



# The New York State District Report Card

**Accountability  
and Overview Report  
2009 – 10**

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 View School Accountability Status.**

This section lists all schools in your district by 2010–11 accountability status.

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

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

### For more information:

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

	2007-08	2008-09	2009-10
Pre-K	177	1717	1526
Kindergarten	592	584	658
Grade 1	664	629	616
Grade 2	584	587	621
Grade 3	499	568	592
Grade 4	582	516	563
Grade 5	614	573	526
Grade 6	565	621	588
Ungraded Elementary	14	53	28
Grade 7	602	576	658
Grade 8	637	598	584
Grade 9	740	661	630
Grade 10	693	736	660
Grade 11	621	591	664
Grade 12	555	564	575
Ungraded Secondary	41	44	59
<b>Total K-12</b>	<b>8003</b>	<b>7901</b>	<b>8022</b>

### Average Class Size

	2007-08	2008-09	2009-10
<b>Common Branch</b>	19	19	20
<b>Grade 8</b>			
English	20	17	22
Mathematics	18	18	21
Science	20	19	20
Social Studies	18	18	21
<b>Grade 10</b>			
English	19	21	21
Mathematics	18	21	20
Science	20	20	21
Social Studies	22	20	22

### Enrollment Information

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

### Average Class Size Information

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

## Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	3897	52%	4053	55%	3812	50%
Reduced-Price Lunch	1109	15%	1077	15%	900	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1069	13%	1144	14%	1183	15%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	9	0%	6	0%	14	0%
Black or African American	4602	58%	4415	56%	4321	54%
Hispanic or Latino	1972	25%	2146	27%	2398	30%
Asian or Native Hawaiian/Other Pacific Islander	619	8%	572	7%	545	7%
White	801	10%	762	10%	738	9%
Multiracial	0	0%	0	0%	6	0%

\* Available only at the school level.

## Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		95%
Student Suspensions	399	5%	409	5%	323	4%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

## Teacher Qualifications

	2007-08	2008-09	2009-10
<b>Total Number of Teachers</b>	702	684	662
Percent with No Valid Teaching Certificate	2%	1%	1%
Percent Teaching Out of Certification	4%	6%	1%
Percent with Fewer Than Three Years of Experience	4%	3%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	57%	61%	66%
<b>Total Number of Core Classes</b>	1818	1782	1637
Percent Not Taught by Highly Qualified Teachers in This District	5%	6%	2%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
<b>Total Number of Classes</b>	2259	2172	2069
Percent Taught by Teachers Without Appropriate Certification	5%	6%	2%

## Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	26%	33%	51%
Turnover Rate of All Teachers	18%	16%	23%

## Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	96	139	119
Total Paraprofessionals*	171	168	181
Assistant Principals	18	21	21
Principals	14	14	13

\* 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. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

## 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 2009–10, 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.p12.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 2009–10 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 2006 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 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2005 graduation-rate total cohort earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### 12<sup>th</sup> Graders

The count of 12<sup>th</sup> graders enrolled during the 2009–10 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

### 2006 Cohort

The count of students in the 2006 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

### Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, who were enrolled on October 7, 2009 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, 2010, are not included in the 2006 school accountability cohort. The 2006 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 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.)

### Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

### 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 is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make 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.p12.nysed.gov/irts](http://www.p12.nysed.gov/irts).

### Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2005 cohort that earned a local or Regents diploma by August 31, 2009.

### Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total 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, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at <http://www.p12.nysed.gov/irts/sirs>.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

### Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

### Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

## Useful Terms for Understanding Accountability (continued)

### Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12<sup>th</sup> graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2009–10, the participation enrollment (“Total” or “12<sup>th</sup> Graders”) shown in the tables is the sum of 2008–09 and 2009–10 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

### Performance Index (PI)

A 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:

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

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

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

A list of tests used to measure student performance for accountability is available at [www.p12.nysed.gov/irts](http://www.p12.nysed.gov/irts).

### Progress Targets

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

*Science:* The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI.

*Graduation Rate:* The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2009–10 Graduation-Rate Progress Target =  $[(80 - \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}) \times 0.20] + \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}$ .

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

### Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2009–10 safe harbor targets are calculated using the following equation:  
2008–09 PI + (200 – the 2008–09 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

### Safe Harbor Qualification (\*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “\*” symbol after the 2009–10 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

### State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2009–10, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

### Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

### Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2006 cohort (for secondary-level ELA and mathematics) in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2006 cohort members in the All Students group in 2009–10, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

### Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

## 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.p12.nysed.gov/irts/accountability/>.

### 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 (2010–11)

**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

2008–09	2009–10	2010–11
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>	4 of 8	8 of 8	1 of 1	2 of 8	5 of 8	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**  
**(2010–11)**

**Accountability Measures** 4 of 8 Student groups making AYP in English language arts  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10    2010–11
<b>Accountability Groups</b>							
<b>All Students</b> (3669:3420)			99%		159	153	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (1966:1834)			100%		157	152	
Hispanic or Latino (1070:997)			99%		150	152	152    122
Asian or Native Hawaiian/Other Pacific Islander (259:248)			100%		184	148	
White (722:315)			97%		173	149	
Multiracial (25:23)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (738:717)			97%		124	151	133    91
Limited English Proficient (678:654)			99%		130	151	133    96
Economically Disadvantaged (2253:2165)			100%		152	153	153    124
<b>Final AYP Determination</b>		4 of 8					
<b>Non-Accountability Groups</b>							
Female (1729:1613)			99%		163	152	
Male (1940:1807)			99%		155	152	
Migrant (0:0)							

#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

## Elementary/Middle-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2010–11)**

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

**Prospective Status** This district will be in good standing in 2011-12. [201]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10    2010–11
<b>Accountability Groups</b>							
<b>All Students</b> (3668:3480)			99%		175	133	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (1967:1863)			99%		172	132	
Hispanic or Latino (1069:1021)			100%		174	132	
Asian or Native Hawaiian/Other Pacific Islander (259:250)			100%		192	128	
White (726:320)			96%		186	129	
Multiracial (25:23)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (737:716)			97%		146	131	
Limited English Proficient (682:723)			99%		153	131	
Economically Disadvantaged (2251:2211)			100%		172	133	
<b>Final AYP Determination</b>	 8 of 8						
<b>Non-Accountability Groups</b>							
Female (1730:1645)			99%		177	132	
Male (1938:1835)			99%		174	132	
Migrant (0:0)							

#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2010–11)**

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

**Prospective Status** This district will be in good standing in 2011-12. [201]

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009–10 2010–11
<b>Accountability Groups</b>								
<b>All Students</b> (1201:1124)		Qualified		98%		172	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (655:615)		Qualified		99%		170	100	
Hispanic or Latino (332:309)		Qualified		98%		167	100	
Asian or Native Hawaiian/Other Pacific Islander (90:86)		Qualified		98%		192	100	
White (115:106)		Qualified		92%		184	100	
Multiracial (9:8)		—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (253:236)		Qualified		94%		150	100	
Limited English Proficient (196:227)		Qualified		96%		144	100	
Economically Disadvantaged (736:711)		Qualified		98%		167	100	
<b>Final AYP Determination</b>		1 of 1						
<b>Non-Accountability Groups</b>								
Female (565:532)				98%		173	100	
Male (636:592)				97%		172	100	
Migrant (0:0)								

#### Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

## Secondary-Level English Language Arts

**Accountability Status**  Good Standing  
**for This Subject**  
**(2010–11)**

**Accountability Measures** 2 of 8 Student groups making AYP in English language arts  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10	2010–11
<b>Accountability Groups</b>								
<b>All Students</b> (618:579)			99%		165	172	172	169
<b>Ethnicity</b>								
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—	—
Black or African American (404:366)			99%		164	171	167	168
Hispanic or Latino (106:105)			100%		148	167	167	153
Asian or Native Hawaiian/Other Pacific Islander (46:45)			100%		196	163		
White (60:61)			97%		175	165		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (111:78)			96%		112	166	115‡	121
Limited English Proficient (69:70)			100%		116	166	138‡	124
Economically Disadvantaged (304:295)			100%		166	171	170	169
<b>Final AYP Determination</b>	 2 of 8							
<b>Non-Accountability Groups</b>								
Female (319:298)			99%		175	171		
Male (299:281)			98%		154	171		
Migrant (0:0)								

