

The New York State School Report Card

School VALLEY COTTAGE SCHOOL District NYACK UNION FREE SCHOOL DISTRICT School ID 50-03-04-03-0005 Principal ANDREA CODDETT Telephone (845) 353-7280 Grades K-5

Comprehensive Information Report 2009 – 10

Regents Exams

		All Stu	dents			Genera	al-Educati	on Stude	ents	Students with Disabilities					
		Total	5			Total	Percentage	e of studen	ts	Total	Percentage of students				
		Tested				Tested	scoring at	or above:		Tested	scoring at or above:				
			55	65	85		55	65	85		55	65	85		
Comprehensive English	2009–10	0				0				0					
	2008–09	0				0				0					
	2007-08	0				0				0					
Mathematics B	2009–10	0				0				0					
	2008–09	0				0				0					
	2007-08	0				0				0					
Integrated Algebra	2009–10	0				0				0					
	2008–09	0				0				0					
	2007–08	0				0				0					
Geometry	2009–10	0				0				0					
	2008–09	0				0				0					
	2007-08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Trigonometry	2009–10	0				0				0					
	2008–09	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
	2007–08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Global History	2009–10	0				0				0					
and Geography	2008–09	0				0				0					
	2007–08	0				0				0					
U.S. History	2009–10	0				0				0					
and Government	2008–09	0				0				0					
	2007-08	0				0				0					
Living Environment	2009-10	0				0				0					
	2008–09	0				0				0					
	2007–08	0				0				0					
Physical Setting/	2009–10	0				0				0					
Earth Science	2008–09	0				0				0					
	2007–08	0				0				0					
Physical Setting/Chemistry	2009-10	0				0				0					
-	2008–09	0				0				0					
	2007–08	0				0				0					
Physical Setting/Physics	2009-10	0				0				0					
	2008–09	0				0				0					
	2007–08	0				0				0					

NOTE

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.

District NYACK UNION FREE SCHOOL DISTRICT

School VALLEY COTTAGE SCHOOL School ID 50-03-04-03-0005

New York State English as a Second Language Achievement Test (NYSESLAT)

