



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

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

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

Superintendent **JOEL KLEIN**

Telephone **(845) 577-6011**

Grades **PK-12, UE, US**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

Use this report to:

- 1 Get District Profile information.**
This section shows comprehensive data relevant to this district's learning environment.
- 2 Review District Accountability Status.**
This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.
- 3 View School Accountability Status.**
This section lists all schools in your district by 2011–12 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

	2008-09	2009-10	2010-11
Pre-K	1717	1526	1666
Kindergarten	584	658	699
Grade 1	629	616	672
Grade 2	587	621	614
Grade 3	568	592	603
Grade 4	516	563	595
Grade 5	573	526	584
Grade 6	621	588	536
Ungraded Elementary	53	28	19
Grade 7	576	658	600
Grade 8	598	584	647
Grade 9	661	630	728
Grade 10	736	660	635
Grade 11	591	664	567
Grade 12	564	575	574
Ungraded Secondary	44	59	45
Total K-12	7901	8022	8118

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	19	20	22
Grade 8			
English	17	22	21
Mathematics	18	21	21
Science	19	20	21
Social Studies	18	21	22
Grade 10			
English	21	21	21
Mathematics	21	20	18
Science	20	21	20
Social Studies	20	22	21

Enrollment Information

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

Average Class Size Information

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

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	4053	55%	3812	50%	4336	56%
Reduced-Price Lunch	1077	15%	900	12%	826	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1144	14%	1183	15%	1506	19%
Racial/Ethnic Origin						
American Indian or Alaska Native	6	0%	14	0%	10	0%
Black or African American	4415	56%	4321	54%	4207	52%
Hispanic or Latino	2146	27%	2398	30%	2693	33%
Asian or Native Hawaiian/Other Pacific Islander	572	7%	545	7%	587	7%
White	762	10%	738	9%	583	7%
Multiracial	0	0%	6	0%	38	0%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		94%
Student Suspensions	409	5%	323	4%	299	4%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	684	662	638
Percent with No Valid Teaching Certificate	1%	1%	0%
Percent Teaching Out of Certification	6%	1%	2%
Percent with Fewer Than Three Years of Experience	3%	3%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	61%	66%	71%
Total Number of Core Classes	1782	1637	1650
Percent Not Taught by Highly Qualified Teachers in This District	6%	2%	1%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	2172	2069	2025
Percent Taught by Teachers Without Appropriate Certification	6%	2%	1%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	33%	51%	53%
Turnover Rate of All Teachers	16%	23%	19%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	139	119	94
Total Paraprofessionals*	168	181	162
Assistant Principals	21	21	18
Principals	14	13	13

* Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2010–11, 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/irs/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 2010–11 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 2007 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 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 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 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 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 2010–11 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.

2007 Cohort

The count of students in the 2007 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 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 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, 2011, are not included in the 2007 school accountability cohort. The 2007 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/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

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 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total 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, 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 www.p12.nysed.gov/irs.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 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 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 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/irs.

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 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 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 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

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 2010–11 safe harbor targets are calculated using the following equation:
2009–10 PI + (200 – the 2009–10 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 2010–11 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 2010–11, 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 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, 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/irs/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 (2011–12)

Improvement (Year 1)

ELA	Improvement (Year 1)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
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	✓	✗	✓	✗	✓	✗
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✗	—	✓	✓	—
Hispanic or Latino	✗	✗	—	✗	✓	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	✓	✓	—
White	✓	✓	—	✓	✓	—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	✗	✗	—	✗	✗	—
Limited English Proficient	✗	✗	—	✗	✗	—
Economically Disadvantaged	✗	✗	—	✓ ^{SH}	✓	—
Student groups making AYP in each subject	✗ 4 of 8	✗ 2 of 8	✓ 1 of 1	✗ 4 of 8	✗ 6 of 8	✗ 0 of 1

AYP Status


- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts


























Accountability Status  Improvement (Year 1)
for This Subject
(2011–12)

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




Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation		Test Performance		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (3743:3544)			99%		123	120	
Ethnicity							
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–
Black or African American (1935:1834)			99%		122	119	
Hispanic or Latino (1222:1162)			100%		111	119	119 120
Asian or Native Hawaiian/Other Pacific Islander (248:239)			100%		156	115	
White (326:297)			96%		150	116	
Multiracial (9:9)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (826:807)			98%		77	118	91 89
Limited English Proficient (722:773)			100%		81	118	96 93
Economically Disadvantaged (2679:2530)			100%		113	120	120 122
Final AYP Determination	 4 of 8						
Non-Accountability Groups							
Female (1741:1654)			99%		131	119	
Male (2002:1890)			99%		117	119	
Migrant (0:0)							


Symbols

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

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

Elementary/Middle-Level Mathematics


























Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 2 of 8 Student groups making AYP in mathematics
 Did not make AYP




Prospective Status

A district that fails to make AYP in mathematics 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 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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 2010–11 2011–12	
Accountability Groups								
All Students (3741:3587)			99%		133	135	135	140
Ethnicity								
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–	–
Black or African American (1935:1854)			100%		130	134	134	137
Hispanic or Latino (1220:1185)			100%		124	134	134	132
Asian or Native Hawaiian/Other Pacific Islander (248:241)			100%		167	130		
White (326:295)			95%		155	131		
Multiracial (9:9)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (824:802)			98%		95	133	109	106
Limited English Proficient (722:814)			99%		96	133	112	106
Economically Disadvantaged (2679:2572)			99%		124	135	135	132
Final AYP Determination	 2 of 8							
Non-Accountability Groups								
Female (1741:1676)			99%		133	134		
Male (2000:1911)			99%		132	135		
Migrant (0:0)								

Symbols

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

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



















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2011–12)

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

Prospective Status This district will be in good standing in 2012-13. [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 2010–11 2011–12		
Accountability Groups										
All Students (1306:1235)		Qualified		98%		161	100			
Ethnicity										
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–		–	
Black or African American (690:655)		Qualified		98%		159	100			
Hispanic or Latino (411:388)		Qualified		98%		155	100			
Asian or Native Hawaiian/Other Pacific Islander (84:83)		Qualified		100%		183	100			
White (117:105)		Qualified		93%		176	100			
Multiracial (3:3)	–	–	–	–	–	–	–		–	
Other Groups										
Students with Disabilities (265:251)		Qualified		95%		130	100			
Limited English Proficient (245:278)		Qualified		98%		124	100			
Economically Disadvantaged (937:883)		Qualified		98%		154	100			
Final AYP Determination		1 of 1								
Non-Accountability Groups										
Female (631:603)				98%		163	100			
Male (675:632)				97%		159	100			
Migrant (0:0)										


Symbols

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

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

Secondary-Level English Language Arts


























Accountability Status  Improvement (Year 1)
for This Subject
(2011–12)

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




Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (618:584)			99%		176	178	169 [‡]	178
Ethnicity								
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—	—
Black or African American (408:371)			99%		177	177		
Hispanic or Latino (105:101)			99%		165	173	153 [‡]	169
Asian or Native Hawaiian/Other Pacific Islander (44:43)			100%		198	168		
White (58:66)			98%		171	171		
Multiracial (1:1)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (50:83)			96%		105	172	121 [‡]	115
Limited English Proficient (55:72)			100%		146	172	124 [‡]	151
Economically Disadvantaged (285:290)			99%		175	177	169	178
Final AYP Determination		4 of 8						
Non-Accountability Groups								
Female (310:291)			99%		181	177		
Male (308:293)			99%		171	177		
Migrant (0:0)								


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
(2011–12)

Accountability Measures 6 of 8 Student groups making AYP in mathematics
 Did not make AYP




Prospective Status

A district that fails to make AYP in mathematics 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 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (618:584)			99%		176	175	
Ethnicity							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (408:371)			99%		175	174	
Hispanic or Latino (105:101)			100%		172	170	
Asian or Native Hawaiian/Other Pacific Islander (44:43)			100%		198	165	
White (58:66)			97%		174	168	
Multiracial (1:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (50:83)			98%		112	169	123 [‡] 121
Limited English Proficient (55:72)			98%		164	169	149 [‡] 168
Economically Disadvantaged (285:290)			99%		177	174	
Final AYP Determination	 6 of 8						
Non-Accountability Groups							
Female (310:291)			100%		181	174	
Male (308:293)			99%		171	174	
Migrant (0:0)							


