



# The New York State Report Card 2011–12

School **ELIZABETH CADY STANTON  
ELEMENTARY SCHOOL**  
School ID **56-07-01-06-0004**  
District **SENECA FALLS CENTRAL SCHOOL  
DISTRICT**  
Principal **ANDREW DOELL**  
Telephone **(315) 568-5500**  
Grades **3-5**

The New York State 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 school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or 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 supports.

#### **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](mailto:dataquest@mail.nysed.gov)

## **This report includes:**

- 1 Profile**  
This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.
- 2 Student Performance**  
This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.
- 3 Student Outcomes**  
This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

# 1 Profile

School **ELIZABETH CADY STANTON ELEMENTARY SCHOOL**  
 School ID **56-07-01-06-0004**

District **SENECA FALLS CENTRAL SCHOOL DISTRICT**

## Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	90	89	95
Grade 4	127	89	84
Grade 5	89	125	86
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	0
<b>Total K-12</b>	<b>306</b>	<b>303</b>	<b>265</b>

## Average Class Size

	2009-10	2010-11	2011-12
<b>Common Branch</b>	18	19	18
<b>Grade 8</b>			
English			
Mathematics			
Science			
Social Studies			
<b>Grade 10</b>			
English			
Mathematics			
Science			
Social Studies			

## 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 school's and 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 school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

## 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.

# 1 Profile

School **ELIZABETH CADY STANTON ELEMENTARY SCHOOL**  
 School ID **56-07-01-06-0004**

District **SENECA FALLS CENTRAL SCHOOL DISTRICT**

## Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	31	10%	66	22%	64	24%
Reduced Price Lunch	14	5%	27	9%	21	8%
Limited English Proficient	0	0%	0	0%	0	0%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	4	1%	3	1%	3	1%
Black or African American	12	4%	15	5%	11	4%
Hispanic or Latino	9	3%	3	1%	5	2%
Asian or Native Hawaiian/Other Pacific Islander	3	1%	3	1%	4	2%
White	278	91%	279	92%	233	88%
Multiracial	0	0%	0	0%	9	3%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		97%		96%		96%
Student Suspensions	10	3%	9	3%	6	2%

## 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.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was 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 the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

*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.

# 1 Profile

School **ELIZABETH CADY STANTON ELEMENTARY SCHOOL**  
 School ID **56-07-01-06-0004**

District **SENECA FALLS CENTRAL SCHOOL DISTRICT**

## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	25	23	21
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer than Three Years of Experience	12%	0%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	12%	17%	10%
<b>Total Number of Core Classes</b>	28	26	25
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	2%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
<b>Total Number of Classes</b>	42	39	40
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

\*Not available at the district or statewide level.

\*\*Not available for charter schools or at the statewide level.

## Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	0%	67%	0%
Turnover Rate of All Teachers	8%	12%	22%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	0	0	1
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	0	0	0
Principals	1	1	1

\*Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than 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 or otherwise in accordance with state standards, and show subject matter competency.

In public schools, 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.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

*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.

# 2 Student Performance

School **ELIZABETH CADY STANTON ELEMENTARY SCHOOL**  
School ID **56-07-01-06-0004**

District **SENECA FALLS CENTRAL SCHOOL DISTRICT**

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

## **New York State Testing Program (NYSTP) Assessments**

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

### **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.

## **New York State Alternate Assessment (NYSAA)**

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

## **New York State English as a Second Language Achievement Tests (NYSESLAT)**

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

## **Secondary-Level Cohorts**

A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

# 2 Student Performance

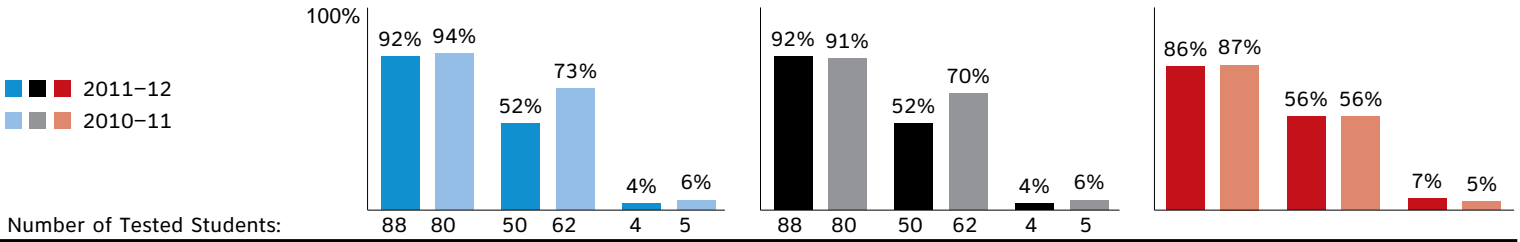
School **ELIZABETH CADY STANTON ELEMENTARY SCHOOL**  
 School ID **56-07-01-06-0004**

