



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **FALLSBURG CENTRAL SCHOOL
DISTRICT**

District ID **59-05-01-06-0000**

Superintendent **IVAN KATZ**

Telephone **(845) 434-5884**

Grades **PK-12**

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

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	44	38	45
Kindergarten	110	122	96
Grade 1	113	113	107
Grade 2	111	112	111
Grade 3	117	107	108
Grade 4	119	112	107
Grade 5	114	112	112
Grade 6	85	112	105
Ungraded Elementary	0	0	0
Grade 7	105	87	118
Grade 8	118	102	97
Grade 9	130	122	106
Grade 10	93	112	99
Grade 11	126	82	96
Grade 12	113	107	86
Ungraded Secondary	0	1	0
Total K-12	1454	1403	1348

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	21	22	21
Grade 8			
English	21	20	18
Mathematics	21	17	19
Science	22	20	19
Social Studies	22	20	19
Grade 10			
English	16	20	18
Mathematics	15	19	16
Science	18	22	19
Social Studies	17	20	20

Enrollment Information

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

Average Class Size Information

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

District FALLSBURG CENTRAL SCHOOL DISTRICT

District ID 59-05-01-06-0000

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	835	57%	617	44%	609	45%
Reduced-Price Lunch	137	9%	151	11%	119	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	116	8%	113	8%	109	8%
Racial/Ethnic Origin						
American Indian or Alaska Native	9	1%	3	0%	1	0%
Black or African American	253	17%	223	16%	210	16%
Hispanic or Latino	380	26%	365	26%	356	26%
Asian or Native Hawaiian/Other Pacific Islander	23	2%	20	1%	21	2%
White	789	54%	790	56%	760	56%
Multiracial	0	0%	2	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		92%		92%		93%
Student Suspensions	199	14%	234	16%	109	8%

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
Total Number of Teachers	136	135	134
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	2%	1%	3%
Percent with Fewer Than Three Years of Experience	11%	9%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	15%	17%	17%
Total Number of Core Classes	355	335	318
Percent Not Taught by Highly Qualified Teachers in This District	1%	1%	0%
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%
Total Number of Classes	498	454	485
Percent Taught by Teachers Without Appropriate Certification	3%	2%	3%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		23%	8%
Turnover Rate of All Teachers		15%	9%

Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	18	20	22
Total Paraprofessionals*	36	28	34
Assistant Principals	4	3	3
Principals	2	2	2

* 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

12th Graders

The count of 12th 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.

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 12th 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 “12th 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.

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
All Students	X			X		X
Ethnicity						
American Indian or Alaska Native						
Black or African American	X			–	–	
Hispanic or Latino	X			–	–	
Asian or Native Hawaiian/Other Pacific Islander	–	–		–	–	
White				X		
Multiracial						
Other Groups						
Students with Disabilities	X	X		–	–	
Limited English Proficient	X			–	–	
Economically Disadvantaged	X					
Student groups making AYP in each subject	X 1 of 7	X 6 of 7	1 of 1	X 1 of 3	3 of 3	X 0 of 1

AYP Status


- Made AYP
- Made AYP Using Safe Harbor Target
- X** 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 1 of 7 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
Accountability Groups							
All Students (653:608)			100%		149	151	151 115
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (108:103)			100%		141	145	145 100
Hispanic or Latino (181:168)			100%		141	147	147 111
Asian or Native Hawaiian/Other Pacific Islander (8:8)	—	—	—	—	—	—	—
White (356:329)			100%		156	149	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (108:100)			100%		106	145	113 63
Limited English Proficient (54:59)			100%		115	142	130 82
Economically Disadvantaged (438:401)			100%		138	150	150 98
Final AYP Determination	 1 of 7						
Non-Accountability Groups							
Female (302:285)			100%		154	149	
Male (351:323)			100%		145	149	
Migrant (23:13)			—		—	—	


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 6 of 7 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 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
Accountability Groups							
All Students (653:610)			100%		167	131	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (108:103)			100%		151	125	
Hispanic or Latino (181:171)			100%		168	127	
Asian or Native Hawaiian/Other Pacific Islander (8:8)	—	—	—	—	—	—	—
White (356:328)			100%		170	129	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (109:100)			100%		116	125	120 78
Limited English Proficient (54:62)			100%		152	123	
Economically Disadvantaged (438:403)			100%		159	130	
Final AYP Determination	 6 of 7						
Non-Accountability Groups							
Female (302:286)			100%		170	129	
Male (351:324)			100%		164	129	
Migrant (23:16)			—		—	—	

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
Accountability Groups								
All Students (207:179)		Qualified		91%		154	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (35:29)	—		—	—	—	—	—	—
Hispanic or Latino (64:54)		Qualified		89%		144	100	
Asian or Native Hawaiian/Other Pacific Islander (2:1)	—		—	—	—	—	—	—
White (106:95)		Qualified		94%		163	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (39:33)		Qualified	—	—		121	100	
Limited English Proficient (22:17)	—		—	—	—	—	—	—
Economically Disadvantaged (138:118)		Qualified		92%		143	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (86:78)				92%		153	100	
Male (121:101)				91%		155	100	
Migrant (7:5)				—		—	—	—


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 1 of 3 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
Accountability Groups							
All Students (84:80)			100%		164	166	166 [‡] 168
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (12:11)	—	—	—	—	—	—	—
Hispanic or Latino (16:15)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (1:1)	—	—	—	—	—	—	—
White (55:53)			100%		162	164	164 [‡] 166
Multiracial (0:0)							
Other Groups							
Students with Disabilities (13:13)	—	—	—	—	—	—	—
Limited English Proficient (4:3)	—	—	—	—	—	—	—
Economically Disadvantaged (33:32)		—	—		169	160	
Final AYP Determination	 1 of 3						
Non-Accountability Groups							
Female (47:42)			100%		174	162	
Male (37:38)			—		153	161	
Migrant (1:1)			—		—	—	

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th 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 3 of 3 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 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
Accountability Groups							
All Students (84:80)			100%		164	162	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (12:11)	—	—	—	—	—	—	—
Hispanic or Latino (16:15)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (1:1)	—	—	—	—	—	—	—
White (55:53)			100%		162	160	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (13:13)	—	—	—	—	—	—	—
Limited English Proficient (4:3)	—	—	—	—	—	—	—
Economically Disadvantaged (33:32)		—	—		175	156	
Final AYP Determination	 3 of 3						
Non-Accountability Groups							
Female (47:42)			100%		164	158	
Male (37:38)			—		163	157	
Migrant (1:1)			—		—	—	


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th 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 0 of 1 Student groups making AYP in graduation rate
 Did not make AYP

Prospective Status A district that fails to make AYP in graduation rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP in 2010-11, the district will be in good standing in 2011-12. [203]