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 (2011–12)  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 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP in 2011-12, the district will be in good standing in 2012-13. [203]

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (640)			72%	80%	74%
Ethnicity					
American Indian or Alaska Native (2)		—	—	—	
Black or African American (396)			76%	80%	75%
Hispanic or Latino (129)			51%	80%	62%
Asian or Native Hawaiian/Other Pacific Islander (50)			82%	80%	
White (63)			78%	80%	76%
Multiracial (0)					
Other Groups					
Students with Disabilities (83)			51%	80%	58%
Limited English Proficient (97)			38%	80%	44%
Economically Disadvantaged (315)			77%	80%	75%
Final AYP Determination	 0 of 1				
Non-Accountability Groups					
Female (321)			76%	80%	
Male (319)			67%	80%	
Migrant (0)					

Symbols

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

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

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **76%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

In Good Standing

5 schools identified 36% of total

EAST RAMAPO EARLY CHILDHOOD CENTER
 ELMWOOD ELEMENTARY SCHOOL
 FLEETWOOD ELEMENTARY SCHOOL
 HEMPSTEAD ELEMENTARY SCHOOL
 SUMMIT PARK ELEMENTARY SCHOOL

Improvement (year 1) Basic

1 school identified 7% of total

KAKIAT ELEMENTARY SCHOOL

Improvement (year 1) Focused

3 schools identified 21% of total

CHESTNUT RIDGE MIDDLE SCHOOL
 ELDORADO ELEMENTARY SCHOOL
 LIME KILN ELEMENTARY SCHOOL

Improvement (year 1) Comprehensive

5 schools identified 36% of total

GRANDVIEW ELEMENTARY SCHOOL
 MARGETTS ELEMENTARY SCHOOL
 POMONA MIDDLE SCHOOL
 RAMAPO HIGH SCHOOL
 SPRING VALLEY HIGH SCHOOL

4 Overview of District Performance

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

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

Summary of 2010–11 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	44%			596
Grade 4	41%			592
Grade 5	37%			574
Grade 6	50%			527
Grade 7	30%			595
Grade 8	30%			641

Mathematics

Grade 3	43%		607
Grade 4	49%		603
Grade 5	52%		587
Grade 6	51%		542
Grade 7	43%		615
Grade 8	30%		650

Science

Grade 4	78%		599
Grade 8	47%		537

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	76%			665
Mathematics	75%			665

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this 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/irs.

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

This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

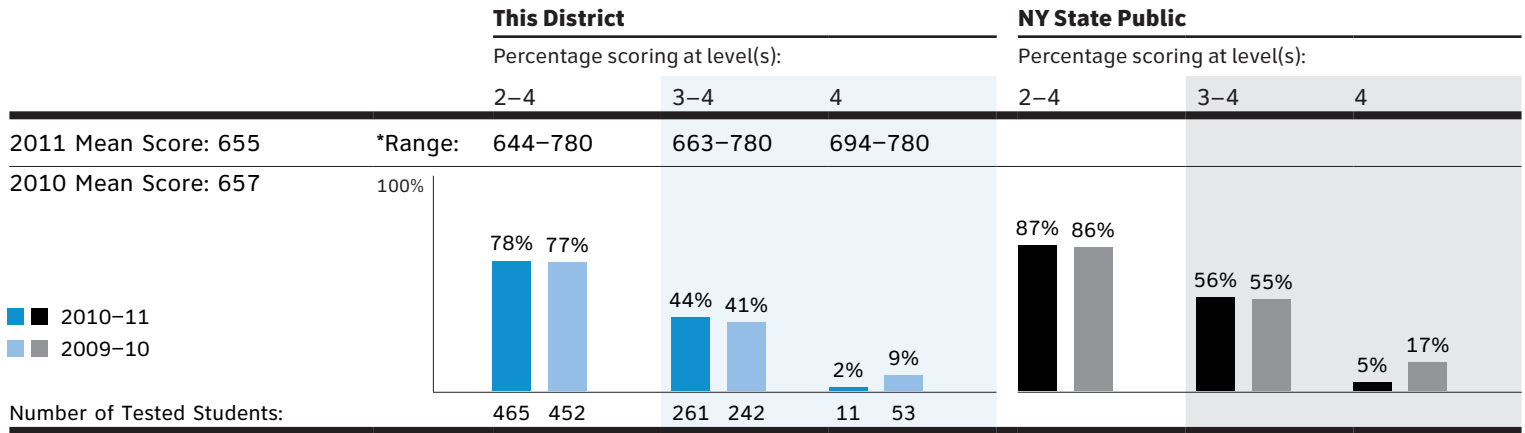
This is an urban or suburban school district with high student needs in relation to district resource capacity.

4 Overview of District Performance

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

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	596	78%	44%	2%	584	77%	41%	9%
Female	261	82%	51%	3%	293	83%	45%	10%
Male	335	75%	38%	1%	291	72%	38%	8%
American Indian or Alaska Native					1	-	-	-
Black or African American	269	82%	46%	2%	284	77%	40%	9%
Hispanic or Latino	255	72%	36%	1%	208	74%	38%	8%
Asian or Native Hawaiian/Other Pacific Islander	36	89%	69%	8%	43	-	-	-
White	36	83%	50%	3%	46	80%	52%	11%
Multiracial					2	-	-	-
Small Group Totals					46	89%	52%	11%
General-Education Students	472	88%	53%	2%	482	87%	49%	11%
Students with Disabilities	124	39%	8%	1%	102	32%	7%	1%
English Proficient	464	83%	50%	2%	465	84%	44%	11%
Limited English Proficient	132	59%	20%	0%	119	51%	30%	3%
Economically Disadvantaged	455	76%	39%	1%	375	75%	36%	9%
Not Disadvantaged	141	84%	59%	4%	209	82%	51%	10%
Migrant								
Not Migrant	596	78%	44%	2%	584	77%	41%	9%

NOTES

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

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	23	22	21	17	14	14	13	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	12	N/A	N/A	N/A	11	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	12	N/A	N/A	N/A	14	N/A	N/A	N/A

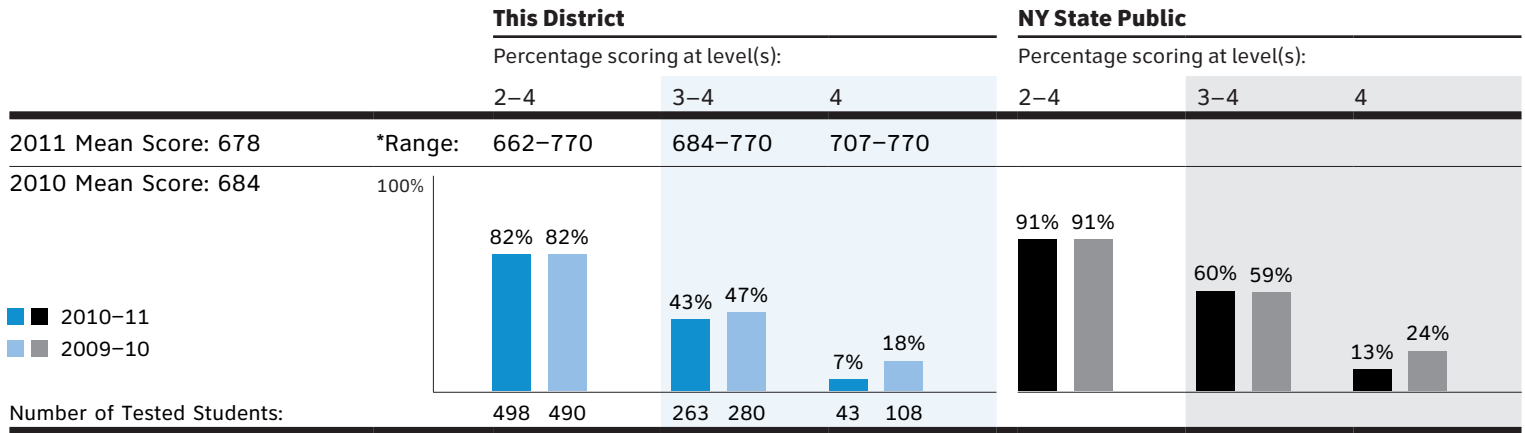
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