Tested in each performance level: Tested in each performance level: Tested in each performance level:			All St	udents	i		Gene	ral-Edu	nts	Students with Disabilities							
Listening and Speaking (Grades K-a) 2009-10 2007-08 22 14 0% 0% 9% 21% 45% 79% 0% 0% 14 13 -				J					5					Percent of students scoring in each performance level:			
and Spaaking (Grades K-1) 2008-09 16 13% 31% 50% 6% 14 - - - - 1 - - - - - 1 - - - - - 1 - - - - - 1 - - - - - 1 - - - - - - 1 - 1 - - - 1 - - - 1 - - - 1 0 0 0 <th></th> <th></th> <th></th> <th>Begin.</th> <th>Interm.</th> <th>Adv.</th> <th>Prof.</th> <th></th> <th>Begin.</th> <th>Interm.</th> <th>Adv.</th> <th>Prof.</th> <th></th> <th>Begin.</th> <th>Interm</th> <th>. Adv.</th> <th>Prof.</th>				Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm	. Adv.	Prof.
(Grades K-1) 2007-08 14 0% 21% 79% 0% 13 - - - 1 -	Listening	2009–10	22	0%	9%	45%	45%	22	0%	9%	45%	45%	0				
Provide Provide <t< td=""><td></td><td>2008–09</td><td>16</td><td>13%</td><td>31%</td><td>50%</td><td>6%</td><td>14</td><td>-</td><td>_</td><td>_</td><td>_</td><td>2</td><td>-</td><td>_</td><td>-</td><td></td></t<>		2008–09	16	13%	31%	50%	6%	14	-	_	_	_	2	-	_	-	
and Writing (Grades K-1) 2008-09 16 38% 50% 6% 6% 14 - - - 2 -	(Grades K-1)	2007-08	14	0%	21%	79%	0%	13	-	_	_	_	1	-	_	-	
(Grades K-1) 2007-08 14 29% 57% 7%	Reading	2009–10	22	23%	36%	5%	36%	22	23%	36%	5%	36%	0				
2007-08 14 29% 5/% 7% 13 - - - - 1 -	•	2008–09	16	38%	50%	6%	6%	14	-	_	_	_	2	-	-	-	
and Speaking (Grades 2-4) 2008-09 14 0% 0% 36% 64% 13 - - - 1 - <td>(Grades K-1)</td> <td>2007-08</td> <td>14</td> <td>29%</td> <td>57%</td> <td>7%</td> <td>7%</td> <td>13</td> <td>-</td> <td>_</td> <td>_</td> <td>_</td> <td>1</td> <td>_</td> <td>_</td> <td>-</td> <td></td>	(Grades K-1)	2007-08	14	29%	57%	7%	7%	13	-	_	_	_	1	_	_	-	
(Grades 2-4) 2007-08 12 0% 8% 33% 58% 11 - - - 1 -	Listening	2009–10	14	0%	0%	29%	71%	12	-	_	_	-	2	-	_	_	
Reading 2007-08 12 0% 8% 33% 58% 11 - - - 1 -		2008–09	14	0%	0%	36%	64%	13	_	_	_	_	1	_	_	-	
and Writing (Grades 2-4) 2008-09 14 7% 7% 57% 29% 13 - - - 1 -	(Grades 2–4)	2007–08	12	0%	8%	33%	58%	11	_	_	_	_	1	_	_	-	
(Grades 2-4) 2007-08 12 8% 0% 33% 58% 11 - - - 1 -	Reading	2009–10	14	7%	7%	43%	43%	12	-	_	_	-	2	_	_	_	
Listening 2007-08 12 8% 0% 33% 58% 11 - - - 1 - <td>-</td> <td>2008–09</td> <td>14</td> <td>7%</td> <td>7%</td> <td>57%</td> <td>29%</td> <td>13</td> <td>-</td> <td>_</td> <td>-</td> <td>_</td> <td>1</td> <td>-</td> <td>-</td> <td>-</td> <td></td>	-	2008–09	14	7%	7%	57%	29%	13	-	_	-	_	1	-	-	-	
and Speaking (Grades 5-6) 2008-09 3 - - - - 2 - - - 1 - - - - - - 0 - - - 0 - - - 0 - - - 0 - - - 0 - - - - 0 - - - 0 - - - 0 - - - 0 - - - - 0 - - - - - 0 -	(Grades 2–4)	2007–08	12	8%	0%	33%	58%	11	_	_	_	_	1	_	_	_	
(Grades 5-6) 2007-08 3 - - 3 - - 0 Reading 2009-10 6 0% 17% 33% 50% 4 - - - 0 and Writing 2008-09 3 - - - 2 - - - 1 - 0 0 - - 0 0 0 - 0 0 <td>Listening</td> <td>2009–10</td> <td>6</td> <td>0%</td> <td>0%</td> <td>33%</td> <td>67%</td> <td>4</td> <td>_</td> <td>_</td> <td>_</td> <td>_</td> <td>2</td> <td>_</td> <td>_</td> <td>_</td> <td></td>	Listening	2009–10	6	0%	0%	33%	67%	4	_	_	_	_	2	_	_	_	
2007-08 3 - - - - 3 - - - 0 Reading and Writing (Grades 5-6) 2009-10 6 0% 17% 33% 50% 4 - - - 2 - 0 0 0 0 0 0 0 0 0 0 0	and Speaking	2008–09	3	_	_	_	_	2	_	_	_	_	1	_	_	_	
and Writing (Grades 5-6) 2008-09 3 - - - 2 - - - 1 - - - - 1 - - - 1 - - - 1 - - - 1 - - - 1 - - - 1 - - - 1 - - - 1 - - - 0 Listening 2009-10 <t< td=""><td>(Grades 5–6)</td><td>2007–08</td><td>3</td><td>_</td><td>_</td><td>_</td><td>_</td><td>3</td><td>_</td><td>_</td><td>_</td><td>_</td><td>0</td><td></td><td></td><td></td><td></td></t<>	(Grades 5–6)	2007–08	3	_	_	_	_	3	_	_	_	_	0				
(Grades 5-6) 2007-08 3 - - 3 - - 0 Listening 2009-10 0 0 0 0 0 and Speaking 2008-09 0 0 0 0 0 (Grades 7-8) 2007-08 0 0 0 0 0 Reading 2009-10 0 0 0 0 0 and Writing 2008-09 0 0 0 0 0 (Grades 7-8) 2007-08 0 0 0 0 0 Listening 2009-10 0 0 0 0 0 and Speaking 2007-08 0 0 0 0 0 Reading 2009-10 0 0 0 0 0 0<	Reading	2009–10	6	0%	17%	33%	50%	4	_	_	_	_	2	_	_	_	
Listening 2007-08 3 I I 1 3 I I I 0 Listening 2009-10 0	-	2008–09	3	_	_	_	_	2	_	_	_	_	1	_	_	_	
and Speaking (Grades 7-8) 2008-09 0 0 0 2007-08 0 0 0 0 Reading and Writing (Grades 7-8) 2009-10 0 0 0 2007-08 0 0 0 0 Istening (Grades 9-12) 2008-09 0 0 0 2007-08 0 0 0 0 Reading (Grades 9-12) 2009-10 0 0 0 Reading 2009-10 0 0 0 0 Reading 2009-10 0 0 0 0 Reading 2009-10 0 0 0 0	(Grades 5–6)	2007–08	3	_	_	_	_	3	_	_	_	_	0				
(Grades 7-8) 2007-08 0 0 0 Reading 2009-10 0 0 0 and Writing 2008-09 0 0 0 (Grades 7-8) 2007-08 0 0 0 Listening 2009-10 0 0 0 Listening 2009-10 0 0 0 (Grades 9-12) 2007-08 0 0 0 Reading 2009-10 0 0 0 Reading 2009-10 0 0 0 writing 2009-10 0 0 0	Listening	2009–10	0					0					0				
Reading 2007-08 0 0 0 0 Reading 2009-10 0 <td>-</td> <td>2008–09</td> <td>0</td> <td></td> <td></td> <td></td> <td></td> <td>0</td> <td></td> <td></td> <td></td> <td></td> <td>0</td> <td></td> <td></td> <td></td> <td></td>	-	2008–09	0					0					0				
and Writing (Grades 7-8) 2008-09 0 0 0 2007-08 0 0 0 0 Listening and Speaking (Grades 9-12) 2009-10 0 0 0 2007-08 0 0 0 0 Reading 2009-10 0 0 0 Reading 2009-10 0 0 0	(Grades 7-8)	2007-08	0					0					0				
(Grades 7-8) 2007-08 0 0 0 Listening 2009-10 0 0 0 and Speaking 2008-09 0 0 0 (Grades 9-12) 2007-08 0 0 0 Reading 2009-10 0 0 0	Reading	2009–10	0					0					0				
Listening 2007-08 0 0 0 Listening 2009-10 0 0 0 0 and Speaking (Grades 9-12) 2008-09 0 0 0 0 0 Reading 2009-10 0 0 0 0 0 0	and Writing	2008-09	0					0					0				
Listening and Speaking (Grades 9-12) 2009-10 0 <td>(Grades 7–8)</td> <td>2007-08</td> <td>0</td> <td></td> <td></td> <td></td> <td></td> <td>0</td> <td></td> <td></td> <td></td> <td></td> <td>0</td> <td></td> <td></td> <td></td> <td></td>	(Grades 7–8)	2007-08	0					0					0				
and Speaking (Grades 9-12) 2008-09 0 0 0 2007-08 0 0 0 0 Reading 2009-10 0 0 0 0	Listening							0					0				
(Grades 9-12) 2007-08 0 0 0 Reading 2009-10 0 0 0	-	-						0					0				
Reading 2009–10 0 0 0	(Grades 9-12)	-											0				
and Militian	Reading																
	-	•															
(Grades 9-12) 2007-08 0 0 0		-															