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
Accountability Groups						
All Students (130)			68%	80%	71%	70%
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (15)		—	—	—		
Hispanic or Latino (33)			70%	80%	16%	72%
Asian or Native Hawaiian/Other Pacific Islander (1)		—	—	—		
White (81)			70%	80%	71%	72%
Multiracial (0)						
Other Groups						
Students with Disabilities (20)		—	—	—		
Limited English Proficient (6)		—	—	—		
Economically Disadvantaged (54)			61%	80%	62%	65%
Final AYP Determination	 0 of 1					
Non-Accountability Groups						
Female (68)			72%	80%		
Male (62)			63%	80%		
Migrant (1)						

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 **73%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

3 School Accountability Status

District **FALLSBURG CENTRAL SCHOOL DISTRICT**

District ID **59-05-01-06-0000**

2010–11 Accountability Status of Schools in Your District

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

In Good Standing

2 schools identified 100% of total

BENJAMIN COSOR ELEMENTARY SCHOOL

FALLSBURG JUNIOR SENIOR HIGH SCHOOL

4 Overview of District Performance

District **FALLSBURG CENTRAL SCHOOL DISTRICT**

District ID **59-05-01-06-0000**

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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	33%			106
Grade 4	21%			101
Grade 5	29%			113
Grade 6	28%			107
Grade 7	20%			113
Grade 8	34%			99
Mathematics				
Grade 3	40%			106
Grade 4	37%			102
Grade 5	39%			114
Grade 6	46%			109
Grade 7	34%			114
Grade 8	28%			102
Science				
Grade 4	77%			90
Grade 8	43%			96

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	58%			106
Mathematics	59%			106

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.

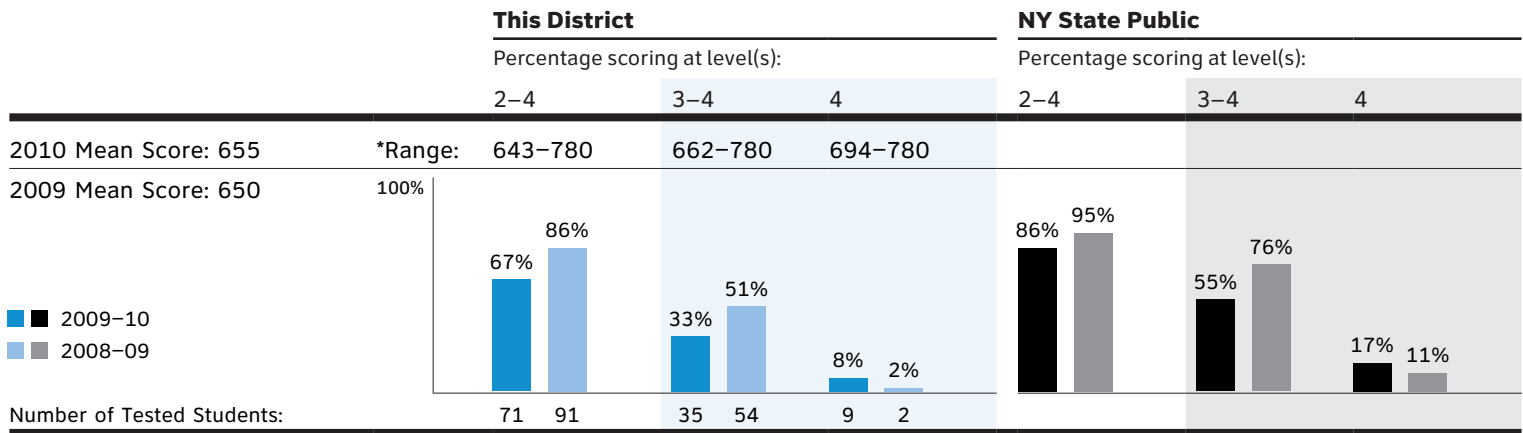
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

High Need/Resource Rural Districts

This is a rural 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
All Students	106	67%	33%	8%	106	86%	51%	2%
Female	50	72%	40%	12%	45	89%	58%	0%
Male	56	63%	27%	5%	61	84%	46%	3%
American Indian or Alaska Native								
Black or African American	18	-	-	-	20	-	-	-
Hispanic or Latino	23	70%	26%	0%	38	84%	42%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	64	66%	36%	11%	47	91%	60%	0%
Multiracial								
Small Group Totals	19	68%	32%	11%	21	76%	48%	10%
General-Education Students	86	77%	38%	10%	100	89%	53%	2%
Students with Disabilities	20	25%	10%	0%	6	33%	17%	0%
English Proficient	98	68%	35%	9%	94	87%	54%	2%
Limited English Proficient	8	50%	13%	0%	12	75%	25%	0%
Economically Disadvantaged	70	61%	17%	0%	81	85%	44%	2%
Not Disadvantaged	36	78%	64%	25%	25	88%	72%	0%
Migrant	3	-	-	-	7	71%	43%	0%
Not Migrant	103	-	-	-	99	87%	52%	2%

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.

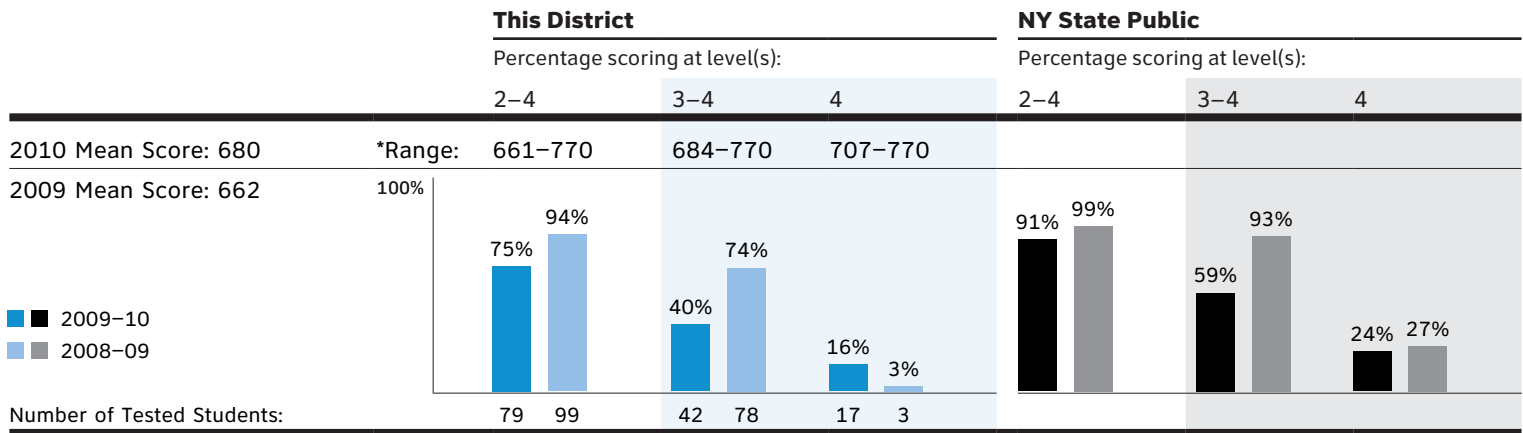
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	1	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
All Students	106	75%	40%	16%	105	94%	74%	3%
Female	51	76%	47%	20%	45	98%	76%	2%
Male	55	73%	33%	13%	60	92%	73%	3%
American Indian or Alaska Native								
Black or African American	18	-	-	-	20	-	-	-
Hispanic or Latino	23	83%	39%	13%	36	86%	72%	3%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	64	73%	41%	16%	48	98%	77%	4%
Multiracial								
Small Group Totals	19	68%	37%	21%	21	100%	71%	0%
General-Education Students	86	84%	48%	20%	98	97%	77%	3%
Students with Disabilities	20	35%	5%	0%	7	57%	43%	0%
English Proficient	97	75%	42%	18%	93	96%	77%	2%
Limited English Proficient	9	67%	11%	0%	12	83%	50%	8%
Economically Disadvantaged	70	66%	30%	11%	80	94%	69%	3%
Not Disadvantaged	36	92%	58%	25%	25	96%	92%	4%
Migrant	4	-	-	-	7	86%	57%	0%
Not Migrant	102	-	-	-	98	95%	76%	3%