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

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	607	82%	43%	7%	598	82%	47%	18%
Female	265	83%	43%	8%	296	82%	47%	17%
Male	342	81%	44%	7%	302	81%	47%	19%
American Indian or Alaska Native					1	-	-	-
Black or African American	275	84%	41%	7%	291	81%	46%	19%
Hispanic or Latino	259	78%	40%	5%	213	80%	44%	16%
Asian or Native Hawaiian/Other Pacific Islander	36	94%	72%	19%	43	-	-	-
White	37	81%	51%	14%	48	85%	54%	15%
Multiracial					2	-	-	-
Small Group Totals					46	91%	59%	24%
General-Education Students	485	88%	50%	8%	496	87%	52%	20%
Students with Disabilities	122	58%	16%	2%	102	58%	22%	8%
English Proficient	463	86%	51%	9%	466	88%	53%	22%
Limited English Proficient	144	69%	20%	1%	132	59%	23%	5%
Economically Disadvantaged	465	80%	39%	5%	381	81%	44%	17%
Not Disadvantaged	142	89%	58%	14%	217	83%	51%	20%
Migrant								
Not Migrant	607	82%	43%	7%	598	82%	47%	18%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

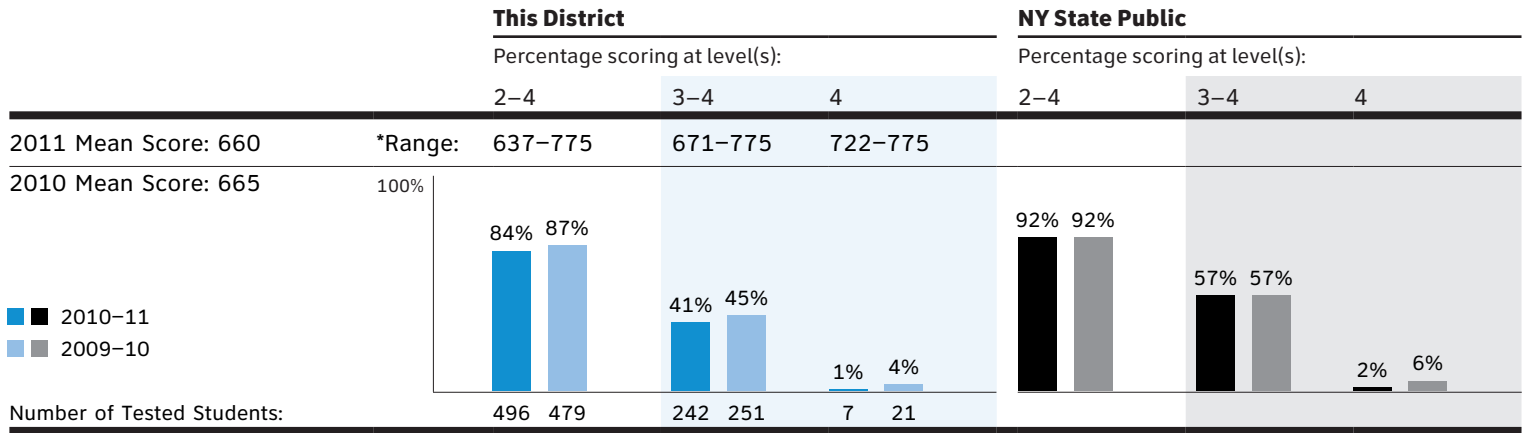
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	23	22	21	14	14	14	13	12

4 Overview of District Performance

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

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

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	592	84%	41%	1%	553	87%	45%	4%
Female	301	88%	44%	2%	258	88%	47%	6%
Male	291	79%	37%	1%	295	85%	44%	2%
American Indian or Alaska Native	1	-	-	-				
Black or African American	300	84%	41%	1%	282	88%	43%	2%
Hispanic or Latino	207	81%	37%	0%	175	83%	35%	2%
Asian or Native Hawaiian/Other Pacific Islander	40	-	-	-	44	-	-	-
White	42	86%	45%	7%	48	90%	71%	15%
Multiracial	2	-	-	-	4	-	-	-
Small Group Totals	43	93%	53%	0%	48	92%	71%	8%
General-Education Students	477	90%	49%	1%	432	93%	54%	5%
Students with Disabilities	115	57%	7%	0%	121	65%	14%	0%
English Proficient	479	90%	47%	1%	466	92%	52%	5%
Limited English Proficient	113	57%	13%	0%	87	60%	13%	0%
Economically Disadvantaged	458	82%	37%	1%	371	86%	40%	2%
Not Disadvantaged	134	90%	53%	2%	182	88%	55%	8%
Migrant								
Not Migrant	592	84%	41%	1%	553	87%	45%	4%

NOTES

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

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	16	15	15	15	22	21	21	19
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	9	N/A	N/A	N/A	26	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	9	N/A	N/A	N/A	27	N/A	N/A	N/A

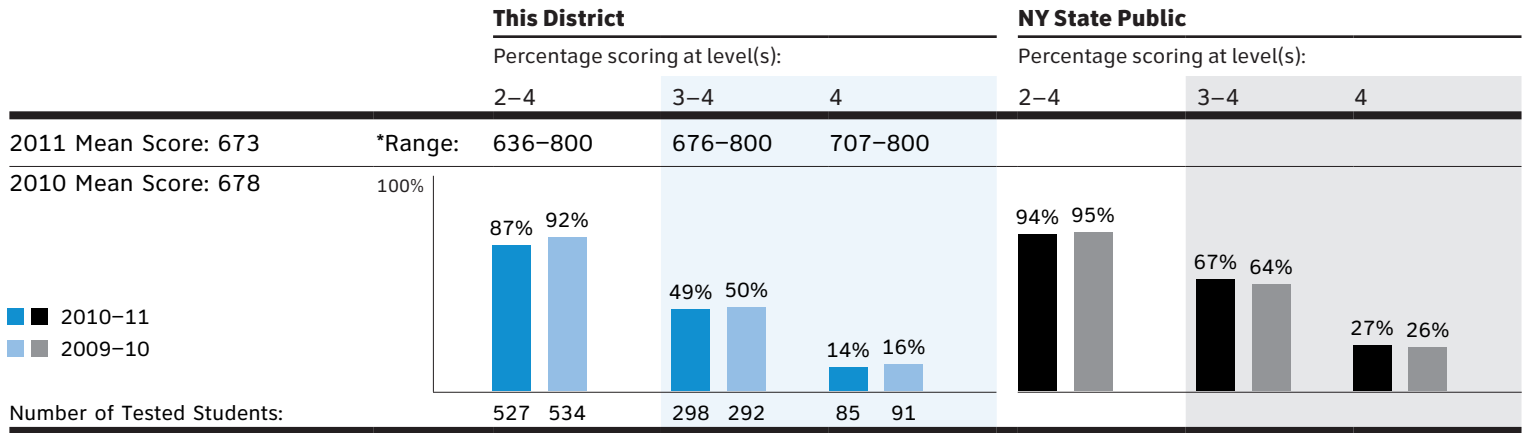
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

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

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	603	87%	49%	14%	579	92%	50%	16%
Female	304	91%	48%	13%	270	93%	47%	13%
Male	299	84%	51%	16%	309	92%	54%	18%
American Indian or Alaska Native	1	-	-	-				
Black or African American	307	88%	49%	16%	299	91%	48%	14%
Hispanic or Latino	211	85%	46%	11%	183	92%	40%	9%
Asian or Native Hawaiian/Other Pacific Islander	40	-	-	-	46	-	-	-
White	42	86%	57%	12%	47	98%	74%	36%
Multiracial	2	-	-	-	4	-	-	-
Small Group Totals	43	98%	63%	19%	50	98%	76%	34%
General-Education Students	489	93%	57%	17%	458	95%	59%	19%
Students with Disabilities	114	62%	18%	3%	121	83%	20%	2%
English Proficient	480	92%	58%	17%	465	96%	58%	20%
Limited English Proficient	123	69%	18%	2%	114	75%	19%	0%
Economically Disadvantaged	470	86%	45%	12%	385	93%	46%	13%
Not Disadvantaged	133	93%	65%	23%	194	91%	58%	21%
Migrant								
Not Migrant	603	87%	49%	14%	579	92%	50%	16%

