

The New York State School Report Card

School CONCORD ROAD ELEMENTARY SCHOOL District ARDSLEY UNION FREE SCHOOL DISTRICT School ID 66-04-05-03-0003 Principal LAYNE HUDES Telephone (914) 693-7510 Grades K-4, UE

Comprehensive Information Report 2009 – 10

Regents Exams

| | | All Stu | dents | | | Genera | al-Educati | on Stud | ents | Students with Disabilities | | | | | |
|----------------------------|---------|---------|------------|-------------|-----|--------|------------|-------------|------|------------------------------|----------------------|-----|-----|--|--|
| | | Total | Percentage | e of studer | ts | Total | Percentage | e of studen | ts | Total Percentage of students | | | | | |
| | | Tested | scoring at | or above: | | 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.

School CONCORD ROAD ELEMENTARY SCHOOL School ID 66-04-05-03-0003

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

| Tested in each performance level: Begin Interm. Adv Prof. Begin Interm. Adv Prof. Begin Interm. Adv. Prof. Listening (Grades K1) 2009-10 11 0% 9% 55% 11 0% 9% 55% 0 1 - - - - 1 - <th></th> <th></th> <th colspan="5">All Students</th> <th>Gene</th> <th>ral-Edu</th> <th>cation</th> <th colspan="6">Students with Disabilities</th> | | | All Students | | | | | Gene | ral-Edu | cation | Students with Disabilities | | | | | | | |
|---|---------------|---------|--------------|--------|---------|------|-------|------|---------|---------|----------------------------|-------|---|---|--------|---------|-------|---|
| Listening and Speaking (Grades K-1) 2007-08 10 0% 9% 55% 36% 11 0% 9% 55% 36% 0 (Grades K-1) 2007-08 10 0% 20% 50% 30% 9 1 1 and Writing (Grades K-1) 2007-08 10 20% 0% 50% 50% 11 0% 36% 9% 55% 0 (Grades 2-4) 2007-08 10 20% 0% 50% 50% 50% 10 10 0% 0% 50% 50% 50% 0 and Speaking (Grades 2-4) 2007-08 8 0% 13% 13% 75% 8 0% 13% 13% 75% 0 (Grades 2-4) 2007-08 8 0% 13% 13% 75% 8 0% 13% 13% 75% 0 (Grades 2-4) 2007-08 8 0% 13% 25% 63% 8 0% 10% 0% 30% 0 (Grades 2-4) 2007-08 8 0% 13% 25% 63% 8 0% 25% 38% 38% 0 (Grades 2-4) 2007-08 8 0% 13% 25% 63% 8 0% 25% 38% 38% 0 (Grades 2-4) 2007-08 8 0% 13% 25% 63% 8 0% 25% 38% 38% 0 (Grades 2-4) 2007-08 8 0% 13% 25% 63% 8 0% 25% 38% 38% 0 (Grades 2-4) 2007-08 8 0% 13% 25% 63% 8 0% 25% 38% 38% 0 (Grades 2-6) 2007-08 0 0 0 0 (Grades 5-6) 2007-08 0 0 0 0 (Grades 5-6) 2007-08 0 0 0 0 (Grades 5-7) 2007-08 0 0 0 0 (Grades 7-8) 2007-08 0 0 0 0 (Grades 7-8) 2007-08 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | | | | | | | 5 | | | | | 5 | | Percent of students scoring in each performance level: | | | | |
| and Speaking (Grades K-1) 2008-09 11 0% 18% 36% 45% 0 Reading and Writing (Grades K-1) 2009-10 11 0% 36% 9% 55% 11 0% 36% 9% 55% 0 (Grades K-1) 2007-08 10 0% 36% 9% 55% 11 0% 36% 9% 55% 0 - </th <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>Begin.</th> <th>Interm</th> <th>n. Adv.</th> <th>Prof.</th> <th></th> | | | | Begin. | Interm. | Adv. | Prof. | | Begin. | Interm. | Adv. | Prof. | | Begin. | Interm | n. Adv. | Prof. | |