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Elementary/Middle-Level Social Studies 2009-10

	All St	udents				Gener	General-Education Students						Students with Disabilities						
		Percenta scoring a				Percenta scoring a			Total Percentage of students Tested scoring at level:										
		1	2	3	4		1	2	3	4		1	2	3	4				
Elementary Level	67	1%	1%	30%	67%	58	0%	0%	24%	76%	9	11%	11%	67%	11%				
Middle Level	0					0					0								

2006 Total Cohort Performance on Regents Exams After Four Years

	All S	tudents			Gene	ral-Education S	Students	Stu	Students with Disabilities					
	부				Cohort Enrollment	Cohort	Enroument	Percentage of students scoring:						
		55-64	65-84 85-	100		55-64 65-84	4 85-100			55-64	65-84	85-100		
Global History and Geography	0				0				0					
U.S. History and Government	0				0				0					
Science	0				0				0					

New York State Alternate Assessments (NYSAA) 2009–10

All Students										
Total Tested		5								
	1	2	3	4						
1	_	-	-	_						
0										
0										
0										
0										
0										
	Total Tested 1 0 0 0 0 0	Total Number o Tested at Level: 1 1 - 0 0 0 0 0	Total Number of studen Tested at Level: 1 2 1 0 0 0 0 0	Total Number of students scorin Tested at Level: 1 2 3 1 0 0 0 0 0						

The New York State Alternate Assessment (NYSAA) is for students with severe cognitive disabilities. Results for students taking the NYSAA in English language arts, mathematics, and science at the elementary and middle levels are available in the Accountability and Overview Report part of The New York State Report Card.

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NOTE

More Information about the School

School VALLEY COTTAGE SCHOOL School ID 50-03-04-03-0005

Financial Information

2009-10 Estimated Percentage of Students from Families Receiving Public Assistance

21-30%

District NYACK UNION FREE SCHOOL DISTRICT