NOTES

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

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

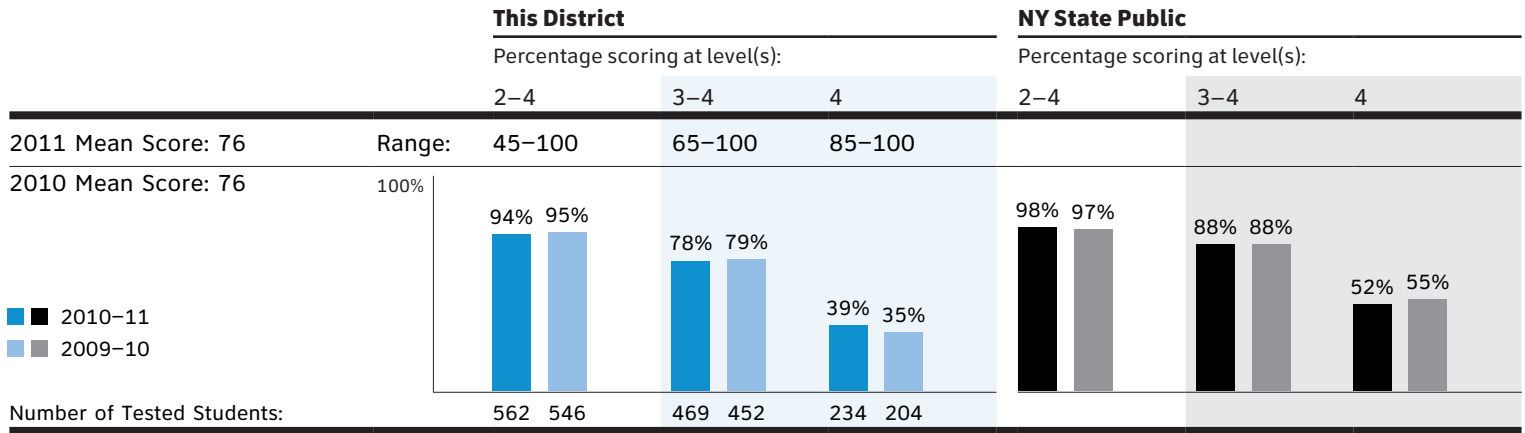
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	16	15	15	13	22	22	19	17

4 Overview of District Performance

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

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

This District's Results in Grade 4 Science



Results by Student Group

	2010-11 School Year				2009-10 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	599	94%	78%	39%	575	95%	79%	35%
Female	303	95%	81%	41%	266	96%	78%	32%
Male	296	93%	76%	37%	309	94%	79%	39%
American Indian or Alaska Native	1	-	-	-				
Black or African American	302	95%	79%	42%	298	95%	79%	36%
Hispanic or Latino	212	92%	75%	32%	179	93%	72%	26%
Asian or Native Hawaiian/Other Pacific Islander	40	-	-	-	46	-	-	-
White	42	93%	83%	48%	48	96%	94%	50%
Multiracial	2	-	-	-	4	-	-	-
Small Group Totals	43	98%	86%	49%	50	100%	86%	54%
General-Education Students	486	97%	84%	46%	457	95%	82%	41%
Students with Disabilities	113	82%	55%	8%	118	95%	65%	14%
English Proficient	476	96%	86%	46%	463	98%	86%	42%
Limited English Proficient	123	84%	47%	11%	112	80%	46%	7%
Economically Disadvantaged	465	93%	76%	35%	382	95%	76%	31%
Not Disadvantaged	134	98%	86%	53%	193	95%	83%	45%
Migrant								
Not Migrant	599	94%	78%	39%	575	95%	79%	35%

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

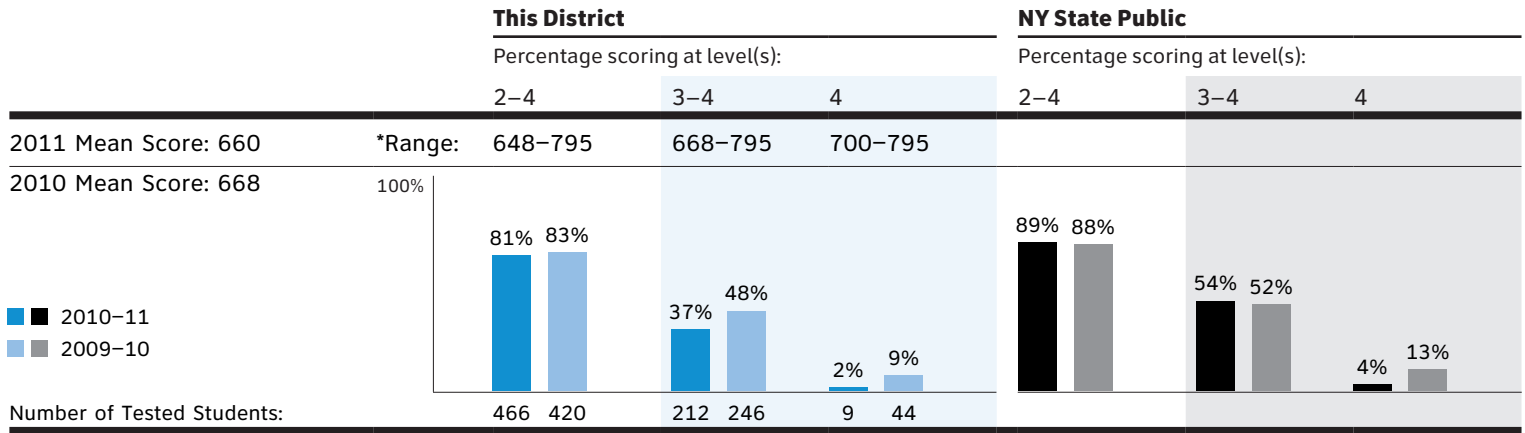
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	16	15	15	14	22	21	20	20

4 Overview of District Performance

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

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

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	574	81%	37%	2%	508	83%	48%	9%
Female	264	84%	40%	2%	239	85%	51%	9%
Male	310	78%	35%	1%	269	81%	46%	8%
American Indian or Alaska Native								
Black or African American	300	81%	37%	2%	272	82%	47%	7%
Hispanic or Latino	182	76%	25%	1%	150	77%	37%	5%
Asian or Native Hawaiian/Other Pacific Islander	42	-	-	-	41	100%	78%	22%
White	48	92%	60%	2%	40	90%	70%	20%
Multiracial	2	-	-	-	5	100%	80%	0%
Small Group Totals	44	93%	61%	2%				
General-Education Students	436	89%	45%	2%	426	90%	54%	10%
Students with Disabilities	138	55%	11%	0%	82	46%	17%	0%
English Proficient	473	88%	43%	2%	435	89%	55%	10%
Limited English Proficient	101	50%	9%	0%	73	48%	11%	1%
Economically Disadvantaged	429	79%	31%	1%	315	78%	42%	5%
Not Disadvantaged	145	87%	54%	3%	193	90%	59%	14%
Migrant								
Not Migrant	574	81%	37%	2%	508	83%	48%	9%

NOTES

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

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	19	19	16	11	12	12	11	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	14	N/A	N/A	N/A	28	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	14	N/A	N/A	N/A	27	N/A	N/A	N/A