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 3 Equivalent	0				0			

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: 652	*Range: 637-775	668-775	720-775			
2009 Mean Score: 653						
Number of Tested Students:	69	105	21	63	1	3

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
All Students	101	68%	21%	1%	113	93%	56%	3%
Female	41	76%	24%	0%	59	95%	64%	2%
Male	60	63%	18%	2%	54	91%	46%	4%
American Indian or Alaska Native								
Black or African American	24	-	-	-	20	-	-	-
Hispanic or Latino	32	72%	19%	0%	30	97%	53%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	2	-	-	-
White	44	80%	27%	2%	61	93%	61%	5%
Multiracial								
Small Group Totals	25	44%	12%	0%	22	86%	45%	0%
General-Education Students	89	75%	22%	1%	98	99%	63%	3%
Students with Disabilities	12	17%	8%	0%	15	53%	7%	0%
English Proficient	91	71%	23%	1%	103	93%	59%	3%
Limited English Proficient	10	40%	0%	0%	10	90%	20%	0%
Economically Disadvantaged	73	63%	15%	0%	81	90%	48%	1%
Not Disadvantaged	28	82%	36%	4%	32	100%	75%	6%
Migrant	1	-	-	-	4	-	-	-
Not Migrant	100	-	-	-	109	-	-	-

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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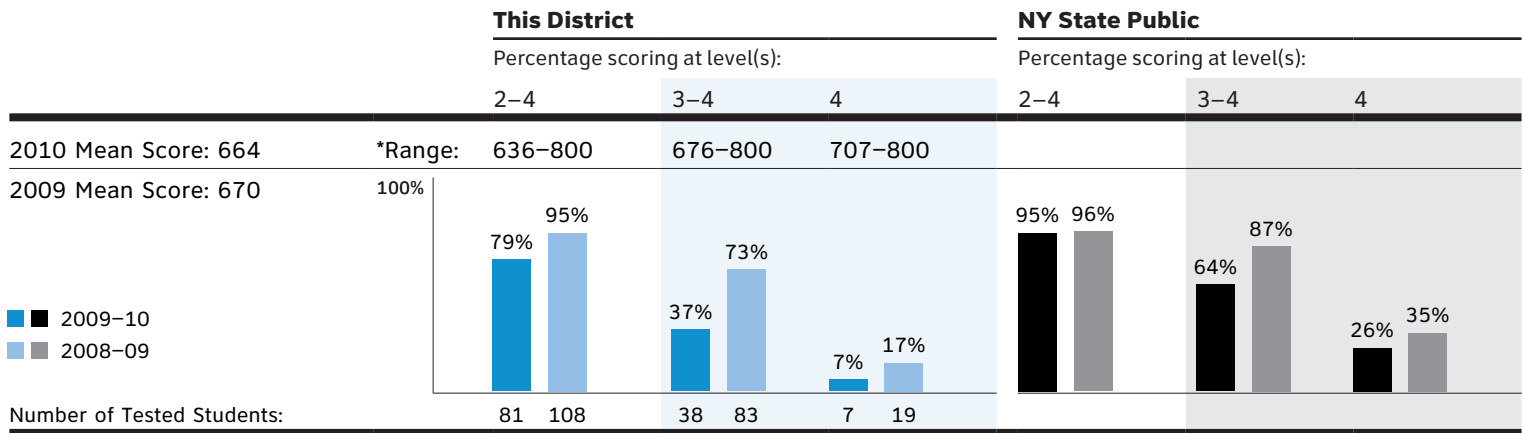
Other

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	2	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	1	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
All Students	102	79%	37%	7%	114	95%	73%	17%
Female	42	79%	36%	7%	60	95%	72%	15%
Male	60	80%	38%	7%	54	94%	74%	19%
American Indian or Alaska Native								
Black or African American	24	-	-	-	20	-	-	-
Hispanic or Latino	33	79%	24%	9%	30	100%	73%	17%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	2	-	-	-
White	44	95%	55%	7%	62	95%	76%	19%
Multiracial								
Small Group Totals	25	52%	24%	4%	22	86%	64%	9%
General-Education Students	90	84%	40%	8%	99	99%	80%	19%
Students with Disabilities	12	42%	17%	0%	15	67%	27%	0%
English Proficient	91	82%	42%	8%	104	94%	76%	18%
Limited English Proficient	11	55%	0%	0%	10	100%	40%	0%
Economically Disadvantaged	74	74%	31%	5%	82	93%	65%	12%
Not Disadvantaged	28	93%	54%	11%	32	100%	94%	28%
Migrant	2	-	-	-	4	-	-	-
Not Migrant	100	-	-	-	110	-	-	-

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.