| (Grades K-1) 2007-08 10 0% 20% 30% 9 - - - 1 - </td <td>Listening</td> <td>2009–10</td> <td>11</td> <td>0%</td> <td>9%</td> <td>55%</td> <td>36%</td> <td>11</td> <td>0%</td> <td>9%</td> <td>55%</td> <td>36%</td> <td>0</td> <td></td> <td></td> <td></td> <td></td> <td></td> | Listening | 2009–10 | 11 | 0% | 9% | 55% | 36% | 11 | 0% | 9% | 55% | 36% | 0 | | | | | |
| 10 10 0% 20% 50% 30% 9 - - - 1 - | | 2008–09 | 11 | 0% | 18% | 36% | 45% | 11 | 0% | 18% | 36% | 45% | 0 | | | | | |
| and Writing (Grades K-1) 2008-09 11 18% 18% 45% 18% 11 18% 18% 45% 18% 0 Listening and Speaking (Grades 2-4) 2009-10 10 0% 0% 50% 50% 10 0% 50% 50% 0 Reading and Writing (Grades 2-4) 2008-09 8 0% 13% 13% 75% 8 0% 0% 30% 0 Reading and Writing (Grades 2-4) 2008-09 8 0% 25% 38% 38% 8 0% 13% 13% 75% 8 0% 13% 38% 0% (Grades 2-4) 2008-09 8 0% 25% 38% 80% 13% 25% 63% 0< | (Grades K-1) | 2007-08 | 10 | 0% | 20% | 50% | 30% | 9 | _ | _ | _ | _ | 1 | - | _ | | - | - |
| (Grades K-1) 2007-08 10 20% 40% 30% 10% 9 - - - 1 - 10 0 <td< td=""><td>Reading</td><td>2009–10</td><td>11</td><td>0%</td><td>36%</td><td>9%</td><td>55%</td><td>11</td><td>0%</td><td>36%</td><td>9%</td><td>55%</td><td>0</td><td></td><td></td><td></td><td></td><td></td></td<> | Reading | 2009–10 | 11 | 0% | 36% | 9% | 55% | 11 | 0% | 36% | 9% | 55% | 0 | | | | | |
| 2007-08 10 20% 40% 30% 10% 9 - - - 1 - - - - - 1 - - - - - 1 - - - - 1 - - - - - 1 - - - - - 1 - - - - - 1 - - - - - 1 - - - - - - - - - 1 - - - - - - 1 - | • | 2008–09 | 11 | 18% | 18% | 45% | 18% | 11 | 18% | 18% | 45% | 18% | 0 | | | | | |
| and Speaking (Grades 2-4) 2008-09 8 0% 13% 13% 75% 8 0% 0% 38% 63% 0 Reading and Writing (Grades 2-4) 2009-10 10 10% 10% 50% 30% 10 10% 50% 30% 0 Reading and Writing (Grades 2-4) 2009-10 0 13% 13% 75% 8 0% 13% 50% 30% 0 Listening and Speaking (Grades 5-6) 2009-10 0 13% 25% 63% 8 0% 13% 25% 63% 0 Listening and Speaking (Grades 5-6) 2009-10 0 0 0 0 0 0 Reading and Speaking (Grades 5-6) 2007-08 0 0 0 0 0 0 Reading and Speaking (Grades 7-8) 2009-10 0 0 0 0 0 0 Reading and Speaking (Grades 7-8) 2009-10 0 0 0 0 0 0 Reading (Grades 7-8) 2007-08 0 0 0 0 0 | (Grades K-1) | 2007-08 | 10 | 20% | 40% | 30% | 10% | 9 | - | _ | _ | _ | 1 | - | - | | - | _ |
| (Grades 2-4) 2007-08 8 0% 0% 38% 63% 0% 0% 38% 63% 0 Reading 2009-10 10 10% 10% 10% 10% 10% 50% 30% 0 and Writing 2008-09 8 0% 25% 38% 8 0% 25% 38% 63% 0 (Grades 2-4) 2007-08 8 0% 13% 25% 63% 8 0% 25% 38% 63% 0 (Grades 2-4) 2007-08 8 0% 13% 25% 63% 8 0% 13% 25% 63% 0 Listening 2009-10 0 0 0 0 0 0 0 0 0 Reading 2009-10 | Listening | 2009–10 | 10 | 0% | 0% | 50% | 50% | 10 | 0% | 0% | 50% | 50% | 0 | | | | | |
| Reading 2007-08 8 0% 0% 38% 6.3% 0 Reading 2009-10 10 10% 10% 50% 30% 0 and Writing 2008-09 8 0% 25% 38% 38% 8 0% 25% 38% 38% 0 (Grades 2-4) 2007-08 8 0% 13% 25% 63% 8 0% 13% 25% 63% 0 Listening 2009-10 0 0 0 0 0 0 and Speaking 2009-10 0 0 0 0 0 0 Reading 2009-10 0 0 0 0 0 0 0 0 Reading 2009-10 0 0 0 0 0 0 0 0 Istening 2009-10 0 0 0 0 0 0 0 0 0 0 | | 2008–09 | 8 | 0% | 13% | 13% | 75% | 8 | 0% | 13% | 13% | 75% | 0 | | | | | |