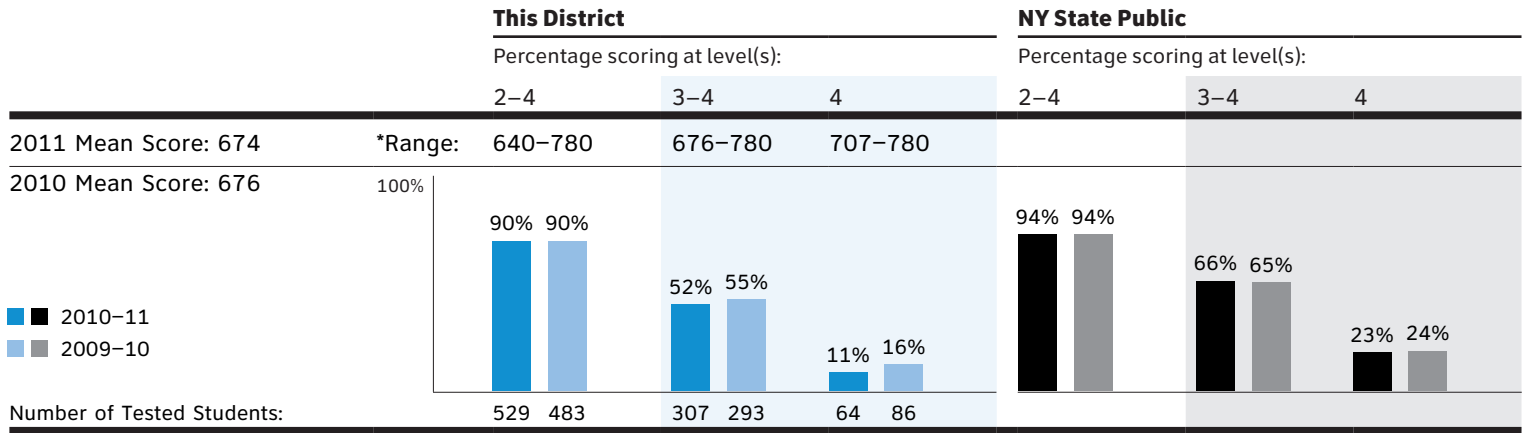
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

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

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	587	90%	52%	11%	534	90%	55%	16%
Female	273	91%	46%	10%	251	90%	52%	16%
Male	314	89%	58%	12%	283	91%	58%	16%
American Indian or Alaska Native								
Black or African American	306	90%	50%	9%	285	90%	52%	12%
Hispanic or Latino	188	87%	45%	6%	160	89%	47%	12%
Asian or Native Hawaiian/Other Pacific Islander	44	-	-	-	43	98%	84%	40%
White	47	98%	70%	21%	41	93%	76%	37%
Multiracial	2	-	-	-	5	100%	80%	40%
Small Group Totals	46	98%	83%	33%				
General-Education Students	451	93%	60%	14%	452	93%	61%	18%
Students with Disabilities	136	80%	27%	2%	82	76%	23%	6%
English Proficient	472	94%	60%	13%	434	94%	63%	19%
Limited English Proficient	115	72%	22%	3%	100	73%	18%	2%
Economically Disadvantaged	440	89%	48%	7%	324	90%	51%	13%
Not Disadvantaged	147	94%	67%	22%	210	92%	61%	21%
Migrant								
Not Migrant	587	90%	52%	11%	534	90%	55%	16%

NOTES

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

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

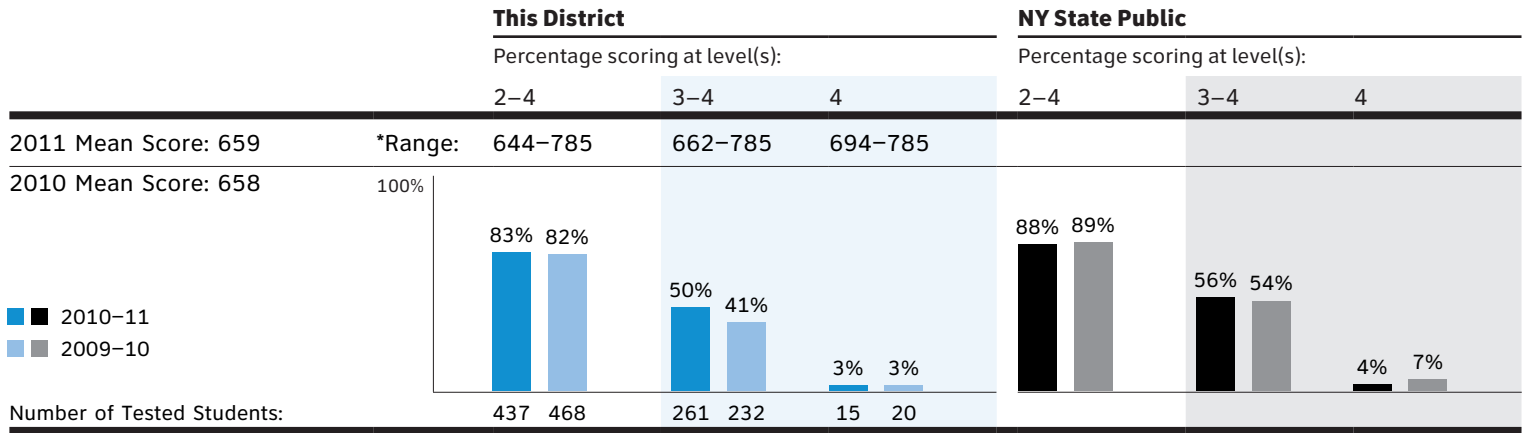
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	19	19	17	12	12	12	12	9

4 Overview of District Performance

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

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

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	527	83%	50%	3%	572	82%	41%	3%
Female	249	87%	51%	4%	278	82%	47%	5%
Male	278	79%	48%	2%	294	81%	34%	2%
American Indian or Alaska Native					2	-	-	-
Black or African American	279	82%	50%	3%	317	81%	38%	3%
Hispanic or Latino	163	79%	39%	0%	159	79%	34%	2%
Asian or Native Hawaiian/Other Pacific Islander	45	96%	71%	7%	38	89%	55%	11%
White	38	-	-	-	50	92%	64%	8%
Multiracial	2	-	-	-	6	-	-	-
Small Group Totals	40	90%	65%	8%	8	75%	38%	0%
General-Education Students	432	90%	59%	3%	452	89%	50%	4%
Students with Disabilities	95	52%	8%	0%	120	55%	7%	0%
English Proficient	439	90%	58%	3%	487	87%	47%	4%
Limited English Proficient	88	49%	7%	0%	85	54%	4%	0%
Economically Disadvantaged	361	79%	42%	1%	367	78%	35%	3%
Not Disadvantaged	166	92%	66%	6%	205	88%	50%	5%
Migrant								
Not Migrant	527	83%	50%	3%	572	82%	41%	3%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	10	10	7	6	17	17	16	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	12	N/A	N/A	N/A	25	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	12	N/A	N/A	N/A	25	N/A	N/A	N/A

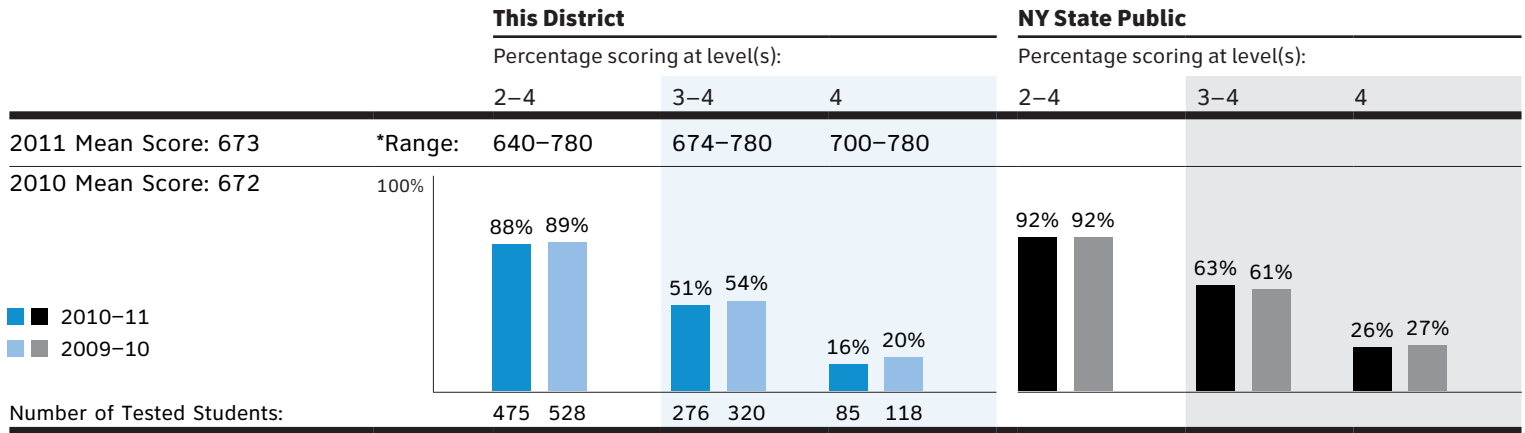
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

