



The New York State District Report Card

Accountability and Overview Report 2010 – 11

District **BEDFORD CENTRAL SCHOOL
DISTRICT**

District ID **66-01-02-06-0000**

Superintendent **JERE HOCHMAN**

Telephone **(914) 241-6010**

Grades **PK-12, 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 **BEDFORD CENTRAL SCHOOL DISTRICT**District ID **66-01-02-06-0000**

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	44	45	46
Kindergarten	325	337	312
Grade 1	338	317	345
Grade 2	340	336	329
Grade 3	321	328	343
Grade 4	330	326	345
Grade 5	338	320	334
Grade 6	305	344	317
Ungraded Elementary	28	30	0
Grade 7	322	302	358
Grade 8	344	308	317
Grade 9	336	345	305
Grade 10	334	349	376
Grade 11	311	340	340
Grade 12	305	301	318
Ungraded Secondary	9	34	20
Total K-12	4286	4317	4359

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	20	20	20
Grade 8			
English	22	20	19
Mathematics	22	20	20
Science	22	20	20
Social Studies	22	20	20
Grade 10			
English	18	22	18
Mathematics	16	17	17
Science	6	21	19
Social Studies	19	20	20

Enrollment Information

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

Average Class Size Information

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

District **BEDFORD CENTRAL SCHOOL DISTRICT**District ID **66-01-02-06-0000**

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	244	6%	279	6%	233	5%
Reduced-Price Lunch	406	9%	431	10%	445	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	294	7%	272	6%	322	7%
Racial/Ethnic Origin						
American Indian or Alaska Native	3	0%	2	0%	1	0%
Black or African American	198	5%	193	4%	181	4%
Hispanic or Latino	848	20%	879	20%	973	22%
Asian or Native Hawaiian/Other Pacific Islander	213	5%	204	5%	204	5%
White	2980	70%	2958	69%	2912	67%
Multiracial	44	1%	81	2%	88	2%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		96%
Student Suspensions	84	2%	98	2%	112	3%

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.

District **BEDFORD CENTRAL SCHOOL DISTRICT**District ID **66-01-02-06-0000**

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	405	382	384
Percent with No Valid Teaching Certificate	0%	0%	1%
Percent Teaching Out of Certification	1%	1%	1%
Percent with Fewer Than Three Years of Experience	6%	3%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	36%	40%	39%
Total Number of Core Classes	988	914	951
Percent Not Taught by Highly Qualified Teachers in This District	1%	1%	0%
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	1414	1312	1290
Percent Taught by Teachers Without Appropriate Certification	1%	1%	1%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	24%	39%	25%
Turnover Rate of All Teachers	16%	18%	14%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	70	47	74
Total Paraprofessionals*	152	116	133
Assistant Principals	7	7	7
Principals	7	7	7

* 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)

 **Good Standing**

ELA  Good Standing

Science  Good Standing

Math  Good Standing

Graduation Rate  Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

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						
Student groups making AYP in each subject	 7 of 9	 7 of 9	 1 of 1	 4 of 4	 4 of 4	 1 of 1

AYP Status


-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

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




























Elementary/Middle-Level English Language Arts

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

Accountability Measures 7 of 9 Student groups making AYP in English language arts
 Did not make 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 English language arts accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (2013:1976)			100%		166	120	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (84:74)			100%		143	111	
Hispanic or Latino (419:406)			100%		131	117	
Asian or Native Hawaiian/Other Pacific Islander (100:98)			100%		181	112	
White (1374:1362)			100%		176	119	
Multiracial (36:36)		—	—		169	106	
Other Groups							
Students with Disabilities (145:153)			99%		102	114	114 112
Limited English Proficient (117:170)			100%		98	114	114 108
Economically Disadvantaged (335:325)			100%		123	116	
Final AYP Determination	 7 of 9						
Non-Accountability Groups							
Female (978:964)			100%		176	118	
Male (1035:1012)			100%		157	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 7 of 9 Student groups making AYP in mathematics
 Did not make 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 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 (2013:1982)			100%		178	135	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (84:75)			100%		147	126	
Hispanic or Latino (419:413)			100%		155	132	
Asian or Native Hawaiian/Other Pacific Islander (100:98)			100%		189	127	
White (1374:1360)			100%		186	134	
Multiracial (36:36)		—	—		175	121	
Other Groups							
Students with Disabilities (145:151)			98%		122	129	129 130
Limited English Proficient (117:178)			100%		127	129	129 134
Economically Disadvantaged (335:330)			100%		145	131	
Final AYP Determination	 7 of 9						
Non-Accountability Groups							
Female (978:966)			100%		181	133	
Male (1035:1016)			100%		174	134	
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 (654:643)		Qualified		100%		188	100		
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (29:25)		—	—	—	—	—	—		—
Hispanic or Latino (136:134)		Qualified		99%		172	100		
Asian or Native Hawaiian/Other Pacific Islander (25:25)		—	—	—	—	—	—		—
White (456:451)		Qualified		100%		194	100		
Multiracial (8:8)		—	—	—	—	—	—		—
Other Groups									
Students with Disabilities (48:48)		Qualified		100%		150	100		
Limited English Proficient (26:25)		—	—	—	—	—	—		—
Economically Disadvantaged (114:110)		Qualified		99%		164	100		
Final AYP Determination		1 of 1							
Non-Accountability Groups									
Female (332:327)				100%		190	100		
Male (322:316)				99%		186	100		
Migrant (0:0)									


Symbols

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

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














Secondary-Level English Language Arts

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

Accountability Measures 4 of 4 Student groups making AYP in English language arts
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

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 (315:314)			100%		192	177	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (16:17)	–	–	–	–	–	–	–
Hispanic or Latino (54:51)			100%		173	170	
Asian or Native Hawaiian/Other Pacific Islander (10:10)	–	–	–	–	–	–	–
White (230:232)			100%		197	176	
Multiracial (5:4)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (26:26)	–	–	–	–	–	–	–
Limited English Proficient (8:10)	–	–	–	–	–	–	–
Economically Disadvantaged (45:44)			100%		184	168	
Final AYP Determination	 4 of 4						
Non-Accountability Groups							
Female (142:142)			100%		198	174	
Male (173:172)			100%		188	175	
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 4 of 4 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

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 (315:314)			100%		193	174	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (16:17)	–	–	–	–	–	–	–
Hispanic or Latino (54:51)			100%		180	167	
Asian or Native Hawaiian/Other Pacific Islander (10:10)	–	–	–	–	–	–	–
White (230:232)			100%		197	173	
Multiracial (5:4)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (26:26)	–	–	–	–	–	–	–
Limited English Proficient (8:10)	–	–	–	–	–	–	–
Economically Disadvantaged (45:44)			100%		186	165	
Final AYP Determination	 4 of 4						
Non-Accountability Groups							
Female (142:142)			100%		196	171	
Male (173:172)			100%		190	172	
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 1 of 1 Student groups making AYP in graduation rate
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

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 (324)			90%	80%	
Ethnicity					
American Indian or Alaska Native (1)		—	—	—	
Black or African American (16)		—	—	—	
Hispanic or Latino (73)			71%	80%	71%
Asian or Native Hawaiian/Other Pacific Islander (17)		—	—	—	
White (215)			97%	80%	
Multiracial (2)		—	—	—	
Other Groups					
Students with Disabilities (24)		—	—	—	
Limited English Proficient (24)		—	—	—	
Economically Disadvantaged (48)			83%	80%	
Final AYP Determination	 1 of 1				
Non-Accountability Groups					
Female (161)			96%	80%	
Male (163)			84%	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 **92%** 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

