



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **BEDFORD CENTRAL SCHOOL
DISTRICT**

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

Superintendent **JERE HOCHMAN**

Telephone **(914) 241-6010**

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

This District's Report Card

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

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

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.

3 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: RPTCARD@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

	2006-07	2007-08	2008-09
Pre-K	47	52	44
Kindergarten	340	340	325
Grade 1	325	329	338
Grade 2	342	323	340
Grade 3	350	343	321
Grade 4	329	344	330
Grade 5	319	318	338
Grade 6	333	321	305
Ungraded Elementary	23	13	28
Grade 7	340	335	322
Grade 8	321	343	344
Grade 9	335	327	336
Grade 10	346	345	334
Grade 11	306	310	311
Grade 12	294	295	305
Ungraded Secondary	21	10	9
Total K-12	4324	4296	4286

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	20	19	20
Grade 8			
English	21	22	22
Mathematics	20	22	22
Science	22	22	22
Social Studies	21	22	22
Grade 10			
English	19	19	18
Mathematics	18	22	16
Science	21	23	6
Social Studies	17	19	19

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

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	263	6%	248	6%	244	6%
Reduced-Price Lunch	296	7%	362	8%	406	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	336	8%	288	7%	294	7%
Racial/Ethnic Origin						
American Indian or Alaska Native	5	0%	6	0%	3	0%
Black or African American	220	5%	220	5%	198	5%
Hispanic or Latino	817	19%	814	19%	848	20%
Asian or Native Hawaiian/Other Pacific Islander	214	5%	215	5%	213	5%
White	3068	71%	3035	71%	2980	70%
Multiracial	0	0%	6	0%	44	1%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		96%
Student Suspensions	182	4%	158	4%	84	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. *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

	2006-07	2007-08	2008-09
Total Number of Teachers	387	415	405
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	1%	1%
Percent with Fewer Than Three Years of Experience	7%	9%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	36%	35%	36%
Total Number of Core Classes	1008	1011	988
Percent Not Taught by Highly Qualified Teachers	0%	1%	1%
Total Number of Classes	1407	1457	1414
Percent Taught by Teachers Without Appropriate Certification	0%	1%	1%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	22%	24%	24%
Turnover Rate of All Teachers	14%	15%	16%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	57	53	70
Total Paraprofessionals*	154	145	152
Assistant Principals	6	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.

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 2008–09, 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.emsc.nysed.gov/irts/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 2008–09 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 2005 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 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 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, 2009, are not included in the 2005 school accountability cohort. The 2005 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 (PI) 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.)

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 (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (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.emsc.nysed.gov/irts.

Graduation-Rate Total Cohort

This term is defined on the graduation-rate accountability page.

Performance Index (PI)

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:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The 2008–09 safe harbor targets were calculated using the following equation:

$$2007-08 \text{ PI} + (200 - \text{the } 2007-08 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

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.emsc.nysed.gov/irts/accountability/>.

For the 2009–10 accountability status of component schools in your district, see <http://www.emsc.nysed.gov/irts/accountability/designations/>.

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 (2009–10)

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

2007–08	2008–09	2009–10
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	8 of 8	8 of 8	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
(2009–10)

Accountability Measures 8 of 8 Student groups making AYP in English language arts
 Made AYP

Prospective Status This district will be in good standing in 2010-11. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (1959:1942)			100%		188	142	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (82:79)			100%		167	133	
Hispanic or Latino (367:364)			100%		170	138	
Asian or Native Hawaiian/Other Pacific Islander (107:105)			99%		190	134	
White (1374:1367)			100%		193	141	
Multiracial (28:26)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (145:139)			99%		134	135	135 141
Limited English Proficient ⁵ (126:168)			100%		151	136	
Economically Disadvantaged (294:288)			100%		164	138	
Final AYP Determination	 8 of 8						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status


























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2009–10)

Accountability Measures 8 of 8 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2010-11. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (1954:1937)			100%		194	117	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (80:79)			100%		177	108	
Hispanic or Latino (367:363)			100%		187	113	
Asian or Native Hawaiian/Other Pacific Islander (107:105)			99%		197	109	
White (1370:1363)			100%		196	116	
Multiracial (29:26)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (145:138)			99%		162	110	
Limited English Proficient ⁵ (126:171)			100%		178	111	
Economically Disadvantaged (293:289)			99%		181	113	
Final AYP Determination	 8 of 8						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status
















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
All Students (674:664)		Qualified		100%		188	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (24:24)	—		—	—	—	—	—	—
Hispanic or Latino (127:125)		Qualified		99%		166	100	
Asian or Native Hawaiian/Other Pacific Islander (33:32)		Qualified	—	—		197	100	
White (480:473)		Qualified		100%		193	100	
Multiracial (10:10)	—		—	—	—	—	—	—
Other Groups								
Students with Disabilities (57:54)		Qualified		100%		146	100	
Limited English Proficient ⁴ (44:60)		Qualified		100%		155	100	
Economically Disadvantaged (96:96)		Qualified		100%		165	100	
Final AYP Determination		1 of 1						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and performance indices.


⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status













Secondary-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2009–10)

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 2010-11. [201]

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

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
(12th Graders: 2005 Cohort) ¹							
All Students (309:296)			100%		196	165	
Ethnicity							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (13:13)	–	–	–	–	–	–	–
Hispanic or Latino (50:46)			100%		183	157	
Asian or Native Hawaiian/Other Pacific Islander (15:13)	–	–	–	–	–	–	–
White (229:222)			100%		198	164	
Multiracial (1:1)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities ⁴ (27:27)	–	–	–	–	–	–	–
Limited English Proficient ⁵ (10:6)	–	–	–	–	–	–	–
Economically Disadvantaged (36:34)		–	–		179	154	
Final AYP Determination	 4 of 4						

NOTES

¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status













Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2009–10)

Accountability Measures 4 of 4 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2010-11. [201]

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

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
(12th Graders: 2005 Cohort) ¹							
All Students (309:296)			100%		195	160	
Ethnicity							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (13:13)	–	–	–	–	–	–	–
Hispanic or Latino (50:46)			100%		183	152	
Asian or Native Hawaiian/Other Pacific Islander (15:13)	–	–	–	–	–	–	–
White (229:222)			100%		197	159	
Multiracial (1:1)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities ⁴ (27:27)	–	–	–	–	–	–	–
Limited English Proficient ⁵ (10:6)	–	–	–	–	–	–	–
Economically Disadvantaged (36:34)		–	–		182	149	
Final AYP Determination	 4 of 4						

NOTES

¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status








Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2009–10)

Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

Prospective Status This district will be in good standing in 2010-11. [201]

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

Student Group (Cohort Count)	Graduation		Graduation Rate ¹	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2008–09 2009–10	
All Students (321)			90%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (19)		–	–	–		
Hispanic or Latino (59)			59%	55%		
Asian or Native Hawaiian/Other Pacific Islander (10)		–	–	–		
White (233)			97%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (33)			85%	55%		
Limited English Proficient ² (20)		–	–	–		
Economically Disadvantaged (38)			71%	55%		
Final AYP Determination		1 of 1				

NOTES

¹ Percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008.

² If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

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

Summary of 2008–09 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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	86%			325
Grade 4	89%			329
Grade 5	92%			337
Grade 6	90%			298
Grade 7	92%			303
Grade 8	84%			331
Mathematics				
Grade 3	97%			325
Grade 4	92%			330
Grade 5	96%			336
Grade 6	95%			297
Grade 7	97%			300
Grade 8	92%			331
Science				
Grade 4	93%			331
Grade 8	86%			328

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	92%			316
Mathematics	91%			316

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and 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.emsc.nysed.gov/irts.