#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12<sup>th</sup> Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

## Secondary-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2010–11)**

**Accountability Measures** 5 of 8 Student groups making AYP in mathematics  
 Did not make AYP

**Prospective Status** This district will be in good standing in 2011-12. [201]

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10    2010–11
<b>Accountability Groups</b>							
<b>All Students</b> (618:579)			99%		168	168	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (404:366)			98%		169	167	
Hispanic or Latino (106:105)			100%		152	163	163    157
Asian or Native Hawaiian/Other Pacific Islander (46:45)			100%		198	159	
White (60:61)			97%		164	161	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (111:78)			95%		114	162	111 <sup>‡</sup> 123
Limited English Proficient (69:70)			100%		143	162	162 <sup>‡</sup> 149
Economically Disadvantaged (304:295)			99%		171	167	
<b>Final AYP Determination</b>	 5 of 8						
<b>Non-Accountability Groups</b>							
Female (319:298)			99%		173	167	
Male (299:281)			98%		163	167	
Migrant (0:0)							

#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12<sup>th</sup> Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

## Graduation Rate

**Accountability Status for This Indicator (2010–11)**  Good Standing

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

**Prospective Status** This district will be in good standing in 2011-12. [201]

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives		
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target	
					2009–10	2010–11
<b>Accountability Groups</b>						
<b>All Students</b> (659)			72%	80%	72%	74%
<b>Ethnicity</b>						
American Indian or Alaska Native (1)		—	—	—		
Black or African American (392)			74%	80%	74%	75%
Hispanic or Latino (136)			57%	80%	57%	62%
Asian or Native Hawaiian/Other Pacific Islander (51)			92%	80%		
White (79)			75%	80%	75%	76%
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (85)			52%	80%	55%	58%
Limited English Proficient (88)			35%	80%	51%	44%
Economically Disadvantaged (274)			74%	80%	73%	75%
<b>Final AYP Determination</b>		1 of 1				
<b>Non-Accountability Groups</b>						
Female (290)			77%	80%		
Male (369)			69%	80%		
Migrant (0)						

#### Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

#### Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **79%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

# 3 School Accountability Status

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

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

## 2010–11 Accountability Status of Schools in Your District

This section lists all schools in your district by 2010–11 accountability status.

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### **In Good Standing**

13 schools identified 93% of total

CHESTNUT RIDGE MIDDLE SCHOOL  
EAST RAMAPO EARLY CHILDHOOD CENTER  
ELDORADO ELEMENTARY SCHOOL  
ELMWOOD ELEMENTARY SCHOOL  
FLEETWOOD ELEMENTARY SCHOOL  
GRANDVIEW ELEMENTARY SCHOOL  
HEMPSTEAD ELEMENTARY SCHOOL  
HILLCREST ELEMENTARY SCHOOL  
LIME KILN ELEMENTARY SCHOOL  
MARGETTS ELEMENTARY SCHOOL  
POMONA MIDDLE SCHOOL  
SPRING VALLEY HIGH SCHOOL  
SUMMIT PARK ELEMENTARY SCHOOL

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### **Improvement (year 1) Comprehensive**

1 school identified 7% of total

RAMAPO HIGH SCHOOL

---

# 4 Overview of District Performance

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

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

## Summary of 2009–10 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	41%			584
Grade 4	45%			553
Grade 5	48%			508
Grade 6	41%			572
Grade 7	32%			628
Grade 8	36%			556

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	47%			598
Grade 4	50%			579
Grade 5	55%			534
Grade 6	54%			594
Grade 7	39%			655
Grade 8	33%			570

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	79%			575
Grade 8	65%			469

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	70%			641
Mathematics	72%			641

### 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.p12.nysed.gov/irts](http://www.p12.nysed.gov/irts).

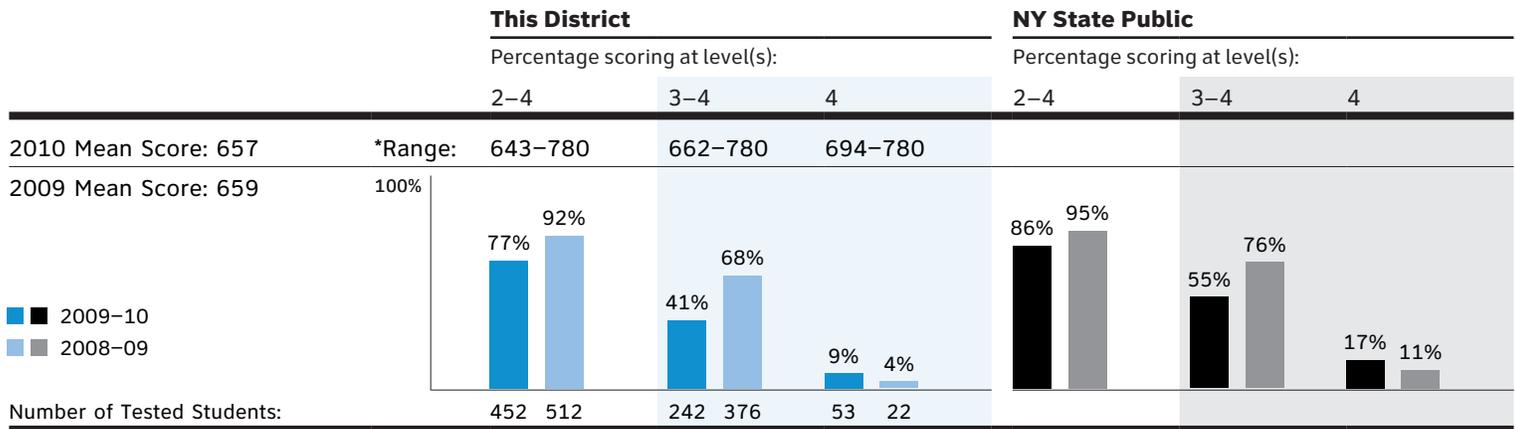
In this section, this district's performance is compared with that of public schools statewide.

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

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

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

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



### Results by Student Group

	2009-10 School Year				2008-09 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>584</b>	<b>77%</b>	<b>41%</b>	<b>9%</b>	<b>555</b>	<b>92%</b>	<b>68%</b>	<b>4%</b>
Female	293	83%	45%	10%	257	92%	71%	4%
Male	291	72%	38%	8%	298	93%	65%	4%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	284	77%	40%	9%	282	94%	68%	3%
Hispanic or Latino	208	74%	38%	8%	176	86%	60%	2%
Asian or Native Hawaiian/Other Pacific Islander	43	-	-	-	44	-	-	-
White	46	80%	52%	11%	52	100%	79%	15%
Multiracial	2	-	-	-				
Small Group Totals	46	89%	52%	11%	45	98%	87%	4%
General-Education Students	482	87%	49%	11%	456	95%	77%	5%
Students with Disabilities	102	32%	7%	1%	99	80%	25%	0%
English Proficient	465	84%	44%	11%	464	97%	74%	5%
Limited English Proficient	119	51%	30%	3%	91	67%	36%	0%
Economically Disadvantaged	375	75%	36%	9%	397	90%	63%	2%
Not Disadvantaged	209	82%	51%	10%	158	99%	79%	8%
Migrant								
Not Migrant	584	77%	41%	9%	555	92%	68%	4%