7 schools identified 100% of total

BEDFORD HILLS ELEMENTARY SCHOOL
BEDFORD VILLAGE ELEMENTARY SCHOOL
FOX LANE HIGH SCHOOL
FOX LANE MIDDLE SCHOOL
MOUNT KISCO ELEMENTARY SCHOOL
POUND RIDGE ELEMENTARY SCHOOL
WEST PATENT ELEMENTARY SCHOOL

4 Overview of District Performance

District **BEDFORD CENTRAL SCHOOL DISTRICT**

District ID **66-01-02-06-0000**

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	68%			335
Grade 4	69%			339
Grade 5	73%			325
Grade 6	72%			316
Grade 7	72%			352
Grade 8	63%			306

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	73%			336
Grade 4	81%			338
Grade 5	86%			329
Grade 6	80%			318
Grade 7	84%			354
Grade 8	79%			306

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	94%			338
Grade 8	85%			304

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	92%			324
Mathematics	92%			324

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:

Low Need Districts

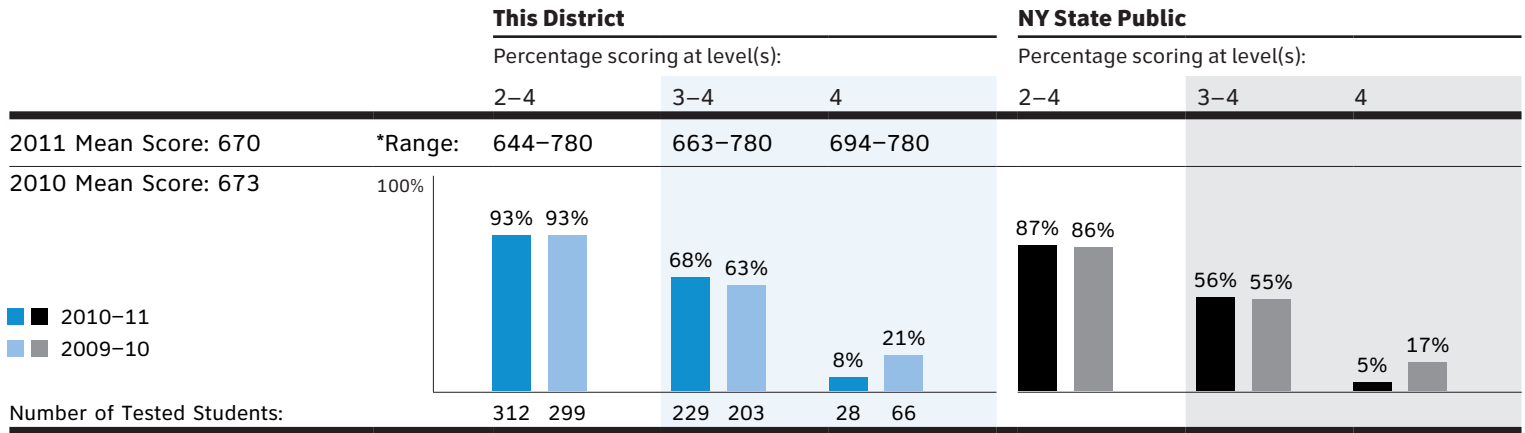
This is a school district with low student needs in relation to district resource capacity.

4 Overview of District Performance

District **BEDFORD CENTRAL SCHOOL DISTRICT**

District ID **66-01-02-06-0000**

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	335	93%	68%	8%	321	93%	63%	21%
Female	160	98%	73%	12%	162	94%	65%	25%
Male	175	89%	64%	5%	159	92%	62%	16%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	17	94%	59%	6%	13	85%	54%	8%
Hispanic or Latino	72	76%	36%	3%	66	82%	30%	5%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	87%	13%	9	100%	78%	33%
White	220	98%	78%	10%	226	96%	72%	25%
Multiracial	11	100%	82%	9%	7	100%	86%	29%
Small Group Totals								
General-Education Students	317	95%	71%	9%	307	94%	65%	21%
Students with Disabilities	18	61%	28%	0%	14	64%	14%	7%
English Proficient	298	97%	74%	9%	303	94%	66%	21%
Limited English Proficient	37	65%	22%	0%	18	72%	22%	6%
Economically Disadvantaged	61	79%	39%	3%	59	80%	29%	5%
Not Disadvantaged	274	96%	75%	9%	262	96%	71%	24%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	335	93%	68%	8%	321	93%	63%	21%

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	5	5	5	4	5	5	5	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	1	N/A	N/A	N/A	2	N/A	N/A	N/A

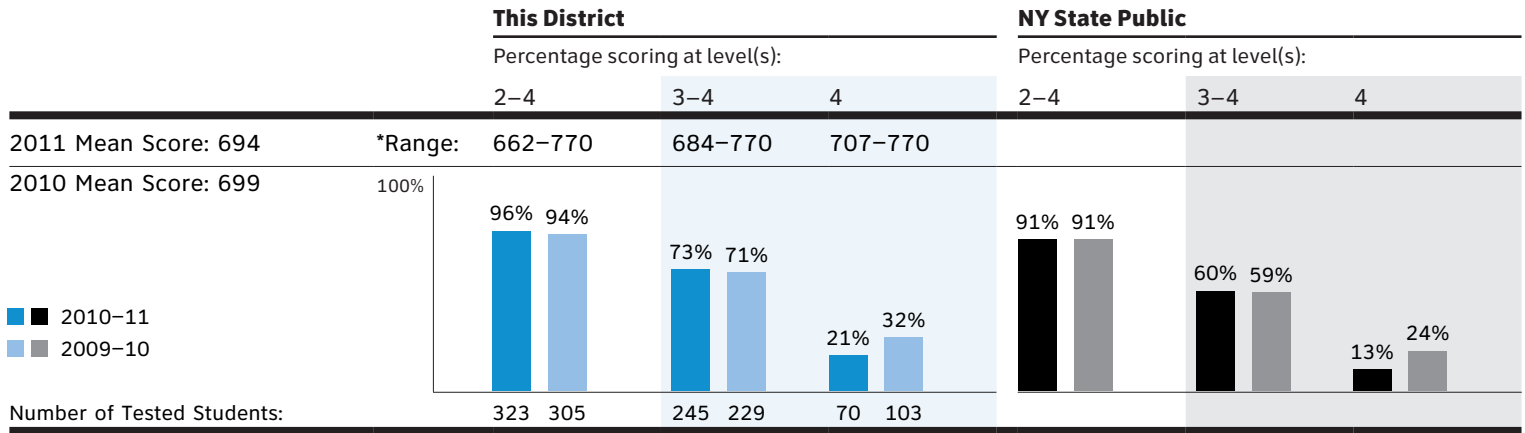
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **BEDFORD CENTRAL SCHOOL DISTRICT**

District ID **66-01-02-06-0000**

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	336	96%	73%	21%	323	94%	71%	32%
Female	161	98%	70%	16%	165	95%	75%	33%
Male	175	95%	75%	25%	158	94%	67%	31%
American Indian or Alaska Native								
Black or African American	17	94%	53%	6%	13	85%	62%	23%
Hispanic or Latino	73	89%	49%	5%	68	85%	54%	15%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	87%	20%	10	100%	100%	80%
White	220	98%	81%	27%	225	97%	75%	34%
Multiracial	11	100%	73%	18%	7	100%	86%	71%
Small Group Totals								
General-Education Students	318	98%	75%	22%	310	96%	73%	33%
Students with Disabilities	18	67%	33%	6%	13	62%	15%	0%
English Proficient	298	98%	78%	23%	302	96%	74%	33%
Limited English Proficient	38	84%	37%	3%	21	71%	33%	10%
Economically Disadvantaged	62	89%	50%	2%	59	86%	54%	17%
Not Disadvantaged	274	98%	78%	25%	264	96%	75%	35%
Migrant								
Not Migrant	336	96%	73%	21%	323	94%	71%	32%