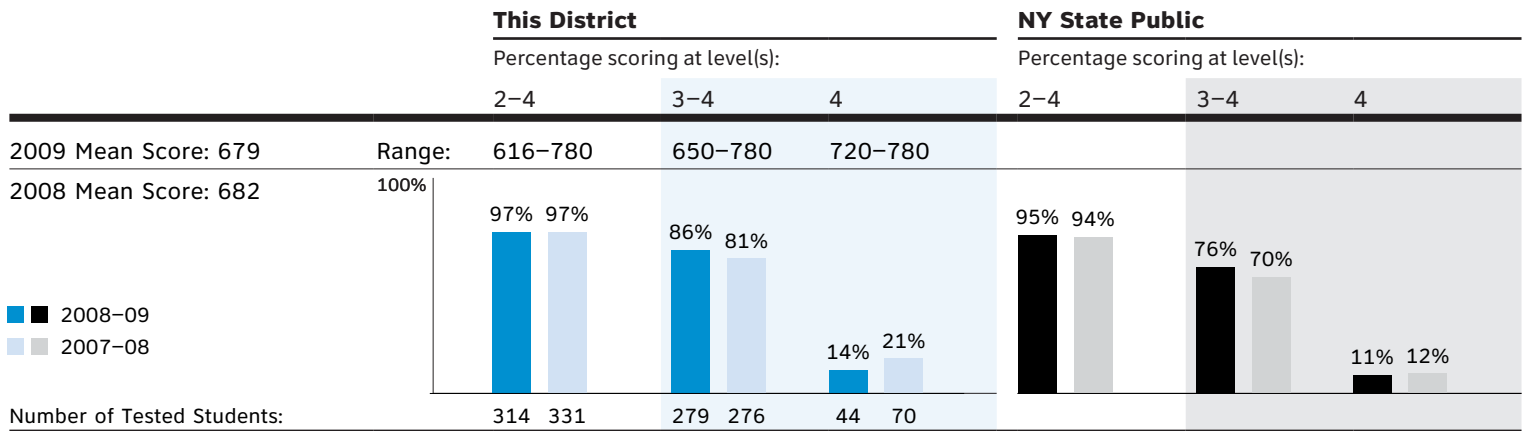
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Low Need Districts

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	97%	86%	14%	340	97%	81%	21%
Female	156	97%	90%	13%	163	98%	82%	23%
Male	169	96%	82%	14%	177	97%	80%	19%
American Indian or Alaska Native								
Black or African American	13	100%	69%	8%	14	-	-	-
Hispanic or Latino	63	89%	68%	6%	64	94%	53%	3%
Asian or Native Hawaiian/Other Pacific Islander	23	91%	83%	22%	16	100%	100%	13%
White	218	99%	92%	15%	244	99%	89%	27%
Multiracial	8	100%	88%	13%	2	-	-	-
Small Group Totals					16	88%	50%	6%
General-Education Students	308	98%	88%	14%	322	99%	84%	22%
Students with Disabilities	17	65%	41%	0%	18	72%	22%	0%
English Proficient	290	99%	90%	14%	304	98%	86%	23%
Limited English Proficient	35	80%	51%	6%	36	89%	39%	0%
Economically Disadvantaged	53	85%	60%	6%	49	88%	45%	4%
Not Disadvantaged	272	99%	91%	15%	291	99%	87%	23%
Migrant								
Not Migrant	325	97%	86%	14%	340	97%	81%	21%

NOTES

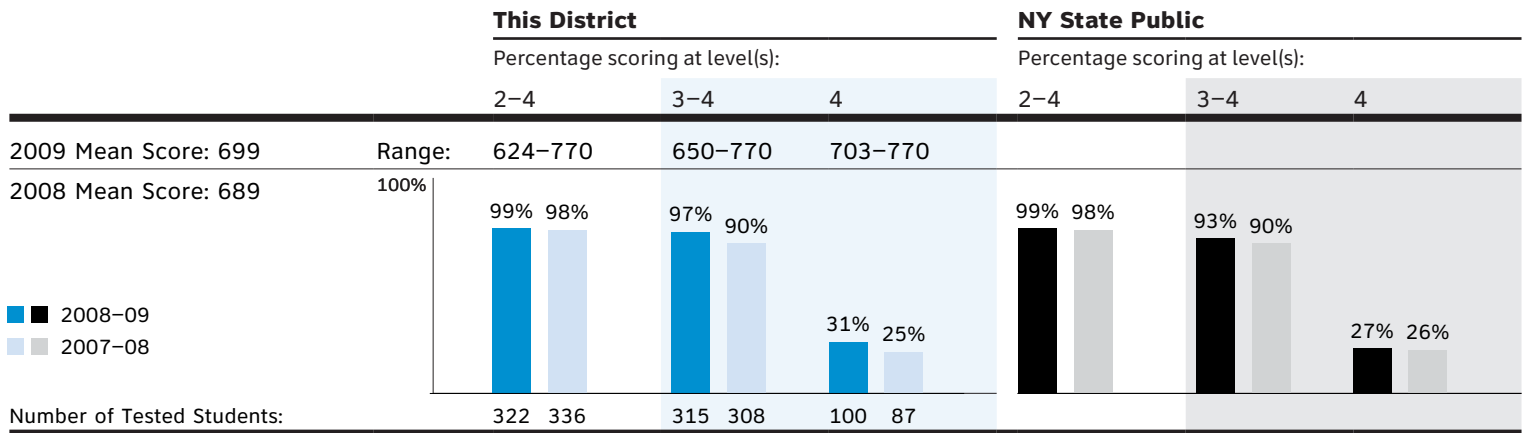
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2008-09 School Year				2007-08 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	3	-	-	-	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	3	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.

This District's Results in Grade 3 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	99%	97%	31%	342	98%	90%	25%
Female	156	99%	96%	31%	164	98%	92%	29%
Male	169	99%	98%	30%	178	99%	88%	22%
American Indian or Alaska Native								
Black or African American	13	100%	92%	8%	13	-	-	-
Hispanic or Latino	63	98%	95%	17%	67	96%	81%	10%
Asian or Native Hawaiian/Other Pacific Islander	23	96%	91%	57%	16	100%	100%	44%
White	218	100%	98%	34%	244	100%	93%	29%
Multiracial	8	100%	100%	13%	2	-	-	-
Small Group Totals					15	87%	73%	13%
General-Education Students	308	100%	98%	32%	324	98%	94%	27%
Students with Disabilities	17	82%	71%	0%	18	94%	28%	0%
English Proficient	290	99%	98%	33%	303	99%	92%	29%
Limited English Proficient	35	97%	91%	11%	39	95%	74%	0%
Economically Disadvantaged	53	96%	92%	9%	52	92%	75%	12%
Not Disadvantaged	272	100%	98%	35%	290	99%	93%	28%
Migrant								
Not Migrant	325	99%	97%	31%	342	98%	90%	25%