District **SENECA FALLS CENTRAL SCHOOL DISTRICT**

## Results in Grade 3 English Language Arts

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

2012 Mean Score: 664 \*Range: 644–780 663–780 694–780  
 2011 Mean Score: 669



### Results by Student Group

	2011–12 School Year			2010–11 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	96	92%	52%	4%	85	94%	73%	6%
Female	45	93%	60%	7%	44	98%	75%	7%
Male	51	90%	45%	2%	41	90%	71%	5%
American Indian or Alaska Native	2	–	–	–	–	–	–	–
Black or African American	2	–	–	–	3	–	–	–
Hispanic or Latino	3	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	1	–	–	–
White	83	92%	54%	5%	77	95%	74%	6%
Multiracial	3	–	–	–	3	–	–	–
Small Group Totals	13	92%	38%	0%	8	88%	63%	0%
General-Education Students	90	94%	56%	4%	79	97%	78%	6%
Students with Disabilities	6	50%	0%	0%	6	50%	0%	0%
English Proficient	96	92%	52%	4%	85	94%	73%	6%
Limited English Proficient	–	–	–	–	–	–	–	–
Economically Disadvantaged	33	82%	30%	0%	31	94%	61%	3%
Not Disadvantaged	63	97%	63%	6%	54	94%	80%	7%
Migrant	–	–	–	–	–	–	–	–
Not Migrant	96	92%	52%	4%	85	94%	73%	6%

### NOTES

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

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

### Other Assessments

	2011–12 School Year			2010–11 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	0	–	–	–	0	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	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.

# 2 Student Performance

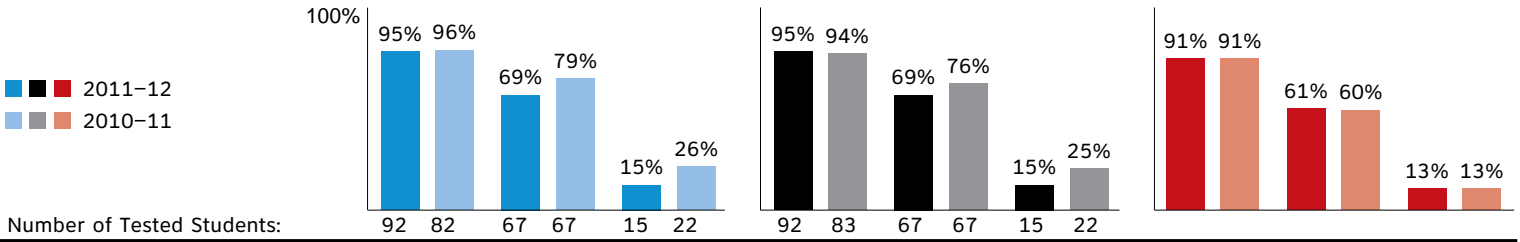
School **ELIZABETH CADY STANTON ELEMENTARY SCHOOL**  
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District **SENECA FALLS CENTRAL SCHOOL DISTRICT**

## Results in Grade 3 Mathematics

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

2012 Mean Score: 691 \*Range: 662-770 684-770 707-770  
 2011 Mean Score: 695



### Results by Student Group

	2011-12 School Year			2010-11 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	97	95%	69%	15%	85	96%	79%	26%
Female	45	98%	78%	16%	44	98%	82%	20%
Male	52	92%	62%	15%	41	95%	76%	32%
American Indian or Alaska Native	2	-	-	-	-	-	-	-
Black or African American	2	-	-	-	3	-	-	-
Hispanic or Latino	4	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	1	-	-	-
White	83	96%	72%	16%	77	97%	79%	26%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	14	86%	50%	14%	8	88%	75%	25%
General-Education Students	91	97%	73%	16%	79	100%	84%	28%
Students with Disabilities	6	67%	17%	0%	6	50%	17%	0%
English Proficient	97	95%	69%	15%	85	96%	79%	26%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	34	91%	47%	6%	31	97%	68%	10%
Not Disadvantaged	63	97%	81%	21%	54	96%	85%	35%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	97	95%	69%	15%	85	96%	79%	26%

### NOTES

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Other Assessments	2011-12 School Year			2010-11 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	0				0			