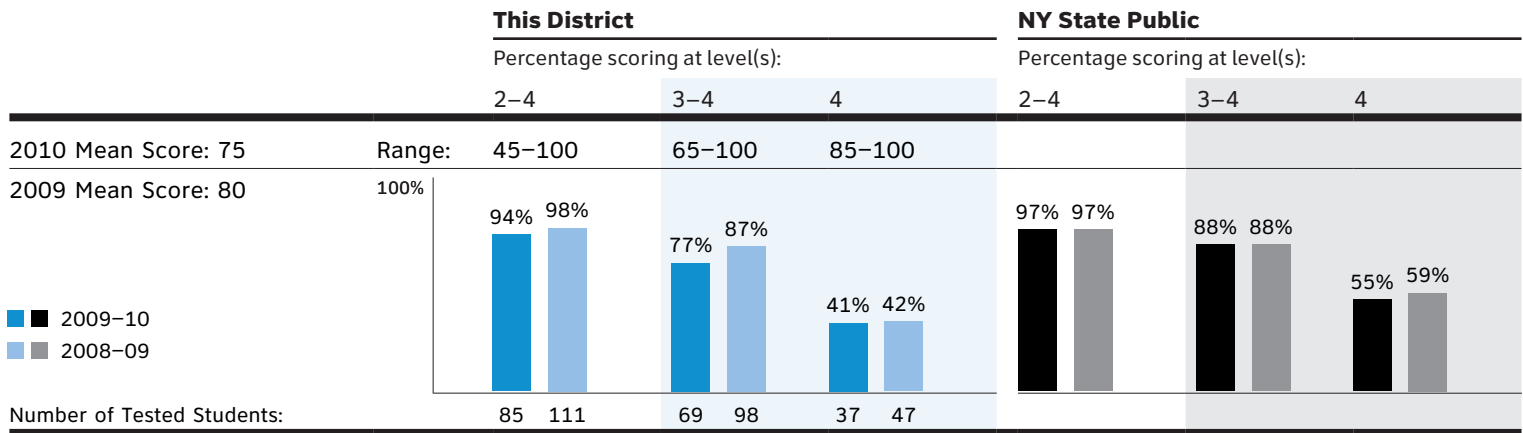
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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 4 Equivalent	2	-	-	-	0			

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
All Students	90	94%	77%	41%	113	98%	87%	42%
Female	37	95%	76%	43%	59	100%	88%	37%
Male	53	94%	77%	40%	54	96%	85%	46%
American Indian or Alaska Native								
Black or African American	22	91%	64%	32%	20	-	-	-
Hispanic or Latino	28	93%	79%	29%	29	97%	86%	38%
Asian or Native Hawaiian/Other Pacific Islander					2	-	-	-
White	40	98%	83%	55%	62	98%	90%	47%
Multiracial								
Small Group Totals					22	100%	77%	32%
General-Education Students	79	94%	78%	46%	98	99%	90%	42%
Students with Disabilities	11	100%	64%	9%	15	93%	67%	40%
English Proficient	81	95%	79%	46%	103	99%	89%	44%
Limited English Proficient	9	89%	56%	0%	10	90%	60%	20%
Economically Disadvantaged	65	94%	71%	32%	81	98%	84%	33%
Not Disadvantaged	25	96%	92%	64%	32	100%	94%	63%
Migrant	2	-	-	-	4	-	-	-
Not Migrant	88	-	-	-	109	-	-	-

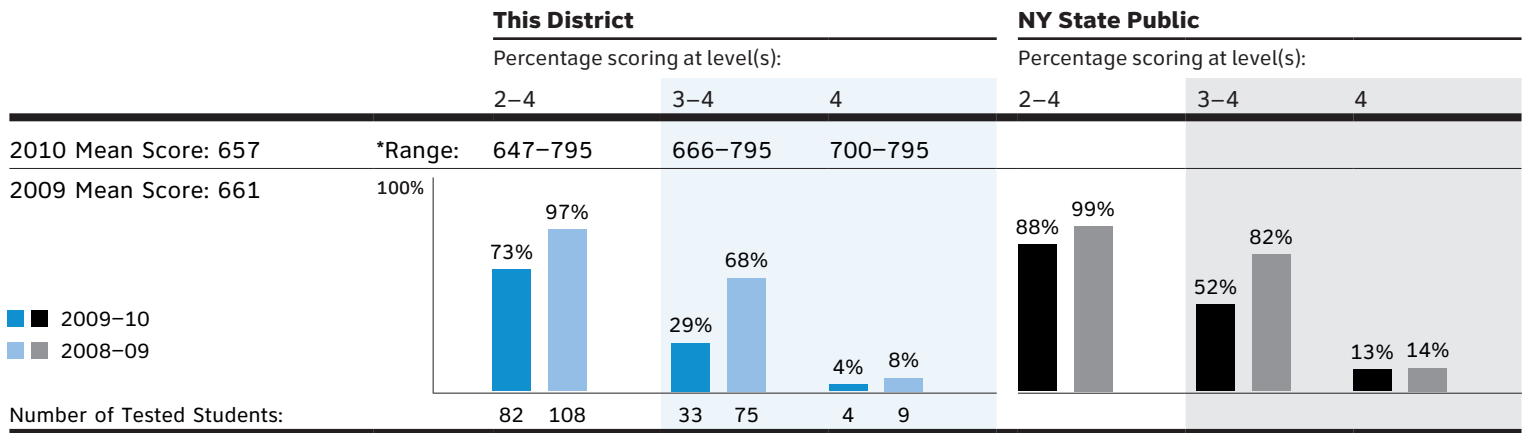
NOTES

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	2	-	-	-	0			

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
All Students	113	73%	29%	4%	111	97%	68%	8%
Female	59	80%	34%	3%	49	96%	69%	12%
Male	54	65%	24%	4%	62	98%	66%	5%
American Indian or Alaska Native								
Black or African American	17	-	-	-	20	-	-	-
Hispanic or Latino	29	79%	34%	0%	38	95%	66%	3%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	2	-	-	-
White	65	75%	31%	6%	51	100%	73%	12%
Multiracial								
Small Group Totals	19	53%	16%	0%	22	95%	59%	9%
General-Education Students	96	83%	34%	4%	90	99%	77%	10%
Students with Disabilities	17	12%	0%	0%	21	90%	29%	0%
English Proficient	106	76%	31%	4%	104	97%	71%	9%
Limited English Proficient	7	14%	0%	0%	7	100%	14%	0%
Economically Disadvantaged	83	65%	19%	2%	74	96%	64%	5%
Not Disadvantaged	30	93%	57%	7%	37	100%	76%	14%
Migrant	5	100%	20%	0%	3	-	-	-
Not Migrant	108	71%	30%	4%	108	-	-	-