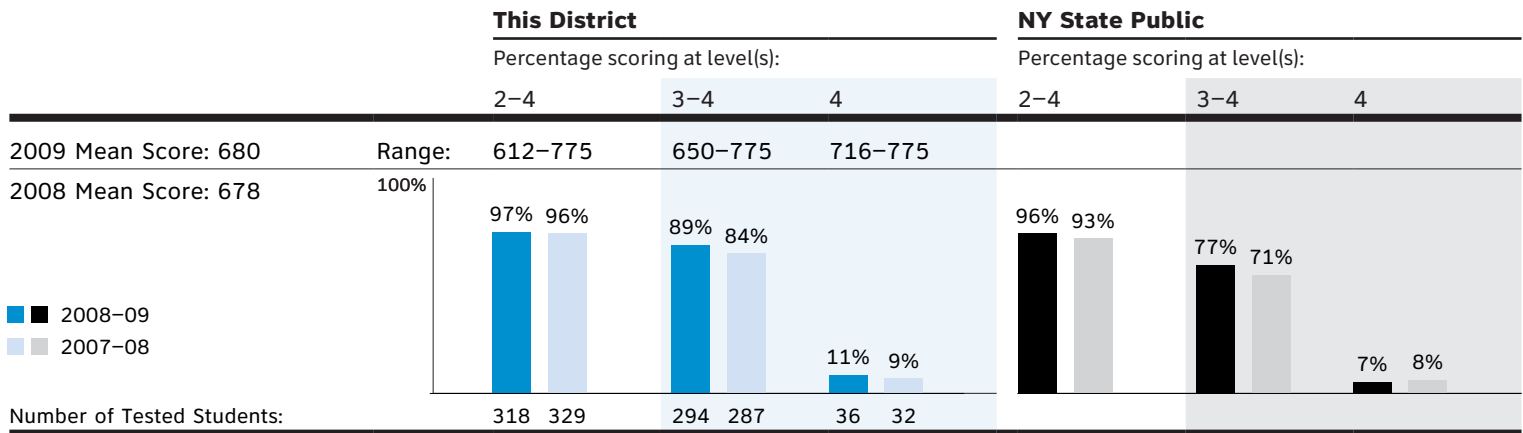
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Other Assessments

	2008-09 School Year				2007-08 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	3	-	-	-	4	-	-	-

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	97%	89%	11%	341	96%	84%	9%
Female	156	97%	91%	15%	160	96%	86%	11%
Male	173	96%	88%	8%	181	97%	83%	8%
American Indian or Alaska Native								
Black or African American	11	73%	64%	18%	14	-	-	-
Hispanic or Latino	62	90%	73%	5%	58	88%	67%	3%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	100%	13%	25	100%	92%	16%
White	235	99%	94%	11%	243	98%	87%	11%
Multiracial	5	100%	100%	40%	1	-	-	-
Small Group Totals					15	100%	93%	0%
General-Education Students	308	99%	94%	12%	325	98%	86%	10%
Students with Disabilities	21	57%	19%	0%	16	69%	38%	0%
English Proficient	299	98%	93%	12%	326	98%	87%	10%
Limited English Proficient	30	83%	53%	0%	15	67%	27%	0%
Economically Disadvantaged	54	83%	69%	4%	45	89%	62%	2%
Not Disadvantaged	275	99%	93%	12%	296	98%	88%	10%
Migrant								
Not Migrant	329	97%	89%	11%	341	96%	84%	9%

NOTES

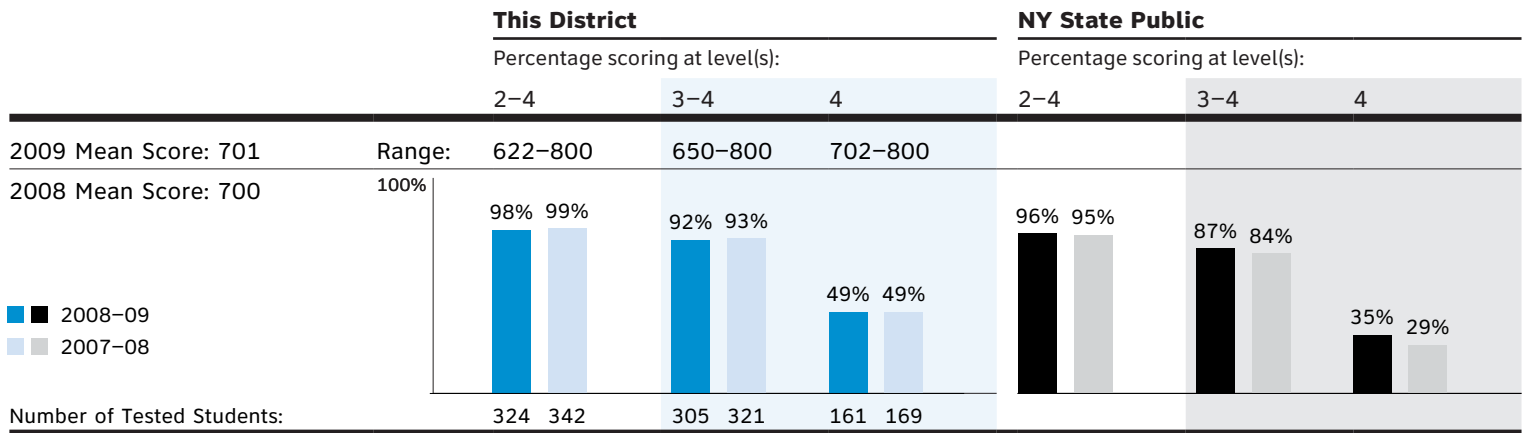
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Other Assessments

	2008-09 School Year				2007-08 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	-	-	-	5	5	5	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	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.

This District's Results in Grade 4 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	330	98%	92%	49%	345	99%	93%	49%
Female	157	99%	94%	52%	162	99%	91%	50%
Male	173	98%	91%	46%	183	99%	95%	48%
American Indian or Alaska Native								
Black or African American	11	100%	64%	36%	14	-	-	-
Hispanic or Latino	63	95%	84%	17%	61	98%	85%	30%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	100%	63%	26	100%	92%	62%
White	235	99%	95%	57%	243	99%	95%	53%
Multiracial	5	100%	100%	60%	1	-	-	-
Small Group Totals					15	100%	93%	40%
General-Education Students	309	99%	96%	52%	329	100%	95%	51%
Students with Disabilities	21	81%	43%	5%	16	88%	50%	6%
English Proficient	300	99%	94%	53%	325	99%	95%	52%
Limited English Proficient	30	90%	77%	7%	20	95%	60%	0%
Economically Disadvantaged	54	94%	80%	13%	49	100%	84%	24%
Not Disadvantaged	276	99%	95%	56%	296	99%	95%	53%
Migrant								
Not Migrant	330	98%	92%	49%	345	99%	93%	49%

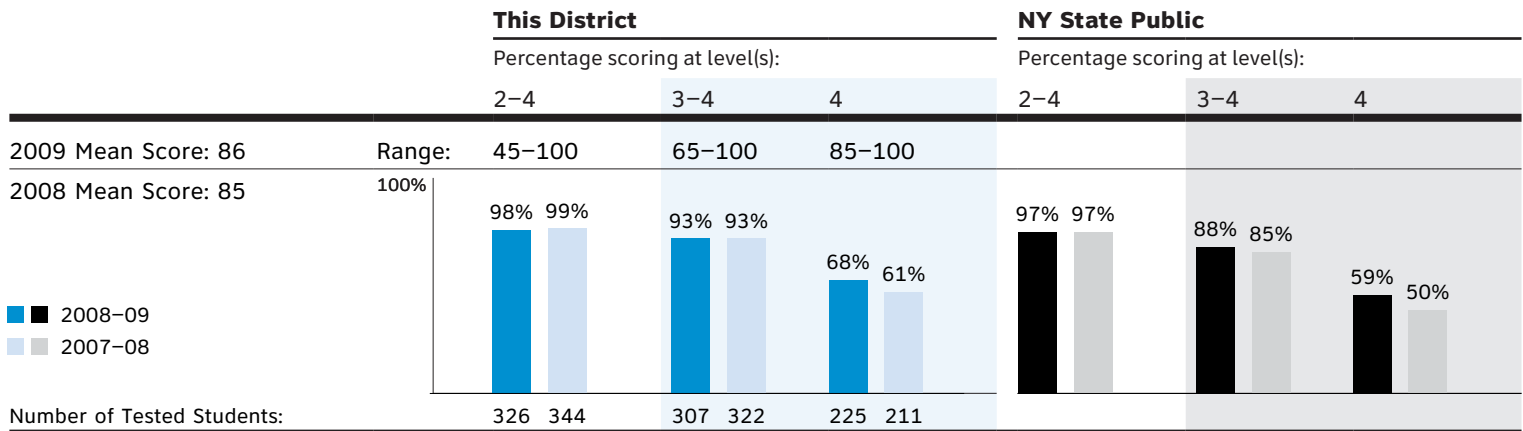
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Other Assessments

