



The New York State Accountability Report 2011-12

DISTRICT: RAMAPO CENTRAL SCHOOL
DISTRICT (SUFFERN)
DISTRICT ID: 500401060000
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Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward, Focus, or Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

More Information:
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Brooklyn, NY 11217
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Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target.**" In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target.**"

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

Elementary/Middle-Level ELA: AYP

DISTRICT: RAMAPO CENTRAL SCHOOL DISTRICT (SUFFERN)

DISTRICT ID: 500401060000

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	✓
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

DISTRICT: RAMAPO CENTRAL SCHOOL DISTRICT (SUFFERN)

DISTRICT ID: 500401060000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	2192	100%
American Indian or Alaska Native	—	17	—
Black or African American	✓	128	100%
Hispanic or Latino	✓	291	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	183	99%
White	✓	1550	100%
Multiracial	—	23	—
Students With Disabilities	✓	353	99%
Limited English Proficient	✓	46	100%
Economically Disadvantaged	✓	349	100%

- ✓ At least 95% of students enrolled during the test administration period were tested.
- ✗ Less than 95% of students enrolled during the test administration period were tested.
- There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level ELA: Performance

DISTRICT: RAMAPO CENTRAL SCHOOL DISTRICT (SUFFERN)

DISTRICT ID: 500401060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	2158	168	148	148
American Indian or Alaska Native	—	17	—	—	—
Black or African American	✓	120	148	121	121
Hispanic or Latino	✓	278	150	125	125
Asian or Native Hawaiian/Other Pacific Islander	✓	179	181	157	157
White	✓	1541	172	161	161
Multiracial	—	23	—	—	—
Students With Disabilities	✓	379†	111†	95	95
Limited English Proficient	✓	64‡	108‡	98	98
Economically Disadvantaged	✓	339	142	128	128

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level ELA: Non-AYP Groups

DISTRICT: RAMAPO CENTRAL SCHOOL DISTRICT (SUFFERN)

DISTRICT ID: 500401060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	2175	100%
Not Black or African American	2064	100%
Not Hispanic or Latino	1901	100%
Not Asian or Native Hawaiian/Other Pacific Islander	2009	100%
Not White	642	100%
Not Multiracial	2169	100%
General Education	1839	100%
English Proficient	2146	100%
Not Economically Disadvantaged	1843	100%
Male	1094	100%
Female	1098	100%
Migrant	0	—
Not Migrant	2192	100%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	2141	168
Not Black or African American	2038	169
Not Hispanic or Latino	1880	171
Not Asian or Native Hawaiian/Other Pacific Islander	1979	167
Not White	617	158
Not Multiracial	2135	168
General Education	1810	180
English Proficient	2121	170
Not Economically Disadvantaged	1819	173
Male	1078	161
Female	1080	176
Migrant	0	—
Not Migrant	2158	168

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Math: AYP

DISTRICT: RAMAPO CENTRAL SCHOOL DISTRICT (SUFFERN)

DISTRICT ID: 500401060000

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	✓
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

DISTRICT: RAMAPO CENTRAL SCHOOL DISTRICT (SUFFERN)

DISTRICT ID: 500401060000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	2192	100%
American Indian or Alaska Native	—	17	—
Black or African American	✓	128	100%
Hispanic or Latino	✓	291	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	183	100%
White	✓	1550	100%
Multiracial	—	23	—
Students With Disabilities	✓	353	100%
Limited English Proficient	✓	46	100%
Economically Disadvantaged	✓	349	100%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Math: Performance

DISTRICT: RAMAPO CENTRAL SCHOOL DISTRICT (SUFFERN)

DISTRICT ID: 500401060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	2159	182	162	162
American Indian or Alaska Native	—	17	—	—	—
Black or African American	✓	120	164	133	133
Hispanic or Latino	✓	279	162	143	143
Asian or Native Hawaiian/Other Pacific Islander	✓	180	192	177	177
White	✓	1540	186	171	171
Multiracial	—	23	—	—	—
Students With Disabilities	✓	380†	134†	116	116
Limited English Proficient	✓	65‡	129‡	128	128
Economically Disadvantaged	✓	339	160	145	145