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

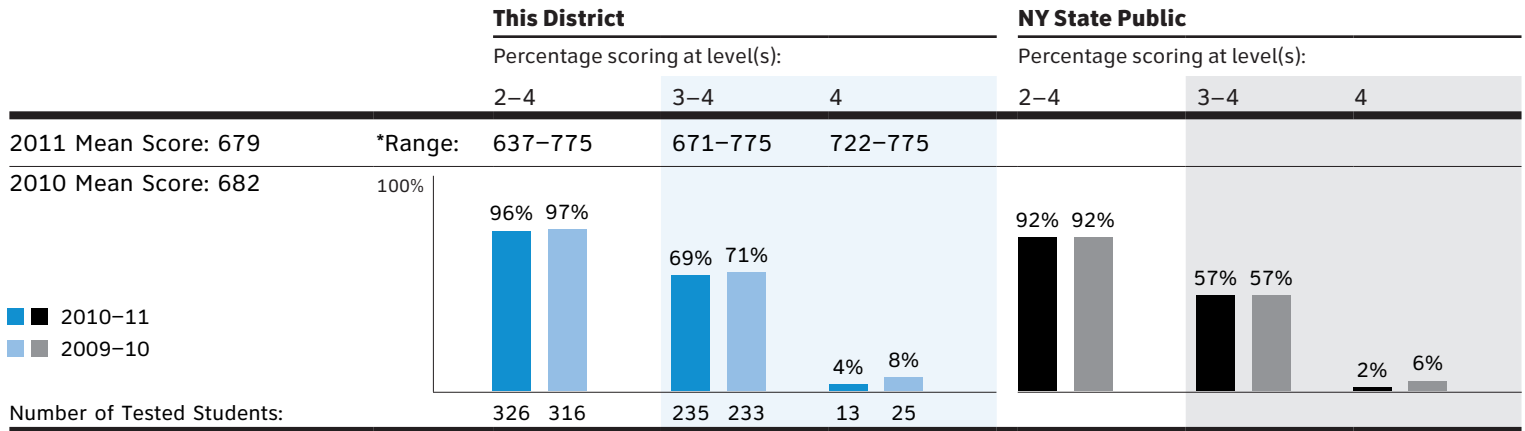
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	5	5	5	2	5	5	5	3

4 Overview of District Performance

District **BEDFORD CENTRAL SCHOOL DISTRICT**

District ID **66-01-02-06-0000**

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	339	96%	69%	4%	327	97%	71%	8%
Female	172	98%	75%	6%	158	97%	80%	10%
Male	167	95%	63%	1%	169	96%	63%	5%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	15	87%	67%	0%	9	89%	67%	11%
Hispanic or Latino	75	88%	41%	1%	66	89%	42%	3%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	90%	10%	19	95%	79%	16%
White	233	99%	77%	5%	223	100%	81%	9%
Multiracial	6	100%	83%	0%	10	90%	40%	0%
Small Group Totals								
General-Education Students	318	98%	73%	4%	308	99%	75%	8%
Students with Disabilities	21	71%	19%	0%	19	63%	5%	0%
English Proficient	322	98%	72%	4%	298	99%	76%	8%
Limited English Proficient	17	71%	12%	0%	29	76%	24%	0%
Economically Disadvantaged	58	84%	36%	2%	50	84%	34%	2%
Not Disadvantaged	281	99%	76%	4%	277	99%	78%	9%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	339	96%	69%	4%	327	97%	71%	8%

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	4	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

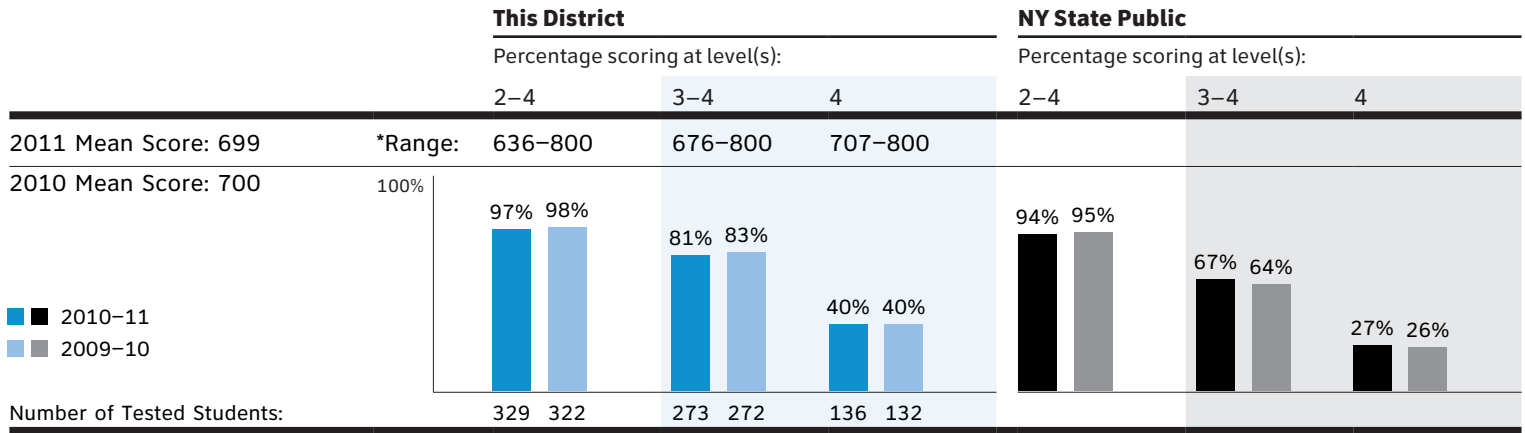
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **BEDFORD CENTRAL SCHOOL DISTRICT**

District ID **66-01-02-06-0000**

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	338	97%	81%	40%	328	98%	83%	40%
Female	172	98%	81%	42%	158	99%	87%	40%
Male	166	97%	81%	38%	170	98%	79%	41%
American Indian or Alaska Native								
Black or African American	15	80%	67%	27%	9	100%	67%	22%
Hispanic or Latino	75	93%	56%	17%	67	96%	64%	19%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	100%	60%	19	95%	79%	53%
White	232	100%	89%	47%	223	99%	91%	47%
Multiracial	6	100%	83%	50%	10	100%	50%	20%
Small Group Totals								
General-Education Students	317	98%	84%	42%	309	99%	87%	42%
Students with Disabilities	21	81%	33%	10%	19	79%	21%	5%
English Proficient	321	98%	84%	42%	298	99%	87%	44%
Limited English Proficient	17	76%	18%	0%	30	90%	47%	3%
Economically Disadvantaged	58	90%	52%	14%	50	96%	58%	12%
Not Disadvantaged	280	99%	87%	46%	278	99%	87%	45%
Migrant								
Not Migrant	338	97%	81%	40%	328	98%	83%	40%