	2008-09 School Year				2007-08 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	-	-	-	5	5	4	3

This District's Results in Grade 4 Science



Results by Student Group

	2008-09 School Year				2007-08 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	331	98%	93%	68%	346	99%	93%	61%
Female	158	99%	94%	73%	163	99%	92%	64%
Male	173	98%	91%	64%	183	99%	94%	58%
American Indian or Alaska Native								
Black or African American	11	100%	73%	36%	14	-	-	-
Hispanic or Latino	63	95%	81%	33%	62	98%	81%	40%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	100%	63%	26	100%	92%	69%
White	236	99%	96%	78%	243	100%	96%	65%
Multiracial	5	100%	100%	100%	1	-	-	-
Small Group Totals					15	100%	100%	60%
General-Education Students	310	99%	96%	72%	330	100%	94%	63%
Students with Disabilities	21	86%	38%	10%	16	94%	75%	13%
English Proficient	301	99%	95%	73%	326	100%	96%	65%
Limited English Proficient	30	90%	67%	13%	20	95%	40%	0%
Economically Disadvantaged	54	94%	80%	31%	50	100%	74%	38%
Not Disadvantaged	277	99%	95%	75%	296	99%	96%	65%
Migrant								
Not Migrant	331	98%	93%	68%	346	99%	93%	61%

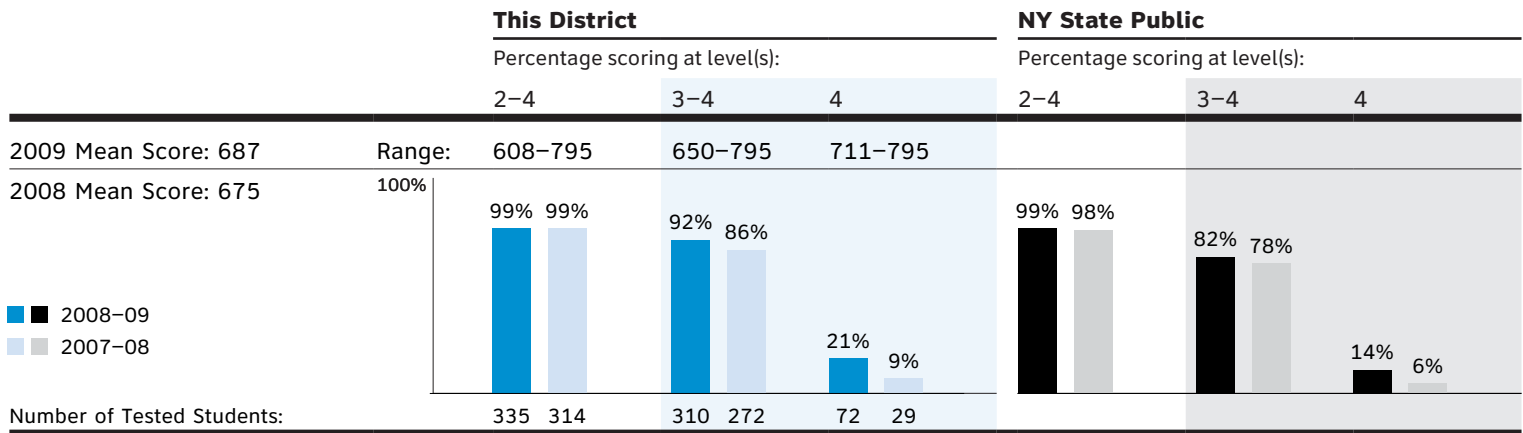
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	-	-	-	5	5	5	3

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	337	99%	92%	21%	317	99%	86%	9%
Female	160	99%	93%	23%	162	99%	87%	14%
Male	177	99%	92%	20%	155	99%	85%	4%
American Indian or Alaska Native								
Black or African American	13	-	-	-	11	100%	82%	9%
Hispanic or Latino	59	98%	78%	15%	62	98%	69%	2%
Asian or Native Hawaiian/Other Pacific Islander	25	100%	92%	28%	17	100%	88%	0%
White	236	100%	95%	23%	227	99%	90%	12%
Multiracial	4	-	-	-				
Small Group Totals	17	100%	100%	6%				
General-Education Students	321	100%	94%	22%	297	100%	90%	10%
Students with Disabilities	16	88%	44%	6%	20	90%	30%	0%
English Proficient	322	99%	94%	22%	296	100%	90%	10%
Limited English Proficient	15	100%	47%	0%	21	90%	33%	0%
Economically Disadvantaged	48	100%	81%	8%	47	98%	64%	2%
Not Disadvantaged	289	99%	94%	24%	270	99%	90%	10%
Migrant								
Not Migrant	337	99%	92%	21%	317	99%	86%	9%

NOTES

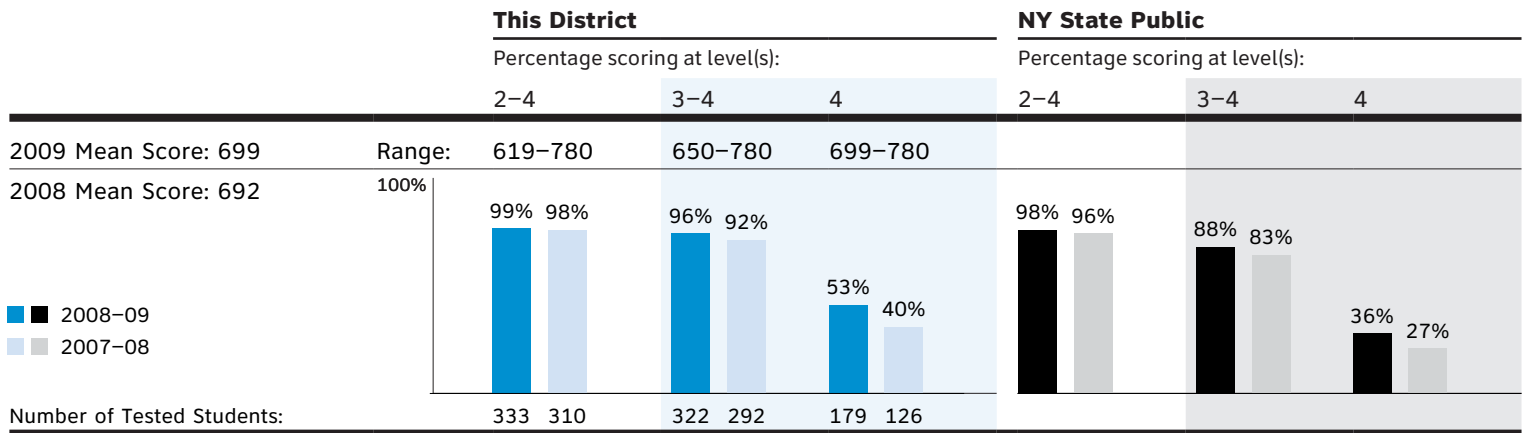
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2008-09 School Year				2007-08 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	6	6	6	2	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	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.