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Math: Non-AYP Groups

DISTRICT: RAMAPO CENTRAL SCHOOL DISTRICT (SUFFERN)

DISTRICT ID: 500401060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	2175	100%
Not Black or African American	2064	100%
Not Hispanic or Latino	1901	100%
Not Asian or Native Hawaiian/Other Pacific Islander	2009	100%
Not White	642	100%
Not Multiracial	2169	100%
General Education	1839	100%
English Proficient	2146	100%
Not Economically Disadvantaged	1843	100%
Male	1094	100%
Female	1098	100%
Migrant	0	—
Not Migrant	2192	100%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	2142	182
Not Black or African American	2039	183
Not Hispanic or Latino	1880	184
Not Asian or Native Hawaiian/Other Pacific Islander	1979	181
Not White	619	170
Not Multiracial	2136	182
General Education	1810	192
English Proficient	2121	183
Not Economically Disadvantaged	1820	186
Male	1081	179
Female	1078	184
Migrant	0	—
Not Migrant	2159	182

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Science: AYP

DISTRICT: RAMAPO CENTRAL SCHOOL DISTRICT (SUFFERN)

DISTRICT ID: 500401060000

Adequate Yearly Progress: In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

DISTRICT: RAMAPO CENTRAL SCHOOL DISTRICT (SUFFERN)

DISTRICT ID: 500401060000

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	715	98%
American Indian or Alaska Native	—	6	—
Black or African American	—	38	—
Hispanic or Latino	✓	94	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	68	99%
White	✓	502	97%
Multiracial	—	7	—
Students With Disabilities	✓	126	95%
Limited English Proficient	—	17	—
Economically Disadvantaged	✓	110	98%

- ✓ At least 80% of students enrolled during the test administration period were tested.
- ✗ Less than 80% of students enrolled during the test administration period were tested.
- There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Science: Performance

DISTRICT: RAMAPO CENTRAL SCHOOL DISTRICT (SUFFERN)

DISTRICT ID: 500401060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✓	691	190	175	175
American Indian or Alaska Native	—	6	—	—	—
Black or African American	✓	35	180	145	145
Hispanic or Latino	✓	91	175	155	155
Asian or Native Hawaiian/Other Pacific Islander	✓	65	197	175	175
White	✓	487	193	186	186
Multiracial	—	7	—	—	—
Students With Disabilities	✓	128†	165†	145	145
Limited English Proficient	—	15	—	—	—
Economically Disadvantaged	✓	106	175	158	158

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4}))}{[\text{Count of Tested Students}]} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Progress Target: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

Elementary/Middle-Level Science: Non-AYP Groups

DISTRICT: RAMAPO CENTRAL SCHOOL DISTRICT (SUFFERN)

DISTRICT ID: 500401060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	709	98%
Not Black or African American	677	98%
Not Hispanic or Latino	621	98%
Not Asian or Native Hawaiian/Other Pacific Islander	647	98%
Not White	213	99%
Not Multiracial	708	98%
General Education	589	98%
English Proficient	698	98%
Not Economically Disadvantaged	605	98%
Male	356	98%
Female	359	97%
Migrant	0	—
Not Migrant	715	98%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	685	190
Not Black or African American	656	190
Not Hispanic or Latino	600	192
Not Asian or Native Hawaiian/Other Pacific Islander	626	189
Not White	204	182
Not Multiracial	684	190
General Education	572	195
English Proficient	676	191
Not Economically Disadvantaged	585	192
Male	345	190
Female	346	189
Migrant	0	—
Not Migrant	691	190

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Secondary-Level ELA: AYP

DISTRICT: RAMAPO CENTRAL SCHOOL DISTRICT (SUFFERN)

DISTRICT ID: 500401060000

Adequate Yearly Progress: In secondary-level English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level ELA: Participation

DISTRICT: RAMAPO CENTRAL SCHOOL DISTRICT (SUFFERN)