| and Writing (Grades 2-4) 2008-09 8 0% 25% 38% 38% 8 0% 25% 38% 38% 0 Listening and Speaking (Grades 5-6) 2009-10 0 0 0 0 0 0 Reading and Writing 2009-10 0 0 0 0 0 0 Reading and Speaking 2009-10 0 0 0 0 0 0 Reading and Writing 2009-10 0 0 0 0 0 0 (Grades 5-6) 2007-08 0 0 0 0 0 0 0 (Grades 5-6) 2007-08 0 0 0 0 0 0 (Grades 5-6) 2007-08 0 0 0 0 0 0 (Grades 7-8) 2008-09 0 0 0 0 0 0 (Grades 7-8) 2007-08 0 0 0 0 0 0 (Grades 7-8) 2007-08 0 0 0 0 0 </td <td>(Grades 2–4)</td> <td>2007–08</td> <td>8</td> <td>0%</td> <td>0%</td> <td>38%</td> <td>63%</td> <td>8</td> <td>0%</td> <td>0%</td> <td>38%</td> <td>63%</td> <td>0</td> <td></td> <td></td> <td></td> <td></td> <td></td> | (Grades 2–4) | 2007–08 | 8 | 0% | 0% | 38% | 63% | 8 | 0% | 0% | 38% | 63% | 0 | | | | | |
| (Grades 2-4) 2007-08 8 0% 13% 25% 63% 0 Listening 2009-10 0 0 0 0 0 (Grades 5-6) 2007-08 0 0 0 0 0 Reading 2009-10 0 0 0 0 0 and Speaking 2009-10 0 0 0 0 0 and Writing 2009-10 0 0 0 0 0 (Grades 5-6) 2007-08 0 0 0 0 0 (Grades 5-6) 2007-08 0 0 0 0 0 (Grades 5-6) 2007-08 0 0 0 0 0 istening 2009-10 0 0 0 0 0 0 (Grades 7-8) 2007-08 0 0 0 0 0 0 (Grades 7-8) 2007-08 0 0 0 0 0 0 0 0 Listening 2009-10 0 | Reading | 2009–10 | 10 | 10% | 10% | 50% | 30% | 10 | 10% | 10% | 50% | 30% | 0 | | | | | |
| Listening 2007-08 8 0% 13% 25% 63% 8 0% 13% 25% 63% 0 Listening 2009-10 0 0 0 0 0 0 and Speaking 2007-08 0 0 0 0 0 0 Reading 2009-10 0 0 0 0 0 0 Reading 2009-10 0 0 0 0 0 0 (Grades 5-6) 2007-08 0 0 0 0 0 0 Listening 2009-10 0 0 0 0 0 Isterning 2009-10 0 0 0 0 0 0 Reading 2009-10 0 0 0 0 0 0 Reading 2009-10 0 0 0 0 0 0 Istening 2009-10 0 0 | and Writing | 2008–09 | 8 | 0% | 25% | 38% | 38% | 8 | 0% | 25% | 38% | 38% | 0 | | | | | |
| and Speaking (Grades 5-6) 2008-09 0 0 0 Reading and Writing 2009-10 0 0 0 0 Reading and Writing 2008-09 0 0 0 0 (Grades 5-6) 2007-08 0 0 0 0 (Grades 5-6) 2007-08 0 0 0 0 (Grades 7-8) 2009-10 0 0 0 0 2007-08 0 0 0 0 0 (Grades 7-8) 2009-10 0 0 0 0 2007-08 0 0 0 0 0 (Grades 7-8) 2007-08 0 0 0 0 2007-08 0 0 0 0 0 0 (Grades 7-8) 2007-08 0 0 0 0 0 2007-08 0 0 0 0 0 0 0 (Grades 9-12) 20 | (Grades 2–4) | 2007–08 | 8 | 0% | 13% | 25% | 63% | 8 | 0% | 13% | 25% | 63% | 0 | | | | | |
| and Speaking (Grades 5-6) 2008-09 0 0 0 Reading and Writing 2009-10 0 0 0 0 Reading and Writing 2008-09 0 0 0 0 (Grades 5-6) 2007-08 0 0 0 0 (Grades 5-6) 2007-08 0 0 0 0 Listening 2009-10 0 0 0 0 and Speaking (Grades 7-8) 2008-09 0 0 0 0 2007-08 0 0 0 0 0 0 Reading (Grades 7-8) 2009-10 0 0 0 0 0 2007-08 0 0 0 0 0 0 0 Istening and Speaking (Grades 7-8) 2009-10 0 0 0 0 0 0 Listening and Speaking (Grades 9-12) 2007-08 0 0 0 0 0 0 Reading and Writing 2 | Listening | 2009–10 | 0 | | | | | 0 | | | | | 0 | | | | | |
