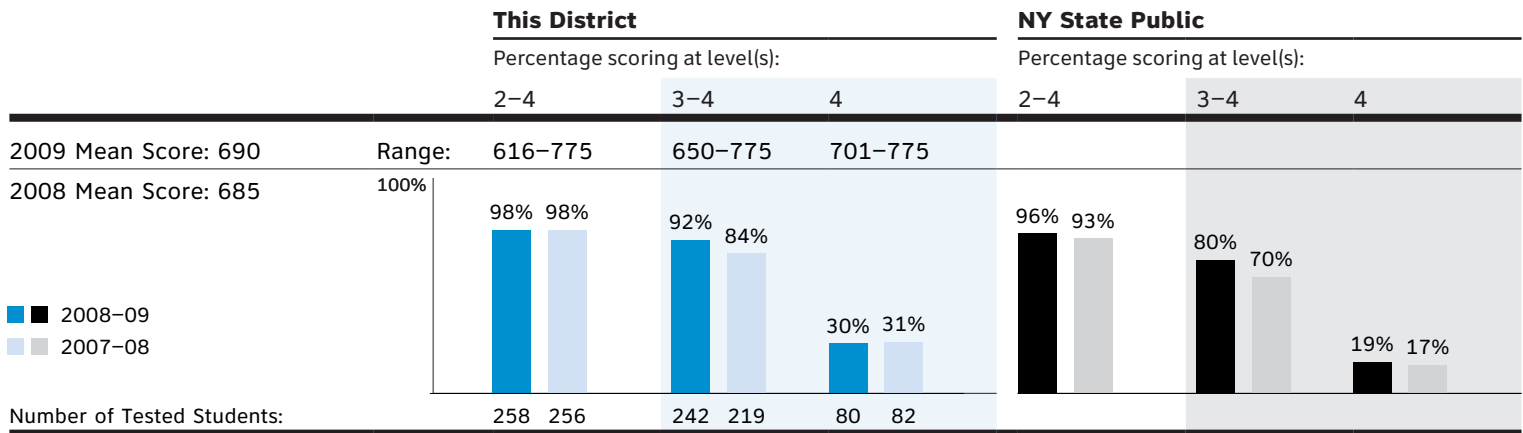
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## 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 8 Equivalent	1	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	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 8 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>263</b>	<b>98%</b>	<b>92%</b>	<b>30%</b>	<b>261</b>	<b>98%</b>	<b>84%</b>	<b>31%</b>
Female	139	97%	92%	33%	145	99%	86%	35%
Male	124	99%	92%	27%	116	97%	82%	27%
American Indian or Alaska Native								
Black or African American					2	-	-	-
Hispanic or Latino	29	100%	90%	14%	28	96%	75%	11%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	100%	73%	20	-	-	-
White	212	98%	92%	28%	211	99%	84%	33%
Multiracial								
Small Group Totals					22	95%	95%	41%
General-Education Students	222	100%	99%	36%	226	100%	92%	36%
Students with Disabilities	41	90%	56%	2%	35	86%	31%	3%
English Proficient	258	98%	92%	31%	252	98%	84%	31%
Limited English Proficient	5	80%	80%	0%	9	89%	78%	33%
Economically Disadvantaged	25	100%	92%	24%	24	96%	46%	4%
Not Disadvantaged	238	98%	92%	31%	237	98%	88%	34%
Migrant								
Not Migrant	263	98%	92%	30%	261	98%	84%	31%

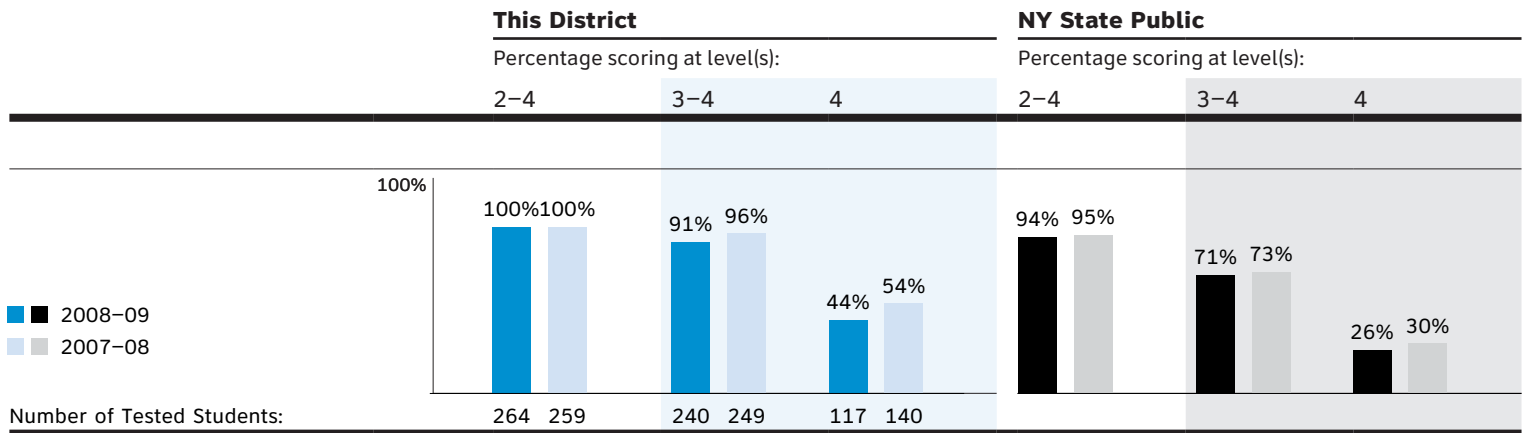
### NOTES

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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 8 Equivalent	1	-	-	-	0			