#### 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.

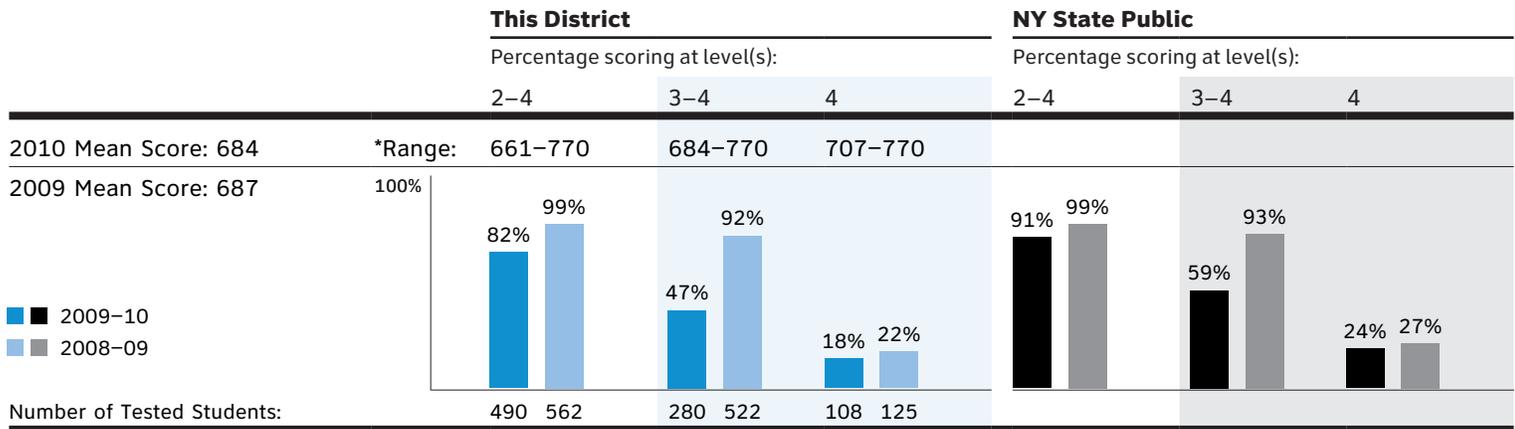
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

### Other Assessments

	2009-10 School Year				2008-09 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	14	14	13	12	21	21	21	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	11	N/A	N/A	N/A	13	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	14	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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>598</b>	<b>82%</b>	<b>47%</b>	<b>18%</b>	<b>565</b>	<b>99%</b>	<b>92%</b>	<b>22%</b>
Female	296	82%	47%	17%	262	99%	92%	22%
Male	302	81%	47%	19%	303	100%	93%	22%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	291	81%	46%	19%	285	100%	91%	21%
Hispanic or Latino	213	80%	44%	16%	180	98%	92%	17%
Asian or Native Hawaiian/Other Pacific Islander	43	-	-	-	46	-	-	-
White	48	85%	54%	15%	53	100%	100%	36%
Multiracial	2	-	-	-				
Small Group Totals	46	91%	59%	24%	47	100%	94%	34%
General-Education Students	496	87%	52%	20%	467	99%	95%	25%
Students with Disabilities	102	58%	22%	8%	98	100%	82%	6%
English Proficient	466	88%	53%	22%	461	100%	96%	26%
Limited English Proficient	132	59%	23%	5%	104	97%	78%	6%
Economically Disadvantaged	381	81%	44%	17%	409	99%	91%	18%
Not Disadvantaged	217	83%	51%	20%	156	100%	96%	34%
Migrant								
Not Migrant	598	82%	47%	18%	565	99%	92%	22%

### NOTES

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

\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## Other Assessments

	2009-10 School Year				2008-09 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	14	14	13	12	21	21	20	19

## This District's Results in Grade 4 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
2010 Mean Score: 665	*Range: 637-775	668-775	720-775			
2009 Mean Score: 660						
Number of Tested Students:	479	454	251	343	21	21

## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>553</b>	<b>87%</b>	<b>45%</b>	<b>4%</b>	<b>496</b>	<b>92%</b>	<b>69%</b>	<b>4%</b>
Female	258	88%	47%	6%	231	93%	72%	5%
Male	295	85%	44%	2%	265	91%	67%	4%
American Indian or Alaska Native								
Black or African American	282	88%	43%	2%	269	93%	69%	4%
Hispanic or Latino	175	83%	35%	2%	138	84%	59%	2%
Asian or Native Hawaiian/Other Pacific Islander	44	-	-	-	37	100%	92%	8%
White	48	90%	71%	15%	52	96%	81%	8%
Multiracial	4	-	-	-				
Small Group Totals	48	92%	71%	8%				
General-Education Students	432	93%	54%	5%	419	95%	77%	5%
Students with Disabilities	121	65%	14%	0%	77	70%	27%	1%
English Proficient	466	92%	52%	5%	428	96%	76%	5%
Limited English Proficient	87	60%	13%	0%	68	66%	25%	0%
Economically Disadvantaged	371	86%	40%	2%	339	88%	63%	3%
Not Disadvantaged	182	88%	55%	8%	157	98%	82%	7%
Migrant								
Not Migrant	553	87%	45%	4%	496	92%	69%	4%

### 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.

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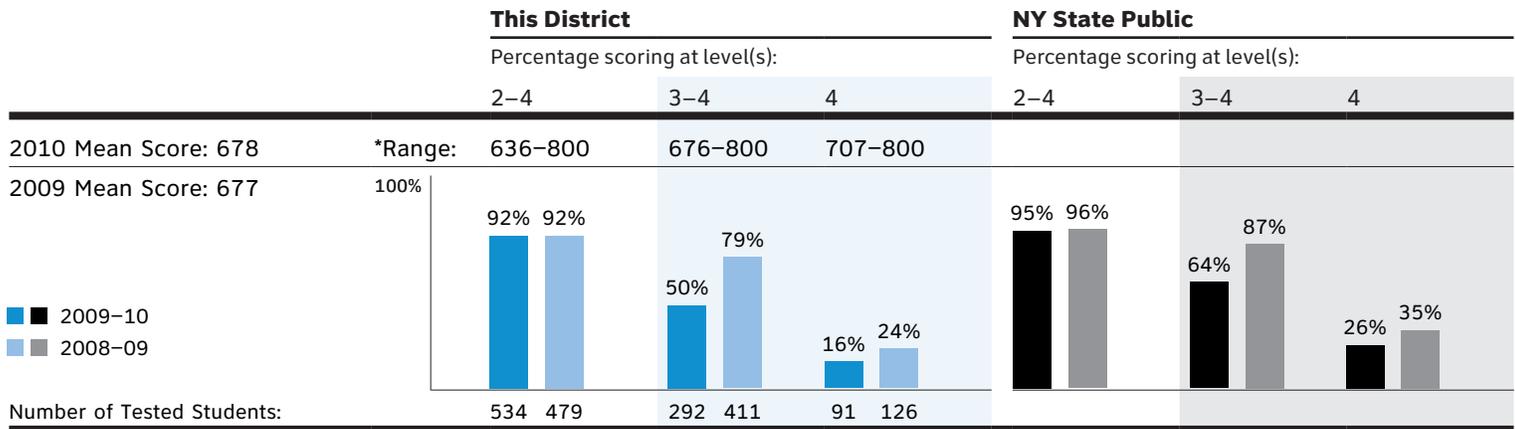
## Other

### Assessments

	2009-10 School Year				2008-09 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	22	21	21	19	10	9	8	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	26	N/A	N/A	N/A	22	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	27	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>579</b>	<b>92%</b>	<b>50%</b>	<b>16%</b>	<b>521</b>	<b>92%</b>	<b>79%</b>	<b>24%</b>
Female	270	93%	47%	13%	246	92%	77%	26%
Male	309	92%	54%	18%	275	92%	80%	23%
American Indian or Alaska Native								
Black or African American	299	91%	48%	14%	277	92%	78%	21%
Hispanic or Latino	183	92%	40%	9%	149	88%	71%	16%
Asian or Native Hawaiian/Other Pacific Islander	46	-	-	-	38	100%	95%	61%
White	47	98%	74%	36%	57	96%	93%	39%
Multiracial	4	-	-	-				
Small Group Totals	50	98%	76%	34%				
General-Education Students	458	95%	59%	19%	444	95%	85%	27%
Students with Disabilities	121	83%	20%	2%	77	75%	44%	6%
English Proficient	465	96%	58%	20%	433	95%	85%	28%
Limited English Proficient	114	75%	19%	0%	88	77%	51%	3%
Economically Disadvantaged	385	93%	46%	13%	357	89%	74%	19%
Not Disadvantaged	194	91%	58%	21%	164	98%	89%	36%
Migrant								
Not Migrant	579	92%	50%	16%	521	92%	79%	24%