This District's Results in Grade 5 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	99%	96%	53%	317	98%	92%	40%
Female	159	99%	96%	54%	163	98%	91%	38%
Male	177	99%	96%	53%	154	98%	93%	42%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	13	100%	100%	46%	10	90%	90%	20%
Hispanic or Latino	59	98%	88%	42%	63	92%	78%	14%
Asian or Native Hawaiian/Other Pacific Islander	25	100%	100%	60%	17	100%	100%	41%
White	234	99%	97%	56%	227	100%	96%	48%
Multiracial	5	100%	80%	20%	-	-	-	-
Small Group Totals								
General-Education Students	320	100%	98%	56%	298	98%	94%	42%
Students with Disabilities	16	81%	56%	6%	19	89%	63%	11%
English Proficient	321	99%	97%	55%	294	99%	95%	43%
Limited English Proficient	15	100%	67%	7%	23	87%	52%	0%
Economically Disadvantaged	48	100%	88%	29%	48	92%	79%	8%
Not Disadvantaged	288	99%	97%	57%	269	99%	94%	45%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	336	99%	96%	53%	317	98%	92%	40%

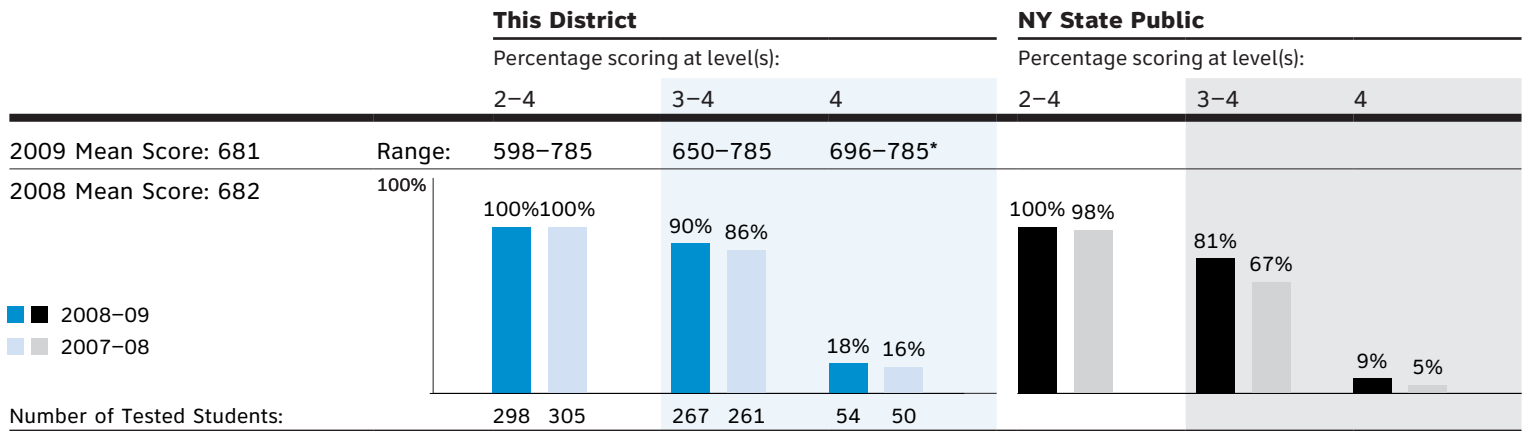
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	6	6	6	3	4	-	-	-

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	298	100%	90%	18%	305	100%	86%	16%
Female	154	100%	92%	27%	159	100%	88%	21%
Male	144	100%	88%	9%	146	100%	83%	12%
American Indian or Alaska Native					1	-	-	-
Black or African American	11	-	-	-	19	100%	63%	5%
Hispanic or Latino	58	100%	76%	7%	50	100%	78%	8%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	100%	8%	13	-	-	-
White	216	100%	94%	22%	222	100%	90%	19%
Multiracial	1	-	-	-				
Small Group Totals	12	100%	67%	8%	14	100%	79%	14%
General-Education Students	285	100%	93%	19%	285	100%	89%	18%
Students with Disabilities	13	100%	23%	0%	20	100%	30%	0%
English Proficient	279	100%	94%	19%	294	100%	88%	17%
Limited English Proficient	19	100%	26%	0%	11	100%	27%	0%
Economically Disadvantaged	49	100%	71%	8%	40	100%	68%	0%
Not Disadvantaged	249	100%	93%	20%	265	100%	88%	19%
Migrant								
Not Migrant	298	100%	90%	18%	305	100%	86%	16%

NOTES

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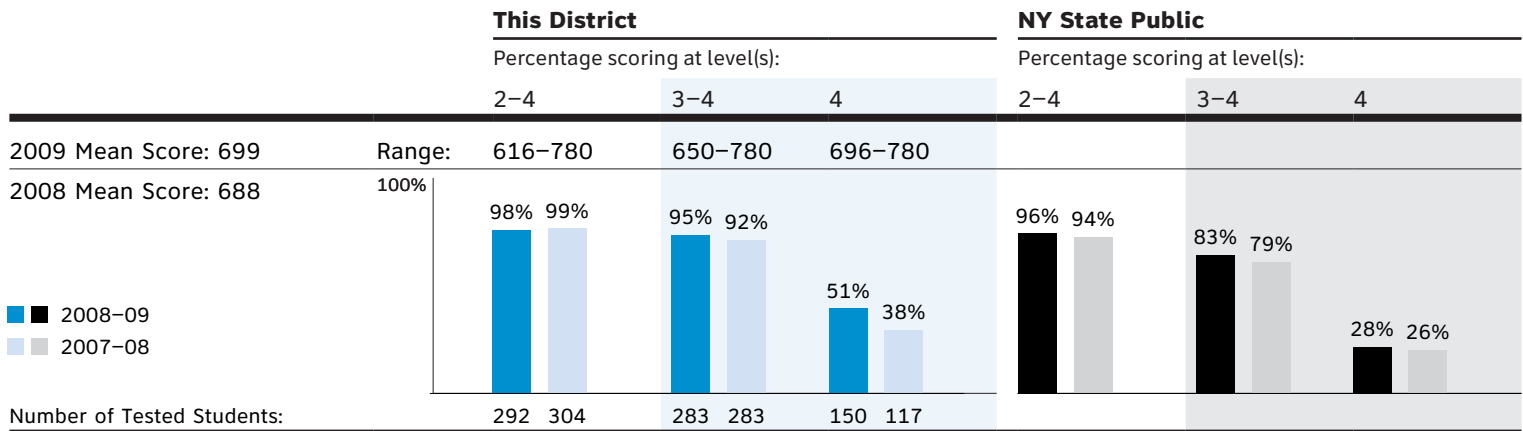
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

Other Assessments

	2008-09 School Year				2007-08 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	3	5	5	4	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	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.