## This District's Results in Grade 8 Science



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>264</b>	<b>100%</b>	<b>91%</b>	<b>44%</b>	<b>260</b>	<b>100%</b>	<b>96%</b>	<b>54%</b>
Female	139	100%	91%	35%	145	100%	95%	50%
Male	125	100%	90%	54%	115	99%	97%	58%
American Indian or Alaska Native								
Black or African American					2	-	-	-
Hispanic or Latino	29	100%	79%	31%	28	100%	93%	36%
Asian or Native Hawaiian/Other Pacific Islander	24	100%	100%	67%	19	-	-	-
White	211	100%	91%	44%	211	100%	97%	56%
Multiracial								
Small Group Totals					21	100%	90%	52%
General-Education Students	224	100%	97%	52%	225	100%	97%	60%
Students with Disabilities	40	100%	58%	3%	35	97%	86%	14%
English Proficient	257	100%	91%	46%	252	100%	96%	55%
Limited English Proficient	7	100%	86%	0%	8	100%	88%	13%
Economically Disadvantaged	25	100%	92%	24%	24	100%	92%	8%
Not Disadvantaged	239	100%	91%	46%	236	100%	96%	58%
Migrant								
Not Migrant	264	100%	91%	44%	260	100%	96%	54%

### 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 8 Equivalent	1	-	-	-	0			
Regents Science	0				0			



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

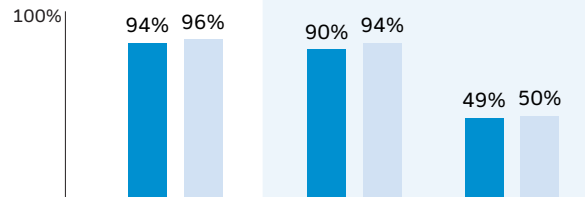
### This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort  
■ 2004 Cohort

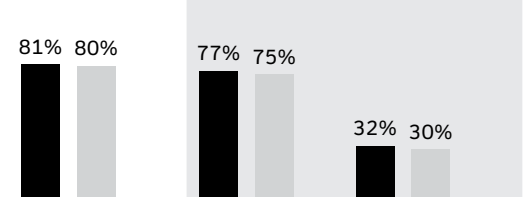
### NY State Public

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
<b>All Students</b>	<b>242</b>	<b>94%</b>	<b>90%</b>	<b>49%</b>	<b>245</b>	<b>96%</b>	<b>94%</b>	<b>50%</b>
Female	113	98%	96%	63%	122	97%	97%	58%
Male	129	90%	84%	36%	123	95%	92%	41%
American Indian or Alaska Native								
Black or African American	4	-	-	-	3	-	-	-
Hispanic or Latino	38	89%	82%	29%	23	91%	91%	22%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	14	-	-	-
White	187	95%	92%	54%	205	97%	95%	52%
Multiracial								
Small Group Totals	17	88%	88%	35%	17	94%	94%	59%
General-Education Students	209	98%	97%	56%	211	98%	97%	56%
Students with Disabilities	33	67%	45%	6%	34	85%	76%	9%
English Proficient	238	-	-	-	243	-	-	-
Limited English Proficient	4	-	-	-	2	-	-	-
Economically Disadvantaged	23	91%	87%	39%	24	92%	88%	25%
Not Disadvantaged	219	94%	90%	50%	221	96%	95%	52%
Migrant								
Not Migrant	242	94%	90%	49%	245	96%	94%	50%

### 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

### 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

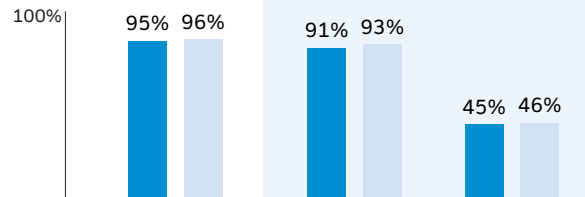
### This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort  
■ 2004 Cohort

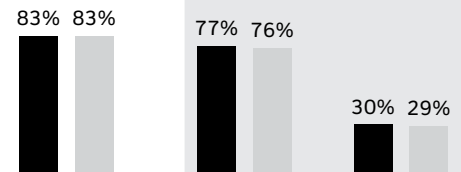
### NY State Public

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	2005 Cohort			2004 Cohort**	2004 Cohort**		
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>242</b>	<b>95%</b>	<b>91%</b>	<b>45%</b>	<b>245</b>	<b>96%</b>	<b>93%</b>	<b>46%</b>
Female	113	99%	96%	47%	122	97%	97%	48%
Male	129	91%	87%	44%	123	94%	89%	43%
American Indian or Alaska Native								
Black or African American	4	–	–	–	3	–	–	–
Hispanic or Latino	38	84%	82%	24%	23	91%	83%	26%
Asian or Native Hawaiian/Other Pacific Islander	13	–	–	–	14	–	–	–
White	187	97%	93%	49%	205	96%	94%	47%
Multiracial								
Small Group Totals	17	94%	94%	59%	17	100%	94%	53%
General-Education Students	209	98%	97%	51%	211	99%	98%	52%
Students with Disabilities	33	76%	55%	12%	34	76%	62%	9%
English Proficient	238	–	–	–	243	–	–	–
Limited English Proficient	4	–	–	–	2	–	–	–
Economically Disadvantaged	23	91%	87%	43%	24	96%	88%	21%
Not Disadvantaged	219	95%	91%	46%	221	95%	93%	48%
Migrant								
Not Migrant	242	95%	91%	45%	245	96%	93%	46%

### NOTES

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## Other Assessments

### 2005 Cohort

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

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Number of Students      Number scoring at level(s):  
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New York State Alternate Assessment (NYSAA): High School Equivalent \*\*\*

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