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

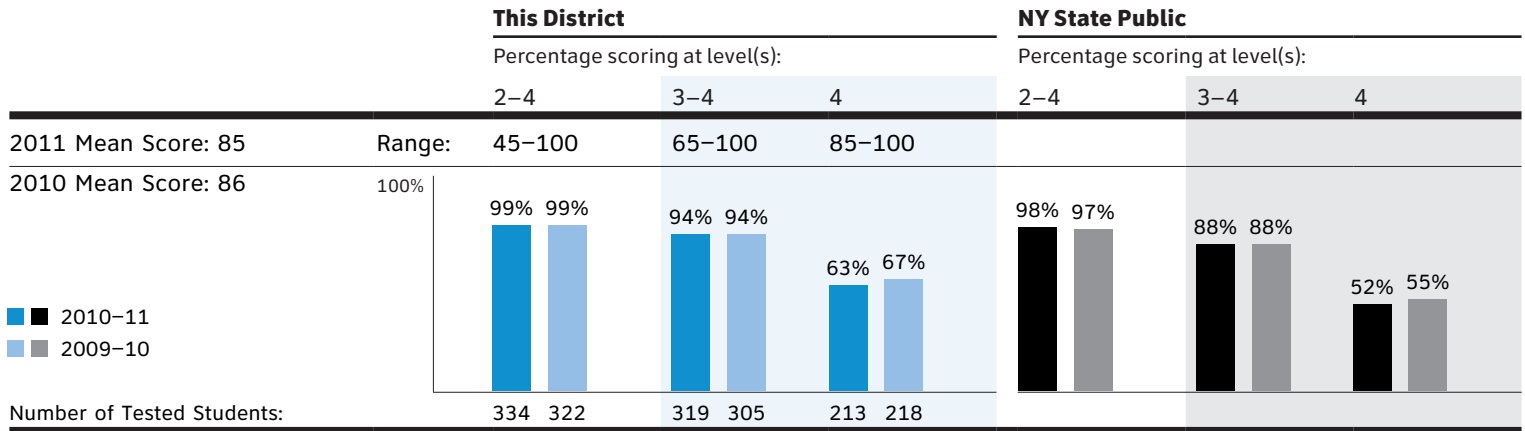
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	3	-	-	-

4 Overview of District Performance

District **BEDFORD CENTRAL SCHOOL DISTRICT**

District ID **66-01-02-06-0000**

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	338	99%	94%	63%	326	99%	94%	67%
Female	171	99%	95%	65%	158	98%	94%	70%
Male	167	99%	94%	61%	168	99%	93%	64%
American Indian or Alaska Native								
Black or African American	15	93%	80%	60%	9	100%	78%	44%
Hispanic or Latino	75	97%	84%	39%	67	96%	87%	40%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	100%	90%	19	100%	89%	79%
White	232	100%	98%	70%	222	100%	97%	75%
Multiracial	6	100%	100%	67%	9	100%	89%	67%
Small Group Totals								
General-Education Students	317	99%	97%	65%	308	99%	94%	70%
Students with Disabilities	21	95%	62%	33%	18	94%	78%	11%
English Proficient	321	99%	96%	66%	296	100%	96%	71%
Limited English Proficient	17	88%	59%	0%	30	90%	73%	23%
Economically Disadvantaged	58	95%	81%	41%	50	94%	78%	30%
Not Disadvantaged	280	100%	97%	68%	276	100%	96%	74%
Migrant								
Not Migrant	338	99%	94%	63%	326	99%	94%	67%

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

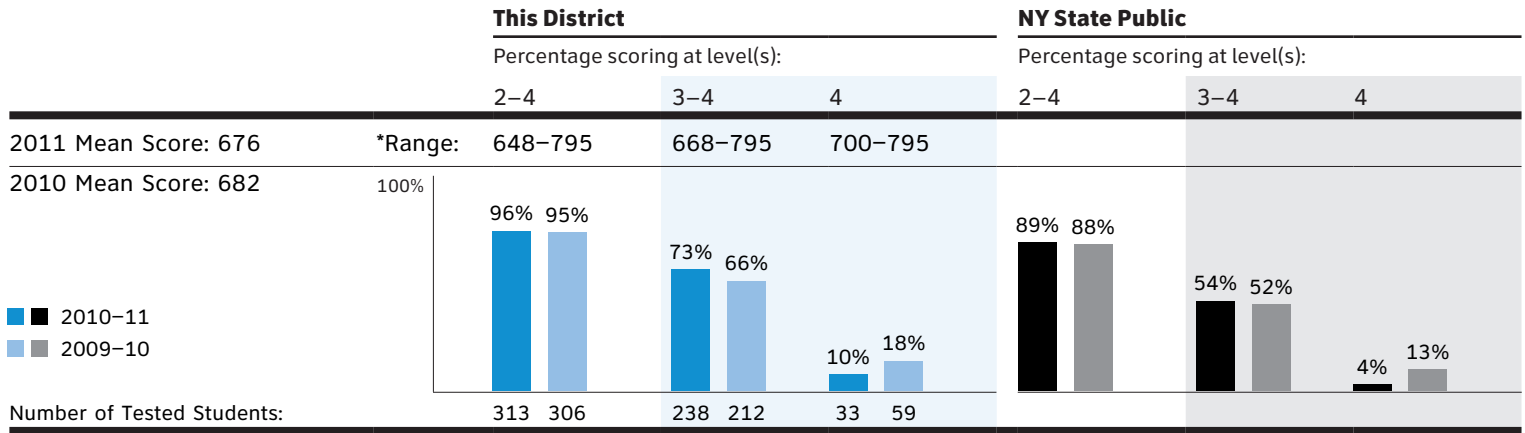
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	3	-	-	-

4 Overview of District Performance

District **BEDFORD CENTRAL SCHOOL DISTRICT**

District ID **66-01-02-06-0000**

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	325	96%	73%	10%	321	95%	66%	18%
Female	159	97%	79%	13%	154	97%	73%	23%
Male	166	96%	67%	8%	167	94%	59%	14%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	12	83%	25%	0%	9	67%	44%	11%
Hispanic or Latino	66	89%	47%	3%	66	91%	45%	6%
Asian or Native Hawaiian/Other Pacific Islander	18	94%	78%	22%	16	100%	69%	25%
White	221	99%	84%	12%	225	97%	72%	22%
Multiracial	8	100%	50%	0%	5	100%	80%	20%
Small Group Totals								
General-Education Students	304	99%	78%	11%	299	99%	71%	20%
Students with Disabilities	21	57%	5%	0%	22	41%	0%	0%
English Proficient	310	98%	76%	11%	302	97%	68%	20%
Limited English Proficient	15	53%	7%	0%	19	74%	32%	0%
Economically Disadvantaged	47	83%	30%	2%	50	84%	34%	6%
Not Disadvantaged	278	99%	81%	12%	271	97%	72%	21%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	325	96%	73%	10%	321	95%	66%	18%

NOTES

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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	4	-	-	-	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	3	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	3	N/A	N/A	N/A	2	N/A	N/A	N/A

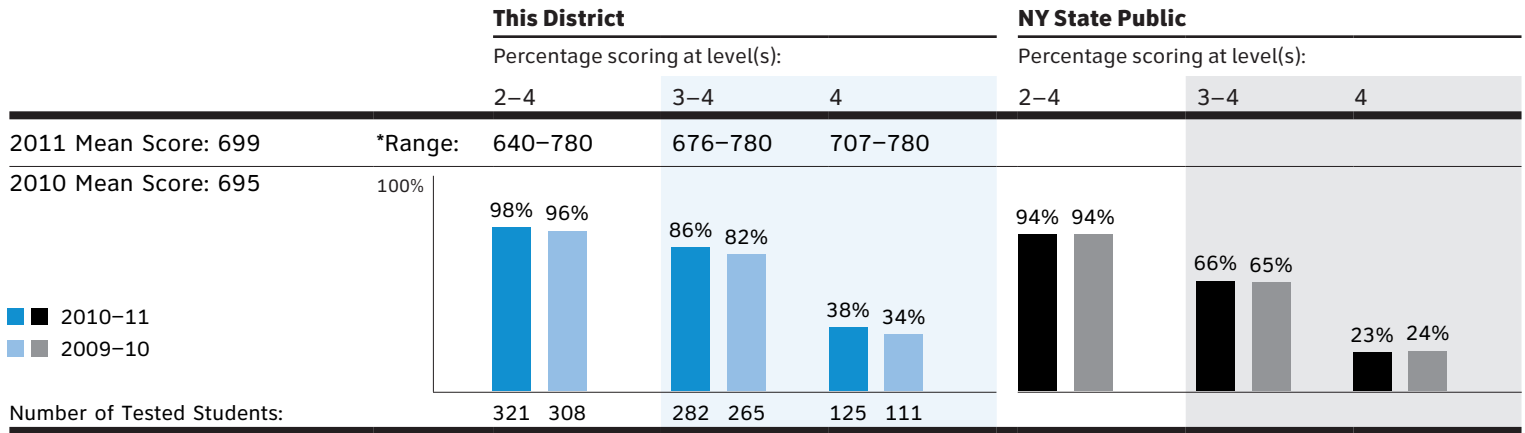
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **BEDFORD CENTRAL SCHOOL DISTRICT**