### NOTES

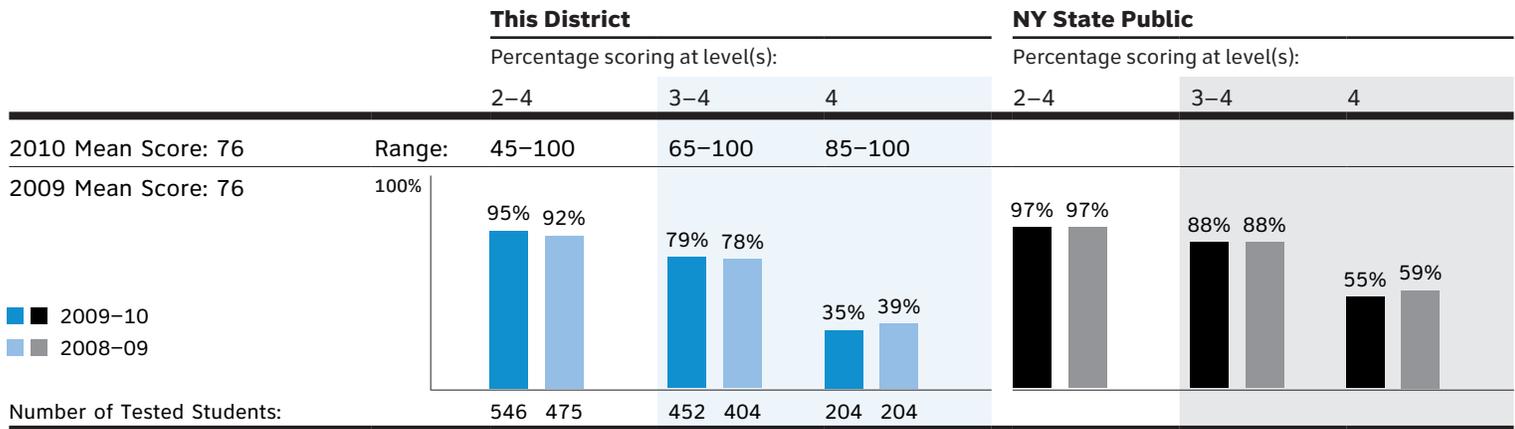
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## Other Assessments

	2009-10 School Year				2008-09 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	22	22	19	17	10	10	8	7

## This District's Results in Grade 4 Science



## Results by Student Group

	2009-10 School Year				2008-09 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>575</b>	<b>95%</b>	<b>79%</b>	<b>35%</b>	<b>518</b>	<b>92%</b>	<b>78%</b>	<b>39%</b>
Female	266	96%	78%	32%	246	91%	77%	39%
Male	309	94%	79%	39%	272	93%	79%	40%
American Indian or Alaska Native					1	-	-	-
Black or African American	298	95%	79%	36%	277	95%	78%	39%
Hispanic or Latino	179	93%	72%	26%	145	83%	68%	32%
Asian or Native Hawaiian/Other Pacific Islander	46	-	-	-	40	-	-	-
White	48	96%	94%	50%	55	95%	91%	51%
Multiracial	4	-	-	-				
Small Group Totals	50	100%	86%	54%	41	98%	95%	56%
General-Education Students	457	95%	82%	41%	441	93%	81%	44%
Students with Disabilities	118	95%	65%	14%	77	86%	62%	10%
English Proficient	463	98%	86%	42%	431	97%	86%	46%
Limited English Proficient	112	80%	46%	7%	87	68%	38%	6%
Economically Disadvantaged	382	95%	76%	31%	351	89%	72%	32%
Not Disadvantaged	193	95%	83%	45%	167	96%	90%	54%
Migrant								
Not Migrant	575	95%	79%	35%	518	92%	78%	39%

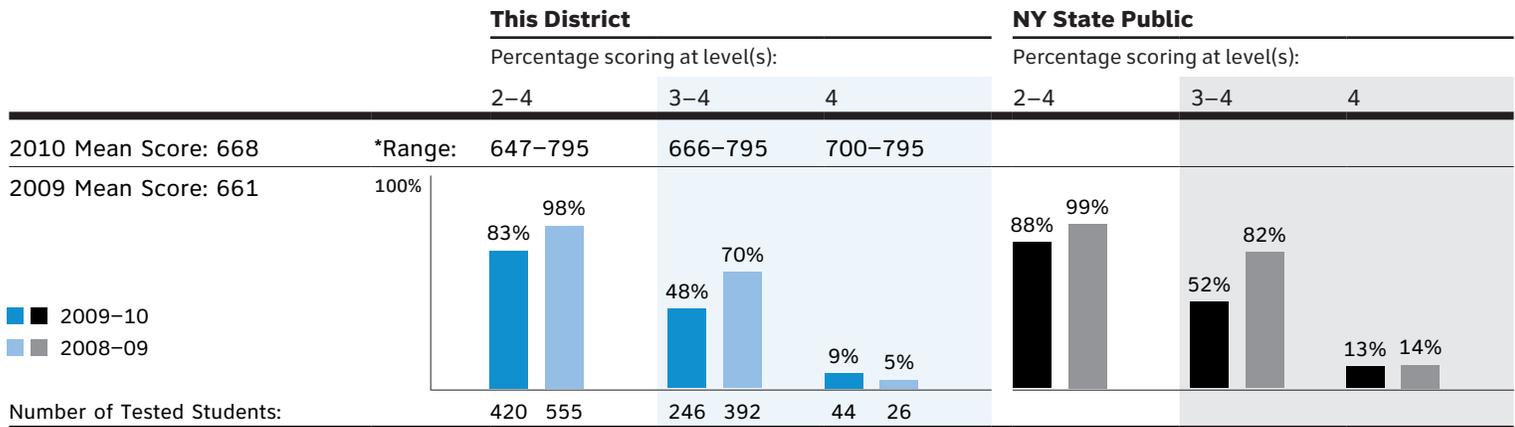
### NOTES

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

	2009-10 School Year				2008-09 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	22	21	20	20	11	11	11	10

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



### Results by Student Group

	2009-10 School Year				2008-09 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>508</b>	<b>83%</b>	<b>48%</b>	<b>9%</b>	<b>564</b>	<b>98%</b>	<b>70%</b>	<b>5%</b>
Female	239	85%	51%	9%	270	99%	73%	6%
Male	269	81%	46%	8%	294	98%	66%	4%
American Indian or Alaska Native					1	-	-	-
Black or African American	272	82%	47%	7%	318	99%	69%	3%
Hispanic or Latino	150	77%	37%	5%	151	96%	60%	5%
Asian or Native Hawaiian/Other Pacific Islander	41	100%	78%	22%	34	-	-	-
White	40	90%	70%	20%	60	100%	87%	12%
Multiracial	5	100%	80%	0%				
Small Group Totals					35	100%	91%	9%
General-Education Students	426	90%	54%	10%	449	99%	79%	6%
Students with Disabilities	82	46%	17%	0%	115	95%	34%	0%
English Proficient	435	89%	55%	10%	483	99%	76%	5%
Limited English Proficient	73	48%	11%	1%	81	93%	28%	0%
Economically Disadvantaged	315	78%	42%	5%	379	98%	64%	3%
Not Disadvantaged	193	90%	59%	14%	185	100%	81%	8%
Migrant								
Not Migrant	508	83%	48%	9%	564	98%	70%	5%