NOTES

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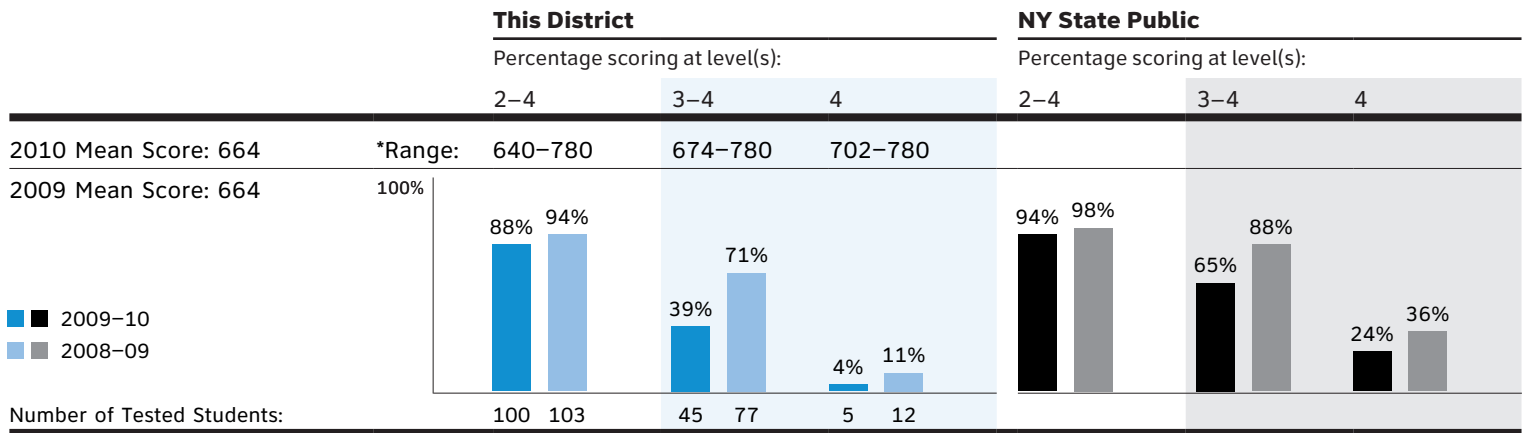
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	0				1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	1	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
All Students	114	88%	39%	4%	109	94%	71%	11%
Female	59	86%	37%	2%	47	96%	72%	9%
Male	55	89%	42%	7%	62	94%	69%	13%
American Indian or Alaska Native								
Black or African American	17	-	-	-	20	-	-	-
Hispanic or Latino	30	90%	40%	7%	37	95%	73%	5%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	2	-	-	-
White	65	89%	40%	5%	50	94%	68%	14%
Multiracial								
Small Group Totals	19	79%	37%	0%	22	95%	73%	14%
General-Education Students	97	96%	46%	5%	87	99%	83%	14%
Students with Disabilities	17	41%	0%	0%	22	77%	23%	0%
English Proficient	106	89%	42%	5%	102	94%	73%	12%
Limited English Proficient	8	75%	0%	0%	7	100%	43%	0%
Economically Disadvantaged	84	86%	31%	4%	73	92%	63%	10%
Not Disadvantaged	30	93%	63%	7%	36	100%	86%	14%
Migrant	6	83%	50%	0%	3	-	-	-
Not Migrant	108	88%	39%	5%	106	-	-	-

NOTES

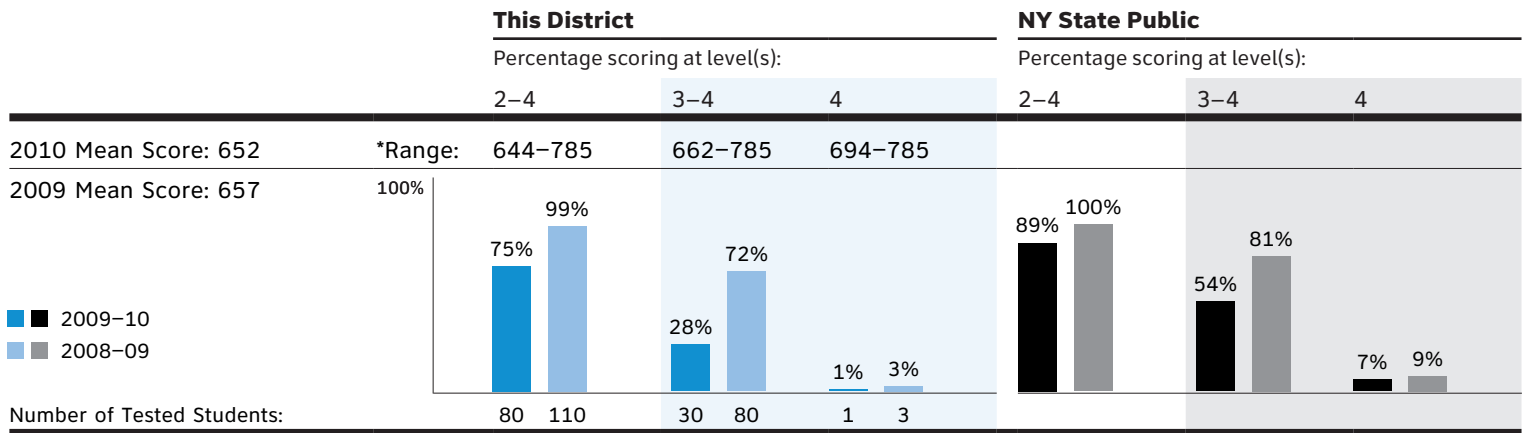
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Other Assessments

	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 5 Equivalent	0				1	-	-	-

This District's Results in Grade 6 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
All Students	107	75%	28%	1%	111	99%	72%	3%
Female	44	77%	39%	0%	54	100%	81%	4%
Male	63	73%	21%	2%	57	98%	63%	2%
American Indian or Alaska Native								
Black or African American	16	-	-	-	18	-	-	-
Hispanic or Latino	35	74%	14%	0%	31	100%	65%	6%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	54	76%	39%	2%	61	98%	70%	0%
Multiracial								
Small Group Totals	18	72%	22%	0%	19	100%	89%	5%
General-Education Students	88	83%	34%	1%	101	100%	76%	3%
Students with Disabilities	19	37%	0%	0%	10	90%	30%	0%
English Proficient	100	76%	30%	1%	102	99%	76%	3%
Limited English Proficient	7	57%	0%	0%	9	100%	22%	0%
Economically Disadvantaged	72	68%	17%	1%	64	98%	70%	2%
Not Disadvantaged	35	89%	51%	0%	47	100%	74%	4%
Migrant	3	-	-	-	4	-	-	-
Not Migrant	104	-	-	-	107	-	-	-