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

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	542	88%	51%	16%	594	89%	54%	20%
Female	261	89%	50%	17%	289	92%	52%	21%
Male	281	86%	52%	15%	305	86%	55%	19%
American Indian or Alaska Native					2	-	-	-
Black or African American	289	88%	52%	14%	330	88%	52%	17%
Hispanic or Latino	169	85%	38%	11%	165	89%	52%	19%
Asian or Native Hawaiian/Other Pacific Islander	45	96%	78%	33%	38	97%	71%	37%
White	37	-	-	-	53	91%	68%	28%
Multiracial	2	-	-	-	6	-	-	-
Small Group Totals	39	92%	64%	28%	8	75%	25%	25%
General-Education Students	446	93%	59%	19%	474	95%	63%	25%
Students with Disabilities	96	60%	14%	2%	120	65%	18%	1%
English Proficient	442	93%	59%	19%	487	92%	59%	23%
Limited English Proficient	100	66%	16%	0%	107	76%	29%	5%
Economically Disadvantaged	373	84%	45%	12%	378	88%	50%	16%
Not Disadvantaged	169	95%	64%	25%	216	91%	61%	26%
Migrant								
Not Migrant	542	88%	51%	16%	594	89%	54%	20%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

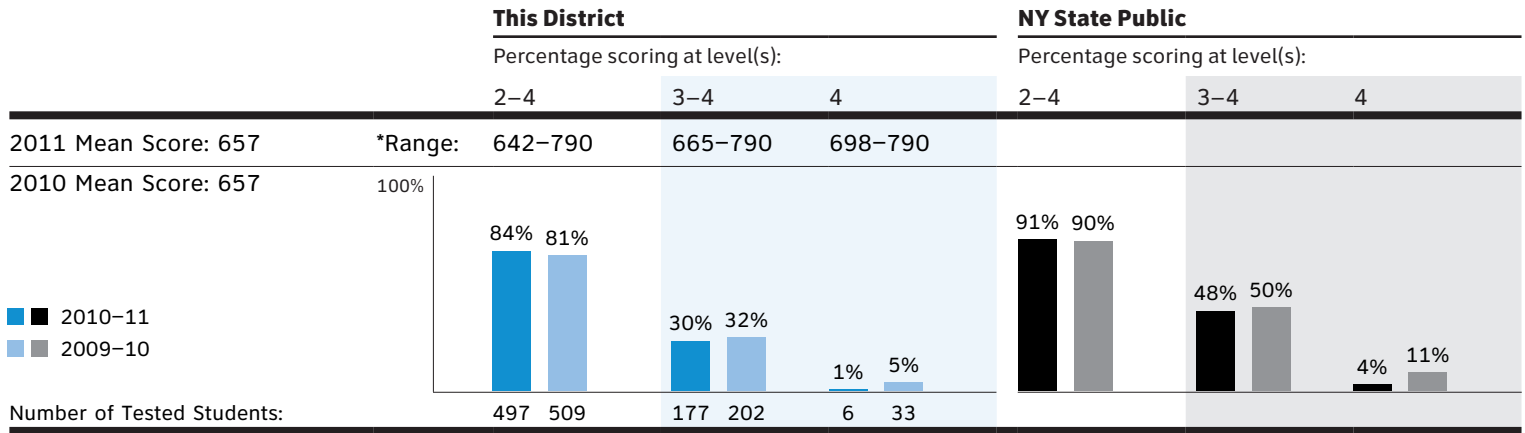
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	10	10	7	6	17	17	16	12

4 Overview of District Performance

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

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

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	595	84%	30%	1%	628	81%	32%	5%
Female	280	88%	35%	2%	283	88%	37%	6%
Male	315	79%	25%	0%	345	76%	28%	4%
American Indian or Alaska Native	2	-	-	-				
Black or African American	339	82%	27%	1%	362	80%	30%	4%
Hispanic or Latino	177	82%	23%	0%	176	77%	25%	5%
Asian or Native Hawaiian/Other Pacific Islander	35	-	-	-	41	-	-	-
White	40	88%	55%	0%	46	93%	43%	4%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	39	97%	56%	5%	44	95%	68%	20%
General-Education Students	468	91%	37%	1%	524	88%	38%	6%
Students with Disabilities	127	55%	2%	0%	104	44%	2%	0%
English Proficient	509	88%	35%	1%	528	87%	37%	6%
Limited English Proficient	86	58%	1%	0%	100	52%	6%	0%
Economically Disadvantaged	425	81%	23%	1%	401	79%	25%	3%
Not Disadvantaged	170	90%	46%	1%	227	85%	45%	9%
Migrant								
Not Migrant	595	84%	30%	1%	628	81%	32%	5%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	17	17	16	15	21	21	19	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	22	N/A	N/A	N/A	30	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	20	N/A	N/A	N/A	29	N/A	N/A	N/A

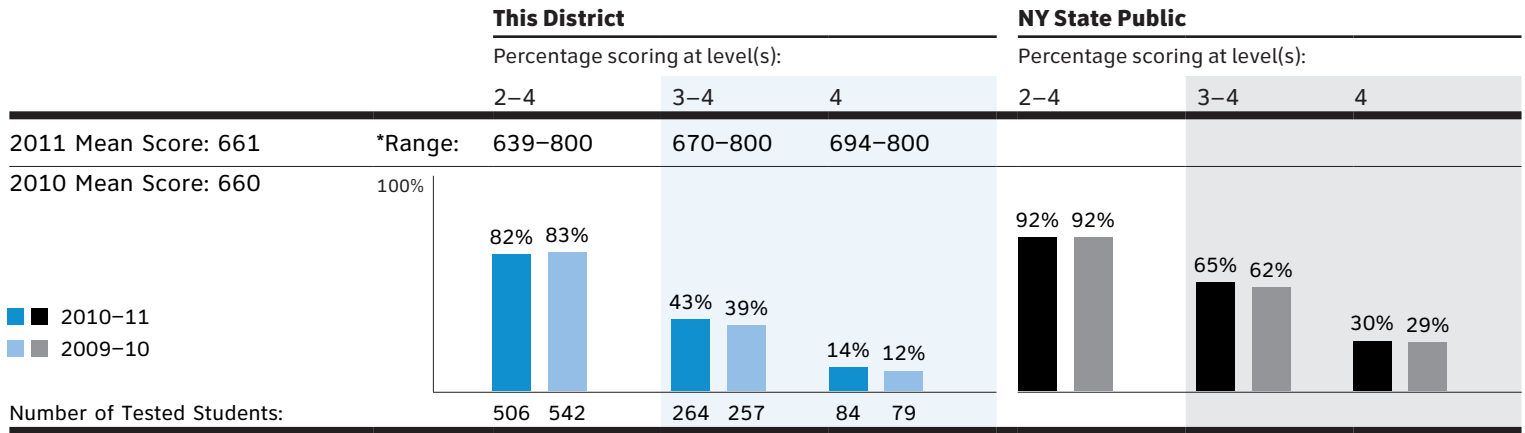
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