This District's Results in Grade 6 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	297	98%	95%	51%	307	99%	92%	38%
Female	154	99%	96%	55%	158	99%	93%	35%
Male	143	97%	94%	45%	149	99%	91%	41%
American Indian or Alaska Native					1	-	-	-
Black or African American	11	-	-	-	20	100%	80%	20%
Hispanic or Latino	58	97%	88%	22%	52	100%	87%	21%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	100%	33%	13	-	-	-
White	215	100%	98%	60%	221	99%	95%	43%
Multiracial	1	-	-	-				
Small Group Totals	12	83%	75%	33%	14	100%	86%	43%
General-Education Students	285	99%	96%	53%	287	100%	95%	41%
Students with Disabilities	12	83%	83%	0%	20	85%	50%	0%
English Proficient	278	99%	98%	54%	294	99%	94%	40%
Limited English Proficient	19	89%	58%	5%	13	100%	62%	0%
Economically Disadvantaged	49	92%	80%	20%	43	100%	79%	9%
Not Disadvantaged	248	100%	98%	56%	264	99%	94%	43%
Migrant								
Not Migrant	297	98%	95%	51%	307	99%	92%	38%

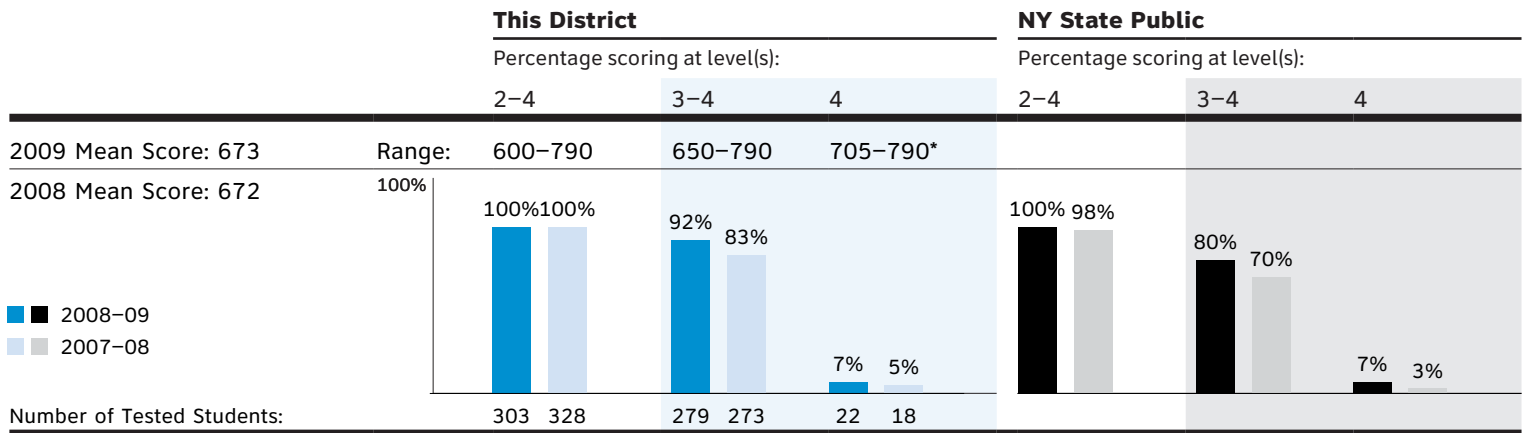
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	3	5	5	4	4

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	303	100%	92%	7%	329	100%	83%	5%
Female	158	100%	93%	10%	152	100%	88%	6%
Male	145	100%	91%	4%	177	99%	79%	5%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	19	100%	63%	5%	12	-	-	-
Hispanic or Latino	52	100%	85%	2%	56	98%	59%	2%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	92%	0%	13	100%	85%	15%
White	214	100%	96%	9%	247	100%	89%	6%
Multiracial	5	-	-	-				
Small Group Totals	6	100%	100%	17%	13	100%	62%	0%
General-Education Students	281	100%	96%	8%	304	100%	88%	6%
Students with Disabilities	22	100%	41%	0%	25	96%	24%	0%
English Proficient	294	100%	93%	7%	323	100%	84%	6%
Limited English Proficient	9	100%	56%	0%	6	100%	17%	0%
Economically Disadvantaged	39	100%	79%	0%	41	98%	51%	0%
Not Disadvantaged	264	100%	94%	8%	288	100%	88%	6%
Migrant								
Not Migrant	303	100%	92%	7%	329	100%	83%	5%

NOTES

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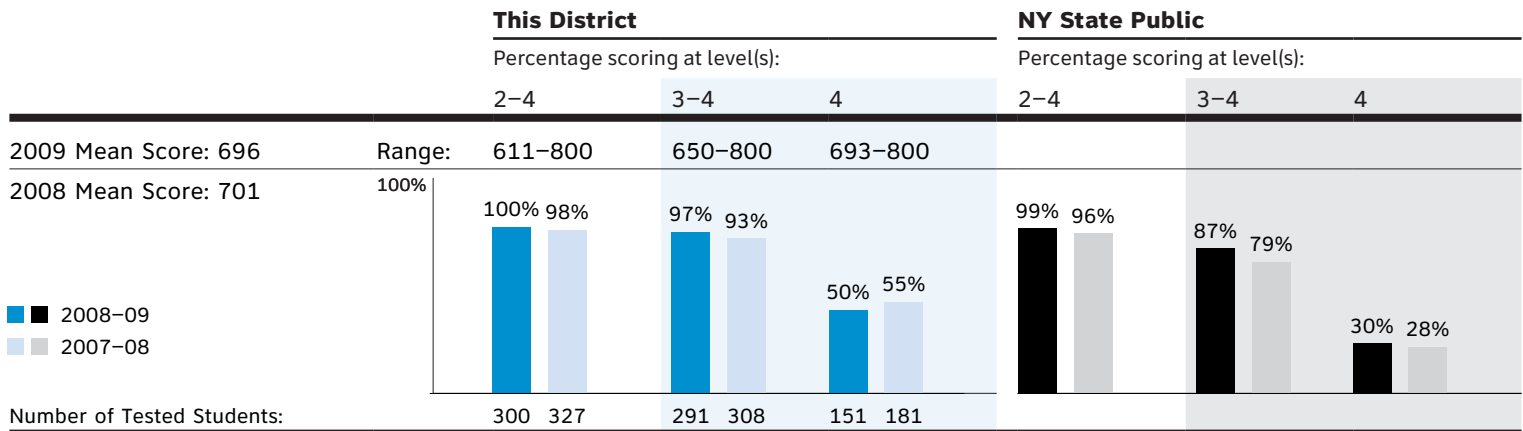
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

Other Assessments

	2008-09 School Year				2007-08 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	6	6	6	3	8	8	8	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	N/A	N/A	N/A	4	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.

This District's Results in Grade 7 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	300	100%	97%	50%	332	98%	93%	55%
Female	155	100%	96%	50%	155	99%	93%	51%
Male	145	100%	98%	51%	177	98%	93%	58%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	19	100%	89%	21%	13	100%	69%	38%
Hispanic or Latino	51	100%	98%	33%	58	95%	74%	17%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	100%	58%	13	-	-	-
White	212	100%	97%	57%	247	99%	98%	63%
Multiracial	5	-	-	-				
Small Group Totals	6	100%	100%	50%	14	100%	71%	43%
General-Education Students	279	100%	99%	54%	307	99%	95%	58%
Students with Disabilities	21	100%	67%	0%	25	92%	68%	16%
English Proficient	290	100%	97%	52%	323	99%	94%	56%
Limited English Proficient	10	100%	100%	10%	9	78%	44%	0%
Economically Disadvantaged	39	100%	92%	23%	42	98%	76%	14%
Not Disadvantaged	261	100%	98%	54%	290	99%	95%	60%
Migrant								
Not Migrant	300	100%	97%	50%	332	98%	93%	55%