NOTES

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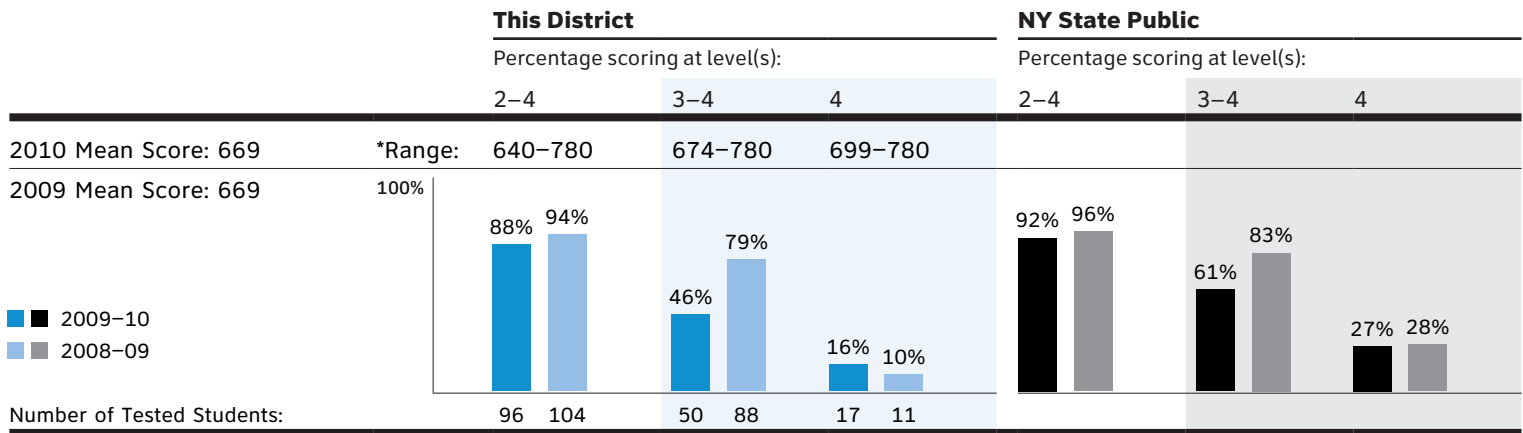
Other

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	1	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	1	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
All Students	109	88%	46%	16%	111	94%	79%	10%
Female	45	89%	49%	16%	54	96%	85%	9%
Male	64	88%	44%	16%	57	91%	74%	11%
American Indian or Alaska Native								
Black or African American	16	-	-	-	18	-	-	-
Hispanic or Latino	35	94%	40%	11%	31	97%	68%	6%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	56	84%	54%	21%	61	92%	84%	8%
Multiracial								
Small Group Totals	18	89%	33%	6%	19	95%	84%	21%
General-Education Students	89	97%	55%	19%	101	98%	82%	10%
Students with Disabilities	20	50%	5%	0%	10	50%	50%	10%
English Proficient	101	89%	50%	17%	102	95%	83%	11%
Limited English Proficient	8	75%	0%	0%	9	78%	33%	0%
Economically Disadvantaged	74	86%	34%	8%	64	94%	73%	3%
Not Disadvantaged	35	91%	71%	31%	47	94%	87%	19%
Migrant	4	-	-	-	4	-	-	-
Not Migrant	105	-	-	-	107	-	-	-

NOTES

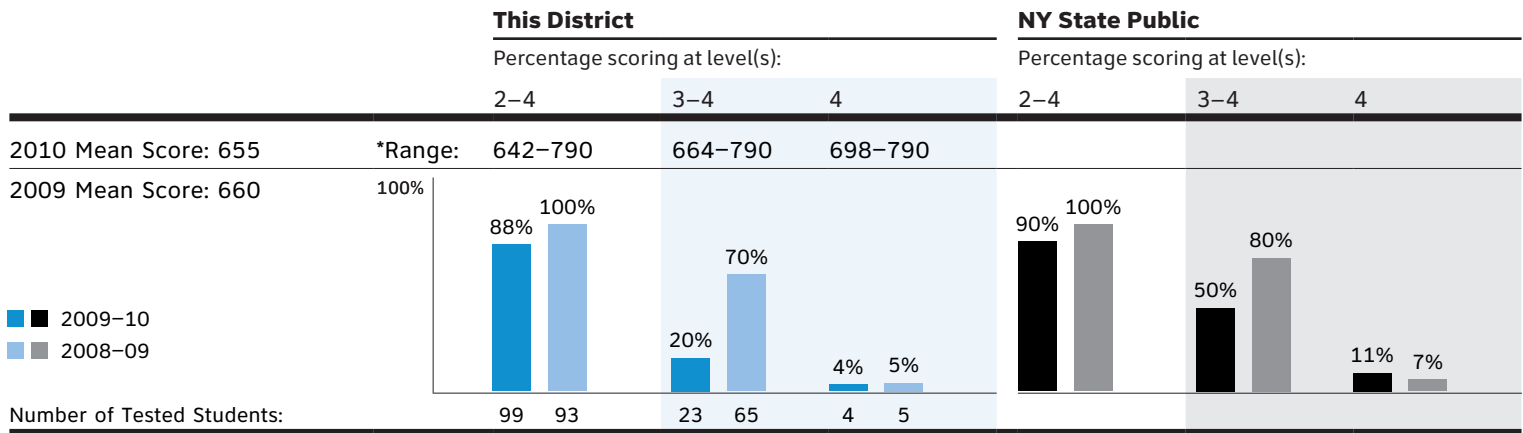
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Other Assessments

	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	1	-	-	-	0			

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
All Students	113	88%	20%	4%	93	100%	70%	5%
Female	60	93%	27%	5%	38	100%	74%	3%
Male	53	81%	13%	2%	55	100%	67%	7%
American Indian or Alaska Native								
Black or African American	21	-	-	-	13	-	-	-
Hispanic or Latino	28	89%	18%	4%	19	100%	63%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	63	87%	21%	3%	60	100%	75%	8%
Multiracial								
Small Group Totals	22	86%	23%	5%	14	100%	57%	0%
General-Education Students	103	92%	22%	4%	76	100%	79%	7%
Students with Disabilities	10	40%	0%	0%	17	100%	29%	0%
English Proficient	107	90%	21%	4%	89	-	-	-
Limited English Proficient	6	50%	0%	0%	4	-	-	-
Economically Disadvantaged	70	84%	6%	1%	52	100%	58%	0%
Not Disadvantaged	43	93%	44%	7%	41	100%	85%	12%
Migrant	1	-	-	-	2	-	-	-
Not Migrant	112	-	-	-	91	-	-	-