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

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	615	82%	43%	14%	655	83%	39%	12%
Female	289	85%	43%	15%	298	86%	42%	12%
Male	326	80%	43%	13%	357	80%	37%	12%
American Indian or Alaska Native	2	-	-	-				
Black or African American	349	82%	38%	10%	377	82%	34%	9%
Hispanic or Latino	183	79%	42%	14%	187	80%	36%	9%
Asian or Native Hawaiian/Other Pacific Islander	38	-	-	-	42	-	-	-
White	41	90%	66%	22%	46	96%	63%	26%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	42	90%	62%	36%	45	91%	69%	33%
General-Education Students	491	88%	51%	17%	551	87%	44%	14%
Students with Disabilities	124	59%	10%	0%	104	58%	15%	1%
English Proficient	508	90%	49%	16%	523	89%	47%	15%
Limited English Proficient	107	48%	15%	1%	132	57%	10%	2%
Economically Disadvantaged	441	79%	38%	10%	411	82%	33%	8%
Not Disadvantaged	174	91%	55%	23%	244	84%	50%	19%
Migrant								
Not Migrant	615	82%	43%	14%	655	83%	39%	12%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

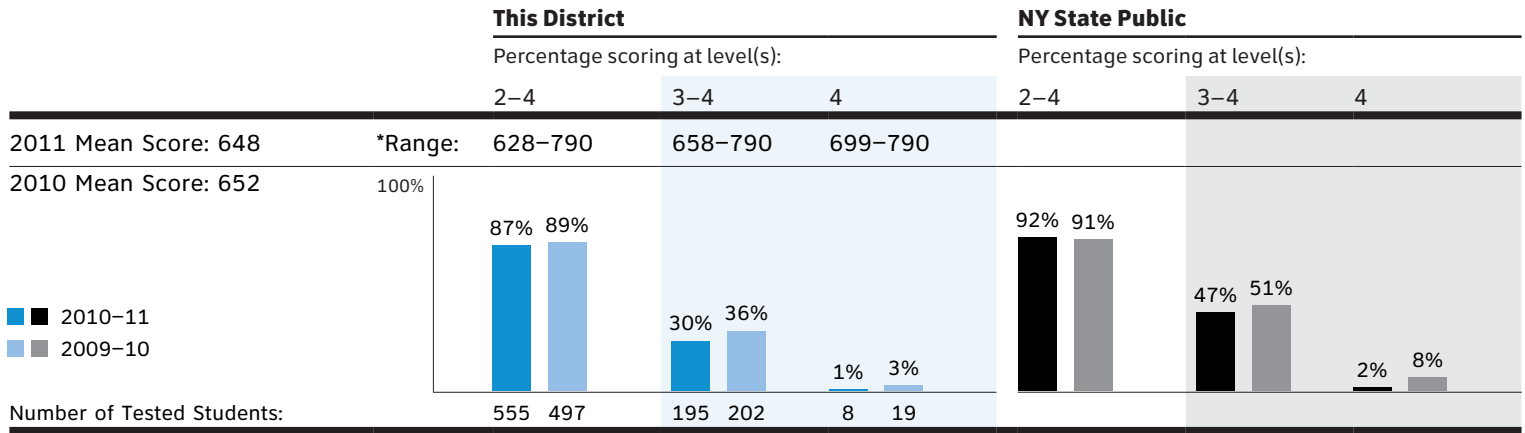
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	17	17	17	12	21	21	20	15

4 Overview of District Performance

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

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

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	641	87%	30%	1%	556	89%	36%	3%
Female	304	91%	37%	1%	273	93%	38%	4%
Male	337	83%	25%	1%	283	86%	34%	3%
American Indian or Alaska Native								
Black or African American	365	86%	28%	1%	330	89%	33%	2%
Hispanic or Latino	187	84%	26%	1%	138	87%	29%	3%
Asian or Native Hawaiian/Other Pacific Islander	42	-	-	-	42	100%	79%	12%
White	46	93%	43%	2%	41	93%	46%	7%
Multiracial	1	-	-	-	5	80%	20%	0%
Small Group Totals	43	95%	56%	5%				
General-Education Students	535	92%	36%	1%	467	94%	43%	4%
Students with Disabilities	106	58%	3%	0%	89	63%	2%	1%
English Proficient	537	91%	36%	1%	496	94%	40%	4%
Limited English Proficient	104	65%	2%	0%	60	55%	3%	0%
Economically Disadvantaged	444	83%	21%	1%	331	86%	30%	3%
Not Disadvantaged	197	95%	52%	2%	225	94%	46%	4%
Migrant								
Not Migrant	641	87%	30%	1%	556	89%	36%	3%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	21	21	20	19	13	12	11	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	11	N/A	N/A	N/A	17	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	10	N/A	N/A	N/A	17	N/A	N/A	N/A

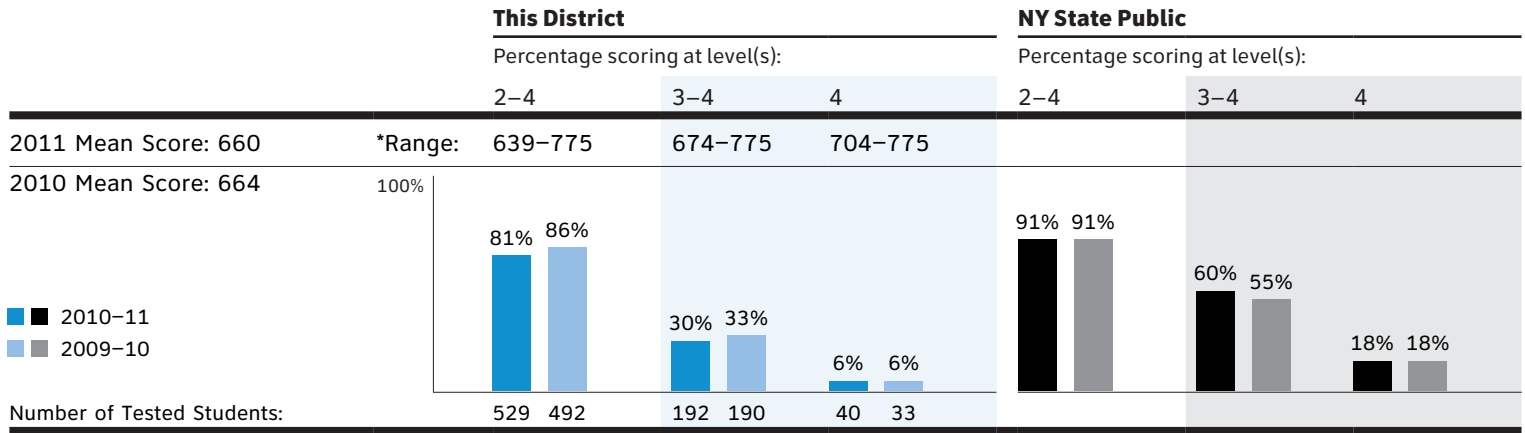
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

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

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	650	81%	30%	6%	570	86%	33%	6%
Female	309	84%	31%	6%	282	89%	35%	6%
Male	341	79%	28%	6%	288	84%	32%	6%
American Indian or Alaska Native								
Black or African American	371	80%	27%	4%	336	83%	28%	4%
Hispanic or Latino	191	80%	25%	4%	143	90%	26%	3%
Asian or Native Hawaiian/Other Pacific Islander	42	-	-	-	43	98%	86%	26%
White	45	87%	40%	18%	43	88%	44%	12%
Multiracial	1	-	-	-	5	100%	40%	0%
Small Group Totals	43	95%	63%	26%				
General-Education Students	544	87%	34%	7%	482	93%	39%	7%
Students with Disabilities	106	53%	6%	1%	88	49%	3%	0%
English Proficient	536	85%	34%	7%	495	88%	36%	6%
Limited English Proficient	114	65%	11%	0%	75	72%	13%	1%
Economically Disadvantaged	453	78%	23%	4%	338	85%	30%	4%
Not Disadvantaged	197	90%	45%	11%	232	89%	38%	9%
Migrant								
Not Migrant	650	81%	30%	6%	570	86%	33%	6%