#### NOTES

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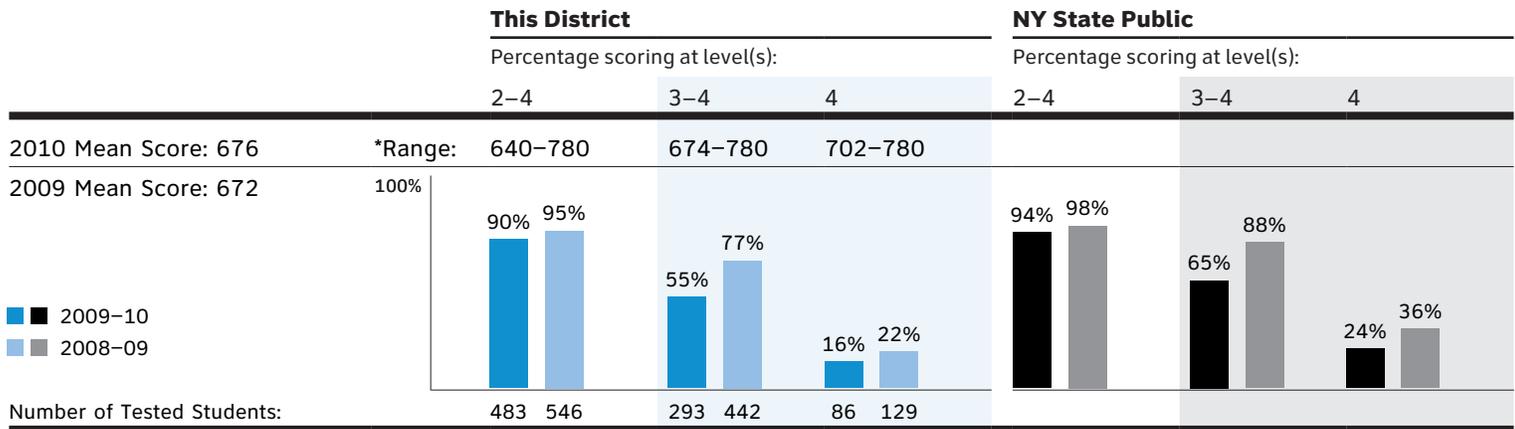
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

### Other Assessments

	2009-10 School Year				2008-09 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	12	12	11	9	19	19	16	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	28	N/A	N/A	N/A	15	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	27	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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>534</b>	<b>90%</b>	<b>55%</b>	<b>16%</b>	<b>574</b>	<b>95%</b>	<b>77%</b>	<b>22%</b>
Female	251	90%	52%	16%	277	97%	77%	22%
Male	283	91%	58%	16%	297	93%	77%	23%
American Indian or Alaska Native					1	-	-	-
Black or African American	285	90%	52%	12%	322	93%	74%	19%
Hispanic or Latino	160	89%	47%	12%	156	97%	76%	19%
Asian or Native Hawaiian/Other Pacific Islander	43	98%	84%	40%	35	-	-	-
White	41	93%	76%	37%	60	98%	88%	33%
Multiracial	5	100%	80%	40%				
Small Group Totals					36	100%	94%	47%
General-Education Students	452	93%	61%	18%	459	98%	85%	28%
Students with Disabilities	82	76%	23%	6%	115	84%	43%	2%
English Proficient	434	94%	63%	19%	482	96%	81%	26%
Limited English Proficient	100	73%	18%	2%	92	90%	58%	3%
Economically Disadvantaged	324	90%	51%	13%	389	94%	72%	19%
Not Disadvantaged	210	92%	61%	21%	185	98%	87%	30%
Migrant								
Not Migrant	534	90%	55%	16%	574	95%	77%	22%

### NOTES

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

\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## Other Assessments

	2009-10 School Year				2008-09 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	12	12	12	9	19	19	15	12

## 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
2010 Mean Score: 658	*Range: 644-785	662-785	694-785			
2009 Mean Score: 660						
Number of Tested Students:	468	607	232	452	20	13

## Results by Student Group

	2009-10 School Year				2008-09 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>572</b>	<b>82%</b>	<b>41%</b>	<b>3%</b>	<b>608</b>	<b>100%</b>	<b>74%</b>	<b>2%</b>
Female	278	82%	47%	5%	286	100%	80%	3%
Male	294	81%	34%	2%	322	100%	69%	1%
American Indian or Alaska Native	2	-	-	-				
Black or African American	317	81%	38%	3%	354	100%	72%	1%
Hispanic or Latino	159	79%	34%	2%	157	99%	72%	3%
Asian or Native Hawaiian/Other Pacific Islander	38	89%	55%	11%	40	100%	90%	5%
White	50	92%	64%	8%	57	100%	86%	4%
Multiracial	6	-	-	-				
Small Group Totals	8	75%	38%	0%				
General-Education Students	452	89%	50%	4%	503	100%	83%	3%
Students with Disabilities	120	55%	7%	0%	105	99%	32%	0%
English Proficient	487	87%	47%	4%	519	100%	80%	3%
Limited English Proficient	85	54%	4%	0%	89	100%	39%	0%
Economically Disadvantaged	367	78%	35%	3%	410	100%	69%	1%
Not Disadvantaged	205	88%	50%	5%	198	99%	85%	4%
Migrant								
Not Migrant	572	82%	41%	3%	608	100%	74%	2%

### NOTES

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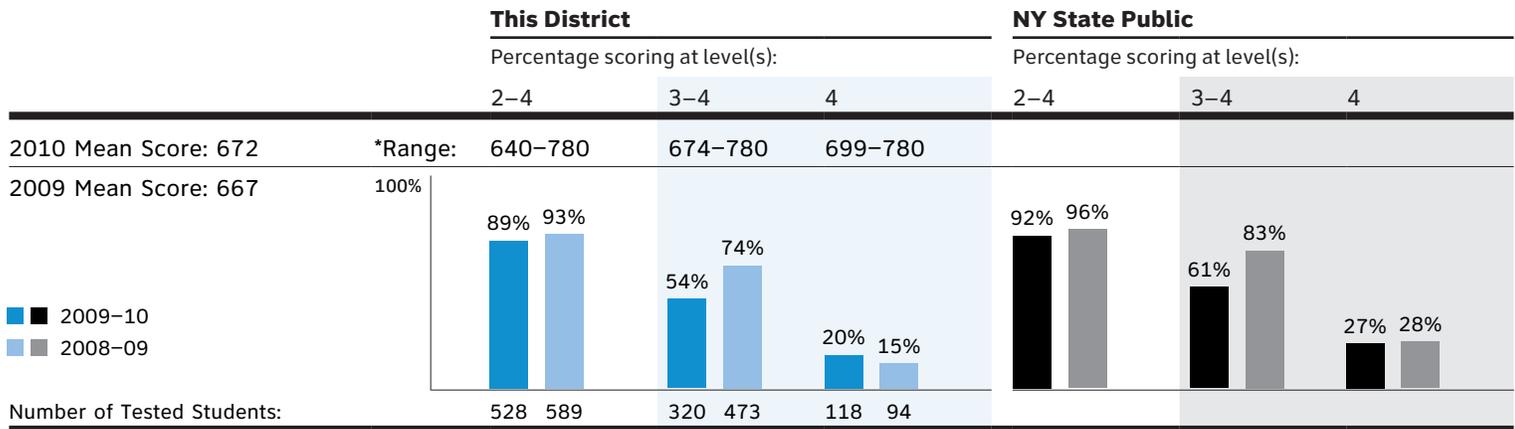
## Other