# 2 Student Performance

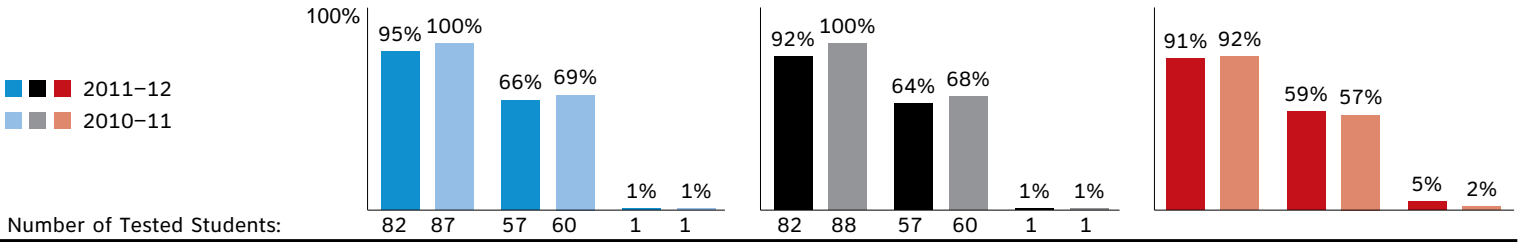
School **ELIZABETH CADY STANTON ELEMENTARY SCHOOL**  
 School ID **56-07-01-06-0004**

District **SENECA FALLS CENTRAL SCHOOL DISTRICT**

## Results in Grade 4 English Language Arts

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

2012 Mean Score: 676 \*Range: 637-775 671-775 722-775  
 2011 Mean Score: 679



### Results by Student Group

	2011-12 School Year			2010-11 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	86	95%	66%	1%	87	100%	69%	1%
Female	44	98%	73%	2%	39	100%	64%	3%
Male	42	93%	60%	0%	48	100%	73%	0%
American Indian or Alaska Native					1	-	-	-
Black or African American	5	60%	40%	0%	3	-	-	-
Hispanic or Latino	2	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	75	97%	67%	1%	79	100%	75%	1%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	6	100%	83%	0%	8	100%	13%	0%
General-Education Students	79	99%	72%	1%	80	100%	71%	1%
Students with Disabilities	7	57%	0%	0%	7	100%	43%	0%
English Proficient	86	95%	66%	1%	87	100%	69%	1%
Limited English Proficient								
Economically Disadvantaged	29	93%	48%	0%	30	100%	50%	0%
Not Disadvantaged	57	96%	75%	2%	57	100%	79%	2%
Migrant					1	-	-	-
Not Migrant	86	95%	66%	1%	86	-	-	-

### NOTES

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Other Assessments	2011-12 School Year			2010-11 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	0				0			
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
<b>Total</b>					<b>Total</b>			
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.



# 2 Student Performance

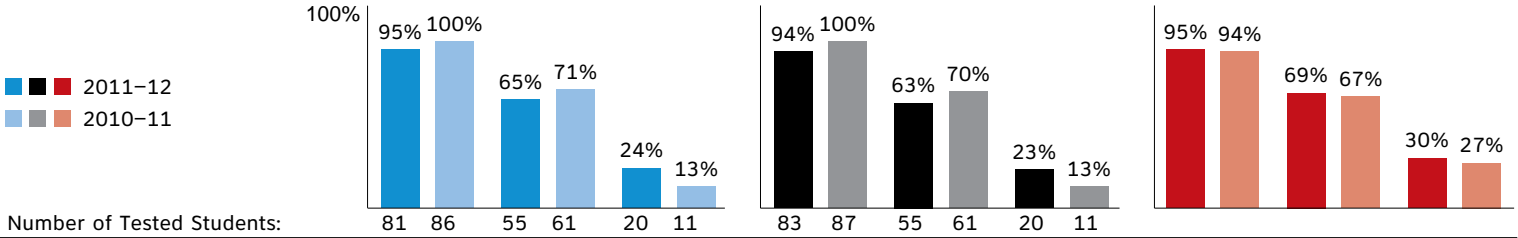
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District **SENECA FALLS CENTRAL SCHOOL DISTRICT**