District ID **66-01-02-06-0000**

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	329	98%	86%	38%	322	96%	82%	34%
Female	160	98%	88%	39%	154	97%	86%	37%
Male	169	98%	83%	37%	168	95%	79%	32%
American Indian or Alaska Native								
Black or African American	12	83%	42%	8%	9	89%	44%	22%
Hispanic or Latino	69	96%	72%	17%	67	90%	61%	16%
Asian or Native Hawaiian/Other Pacific Islander	18	94%	83%	50%	16	100%	100%	50%
White	222	99%	93%	46%	225	97%	88%	40%
Multiracial	8	100%	63%	13%	5	100%	100%	20%
Small Group Totals								
General-Education Students	308	99%	90%	41%	301	98%	86%	37%
Students with Disabilities	21	76%	24%	0%	21	62%	29%	0%
English Proficient	311	98%	89%	40%	302	97%	85%	36%
Limited English Proficient	18	83%	28%	0%	20	75%	35%	5%
Economically Disadvantaged	49	90%	59%	8%	50	88%	54%	18%
Not Disadvantaged	280	99%	90%	43%	272	97%	88%	38%
Migrant								
Not Migrant	329	98%	86%	38%	322	96%	82%	34%

NOTES

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Other Assessments

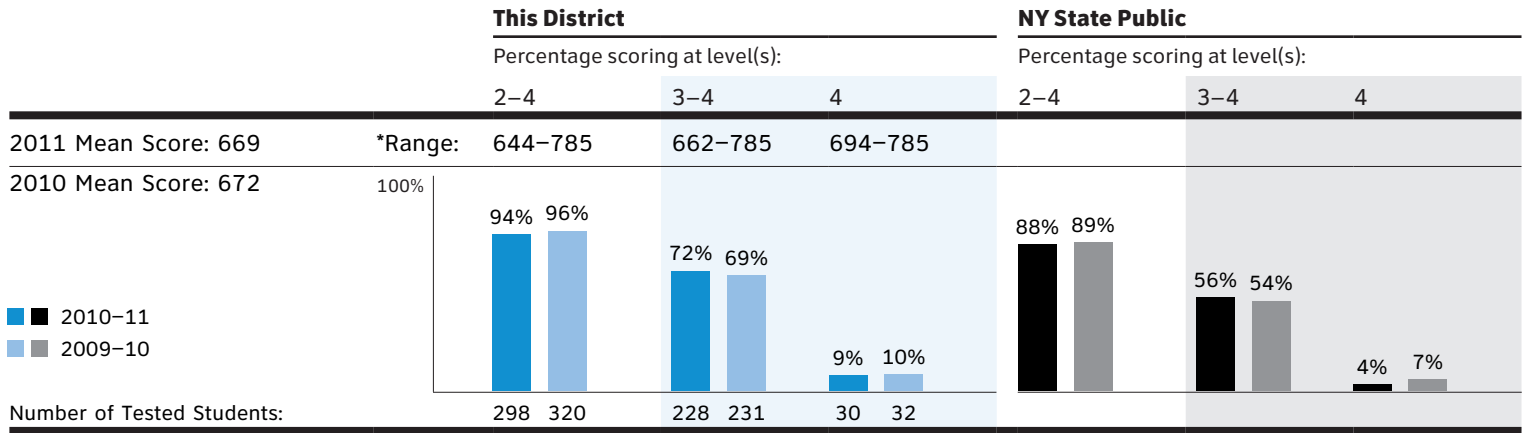
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	4	-	-	-	4	-	-	-

4 Overview of District Performance

District **BEDFORD CENTRAL SCHOOL DISTRICT**

District ID **66-01-02-06-0000**

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	316	94%	72%	9%	333	96%	69%	10%
Female	151	96%	83%	11%	159	97%	79%	14%
Male	165	93%	62%	8%	174	95%	61%	6%
American Indian or Alaska Native								
Black or African American	8	-	-	-	14	-	-	-
Hispanic or Latino	66	86%	48%	3%	59	93%	51%	7%
Asian or Native Hawaiian/Other Pacific Islander	17	100%	88%	6%	22	95%	86%	18%
White	221	97%	79%	11%	234	97%	73%	10%
Multiracial	4	-	-	-	4	-	-	-
Small Group Totals	12	83%	58%	17%	18	94%	67%	6%
General-Education Students	295	98%	77%	10%	317	97%	73%	10%
Students with Disabilities	21	48%	0%	0%	16	75%	6%	6%
English Proficient	302	96%	75%	10%	323	97%	71%	10%
Limited English Proficient	14	50%	21%	0%	10	70%	10%	10%
Economically Disadvantaged	47	83%	36%	2%	53	91%	47%	2%
Not Disadvantaged	269	96%	78%	11%	280	97%	74%	11%
Migrant								
Not Migrant	316	94%	72%	9%	333	96%	69%	10%

NOTES

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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	5	5	5	4	6	6	6	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	6	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	2	N/A	N/A	N/A	6	N/A	N/A	N/A

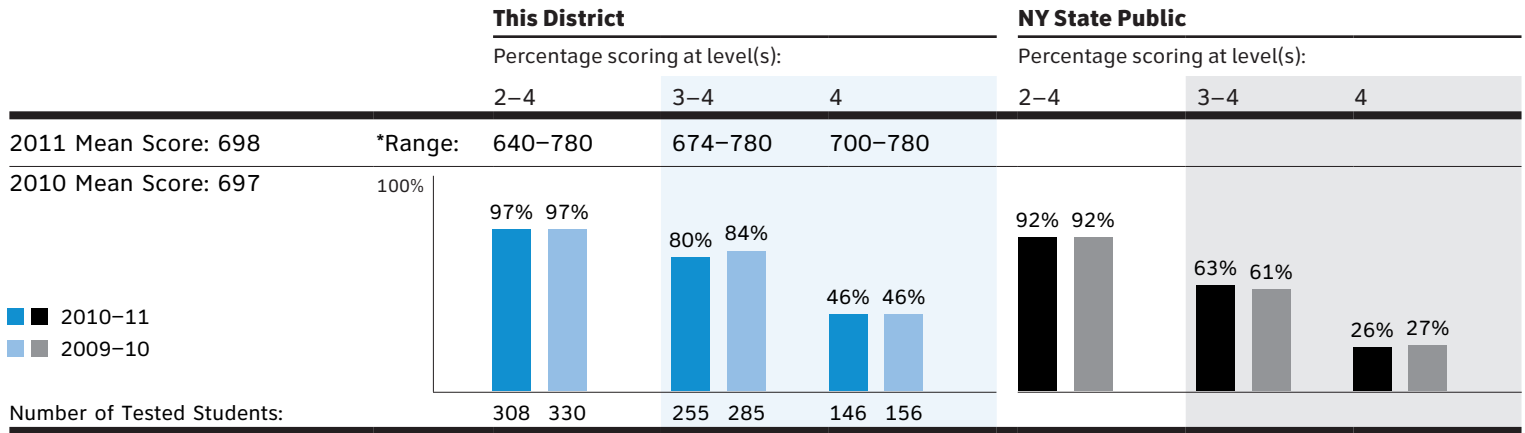
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **BEDFORD CENTRAL SCHOOL DISTRICT**