DISTRICT ID: 500401060000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	377	100%
American Indian or Alaska Native	—	5	—
Black or African American	—	26	—
Hispanic or Latino	—	39	—
Asian or Native Hawaiian/Other Pacific Islander	—	18	—
White	✓	289	100%
Multiracial	—	0	—
Students With Disabilities	✓	55	98%
Limited English Proficient	—	6	—
Economically Disadvantaged	✓	43	100%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level ELA: Performance

DISTRICT: RAMAPO CENTRAL SCHOOL DISTRICT (SUFFERN)

DISTRICT ID: 500401060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	375	176	153	153
American Indian or Alaska Native	—	5	—	—	—
Black or African American	—	23	—	—	—
Hispanic or Latino	✓	40	125	122	122
Asian or Native Hawaiian/Other Pacific Islander	—	17	—	—	—
White	✓	290	184	168	168
Multiracial	—	0	—	—	—
Students With Disabilities	✓	59†	125†	84	84
Limited English Proficient	—	7	—	—	—
Economically Disadvantaged	✓	43	140	126	126

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Secondary-Level ELA: Non-AYP Groups

DISTRICT: RAMAPO CENTRAL SCHOOL DISTRICT (SUFFERN)

DISTRICT ID: 500401060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	372	100%
Not Black or African American	351	100%
Not Hispanic or Latino	338	100%
Not Asian or Native Hawaiian/Other Pacific Islander	359	100%
Not White	88	100%
Not Multiracial	377	100%
General Education	322	100%
English Proficient	371	100%
Not Economically Disadvantaged	334	100%
Male	213	100%
Female	164	100%
Migrant	0	—
Not Migrant	377	100%

— There were fewer than 40 12th graders in the group.

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	370	175
Not Black or African American	352	177
Not Hispanic or Latino	335	182
Not Asian or Native Hawaiian/Other Pacific Islander	358	176
Not White	85	147
Not Multiracial	375	176
General Education	317	185
English Proficient	368	178
Not Economically Disadvantaged	332	180
Male	208	171
Female	167	181
Migrant	0	—
Not Migrant	375	176

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: RAMAPO CENTRAL SCHOOL DISTRICT (SUFFERN)

DISTRICT ID: 500401060000

Adequate Yearly Progress: In secondary-level mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level Math: Participation

DISTRICT: RAMAPO CENTRAL SCHOOL DISTRICT (SUFFERN)

DISTRICT ID: 500401060000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	377	99%
American Indian or Alaska Native	—	5	—
Black or African American	—	26	—
Hispanic or Latino	—	39	—
Asian or Native Hawaiian/Other Pacific Islander	—	18	—
White	✓	289	99%
Multiracial	—	0	—
Students With Disabilities	✓	55	96%
Limited English Proficient	—	6	—
Economically Disadvantaged	✓	43	100%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level Math: Performance

DISTRICT: RAMAPO CENTRAL SCHOOL DISTRICT (SUFFERN)

DISTRICT ID: 500401060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Secondary-Level Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	375	157	130	130
American Indian or Alaska Native	—	5	—	—	—
Black or African American	—	23	—	—	—
Hispanic or Latino	✓	40	120	93	93
Asian or Native Hawaiian/Other Pacific Islander	—	17	—	—	—
White	✓	290	165	148	148
Multiracial	—	0	—	—	—
Students With Disabilities	✓	59†	103†	69	69
Limited English Proficient	—	7	—	—	—
Economically Disadvantaged	✓	43	135	100	100

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Secondary-Level Math: Non-AYP Groups

DISTRICT: RAMAPO CENTRAL SCHOOL DISTRICT (SUFFERN)

DISTRICT ID: 500401060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	372	99%
Not Black or African American	351	99%
Not Hispanic or Latino	338	99%
Not Asian or Native Hawaiian/Other Pacific Islander	359	99%
Not White	88	100%
Not Multiracial	377	99%
General Education	322	100%
English Proficient	371	99%
Not Economically Disadvantaged	334	99%
Male	213	99%
Female	164	100%
Migrant	0	—
Not Migrant	377	99%

— There were fewer than 40 12th graders in the group.