## Results in Grade 4 Mathematics

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

2012 Mean Score: 686 \*Range: 636–800 676–800 707–800  
 2011 Mean Score: 688



### Results by Student Group

	2011–12 School Year			2010–11 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	85	95%	65%	24%	86	100%	71%	13%
Female	44	98%	68%	20%	39	100%	64%	8%
Male	41	93%	61%	27%	47	100%	77%	17%
American Indian or Alaska Native					1	–	–	–
Black or African American	5	60%	40%	0%	3	–	–	–
Hispanic or Latino	2	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	74	97%	64%	24%	78	100%	77%	14%
Multiracial	3	–	–	–	3	–	–	–
Small Group Totals	6	100%	100%	33%	8	100%	13%	0%
General-Education Students	78	100%	71%	26%	79	100%	73%	13%
Students with Disabilities	7	43%	0%	0%	7	100%	43%	14%
English Proficient	85	95%	65%	24%	86	100%	71%	13%
Limited English Proficient								
Economically Disadvantaged	29	93%	52%	10%	30	100%	53%	3%
Not Disadvantaged	56	96%	71%	30%	56	100%	80%	18%
Migrant					1	–	–	–
Not Migrant	85	95%	65%	24%	85	–	–	–

### NOTES

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\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

### Other Assessments

	2011–12 School Year			2010–11 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	0				0			

# 2 Student Performance

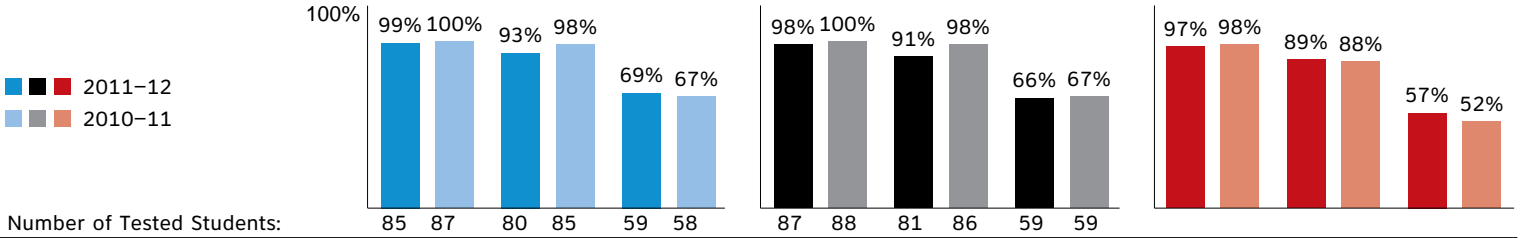
School **ELIZABETH CADY STANTON ELEMENTARY SCHOOL**  
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District **SENECA FALLS CENTRAL SCHOOL DISTRICT**

## Results in Grade 4 Science

This School				School District			NY State Public		
Percentage scoring at level(s):				Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4		2-4	3-4	4	2-4	3-4	4

2012 Mean Score: 85    Range: 45–100    65–100    85–100  
 2011 Mean Score: 87



### Results by Student Group

	2011–12 School Year			2010–11 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	86	99%	93%	69%	87	100%	98%	67%
Female	44	100%	95%	70%	39	100%	97%	64%
Male	42	98%	90%	67%	48	100%	98%	69%
American Indian or Alaska Native					1	–	–	–
Black or African American	5	100%	80%	20%	3	–	–	–
Hispanic or Latino	2	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	75	99%	93%	69%	79	100%	97%	71%
Multiracial	3	–	–	–	3	–	–	–
Small Group Totals	6	100%	100%	100%	8	100%	100%	25%
General-Education Students	79	100%	96%	73%	80	100%	98%	69%
Students with Disabilities	7	86%	57%	14%	7	100%	100%	43%
English Proficient	86	99%	93%	69%	87	100%	98%	67%
Limited English Proficient								
Economically Disadvantaged	29	100%	90%	48%	30	100%	97%	43%
Not Disadvantaged	57	98%	95%	79%	57	100%	98%	79%
Migrant					1	–	–	–
Not Migrant	86	99%	93%	69%	86	–	–	–

### 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

	2011–12 School Year			2010–11 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	0				0			

# 2 Student Performance

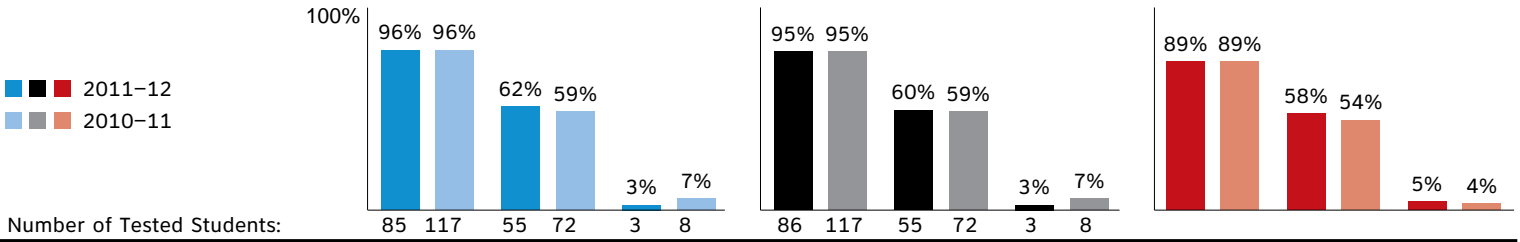
School **ELIZABETH CADY STANTON ELEMENTARY SCHOOL**  
 School ID **56-07-01-06-0004**