District ID **66-01-02-06-0000**

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	318	97%	80%	46%	339	97%	84%	46%
Female	151	99%	86%	47%	160	98%	89%	49%
Male	167	95%	75%	45%	179	97%	80%	44%
American Indian or Alaska Native								
Black or African American	8	-	-	-	15	-	-	-
Hispanic or Latino	67	93%	63%	15%	63	90%	67%	29%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	94%	67%	22	100%	95%	68%
White	221	98%	85%	54%	235	99%	88%	51%
Multiracial	4	-	-	-	4	-	-	-
Small Group Totals	12	92%	75%	42%	19	100%	79%	21%
General-Education Students	297	99%	85%	49%	323	98%	86%	48%
Students with Disabilities	21	71%	10%	0%	16	81%	38%	6%
English Proficient	302	98%	83%	48%	323	99%	87%	48%
Limited English Proficient	16	69%	19%	6%	16	63%	19%	6%
Economically Disadvantaged	48	92%	54%	10%	57	93%	61%	23%
Not Disadvantaged	270	98%	85%	52%	282	98%	89%	51%
Migrant								
Not Migrant	318	97%	80%	46%	339	97%	84%	46%

NOTES

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Other Assessments

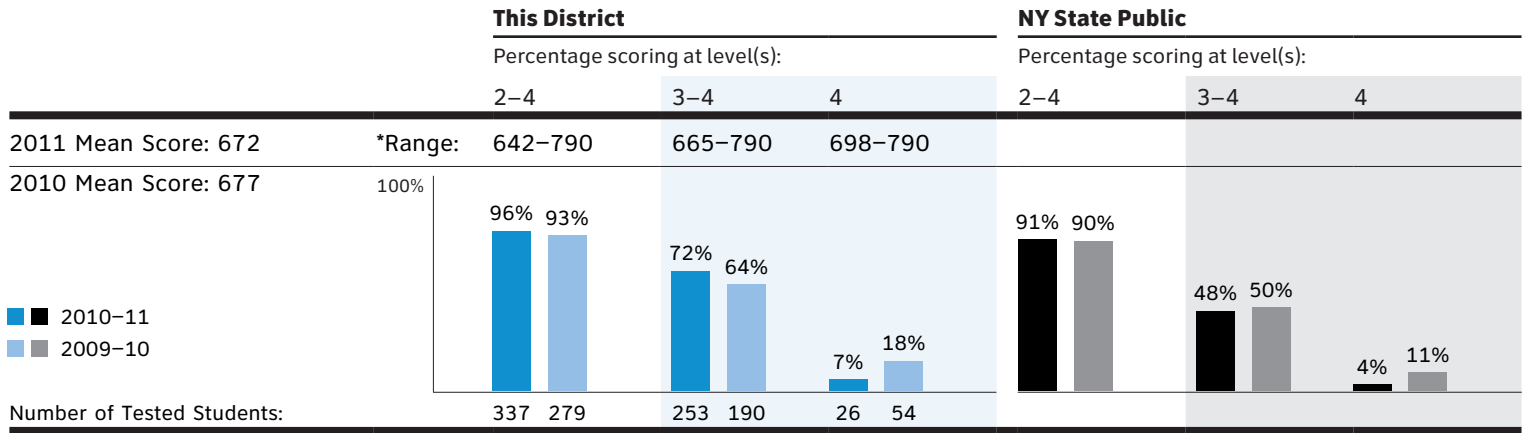
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	5	5	5	5	6	6	5	3

4 Overview of District Performance

District **BEDFORD CENTRAL SCHOOL DISTRICT**

District ID **66-01-02-06-0000**

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	352	96%	72%	7%	299	93%	64%	18%
Female	166	96%	80%	10%	153	97%	73%	25%
Male	186	95%	65%	5%	146	90%	53%	10%
American Indian or Alaska Native								
Black or African American	16	88%	75%	0%	10	-	-	-
Hispanic or Latino	65	86%	51%	5%	58	81%	22%	7%
Asian or Native Hawaiian/Other Pacific Islander	24	100%	79%	17%	12	100%	50%	17%
White	242	98%	77%	8%	216	96%	75%	22%
Multiracial	5	100%	40%	0%	3	-	-	-
Small Group Totals					13	92%	62%	8%
General-Education Students	335	97%	75%	8%	283	95%	66%	19%
Students with Disabilities	17	65%	12%	0%	16	63%	25%	6%
English Proficient	340	98%	74%	8%	286	95%	66%	19%
Limited English Proficient	12	33%	0%	0%	13	46%	0%	0%
Economically Disadvantaged	54	87%	43%	0%	48	75%	23%	2%
Not Disadvantaged	298	97%	77%	9%	251	97%	71%	21%
Migrant								
Not Migrant	352	96%	72%	7%	299	93%	64%	18%

NOTES

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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	5	5	5	5	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	3	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	3	N/A	N/A	N/A	0	N/A	N/A	N/A

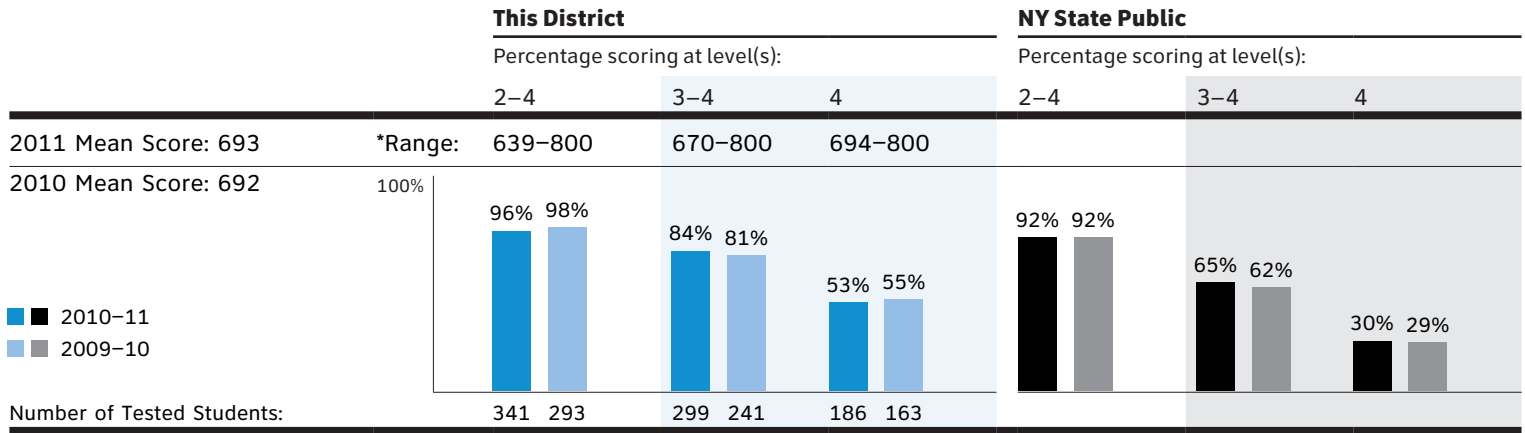
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **BEDFORD CENTRAL SCHOOL DISTRICT**