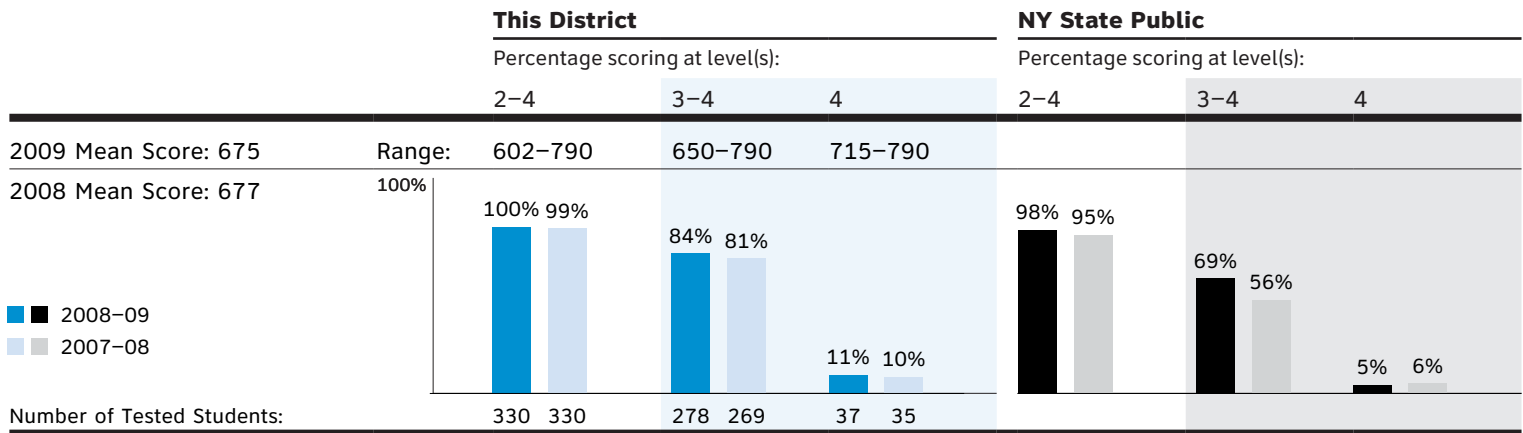
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	6	6	5	2	8	8	8	6

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	331	100%	84%	11%	334	99%	81%	10%
Female	154	99%	88%	12%	163	99%	88%	14%
Male	177	100%	81%	11%	171	98%	73%	7%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	13	100%	62%	0%	22	95%	36%	0%
Hispanic or Latino	59	98%	58%	2%	57	96%	60%	2%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	93%	13%	18	100%	89%	22%
White	239	100%	91%	14%	237	100%	89%	13%
Multiracial	5	100%	80%	0%	-	-	-	-
Small Group Totals								
General-Education Students	308	100%	88%	12%	308	100%	84%	11%
Students with Disabilities	23	100%	30%	0%	26	88%	35%	0%
English Proficient	321	100%	86%	12%	327	99%	82%	11%
Limited English Proficient	10	90%	10%	0%	7	86%	14%	0%
Economically Disadvantaged	36	97%	47%	0%	49	96%	51%	0%
Not Disadvantaged	295	100%	88%	13%	285	99%	86%	12%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	331	100%	84%	11%	334	99%	81%	10%

NOTES

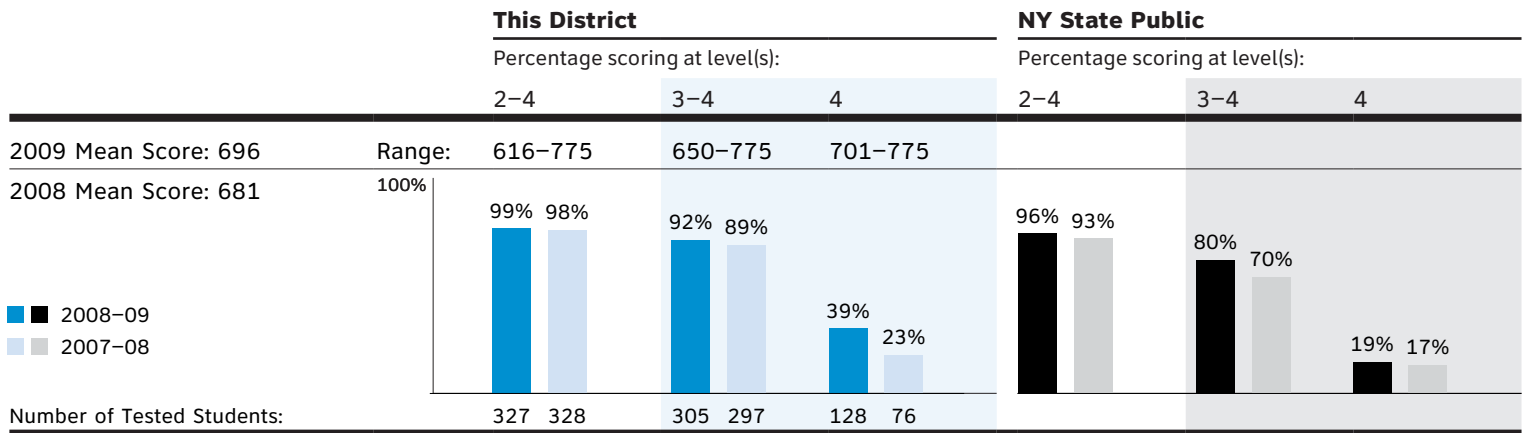
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Other Assessments

	2008-09 School Year				2007-08 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	8	8	7	7	9	9	9	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	2	N/A	N/A	N/A	1	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.

This District's Results in Grade 8 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	331	99%	92%	39%	335	98%	89%	23%
Female	154	100%	94%	38%	163	99%	91%	29%
Male	177	98%	91%	39%	172	97%	87%	17%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	13	92%	62%	8%	23	78%	65%	9%
Hispanic or Latino	58	100%	81%	12%	57	98%	70%	2%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	100%	53%	18	100%	94%	33%
White	240	99%	96%	45%	237	100%	95%	28%
Multiracial	5	100%	100%	60%	-	-	-	-
Small Group Totals								
General-Education Students	307	99%	94%	41%	308	99%	91%	24%
Students with Disabilities	24	92%	71%	4%	27	85%	59%	4%
English Proficient	319	99%	93%	40%	328	98%	90%	23%
Limited English Proficient	12	92%	67%	8%	7	100%	14%	0%
Economically Disadvantaged	36	97%	72%	6%	50	92%	60%	0%
Not Disadvantaged	295	99%	95%	43%	285	99%	94%	27%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	331	99%	92%	39%	335	98%	89%	23%

