

The New York State School Report Card

Accountability and Overview Report 2008 – 09 School ANDES CENTRAL SCHOOL District ANDES CENTRAL SCHOOL DISTRICT School ID 12-01-02-04-0001 Principal JOHN BERNHARDT Telephone (845) 676-3166 Grades PK-12

This School's Report Card

The New York State School 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 school's status under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the school report card on a school'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:

Get School Profile information. This section shows comprehensive data relevant to this school's learning environment.

Review School Accountability Status.

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

Review an Overview of School Performance. This section has information about

the school'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

School Profile

This section shows comprehensive data relevant to this school's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

2006–07	2007-08	2008–09
8	5	10
8	11	6
6	8	10
9	5	7
8	10	5
8	8	9
12	8	8
9	14	10
0	0	0
10	8	14
11	9	8
14	10	9
11	16	10
11	9	15
14	11	9
0	0	0
131	127	120
	8 8 8 6 9 9 8 8 8 12 9 0 0 10 10 11 11 14 11 11 14 0	8 5 8 11 6 8 9 5 8 10 8 8 12 8 9 14 0 0 10 8 11 9 14 10 11 9 14 10 11 9 14 10 11 9 14 10 11 9 14 10 11 9 14 11 0 0

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 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 enrollment. Students classified by schools as "pre-first" are included in first grade counts.

Average Class Size

	2006–07	2007-08	2008–09
Common Branch	10	10	8
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English	11	11	10
Mathematics			
Science			
Social Studies	18	18	

Average Class Size Information

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

Demographic Factors

	200	6-07	200	2007-08		2008–09	
	#	%	#	%	#	%	
Eligible for Free Lunch	28	21%	30	24%	35	29%	
Reduced-Price Lunch	9	7%	21	17%	17	14%	
Student Stability*		93%		100%		100%	
Limited English Proficient	0	0%	0	0%	0	0%	
Racial/Ethnic Origin							
American Indian or Alaska Native	0	0%	0	0%	0	0%	
Black or African American	7	5%	3	2%	2	2%	
Hispanic or Latino	0	0%	1	1%	1	1%	
Asian or Native Hawaiian/Other Pacific Islander	1	1%	2	2%	2	2%	
White	122	93%	121	95%	115	96%	
Multiracial	1	1%	0	0%	0	0%	

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		93%		93%		94%
Student Suspensions	5	4%	4	3%	2	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. Student Stability is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6-8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

Attendance and Suspensions Information

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

Teacher Qualifications

	2006-07	2007-08	2008–09
Total Number of Teachers		4	4
Percent with No Valid Teaching Certificate		0%	0%
Percent Teaching Out of Certification		0%	25%
Percent with Fewer Than Three Years of Experience		0%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate		0%	25%
Total Number of Core Classes		21	16
Percent Not Taught by Highly Qualified Teachers		0%	0%
Total Number of Classes		21	18
Percent Taught by Teachers Without Appropriate Certification		0%	11%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	N/A	N/A	N/A
Turnover Rate of All Teachers	67%	43%	25%

Staff Counts

	2006-07	2007-08	2008–09
Total Other Professional Staff	2	2	2
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* 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)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

100 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) \div Count of All Continuously Enrolled Tested Students]

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

100 × [(Count of Cohort Members Performing at

Levels 2, 3, and 4 + the Count at Levels 3 and 4) \div Count of All Cohort Members]

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 PL + (200 - the 2007 - 08 PL + 0.10)

2007-08 PI + (200 - the 2007-08 PI) × 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 School Accountability Status

New York State has been approved by the United States Department of Education to participate in a differentiated accountability pilot program. Under this program, each public school in the state is assigned an accountability status "phase" (good standing, improvement, corrective action, or restructuring) based on its history of making Adequate Yearly Progress (AYP) and its AYP status in 2008–09. If the school is identified for improvement, corrective action, or restructuring under this program, the school is also assigned to an accountability "category" (basic, focused, or comprehensive) based on the student groups whose failure to make AYP caused the school to be identified or the "measures" for which it was identified.

Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. A school may be in a different accountability status phase for each measure. The school's overall status is its most advanced New York State accountability phase and its highest category within that phase.

For more information on this program and for this school's 2009–10 accountability status, see **http**://www.emsc.nysed.gov/irts/accountability/designations/.

2 School Accountability

School ANDES CENTRAL SCHOOL School ID 12-01-02-04-0001

Summary

Overall Accountability	
Status (2009–10)	For this school's 2009–10 accountability status,
Status (2009 20,	see http://www.emsc.nysed.gov/irts/accountability/designations/.