District ID **66-01-02-06-0000**

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	354	96%	84%	53%	299	98%	81%	55%
Female	166	97%	87%	51%	153	99%	84%	60%
Male	188	96%	82%	54%	146	97%	77%	49%
American Indian or Alaska Native								
Black or African American	17	88%	71%	35%	10	-	-	-
Hispanic or Latino	67	90%	75%	36%	58	93%	62%	29%
Asian or Native Hawaiian/Other Pacific Islander	24	100%	92%	63%	12	100%	83%	42%
White	241	98%	88%	58%	216	99%	86%	63%
Multiracial	5	100%	60%	40%	3	-	-	-
Small Group Totals					13	100%	69%	46%
General-Education Students	338	97%	87%	54%	283	99%	83%	57%
Students with Disabilities	16	75%	25%	13%	16	81%	38%	13%
English Proficient	339	99%	88%	55%	286	99%	83%	57%
Limited English Proficient	15	47%	13%	0%	13	77%	23%	8%
Economically Disadvantaged	55	91%	64%	24%	48	92%	58%	25%
Not Disadvantaged	299	97%	88%	58%	251	99%	85%	60%
Migrant								
Not Migrant	354	96%	84%	53%	299	98%	81%	55%

NOTES

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Other Assessments

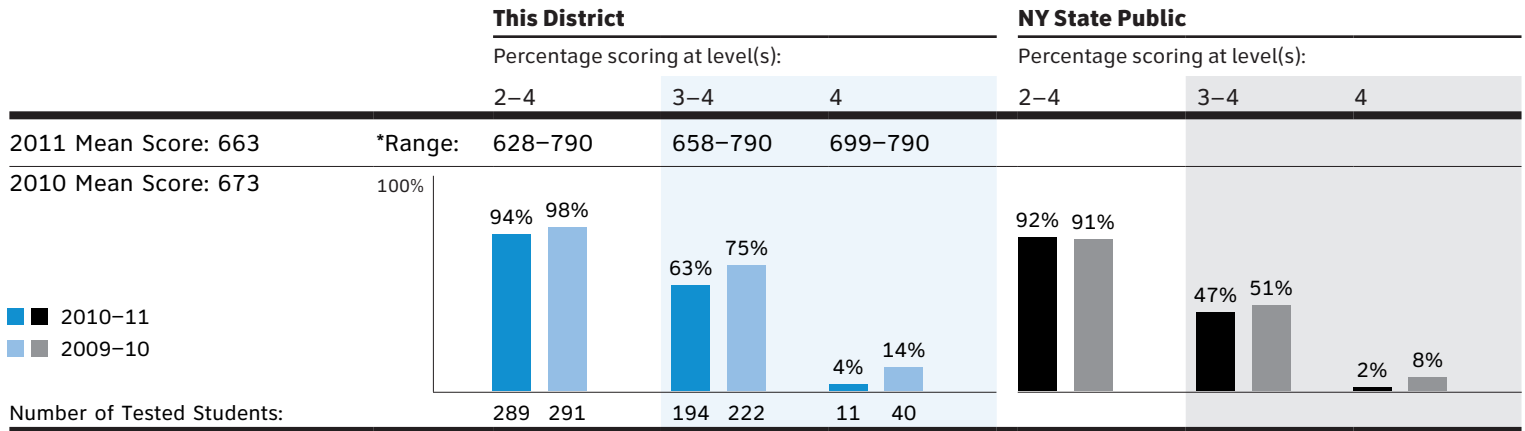
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	4	-	-	-	4	-	-	-

4 Overview of District Performance

District **BEDFORD CENTRAL SCHOOL DISTRICT**

District ID **66-01-02-06-0000**

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	306	94%	63%	4%	296	98%	75%	14%
Female	157	98%	75%	6%	152	98%	84%	14%
Male	149	91%	51%	1%	144	99%	66%	13%
American Indian or Alaska Native					1	-	-	-
Black or African American	14	-	-	-	18	89%	39%	6%
Hispanic or Latino	59	86%	44%	0%	55	98%	60%	5%
Asian or Native Hawaiian/Other Pacific Islander	15	93%	73%	0%	10	100%	70%	20%
White	216	98%	70%	5%	207	99%	83%	16%
Multiracial	2	-	-	-	5	-	-	-
Small Group Totals	16	81%	31%	0%	6	100%	67%	17%
General-Education Students	288	97%	66%	4%	277	100%	79%	14%
Students with Disabilities	18	56%	22%	0%	19	79%	11%	5%
English Proficient	297	96%	65%	4%	292	-	-	-
Limited English Proficient	9	33%	0%	0%	4	-	-	-
Economically Disadvantaged	54	81%	39%	0%	40	95%	43%	3%
Not Disadvantaged	252	97%	69%	4%	256	99%	80%	15%
Migrant								
Not Migrant	306	94%	63%	4%	296	98%	75%	14%

NOTES

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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	5	5	5	5	6	6	6	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	4	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	5	N/A	N/A	N/A

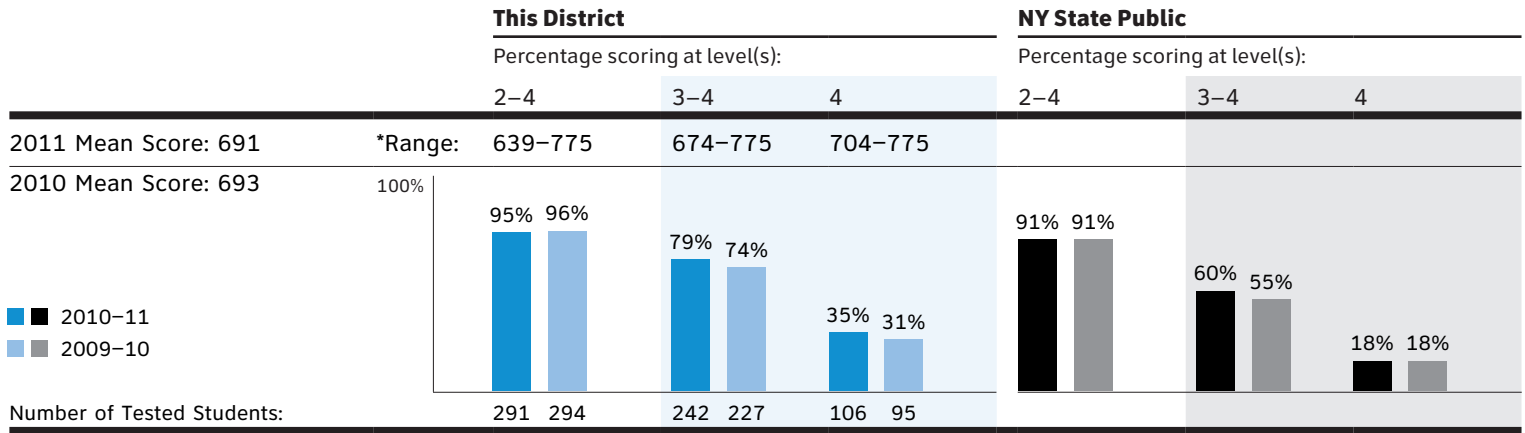
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **BEDFORD CENTRAL SCHOOL DISTRICT**

District ID **66-01-02-06-0000**

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	306	95%	79%	35%	305	96%	74%	31%
Female	157	97%	85%	37%	156	97%	76%	31%
Male	149	93%	73%	32%	149	95%	73%	31%
American Indian or Alaska Native					1	-	-	-
Black or African American	14	-	-	-	19	89%	58%	11%
Hispanic or Latino	59	92%	58%	12%	59	92%	49%	17%
Asian or Native Hawaiian/Other Pacific Islander	15	93%	87%	27%	11	100%	91%	36%
White	216	98%	86%	43%	210	98%	82%	37%
Multiracial	2	-	-	-	5	-	-	-
Small Group Totals	16	69%	56%	13%	6	100%	67%	33%
General-Education Students	288	98%	82%	37%	281	99%	79%	34%
Students with Disabilities	18	56%	39%	0%	24	71%	17%	0%
English Proficient	297	96%	81%	36%	297	97%	76%	32%
Limited English Proficient	9	78%	11%	0%	8	75%	25%	0%
Economically Disadvantaged	54	83%	46%	9%	42	90%	43%	7%
Not Disadvantaged	252	98%	86%	40%	263	97%	79%	35%
Migrant								
Not Migrant	306	95%	79%	35%	305	96%	74%	31%