### Assessments

	2009-10 School Year				2008-09 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	17	17	16	13	24	24	22	21
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	25	N/A	N/A	N/A	30	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	25	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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>594</b>	<b>89%</b>	<b>54%</b>	<b>20%</b>	<b>635</b>	<b>93%</b>	<b>74%</b>	<b>15%</b>
Female	289	92%	52%	21%	295	96%	79%	15%
Male	305	86%	55%	19%	340	90%	70%	15%
American Indian or Alaska Native	2	-	-	-				
Black or African American	330	88%	52%	17%	371	93%	72%	11%
Hispanic or Latino	165	89%	52%	19%	168	90%	71%	11%
Asian or Native Hawaiian/Other Pacific Islander	38	97%	71%	37%	40	95%	93%	43%
White	53	91%	68%	28%	56	98%	86%	34%
Multiracial	6	-	-	-				
Small Group Totals	8	75%	25%	25%				
General-Education Students	474	95%	63%	25%	529	96%	83%	18%
Students with Disabilities	120	65%	18%	1%	106	78%	34%	1%
English Proficient	487	92%	59%	23%	515	95%	81%	17%
Limited English Proficient	107	76%	29%	5%	120	82%	48%	4%
Economically Disadvantaged	378	88%	50%	16%	432	92%	71%	9%
Not Disadvantaged	216	91%	61%	26%	203	95%	81%	27%
Migrant								
Not Migrant	594	89%	54%	20%	635	93%	74%	15%

### NOTES

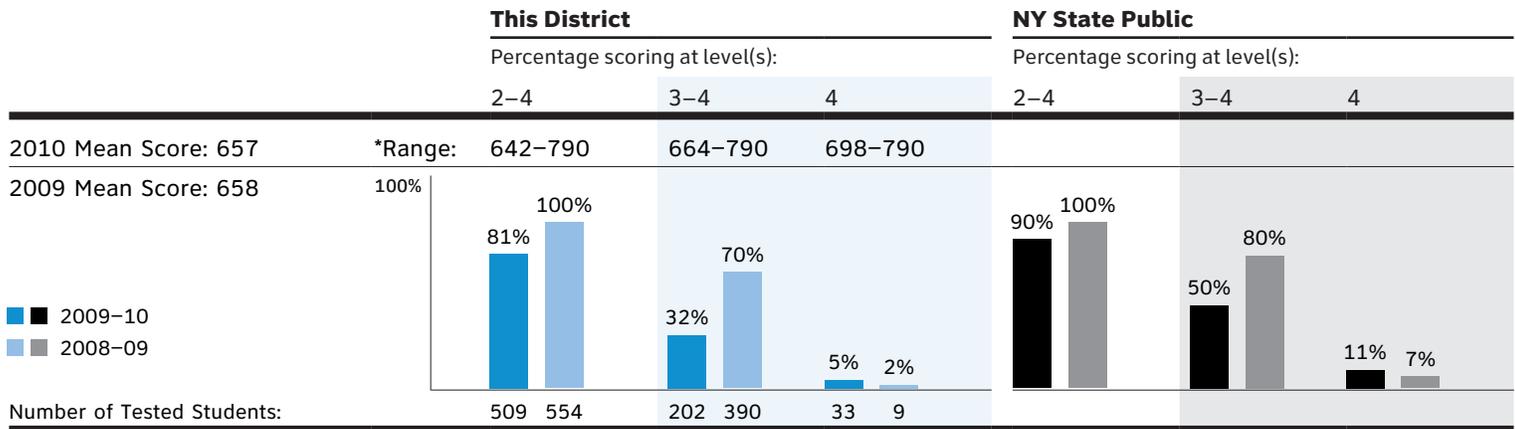
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## Other Assessments

	2009-10 School Year				2008-09 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	17	17	16	12	24	24	23	22

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



### Results by Student Group

	2009-10 School Year				2008-09 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>628</b>	<b>81%</b>	<b>32%</b>	<b>5%</b>	<b>555</b>	<b>100%</b>	<b>70%</b>	<b>2%</b>
Female	283	88%	37%	6%	270	100%	75%	2%
Male	345	76%	28%	4%	285	100%	66%	1%
American Indian or Alaska Native					1	-	-	-
Black or African American	362	80%	30%	4%	325	100%	68%	1%
Hispanic or Latino	176	77%	25%	5%	141	100%	70%	1%
Asian or Native Hawaiian/Other Pacific Islander	41	-	-	-	43	-	-	-
White	46	93%	43%	4%	45	100%	71%	4%
Multiracial	3	-	-	-				
Small Group Totals	44	95%	68%	20%	44	100%	91%	7%
General-Education Students	524	88%	38%	6%	467	100%	79%	2%
Students with Disabilities	104	44%	2%	0%	88	99%	23%	0%
English Proficient	528	87%	37%	6%	485	100%	75%	2%
Limited English Proficient	100	52%	6%	0%	70	100%	39%	0%
Economically Disadvantaged	401	79%	25%	3%	356	100%	67%	1%
Not Disadvantaged	227	85%	45%	9%	199	100%	76%	2%
Migrant								
Not Migrant	628	81%	32%	5%	555	100%	70%	2%

#### NOTES

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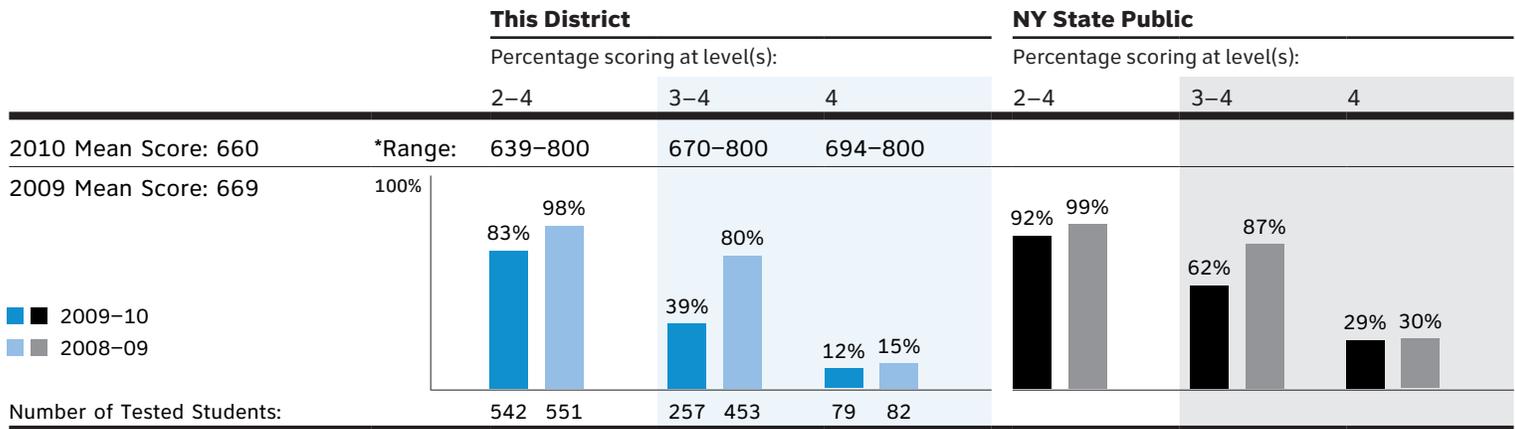
### Other

#### Assessments

	2009-10 School Year				2008-09 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	21	21	19	17	14	14	13	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	30	N/A	N/A	N/A	16	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	29	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>655</b>	<b>83%</b>	<b>39%</b>	<b>12%</b>	<b>565</b>	<b>98%</b>	<b>80%</b>	<b>15%</b>
Female	298	86%	42%	12%	276	99%	82%	14%
Male	357	80%	37%	12%	289	97%	78%	15%
American Indian or Alaska Native					1	-	-	-
Black or African American	377	82%	34%	9%	330	98%	78%	10%
Hispanic or Latino	187	80%	36%	9%	146	97%	78%	10%
Asian or Native Hawaiian/Other Pacific Islander	42	-	-	-	46	100%	96%	50%
White	46	96%	63%	26%	42	-	-	-
Multiracial	3	-	-	-				
Small Group Totals	45	91%	69%	33%	43	98%	84%	28%
General-Education Students	551	87%	44%	14%	481	98%	85%	17%
Students with Disabilities	104	58%	15%	1%	84	93%	50%	0%
English Proficient	523	89%	47%	15%	480	98%	86%	16%
Limited English Proficient	132	57%	10%	2%	85	93%	48%	4%
Economically Disadvantaged	411	82%	33%	8%	366	97%	77%	11%
Not Disadvantaged	244	84%	50%	19%	199	98%	86%	21%
Migrant								
Not Migrant	655	83%	39%	12%	565	98%	80%	15%