Title I Part A Funding	Years the School Received Title I Part A Funding2007-082008-092009-10						
	YES	YES	YES				

On which accountability measures did this school make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

	Elementary/I	Middle Level		Secondary L	Secondary Level			
Student Crowns	English			English				
Student Groups	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate		
All Students	v	V	 	-	-	_		
Ethnicity								
American Indian or Alaska Native								
Black or African American	-	-						
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White	V	 	•••••••••••••••••••••••••••••••••••••••	–	-	• • • • • • • • • • • • • • • • • • • •		
Multiracial								
Other Groups								
Students with Disabilities	_	_						
Limited English Proficient		•••••••••	•••••••••••••••••••••••••••••••••••••••	••••••••••	••••••••••••••••••	• • • • • • • • • • • • • • • • • • • •		
Economically Disadvantaged	–	_	•••••••••••••••••••••••••••••••••••••••	-	_			
Student groups making AYP in each subject	🗸 2 of 2	🗸 2 of 2	🖌 1 of 1	- 0 of 0	- 0 of 0	- 0 of 0		

AYP Status

Made AYP

✓^{SH} Made AYP Using Safe Harbor Target

X Did Not Make AYP

 Insufficient Number of Students to Determine AYP Status

District ANDES CENTRAL SCHOOL DISTRICT

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2009–10)		For this school's 2009–10 accountability status, see http :// www.emsc.nysed.gov/irts/accountability/designations /.
Accountability Measures	2 of 2	Student groups making AYP in English language arts
	~	Made AYP

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

	AYP	Participat	ion ²	Test Perfo	rmance ³	ance ³ Performance Objectives		es	
Student Group		Met	Percentage	Met	Performance	Effective		Safe Harbor Target	
(Total: Continuous Enrollment) ¹	Status	Criterion	Tested	Criterion	Index	AMO	2008-09	2009-10	
All Students (52:52)	V	V	100%	V	181	131			
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (1:1)	-	_	-	-	-	-		-	
Hispanic or Latino ^(0:0)						•••••	• • • • • • • • • • • • • • • • • • • •		
Asian or Native Hawaiian/Other Pacific									
White (51:51)	<	~	100%	 ✓ 	180	131	• • • • • • • • • • • • • • • • • • • •		
Multiracial (0:0)			•••••••••••••••••••••••••••••••••••••••				··· · ···		
Other Groups									
Students with Disabilities ⁴									
(12:12)	-	-	-	-	-	-		-	
Limited English Proficient ⁵	• •••••••	•••••••••••••••	•••••••••••••••••••		••••	••••••	• • • • • • • • • • • • • • • • • • • •		
(0:0)									
Economically Disadvantaged (25:25)	_	_	-	-	-	-	· · · · · · · · · · · · · · · · · · ·	_	
Final AYP Determination	🖌 2 of 2								

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 schools 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 Pls. For schools 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 school 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 school is considered to have made AYP for students with disabilities.
- 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

Did Not Make AYP

to Determine AYP Status

Made AYP Using Safe Harbor Target

Insufficient Number of Students

⁄

X

District ANDES CENTRAL SCHOOL DISTRICT

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2009–10)		For this school's 2009–10 accountability status, see http :// www.emsc.nysed.gov/irts/accountability/designations /.
Accountability Measures	2 of 2	Student groups making AYP in mathematics
	<	Made AYP

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives		
		Met	Percentage	Met	Performance	Effective AMO	Safe Harbo	
(Total: Continuous Enrollment) ¹	Status	Criterion	Tested	Criterion	Index		2008-09	2009-10
All Students (52:52)	V	V	100%	V	192	106		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (1:1)	_	-	-	-	-	-		-
Hispanic or Latino ^(0:0)							• • • • • • • • • • • • • • • • • • • •	
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (51:51)	~	V	100%	 ✓ 	192	106	• • • • • • • • • • • • • • • • • • • •	
Multiracial (0:0)			••••				··· · ···	
Other Groups								
Students with Disabilities ⁴								
(12:12)	-	-	-	-	-	-		-
Limited English Proficient ⁵	• ••••••	••••••••••••	••••		••••	••••••	• • • • • • • • • • • • • • • • • • • •	
(0:0)								
Economically Disadvantaged (25:25)	-	_	-	-	-	-	· · · · · · · · · · · · · · · · · · ·	_
Final AYP Determination	🖌 2 of 2							

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 schools 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 Pls. For schools 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 school 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 school is considered to have made AYP for students with disabilities.
- 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

Did Not Make AYP

to Determine AYP Status

Made AYP Using Safe Harbor Target

Insufficient Number of Students

1

X

SH

Elementary/Middle-Level Science

for This Subject (2009–10) Accountability Measures	1 of 1	Student groups making AYP in science
-		Made AYP