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	370	157
Not Black or African American	352	160
Not Hispanic or Latino	335	161
Not Asian or Native Hawaiian/Other Pacific Islander	358	156
Not White	85	128
Not Multiracial	375	157
General Education	317	167
English Proficient	368	158
Not Economically Disadvantaged	332	160
Male	208	152
Female	167	162
Migrant	0	—
Not Migrant	375	157

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: RAMAPO CENTRAL SCHOOL DISTRICT (SUFFERN)

DISTRICT ID: 500401060000

Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	168	182	176	157	171
American Indian or Alaska Native	—	—	—	—	—
Black or African American	148	164	—	—	156
Hispanic or Latino	150	162	125	120	139
Asian or Native Hawaiian/Other Pacific Islander	181	192	—	—	187
White	172	186	184	165	177
Multiracial	—	—	—	—	—
Students With Disabilities	111	134	125	103	118
Limited English Proficient	108	129	—	—	119
Economically Disadvantaged	142	160	140	135	144

— There was not enough students to determine a Performance Index.

Graduation Rate: AYP

DISTRICT: RAMAPO CENTRAL SCHOOL DISTRICT (SUFFERN)

DISTRICT ID: 500401060000

Adequate Yearly Progress: To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort **OR** the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target.

All accountability groups made AYP: YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Graduation Rate: 4-Year Graduation-Rate Total Cohort

DISTRICT: RAMAPO CENTRAL SCHOOL DISTRICT (SUFFERN)

DISTRICT ID: 500401060000

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: **YES**

Four-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	421	95%	80%	80%
American Indian or Alaska Native	—	3	—	—	—
Black or African American	—	26	—	—	—
Hispanic or Latino	✓	42	93%	80%	8%
Asian or Native Hawaiian/Other Pacific Islander	—	26	—	—	—
White	✓	324	96%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✓	66†	83%†	80%	73%
Limited English Proficient	—	3	—	—	—
Economically Disadvantaged	✓	43	91%	80%	8%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2007 Four-Year Graduation-Rate Total Cohort

The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduation rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$

Graduation Rate: 5-Year Graduation-Rate Total Cohort

DISTRICT: RAMAPO CENTRAL SCHOOL DISTRICT (SUFFERN)

DISTRICT ID: 500401060000

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: **NO**

Five-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	373	91%	80%	80%
American Indian or Alaska Native	—	7	—	—	—
Black or African American	—	19	—	—	—
Hispanic or Latino	—	28	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	18	—	—	—
White	✓	293	94%	80%	80%
Multiracial	—	8	—	—	—
Students With Disabilities	✗	62 †	66% †	80%	80%
Limited English Proficient	—	9	—	—	—
Economically Disadvantaged	—	29	—	—	—

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2006 Five-Year Graduation-Rate Total Cohort

The 2006 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2006 and June 30, 2007. Five-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduate rate for the 2006 five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2006 five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the 2005 five-year graduation-rate total cohort as of June 30, 2010. The following equation is used to determine the 2006 five-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2005 five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the 2005 five-year graduation-rate total cohort}$

Graduation Rate: Non-AYP

DISTRICT: RAMAPO CENTRAL SCHOOL DISTRICT (SUFFERN)

DISTRICT ID: 500401060000

Graduation Rates for the following groups are **NOT** used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	418	95%	366	92%
Not Black or African American	395	95%	354	91%
Not Hispanic or Latino	379	95%	345	93%
Not Asian or Native Hawaiian/Other Pacific Islander	395	94%	355	91%
Not White	97	92%	80	83%
Not Multiracial	421	95%	365	91%
General Education	359	96%	312	96%
English Proficient	418	95%	364	92%
Not Economically Disadvantaged	378	95%	344	92%
Male	212	94%	191	89%
Female	209	95%	182	93%
Migrant	0	—	0	—
Not Migrant	421	95%	373	91%

— There were fewer than 30 students in the cohort.

Graduation Rates for Select Diploma Types

Regents with Advanced Designation

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with an Advanced Designation is 55%, which exceeded the State average of 31%.

Regents with CTE Endorsement

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with CTE Endorsement is 0%, which did not exceed the State average of 3%.