District **SENECA FALLS CENTRAL SCHOOL DISTRICT**

## Results in Grade 5 English Language Arts

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

2012 Mean Score: 672 \*Range: 648-795 668-795 700-795  
 2011 Mean Score: 672



### Results by Student Group

	2011-12 School Year			2010-11 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	89	96%	62%	3%	122	96%	59%	7%
Female	40	95%	60%	8%	61	92%	56%	3%
Male	49	96%	63%	0%	61	100%	62%	10%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	3	-	-	-	2	-	-	-
Hispanic or Latino	1	-	-	-	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					2	-	-	-
White	80	96%	66%	4%	109	96%	60%	6%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	9	89%	22%	0%	13	92%	54%	8%
General-Education Students	82	96%	66%	4%	112	99%	64%	7%
Students with Disabilities	7	86%	14%	0%	10	60%	0%	0%
English Proficient	89	96%	62%	3%	122	96%	59%	7%
Limited English Proficient								
Economically Disadvantaged	31	90%	29%	0%	43	93%	35%	0%
Not Disadvantaged	58	98%	79%	5%	79	97%	72%	10%
Migrant								
Not Migrant	89	96%	62%	3%	122	96%	59%	7%

### 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 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

Other Assessments	2011-12 School Year			2010-11 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	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	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.

# 2 Student Performance

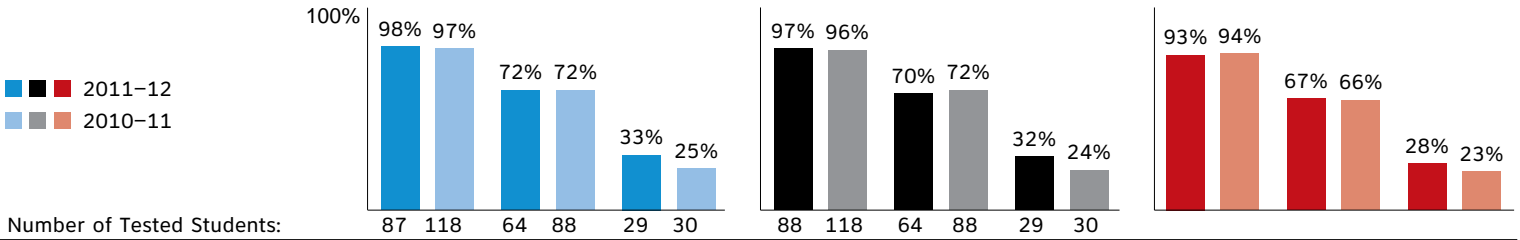
School **ELIZABETH CADY STANTON ELEMENTARY SCHOOL**  
 School ID **56-07-01-06-0004**

District **SENECA FALLS CENTRAL SCHOOL DISTRICT**

## Results in Grade 5 Mathematics

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

2012 Mean Score: 691 \*Range: 640-780 676-780 707-780  
 2011 Mean Score: 690



### Results by Student Group

	2011-12 School Year			2010-11 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	89	98%	72%	33%	122	97%	72%	25%
Female	40	98%	70%	33%	61	93%	70%	23%
Male	49	98%	73%	33%	61	100%	74%	26%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	3	-	-	-	2	-	-	-
Hispanic or Latino	1	-	-	-	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					2	-	-	-
White	80	100%	76%	36%	109	98%	72%	25%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	9	78%	33%	0%	13	85%	69%	23%
General-Education Students	82	99%	73%	35%	112	99%	77%	27%
Students with Disabilities	7	86%	57%	0%	10	70%	20%	0%
English Proficient	89	98%	72%	33%	122	97%	72%	25%
Limited English Proficient								
Economically Disadvantaged	31	94%	48%	13%	43	93%	53%	14%
Not Disadvantaged	58	100%	84%	43%	79	99%	82%	30%
Migrant								
Not Migrant	89	98%	72%	33%	122	97%	72%	25%

### 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 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

Other Assessments	2011-12 School Year			2010-11 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	0				0			