| (Grades 5-6) 2007-08 0 0 0 Reading 2009-10 0 0 0 0 and Writing 2008-09 0 0 0 0 (Grades 5-6) 2007-08 0 0 0 0 Listening 2009-10 0 0 0 0 and Speaking 2008-09 0 0 0 0 (Grades 7-8) 2007-08 0 0 0 0 2007-08 0 0 0 0 0 Reading 2009-10 0 0 0 0 and Writing 2008-09 0 0 0 0 (Grades 7-8) 2007-08 0 0 0 0 2007-08 0 0 0 0 0 Istening 2009-10 0 0 0 0 0 and Speaking 2008-09 0 0 0 0< | - | 2008-09 | 0 | | | | | 0 | | | | | 0 | | | | | |
| Reading 2009-10 0 0 0 0 and Writing 2008-09 0 | (Grades 5–6) | 2007-08 | 0 | | | | | 0 | | | | | 0 | | | | | |
| (Grades 5-6) 2007-08 0 0 0 Listening 2009-10 0 0 0 0 and Speaking 2008-09 0 0 0 0 (Grades 7-8) 2007-08 0 0 0 0 Reading 2009-10 0 0 0 0 and Writing 2008-09 0 0 0 0 (Grades 7-8) 2007-08 0 0 0 0 and Writing 2008-09 0 0 0 0 Listening 2009-10 0 0 0 0 Listening 2009-10 0 0 0 0 (Grades 9-12) 2007-08 0 0 0 0 (Grades 9-12) 2007-08 0 0 0 0 Reading 2009-10 0 0 0 0 Reading 2009-10 0 0 0 0 and Writing 2008-09 0 0 0 0 <td>Reading</td> <td>2009–10</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> <td></td> | Reading | 2009–10 | 0 | | | | | 0 | | | | | 0 | | | | | |
| Listening 2007-08 0 0 0 0 Listening 2009-10 0 0 0 0 0 and Speaking (Grades 7-8) 2008-09 0 0 0 0 0 Reading 2009-10 0 0 0 0 0 0 Reading 2009-10 0 0 0 0 0 0 Ideating 2009-10 0 0 0 0 0 0 (Grades 7-8) 2007-08 0 0 0 0 0 0 Listening 2009-10 0 0 0 0 0 0 Issensing 2008-09 0 0 0 0 0 0 Reading 2009-10 0 0 0 0 0 0 Reading 2009-10 0 0 0 0 0 0 and Writing 2008-09 | and Writing | 2008–09 | 0 | | | | | 0 | | | | | 0 | | | | | |
| and Speaking (Grades 7-8) 2008-09 0 0 0 0 2007-08 0 | (Grades 5–6) | 2007-08 | 0 | | | | | 0 | | | | | 0 | | | | | |
| and Speaking (Grades 7-8) 2008-09 0 0 0 0 2007-08 0 | Listening | 2009-10 | 0 | | | | | 0 | | | | | 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 2007-08 0 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 (Grades 9-12) 2007-08 0 0 0 Reading 2009-10 0 0 0 and Writing 2008-09 0 0 0 | - | 2008-09 | 0 | | | | | 0 | | | | | 0 | | | | | |
| Reading and Writing (Grades 7-8) 2009-10 | (Grades 7–8) | - | | | | | | 0 | | | | | 0 | | | | | |
| and Writing (Grades 7-8) 2008-09 0 0 0 2007-08 0 0 0 0 Listening 2009-10 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 and Writing 2008-09 0 0 0 | Reading | | | | | | | 0 | | | | | 0 | | | | | |
| Listening 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 and Writing 2008-09 0 0 0 | - | 2008-09 | 0 | | | | | 0 | | | | | 0 | | | | | |
| Listening 2009-10 0 0 0 0 and Speaking (Grades 9-12) 2008-09 0 0 0 0 0 2007-08 0 0 0 0 0 0 0 Reading 2009-10 0 </td <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> <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 and Writing 2008-09 0 0 0 | Listening | 2009-10 | 0 | | | | | 0 | | | | | 0 | | | | | |
| (Grades 9-12) 2007-08 0 0 0 Reading 2009-10 0 0 0 and Writing 2008-09 0 0 0 | | • | | | | | | 0 | | | | | 0 | | | | | |
| Reading 2009–10 0 0 0 and Writing 2008–09 0 0 0 | (Grades 9-12) | - | | | | | | | | | | | | | | | | |
| and Writing 2008-09 0 0 0 | Reading | | | | | | | | | | | | - | | | | | |
| | • | | | | | | | | | | | | | | | | | |
| (Grades 9-12) 0 0 | (Grades 9-12) | 5 | | | | | | | | | | | | | | | | |