NOTES

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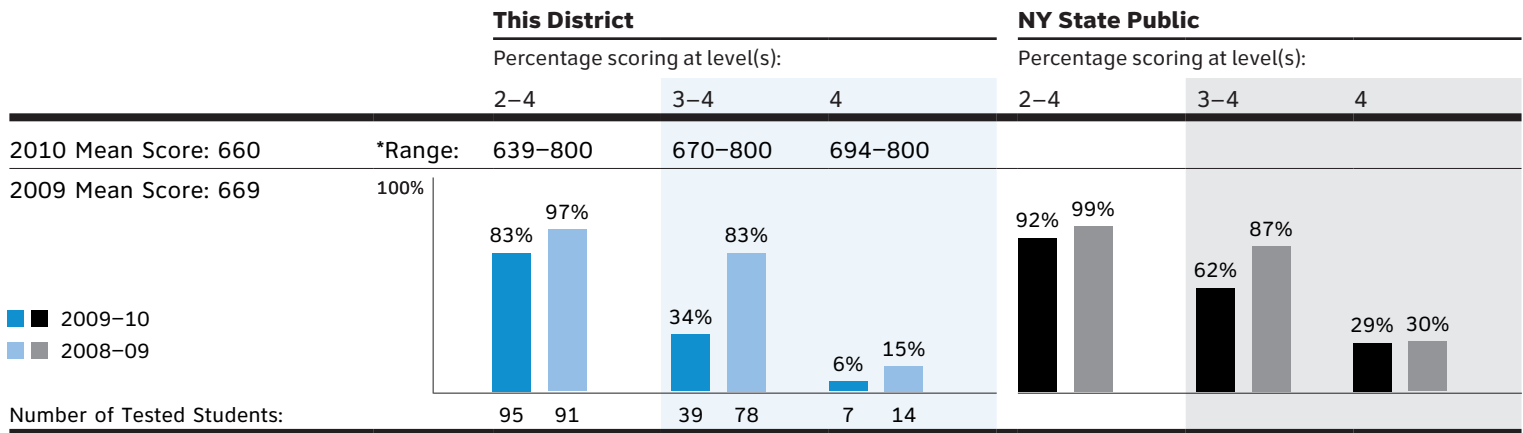
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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 7 Equivalent	2	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	1	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
All Students	114	83%	34%	6%	94	97%	83%	15%
Female	61	85%	30%	7%	39	97%	87%	10%
Male	53	81%	40%	6%	55	96%	80%	18%
American Indian or Alaska Native								
Black or African American	21	-	-	-	13	-	-	-
Hispanic or Latino	29	86%	34%	3%	19	100%	84%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	63	83%	32%	5%	61	97%	84%	23%
Multiracial								
Small Group Totals	22	82%	41%	14%	14	93%	79%	0%
General-Education Students	104	86%	36%	6%	75	100%	91%	19%
Students with Disabilities	10	60%	20%	10%	19	84%	53%	0%
English Proficient	107	84%	36%	7%	90	-	-	-
Limited English Proficient	7	71%	0%	0%	4	-	-	-
Economically Disadvantaged	71	83%	28%	1%	53	96%	77%	8%
Not Disadvantaged	43	84%	44%	14%	41	98%	90%	24%
Migrant	2	-	-	-	2	-	-	-
Not Migrant	112	-	-	-	92	-	-	-

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	2	-	-	-	0			

This District's Results in Grade 8 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: 645	*Range: 627-790	658-790	699-790			
2009 Mean Score: 651						
Number of Tested Students:	80	98	34	55	0	2

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
All Students	99	81%	34%	0%	104	94%	53%	2%
Female	43	81%	33%	0%	58	93%	59%	3%
Male	56	80%	36%	0%	46	96%	46%	0%
American Indian or Alaska Native					1	-	-	-
Black or African American	9	-	-	-	18	100%	50%	0%
Hispanic or Latino	28	82%	25%	0%	20	90%	45%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	4	-	-	-
White	61	80%	39%	0%	61	93%	56%	3%
Multiracial								
Small Group Totals	10	80%	30%	0%	5	100%	60%	0%
General-Education Students	75	92%	45%	0%	94	98%	59%	2%
Students with Disabilities	24	46%	0%	0%	10	60%	0%	0%
English Proficient	92	82%	37%	0%	101	-	-	-
Limited English Proficient	7	71%	0%	0%	3	-	-	-
Economically Disadvantaged	58	76%	24%	0%	43	93%	37%	0%
Not Disadvantaged	41	88%	49%	0%	61	95%	64%	3%
Migrant	1	-	-	-	1	-	-	-
Not Migrant	98	-	-	-	103	-	-	-

NOTES

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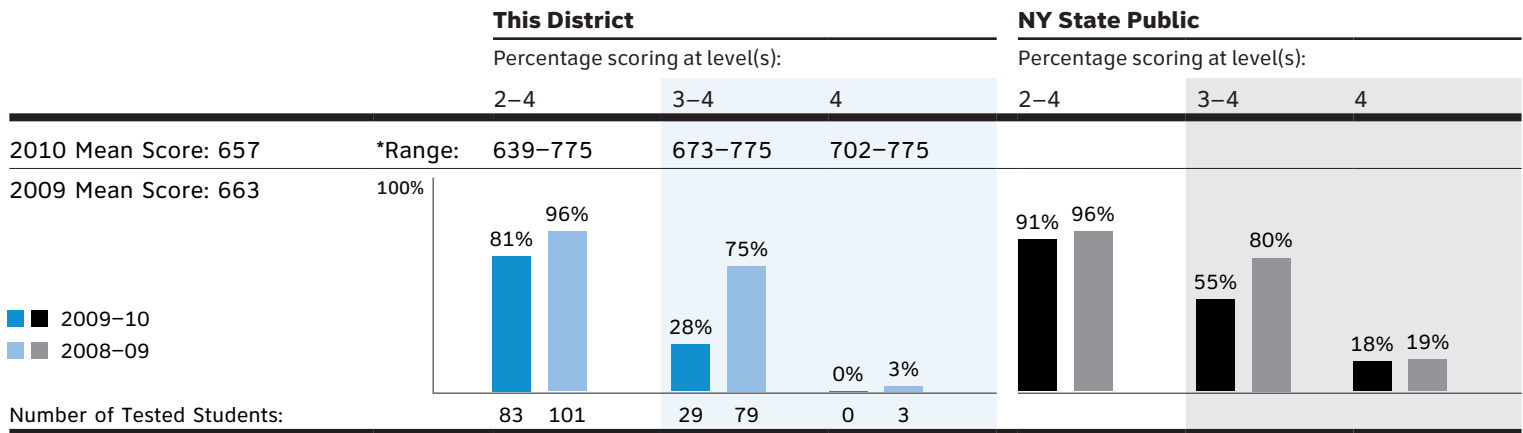
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Other Assessments

	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	1	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	3	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	3	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
All Students	102	81%	28%	0%	105	96%	75%	3%
Female	43	91%	19%	0%	58	97%	78%	2%
Male	59	75%	36%	0%	47	96%	72%	4%
American Indian or Alaska Native					1	-	-	-
Black or African American	9	-	-	-	18	100%	89%	11%
Hispanic or Latino	30	80%	20%	0%	20	100%	75%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	4	-	-	-
White	62	84%	34%	0%	62	94%	71%	2%
Multiracial								
Small Group Totals	10	70%	20%	0%	5	100%	80%	0%
General-Education Students	78	95%	36%	0%	94	99%	82%	3%
Students with Disabilities	24	38%	4%	0%	11	73%	18%	0%
English Proficient	92	83%	32%	0%	102	-	-	-
Limited English Proficient	10	70%	0%	0%	3	-	-	-
Economically Disadvantaged	61	79%	13%	0%	44	95%	68%	2%
Not Disadvantaged	41	85%	51%	0%	61	97%	80%	3%
Migrant	4	-	-	-	1	-	-	-
Not Migrant	98	-	-	-	104	-	-	-