NOTES

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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	5	5	4	3	6	5	5	3

4 Overview of District Performance

District **BEDFORD CENTRAL SCHOOL DISTRICT**

District ID **66-01-02-06-0000**

This District's Results in Grade 8 Science

This District

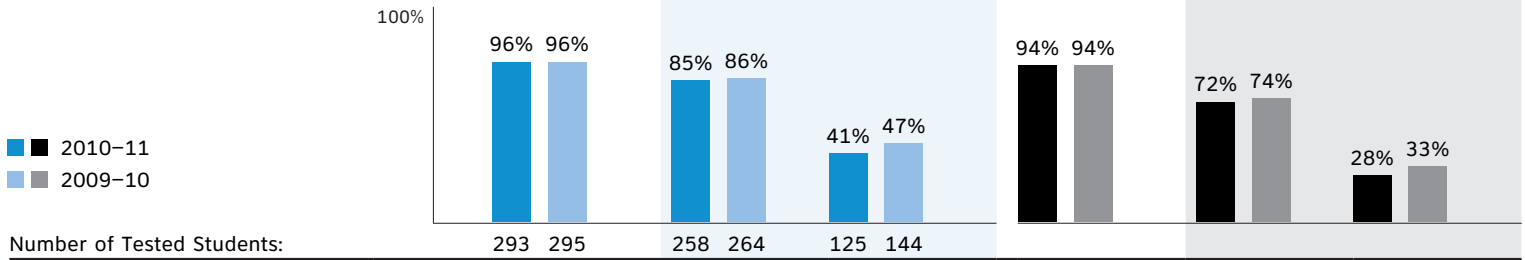
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of Tested Students:

293 295 258 264 125 144

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	304	96%	85%	41%	306	96%	86%	47%
Female	157	98%	88%	43%	156	97%	88%	47%
Male	147	95%	82%	39%	150	96%	85%	47%
American Indian or Alaska Native					1	-	-	-
Black or African American	14	-	-	-	19	84%	68%	11%
Hispanic or Latino	58	90%	69%	12%	59	95%	76%	27%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	87%	27%	11	100%	91%	45%
White	215	99%	91%	51%	211	98%	91%	56%
Multiracial	2	-	-	-	5	-	-	-
Small Group Totals	16	81%	56%	25%	6	100%	67%	33%
General-Education Students	286	97%	87%	43%	282	99%	91%	50%
Students with Disabilities	18	83%	44%	11%	24	67%	33%	8%
English Proficient	295	98%	87%	42%	298	97%	88%	48%
Limited English Proficient	9	56%	0%	0%	8	75%	38%	0%
Economically Disadvantaged	53	87%	57%	8%	43	98%	63%	14%
Not Disadvantaged	251	98%	91%	48%	263	96%	90%	52%
Migrant								
Not Migrant	304	96%	85%	41%	306	96%	86%	47%

NOTES

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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	5	6
Regents Science	0	0

4 Overview of District Performance

District **BEDFORD CENTRAL SCHOOL DISTRICT**

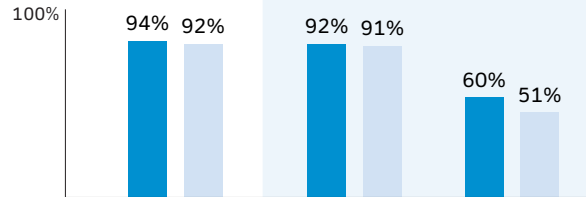
District ID **66-01-02-06-0000**

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

This District

Percentage scoring at level(s):

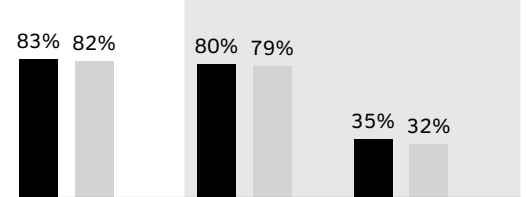
2-4 3-4 4



NY State Public

Percentage scoring at level(s):

2-4 3-4 4



■ 2007 Cohort
■ 2006 Cohort

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	324	94%	92%	60%	324	92%	91%	51%
Female	141	99%	99%	65%	161	98%	96%	59%
Male	183	90%	87%	56%	163	87%	86%	44%
American Indian or Alaska Native					1	-	-	-
Black or African American	17	94%	88%	29%	16	-	-	-
Hispanic or Latino	59	78%	78%	36%	73	75%	74%	30%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	17	100%	100%	53%
White	234	97%	96%	67%	215	98%	97%	61%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	14	100%	100%	79%	19	84%	84%	21%
General-Education Students	296	95%	95%	64%	300	92%	92%	54%
Students with Disabilities	28	82%	64%	14%	24	88%	79%	13%
English Proficient	311	97%	95%	62%	300	97%	96%	55%
Limited English Proficient	13	23%	23%	8%	24	33%	29%	0%
Economically Disadvantaged	46	91%	89%	20%	49	84%	84%	20%
Not Disadvantaged	278	94%	93%	66%	275	93%	92%	57%
Migrant								
Not Migrant	324	94%	92%	60%	324	92%	91%	51%

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 **BEDFORD CENTRAL SCHOOL DISTRICT**

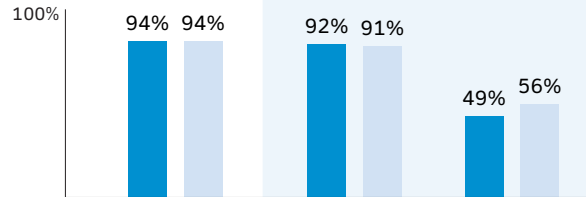
District ID **66-01-02-06-0000**

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

This District

Percentage scoring at level(s):

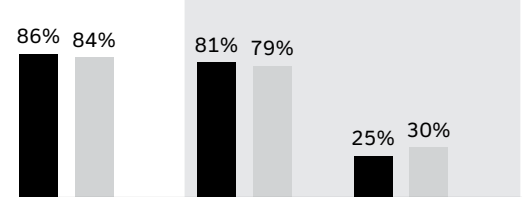
2-4 3-4 4



NY State Public

Percentage scoring at level(s):

2-4 3-4 4



■ 2007 Cohort
■ 2006 Cohort

Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
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All Students	324	94%	92%	49%	324	94%	91%	56%
Female	141	99%	97%	52%	161	98%	96%	63%
Male	183	91%	88%	46%	163	90%	87%	50%
American Indian or Alaska Native					1	-	-	-
Black or African American	17	88%	71%	6%	16	-	-	-
Hispanic or Latino	59	83%	80%	17%	73	84%	77%	32%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	17	100%	100%	65%
White	234	97%	97%	59%	215	98%	97%	67%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	14	100%	93%	71%	19	84%	74%	26%
General-Education Students	296	96%	96%	53%	300	95%	93%	60%
Students with Disabilities	28	75%	54%	4%	24	83%	75%	8%
English Proficient	311	96%	94%	51%	300	97%	95%	61%
Limited English Proficient	13	46%	46%	0%	24	54%	50%	0%
Economically Disadvantaged	46	91%	87%	9%	49	92%	84%	22%
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