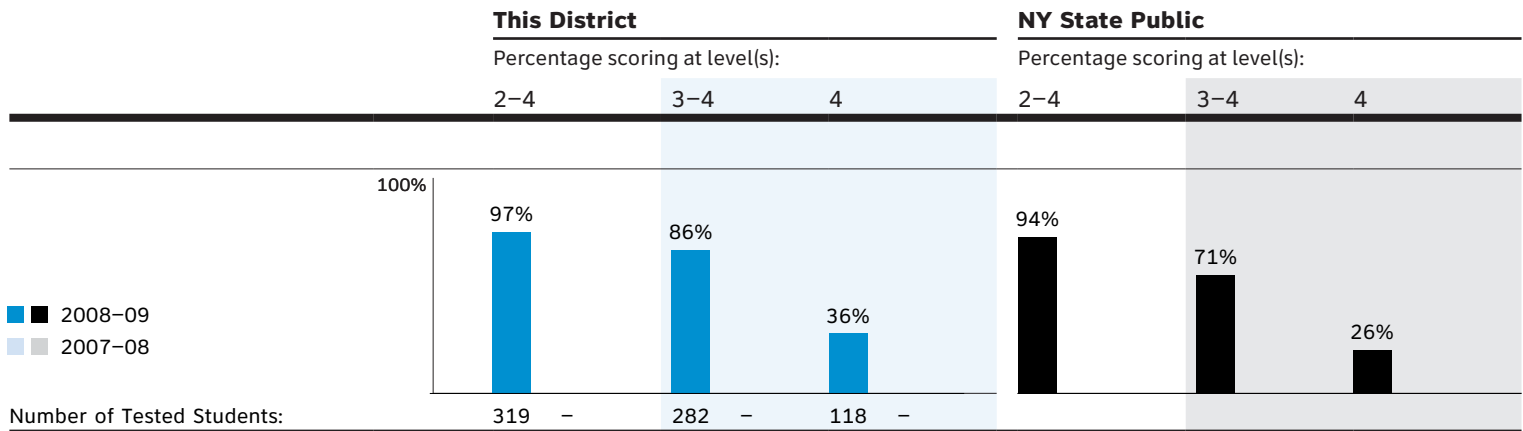
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	8	7	7	3	9	9	9	3

This District's Results in Grade 8 Science



Results by Student Group

	2008-09 School Year				2007-08 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	328	97%	86%	36%	325	99%	89%	42%
Female	150	98%	83%	29%	158	99%	89%	39%
Male	178	97%	88%	42%	167	99%	89%	44%
American Indian or Alaska Native								
Black or African American	13	92%	62%	15%	22	95%	59%	18%
Hispanic or Latino	57	91%	61%	9%	56	96%	66%	9%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	93%	53%	18	100%	100%	67%
White	238	99%	92%	42%	229	100%	97%	50%
Multiracial	5	100%	100%	40%				
Small Group Totals								
General-Education Students	304	98%	88%	38%	301	99%	91%	44%
Students with Disabilities	24	83%	58%	8%	24	100%	67%	17%
English Proficient	316	98%	88%	37%	317	100%	91%	43%
Limited English Proficient	12	75%	33%	0%	8	75%	13%	0%
Economically Disadvantaged	36	92%	53%	6%	47	96%	53%	9%
Not Disadvantaged	292	98%	90%	40%	278	100%	95%	47%
Migrant								
Not Migrant	328	97%	86%	36%	325	99%	89%	42%

NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	8	8	8	6	9	9	9	7
Regents Science	0				1	-	-	-

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

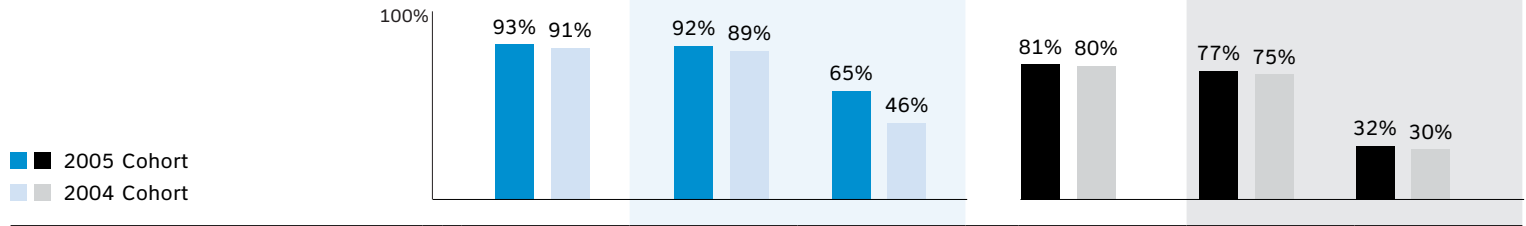
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2004 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	316	93%	92%	65%	322	91%	89%	46%
Female	155	96%	95%	68%	143	93%	91%	55%
Male	161	91%	90%	61%	179	89%	87%	39%
American Indian or Alaska Native	1	-	-	-				
Black or African American	13	-	-	-	19	84%	74%	11%
Hispanic or Latino	60	72%	68%	27%	59	64%	61%	10%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	100%	64%	10	100%	100%	70%
White	227	98%	98%	75%	234	98%	97%	57%
Multiracial	1	-	-	-				
Small Group Totals	15	100%	100%	60%				
General-Education Students	288	94%	93%	69%	288	93%	92%	51%
Students with Disabilities	28	82%	82%	14%	34	76%	62%	9%
English Proficient	299	97%	97%	68%	302	96%	94%	49%
Limited English Proficient	17	24%	18%	0%	20	20%	15%	0%
Economically Disadvantaged	41	78%	71%	24%	38	74%	66%	8%
Not Disadvantaged	275	96%	96%	71%	284	93%	92%	51%
Migrant								
Not Migrant	316	93%	92%	65%	322	91%	89%	46%

NOTES

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Other Assessments

2005 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

2004 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

New York State Alternate Assessment (NYSAA): High School Equivalent ***

* 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.

** 2004 cohort data are those reported in the 2007-08 *Accountability and Overview Report*.

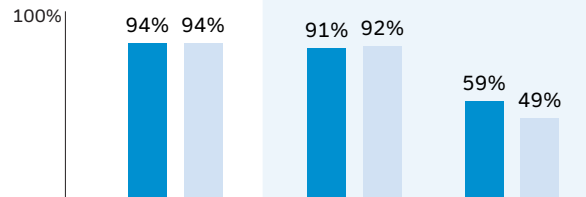
*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

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

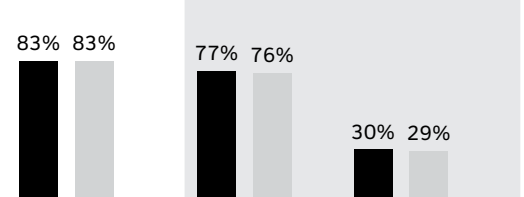


■ 2005 Cohort
■ 2004 Cohort

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2005 Cohort

Number of Students Percentage scoring at level(s):
2-4 3-4 4

2004 Cohort**

Number of Students Percentage scoring at level(s):
2-4 3-4 4

	2005 Cohort	2005 Cohort			2004 Cohort**	2004 Cohort**		
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	316	94%	91%	59%	322	94%	92%	49%
Female	155	96%	94%	66%	143	95%	93%	50%
Male	161	91%	89%	53%	179	93%	91%	48%
American Indian or Alaska Native	1	–	–	–				
Black or African American	13	–	–	–	19	89%	89%	26%
Hispanic or Latino	60	75%	68%	15%	59	76%	69%	25%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	100%	79%	10	100%	100%	80%
White	227	98%	96%	71%	234	98%	97%	55%
Multiracial	1	–	–	–				
Small Group Totals	15	100%	93%	40%				
General-Education Students	288	95%	93%	64%	288	95%	94%	54%
Students with Disabilities	28	79%	71%	11%	34	82%	74%	3%
English Proficient	299	97%	95%	63%	302	97%	96%	52%
Limited English Proficient	17	29%	18%	0%	20	45%	30%	0%
Economically Disadvantaged	41	83%	73%	17%	38	84%	76%	21%
Not Disadvantaged	275	95%	94%	66%	284	95%	94%	52%
Migrant								
Not Migrant	316	94%	91%	59%	322	94%	92%	49%

NOTES

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Other Assessments

2005 Cohort

Number of Students Number scoring at level(s):
2-4 3-4 4

2004 Cohort

Number of Students Number scoring at level(s):
2-4 3-4 4

New York State Alternate Assessment (NYSAA): High School Equivalent ***

* 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.

** 2004 cohort data are those reported in the 2007-08 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.