### NOTES

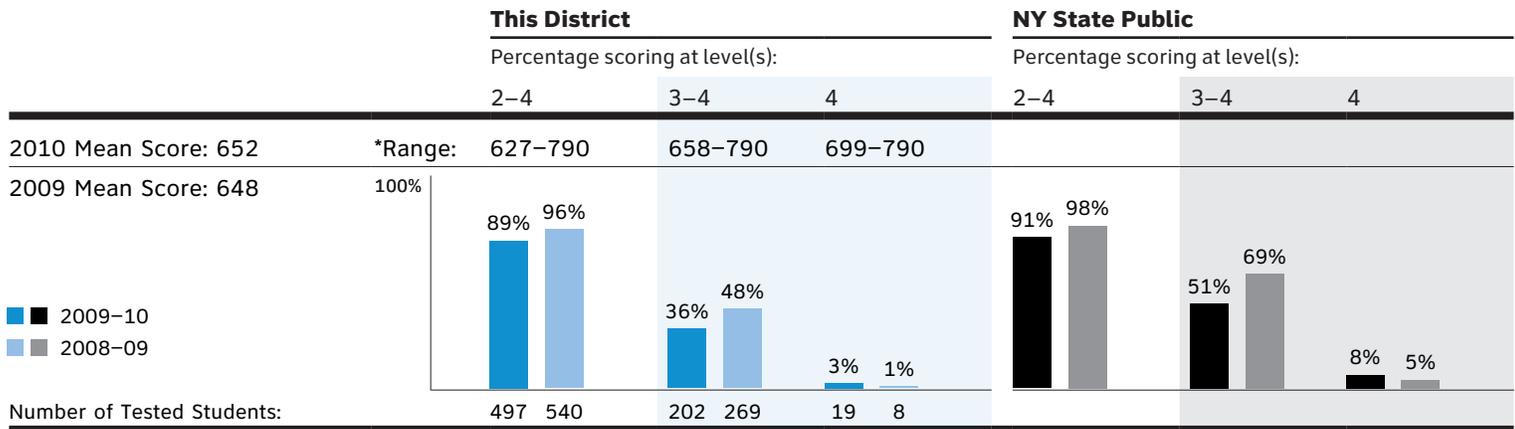
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## Other Assessments

	2009-10 School Year				2008-09 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	21	21	20	15	14	13	12	12

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



### Results by Student Group

	2009-10 School Year				2008-09 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>556</b>	<b>89%</b>	<b>36%</b>	<b>3%</b>	<b>560</b>	<b>96%</b>	<b>48%</b>	<b>1%</b>
Female	273	93%	38%	4%	273	97%	54%	2%
Male	283	86%	34%	3%	287	96%	42%	1%
American Indian or Alaska Native					2	-	-	-
Black or African American	330	89%	33%	2%	346	98%	49%	1%
Hispanic or Latino	138	87%	29%	3%	118	91%	31%	0%
Asian or Native Hawaiian/Other Pacific Islander	42	100%	79%	12%	42	-	-	-
White	41	93%	46%	7%	52	100%	58%	2%
Multiracial	5	80%	20%	0%				
Small Group Totals					44	98%	75%	7%
General-Education Students	467	94%	43%	4%	472	96%	55%	2%
Students with Disabilities	89	63%	2%	1%	88	97%	10%	0%
English Proficient	496	94%	40%	4%	479	99%	56%	2%
Limited English Proficient	60	55%	3%	0%	81	79%	2%	0%
Economically Disadvantaged	331	86%	30%	3%	336	95%	38%	0%
Not Disadvantaged	225	94%	46%	4%	224	98%	63%	3%
Migrant								
Not Migrant	556	89%	36%	3%	560	96%	48%	1%

#### NOTES

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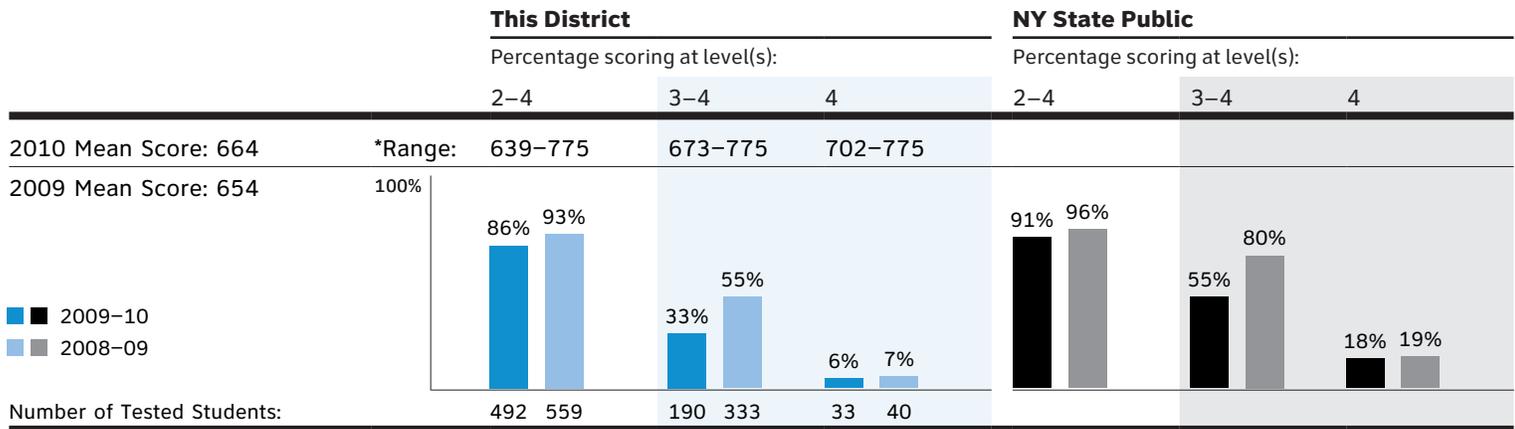
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### Other Assessments

	2009-10 School Year				2008-09 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	13	12	11	11	15	15	14	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	17	N/A	N/A	N/A	66	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	17	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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>570</b>	<b>86%</b>	<b>33%</b>	<b>6%</b>	<b>604</b>	<b>93%</b>	<b>55%</b>	<b>7%</b>
Female	282	89%	35%	6%	286	95%	59%	8%
Male	288	84%	32%	6%	318	90%	52%	5%
American Indian or Alaska Native					2	-	-	-
Black or African American	336	83%	28%	4%	362	94%	57%	4%
Hispanic or Latino	143	90%	26%	3%	146	87%	44%	3%
Asian or Native Hawaiian/Other Pacific Islander	43	98%	86%	26%	41	-	-	-
White	43	88%	44%	12%	53	91%	51%	11%
Multiracial	5	100%	40%	0%				
Small Group Totals					43	100%	81%	35%
General-Education Students	482	93%	39%	7%	516	95%	61%	8%
Students with Disabilities	88	49%	3%	0%	88	78%	19%	0%
English Proficient	495	88%	36%	6%	480	95%	63%	8%
Limited English Proficient	75	72%	13%	1%	124	82%	24%	1%
Economically Disadvantaged	338	85%	30%	4%	371	91%	50%	4%
Not Disadvantaged	232	89%	38%	9%	233	95%	64%	11%
Migrant								
Not Migrant	570	86%	33%	6%	604	93%	55%	7%

### 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.

\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## Other Assessments

	2009-10 School Year				2008-09 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	13	13	11	11	15	12	11	10

## This District's Results in Grade 8 Science

### This District

Percentage scoring at level(s):