NOTES

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

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	21	21	21	17	13	13	11	11

4 Overview of District Performance

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

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

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

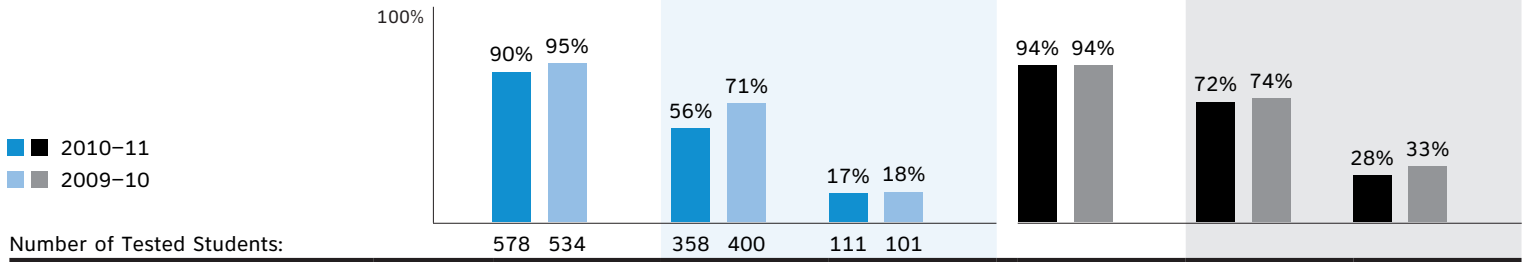
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2010-11 School Year

Total Tested

Percentage scoring at level(s):

2-4 3-4 4

2009-10 School Year

Total Tested

Percentage scoring at level(s):

2-4 3-4 4

	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	537	88%	47%	5%	469	94%	65%	12%
Female	255	91%	46%	4%	234	96%	66%	9%
Male	282	86%	49%	6%	235	92%	65%	14%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	322	89%	47%	4%	285	93%	63%	8%
Hispanic or Latino	165	87%	42%	5%	132	96%	65%	11%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	17	94%	88%	59%
White	30	90%	67%	10%	30	97%	73%	23%
Multiracial	1	-	-	-	5	80%	60%	0%
Small Group Totals	20	90%	70%	10%	-	-	-	-
General-Education Students	435	91%	53%	6%	385	96%	72%	14%
Students with Disabilities	102	75%	22%	1%	84	82%	35%	2%
English Proficient	424	93%	55%	6%	396	95%	71%	14%
Limited English Proficient	113	70%	17%	0%	73	88%	32%	1%
Economically Disadvantaged	398	86%	42%	4%	293	93%	63%	10%
Not Disadvantaged	139	94%	63%	7%	176	95%	69%	15%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	537	88%	47%	5%	469	94%	65%	12%

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

2010-11 School Year

Total Tested

Number scoring at level(s):

2-4 3-4 4

2009-10 School Year

Total Tested

Number scoring at level(s):

2-4 3-4 4

	2010-11 School Year	2009-10 School Year
	Total Tested	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	21	13
Regents Science	104	94

4 Overview of District Performance

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

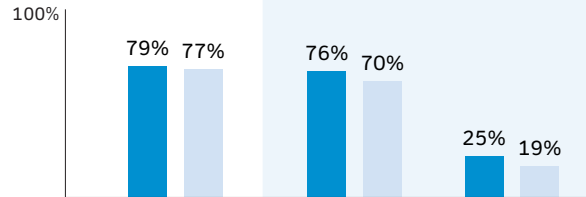
District ID **50-04-02-06-0000**

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

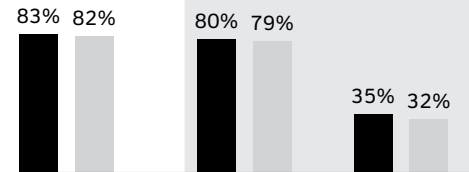


■ 2007 Cohort
■ 2006 Cohort

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

	2007 Cohort				2006 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	665	79%	76%	25%	641	77%	70%	19%
Female	324	84%	81%	31%	323	83%	78%	24%
Male	341	75%	72%	19%	318	70%	63%	13%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	407	83%	80%	22%	397	79%	72%	15%
Hispanic or Latino	132	70%	66%	16%	129	64%	57%	12%
Asian or Native Hawaiian/Other Pacific Islander	43	-	-	-	50	-	-	-
White	80	66%	64%	30%	63	84%	79%	35%
Multiracial	1	-	-	-				
Small Group Totals	46	98%	96%	65%	52	85%	83%	44%
General-Education Students	570	87%	85%	29%	564	81%	76%	21%
Students with Disabilities	95	33%	23%	2%	77	43%	26%	0%
English Proficient	575	85%	82%	28%	554	82%	76%	21%
Limited English Proficient	90	47%	41%	3%	87	43%	32%	3%
Economically Disadvantaged	321	84%	80%	21%	314	83%	75%	16%
Not Disadvantaged	344	75%	73%	28%	327	71%	66%	21%
Migrant								
Not Migrant	665	79%	76%	25%	641	77%	70%	19%

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.

* 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.

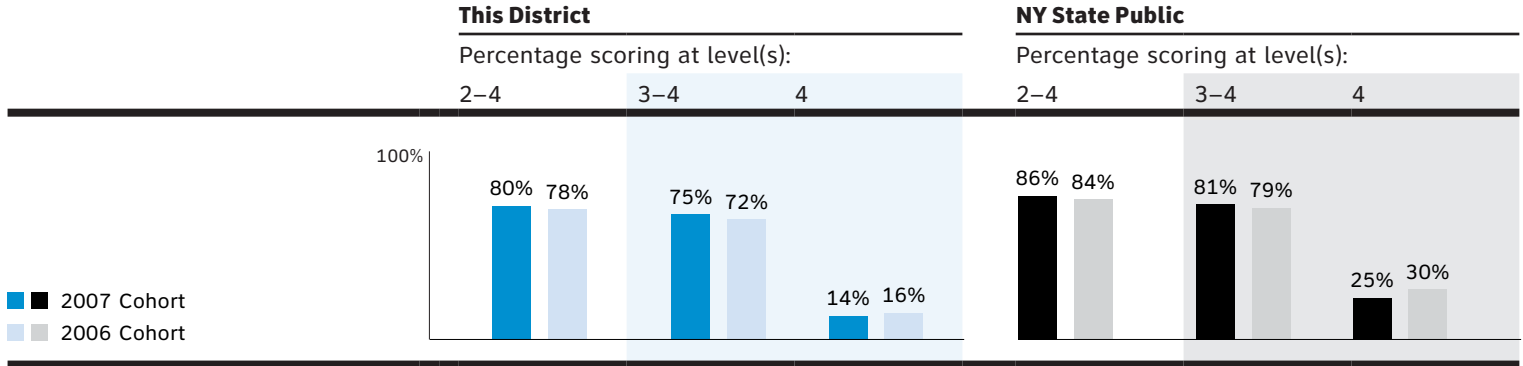
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District EAST RAMAPO CENTRAL SCHOOL DISTRICT (SPRING VALLEY)

District ID 50-04-02-06-0000

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



Results by Student Group

	2007 Cohort				2006 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	665	80%	75%	14%	641	78%	72%	16%
Female	324	85%	79%	15%	323	84%	76%	19%
Male	341	76%	70%	12%	318	72%	67%	14%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	407	83%	76%	12%	397	81%	74%	10%
Hispanic or Latino	132	75%	67%	9%	129	66%	58%	13%
Asian or Native Hawaiian/Other Pacific Islander	43	-	-	-	50	-	-	-
White	80	69%	66%	10%	63	78%	75%	37%
Multiracial	1	-	-	-				
Small Group Totals	46	98%	96%	46%	52	88%	87%	48%
General-Education Students	570	88%	84%	16%	564	84%	79%	18%
Students with Disabilities	95	34%	21%	1%	77	35%	21%	0%
English Proficient	575	84%	79%	15%	554	82%	76%	18%
Limited English Proficient	90	58%	47%	3%	87	54%	46%	6%
Economically Disadvantaged	321	85%	79%	11%	314	83%	78%	14%
Not Disadvantaged	344	76%	71%	16%	327	73%	65%	18%
Migrant								
Not Migrant	665	80%	75%	14%	641	78%	72%	16%

NOTES

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

* 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.

** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.