NOTE

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data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

School CONCORD ROAD ELEMENTARY SCHOOL School ID 66-04-05-03-0003

Elementary/Middle-Level Social Studies 2009-10

| | All St | udents | | | | Gener | General-Education Students Students with Dis | | | | | | | isabilities | | | |
|---------------------|--------|-------------------------|---|-------|---|-------|--|-------------------------|-------|--|---|---|---|-------------|---|--|--|
| | | Percentag scoring at | • | dents | | | Percenta scoring a | ige of stu at level: | dents | Total Percentage of students Tested scoring at level: | | | | | | | |
| | | 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 | | |
| Elementary Level | 0 | | | | | 0 | | | | | 0 | | | | | | |
| Middle Level | 0 | | | | | 0 | | | | | 0 | | | | | | |

2006 Total Cohort Performance on Regents Exams After Four Years

| | All S | tudents | | | | General-Education Students | | | | | | Students with Disabilities | | | | | |
|---------------------------------|---|---------|---------|--------|--|-----------------------------------|---------------------------|-------|--------|--|----------------------|------------------------------------|-------|--------|--|--|--|
| | tt عبر کام Percentage of O لا students scoring: | | | | | | Percentage students se | | | | Cohort Enrollment | Percentage of students scoring: | | | | | |
| | | 55-64 | 65-84 8 | 85-100 | | | 55-64 | 65-84 | 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 St | udents | | | |
|-----------------|---|--|---|--|
| Total Tested | ts scorin | scoring | | |
| | 1 | 2 | 3 | 4 |
| | | | | |
| 1 | _ | - | - | _ |
| | | | | |
| 0 | | | | |
| | | | | |
| 0 | | | | |
| 0 | | | | |
| 0 | | | | |
| 0 | | | | |
| | Total Tested 1 0 0 0 0 0 | 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.

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.

NOTE

More Information about the School

School CONCORD ROAD ELEMENTARY SCHOOL School ID 66-04-05-03-0003

District ARDSLEY UNION FREE SCHOOL DISTRICT

Financial Information

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

None