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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	1	-	-	-	0			

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

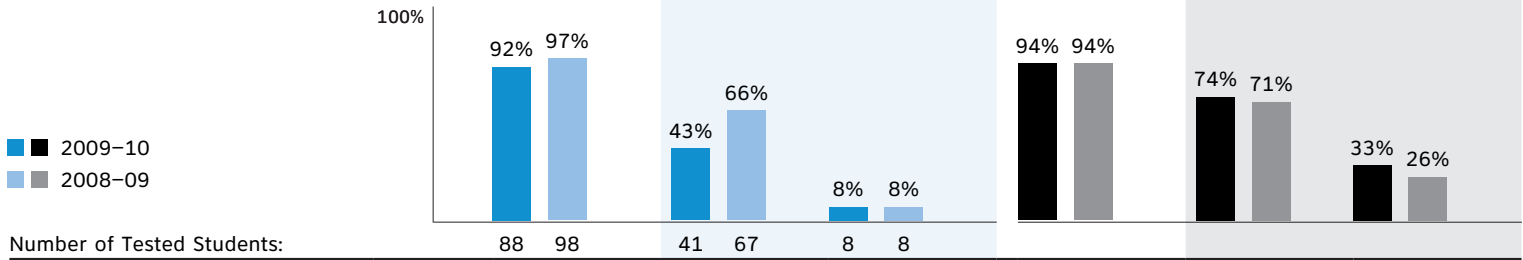
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Number of Tested Students:

88

98

41

67

8

8

101

93

101

93

101

93

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
All Students	96	92%	43%	8%	101	97%	66%	8%
Female	41	95%	41%	5%	56	98%	61%	5%
Male	55	89%	44%	11%	45	96%	73%	11%
American Indian or Alaska Native					1	-	-	-
Black or African American	7	-	-	-	17	100%	76%	0%
Hispanic or Latino	28	82%	32%	11%	20	95%	55%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	4	-	-	-
White	60	98%	48%	7%	59	97%	66%	10%
Multiracial								
Small Group Totals	8	75%	38%	13%	5	100%	80%	40%
General-Education Students	75	93%	53%	11%	93	99%	72%	9%
Students with Disabilities	21	86%	5%	0%	8	75%	0%	0%
English Proficient	86	95%	48%	9%	98	-	-	-
Limited English Proficient	10	60%	0%	0%	3	-	-	-
Economically Disadvantaged	59	88%	27%	5%	42	98%	50%	0%
Not Disadvantaged	37	97%	68%	14%	59	97%	78%	14%
Migrant	4	-	-	-	1	-	-	-
Not Migrant	92	-	-	-	100	-	-	-

NOTES

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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

	2009-10 School Year	2008-09 School Year
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	0
Regents Science	0	0

February 5, 2011

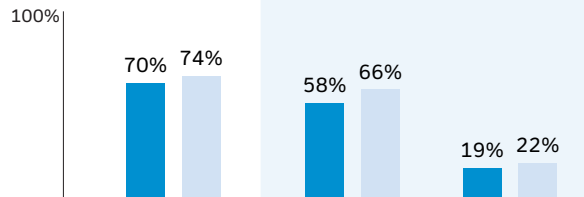
Page 31

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

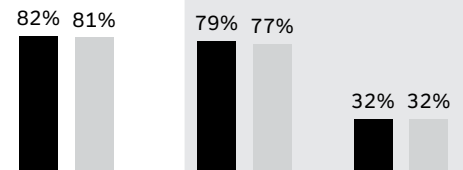


■ 2006 Cohort
■ 2005 Cohort

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
All Students	106	70%	58%	19%	130	74%	66%	22%
Female	48	81%	75%	23%	68	78%	68%	22%
Male	58	60%	45%	16%	62	69%	65%	21%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	17	-	-	-	16	-	-	-
Hispanic or Latino	26	54%	46%	8%	30	80%	63%	17%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	61	79%	66%	26%	82	76%	71%	23%
Multiracial								
Small Group Totals	19	63%	53%	11%	18	56%	50%	22%
General-Education Students	84	80%	69%	24%	109	83%	76%	26%
Students with Disabilities	22	32%	18%	0%	21	29%	14%	0%
English Proficient	98	73%	62%	20%	125	73%	67%	22%
Limited English Proficient	8	25%	13%	0%	5	100%	40%	0%
Economically Disadvantaged	43	70%	60%	9%	54	72%	59%	6%
Not Disadvantaged	63	70%	57%	25%	76	75%	71%	33%
Migrant	1	-	-	-				
Not Migrant	105	-	-	-	130	74%	66%	22%

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

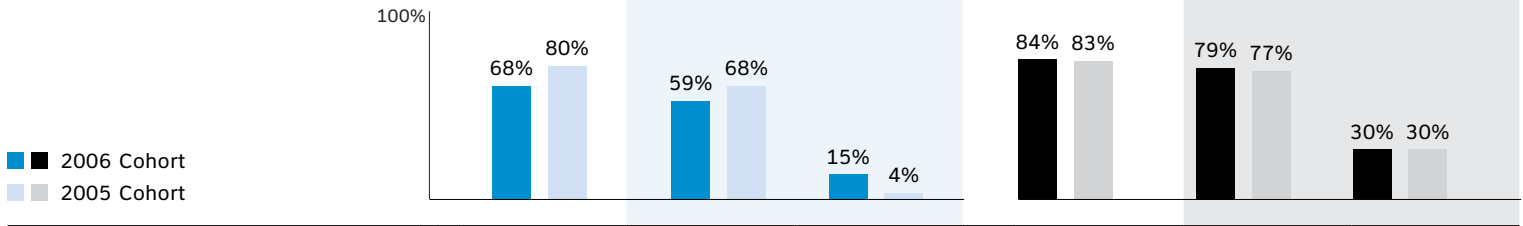
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2006 Cohort				2005 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	106	68%	59%	15%	130	80%	68%	4%
Female	48	79%	69%	15%	68	84%	69%	3%
Male	58	59%	52%	16%	62	76%	66%	5%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	17	-	-	-	16	-	-	-
Hispanic or Latino	26	54%	42%	8%	30	90%	77%	3%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	61	74%	66%	21%	82	80%	70%	5%
Multiracial								
Small Group Totals	19	68%	63%	5%	18	61%	44%	0%
General-Education Students	84	80%	71%	19%	109	88%	77%	5%
Students with Disabilities	22	23%	14%	0%	21	38%	19%	0%
English Proficient	98	71%	62%	16%	125	79%	68%	4%
Limited English Proficient	8	25%	25%	0%	5	100%	60%	0%
Economically Disadvantaged	43	74%	63%	12%	54	80%	61%	4%
Not Disadvantaged	63	63%	57%	17%	76	80%	72%	4%
Migrant	1	-	-	-				
Not Migrant	105	-	-	-	130	80%	68%	4%

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