2-4

3-4

4

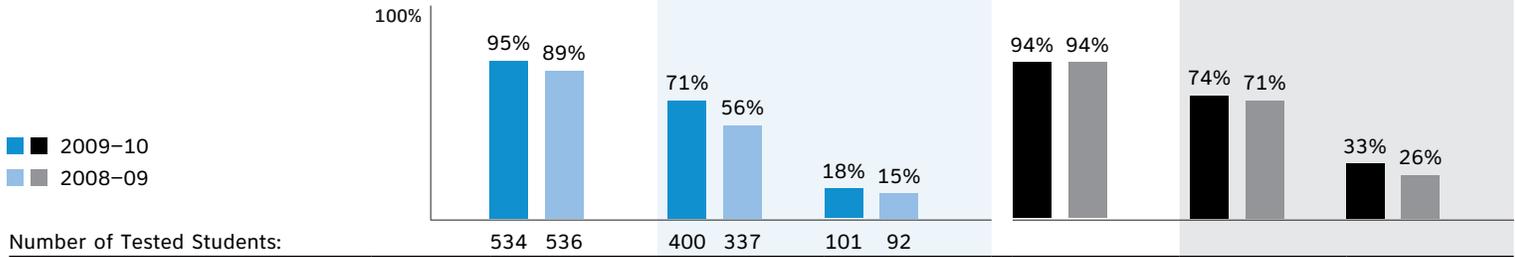
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2009-10 School Year

Total Tested	Percentage scoring at level(s):		
	2-4	3-4	4

### 2008-09 School Year

Total Tested	Percentage scoring at level(s):		
	2-4	3-4	4

	2009-10 School Year				2008-09 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
<b>All Students</b>	<b>469</b>	<b>94%</b>	<b>65%</b>	<b>12%</b>	<b>511</b>	<b>87%</b>	<b>48%</b>	<b>6%</b>
Female	234	96%	66%	9%	244	91%	46%	4%
Male	235	92%	65%	14%	267	83%	50%	9%
American Indian or Alaska Native								
Black or African American	285	93%	63%	8%	313	90%	50%	7%
Hispanic or Latino	132	96%	65%	11%	138	80%	36%	1%
Asian or Native Hawaiian/Other Pacific Islander	17	94%	88%	59%	20	85%	70%	10%
White	30	97%	73%	23%	40	90%	60%	15%
Multiracial	5	80%	60%	0%				
<b>Small Group Totals</b>								
General-Education Students	385	96%	72%	14%	424	89%	53%	8%
Students with Disabilities	84	82%	35%	2%	87	76%	22%	0%
English Proficient	396	95%	71%	14%	382	95%	59%	8%
Limited English Proficient	73	88%	32%	1%	129	64%	16%	1%
Economically Disadvantaged	293	93%	63%	10%	343	84%	43%	4%
Not Disadvantaged	176	95%	69%	15%	168	93%	59%	11%
Migrant								
Not Migrant	469	94%	65%	12%	511	87%	48%	6%

### 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

### 2009-10 School Year

Total Tested	Number scoring at level(s):		
	2-4	3-4	4

### 2008-09 School Year

Total Tested	Number scoring at level(s):		
	2-4	3-4	4

New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	13	13	11	11	15	15	13	13
Regents Science	94	94	94	46	92	92	92	60

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

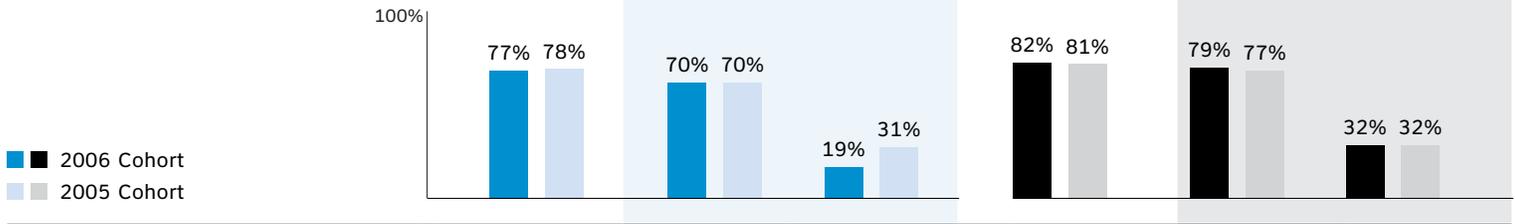
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

### 2005 Cohort\*\*

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>641</b>	<b>77%</b>	<b>70%</b>	<b>19%</b>	<b>659</b>	<b>78%</b>	<b>70%</b>	<b>31%</b>
Female	323	83%	78%	24%	290	83%	77%	38%
Male	318	70%	63%	13%	369	74%	65%	25%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	397	79%	72%	15%	392	82%	71%	26%
Hispanic or Latino	129	64%	57%	12%	136	59%	55%	21%
Asian or Native Hawaiian/Other Pacific Islander	50	-	-	-	51	-	-	-
White	63	84%	79%	35%	79	80%	77%	37%
Multiracial								
Small Group Totals	52	85%	83%	44%	52	96%	94%	81%
General-Education Students	564	81%	76%	21%	581	82%	76%	35%
Students with Disabilities	77	43%	26%	0%	78	46%	26%	1%
English Proficient	554	82%	76%	21%	589	83%	76%	34%
Limited English Proficient	87	43%	32%	3%	70	37%	26%	3%
Economically Disadvantaged	314	83%	75%	16%	274	82%	72%	25%
Not Disadvantaged	327	71%	66%	21%	385	75%	69%	35%
Migrant								
Not Migrant	641	77%	70%	19%	659	78%	70%	31%

### NOTES

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

\*\* 2005 cohort data are those reported in the 2008-09 *Accountability and Overview Report*.

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

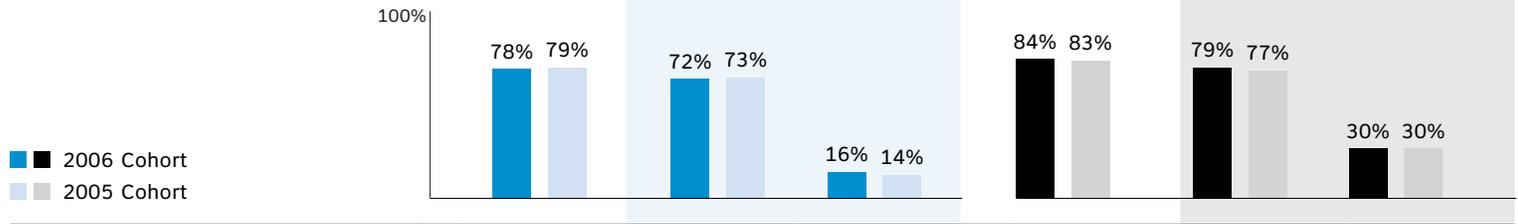
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

### 2005 Cohort\*\*

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>641</b>	<b>78%</b>	<b>72%</b>	<b>16%</b>	<b>659</b>	<b>79%</b>	<b>73%</b>	<b>14%</b>
Female	323	84%	76%	19%	290	84%	80%	16%
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Hispanic or Latino	129	66%	58%	13%	136	64%	57%	8%
Asian or Native Hawaiian/Other Pacific Islander	50	-	-	-	51	-	-	-
White	63	78%	75%	37%	79	81%	78%	19%
Multiracial								
Small Group Totals	52	88%	87%	48%	52	100%	100%	46%
General-Education Students	564	84%	79%	18%	581	86%	80%	15%
Students with Disabilities	77	35%	21%	0%	78	29%	17%	1%
English Proficient	554	82%	76%	18%	589	82%	76%	15%
Limited English Proficient	87	54%	46%	6%	70	53%	43%	1%
Economically Disadvantaged	314	83%	78%	14%	274	83%	76%	12%
Not Disadvantaged	327	73%	65%	18%	385	76%	70%	15%
Migrant								
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