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

	AYP		Participat	ion ²	Test Perfo	rmance ³	Performance Objectives		
Student Group (Total: Continuous Enrollment) ¹	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress 2008–09	Target 2009–10
All Students (15:30)	~	Qualified	_	-	~	190	100		
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (1:1)		-	_	-	-	-	-		-
Hispanic or Latino (0:0)									
Asian or Native Hawaiian/Other Pacific Islander (0:0)									
White (14:29)		_	_	_	_	_	_		_
Multiracial (0:0)	• • • • • • • • • • •		••••••	••••		••••			• • • • • • • • • • • • • • • • • • • •
Other Groups									
Students with Disabilities (4:5)		_	_	_	-	_	-		_
Limited English Proficient ⁴ (0:0)			•••••						
Economically Disadvantaged (7:14)	• ••••	-	-	-	-	-	-		_
Final AYP Determination	🖌 1 o	f 1							
		NOTES							
AYP Status Made AYP		followed b students w ² Groups wit the particip	y the count of co ho were excuse h fewer than 40 pation criterion.	ontinuously enrolle d from testing for r students enrolled If the participatior	ed tested stude nedical reasons during the test n rate of a group	est administration p nts (used for Perfori s are not included ir administration peri o fell below 80 perc the percent tested	mance). For a n the enrollme od are not rec ent in 2008–0	ccountabilit ent count. uired to me 9, the enrol	y calculatio et lment

participation rates over those two years.

in the performance calculations.

were combined to determine counts and performance indices.

 3 Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

For schools with fewer than 30 continuously enrolled tested students in 2008–09, data for 2007–08 and 2008–09

If the count of LEP students is equal to or greater than 30, former LEP students are also included

SH Made AYP Using Safe Harbor Target

X Did Not Make AYP

Insufficient Number of Students to Determine AYP Status

Secondary-Level English Language Arts

Accountability Status for This Subject (2009–10)		For this school's 2009–10 accountability status, see http://www.emsc.nysed.gov/irts/accountability/designations /.
Accountability Measures	0 of 0	Student groups making AYP in English language arts
	_	

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

	AYP	Participation ²		Test Performance ³		Performance Objectives			
Student Group		Met	Percentage Tested	Met	Performance Index	Effective AMO	Safe Harbo	Safe Harbor Target	
(12th Graders: 2005 Cohort) ¹	Status	Criterion		Criterion			2008–09	2009-10	
All Students (7:18)	_	_	-	-	-	-		-	
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (0:0)					••••				
⊔ispanie or Lating (0:0)					•••••••••••••••••••••••••••••••••••••••			•••••••••••••••••••••••••••••••••••••••	
Asian or Native Hawaiian/Other Pacific Islander (0:0)									
White (7:18) Multiracial ^(0:0)									
Other Groups									
Students with Disabilities ⁴ (0:0)									
Limited English Proficient ⁵	• • • • • • • • • • • • • • • • • • • •	•••••	••• •••••	•••••	••••	••••	••••	••••	
(0:0)									
Economically Disadvantaged	-	-	-	-	-	-		_	
(4:6)						1			
Final AYP Determination	– 0 of 0)							

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 schools with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For schools 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 school 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 school 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.

- Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Secondary-Level Mathematics

Accountability Status for This Subject (2009–10)		For this school's 2009–10 accountability status, see http :// www.emsc.nysed.gov/irts/accountability/designations /.
Accountability Measures	0 of 0	Student groups making AYP in mathematics
	_	

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

	AYP	Participation ²		Test Performance ³		Performance Objectives		
Student Group		Met	Percentage Tested	Met	Performance	Effective	Safe Harbo	or Target
(12th Graders: 2005 Cohort) ¹	Status	Criterion		Criterion	Index	AMO	2008–09	2009-10
All Students (7:18)	_	_	-	-	-	-		_
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (0:0)								
Hispanic or Lating (0:0)					•••••••••••••••••••••••••••••••••••••••			
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (7:18) Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (0:0)								
Limited English Proficient ⁵	•••••••••••••	•••••	••• •••••	•••••	••••	••••	••••	••••
(0:0) Economically Disadvantaged	••••••••••••				••••			
(4:6)	_	_	-	-	-	-		-
Final AYP Determination	– 0 of (2						

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 schools with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For schools 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 school 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 school 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.

- Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

2 School Accountability

School ANDES CENTRAL SCHOOL School ID 12-01-02-04-0001

District ANDES CENTRAL SCHOOL DISTRICT

Graduation Rate

Accountability Status for This Indicator (2009–10)		For this school's 2009–10 accountability status, see http://www.emsc.nysed.gov/irts/accountability/designations/ .
Accountability Measures	0 of 0	Student groups making AYP in graduation rate
	_	

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

	Gradu	uation		Objectives			
Student Group	Met Graduation			State	Progress Target		
(Cohort Count)	AYP	Criterion	Rate ¹	Standard	2008-09	2009-10	
All Students (27)	_	-	-	-			
Ethnicity							
American Indian or Alaska Native (0)							
Hispanic or Latino (0)							
Asian or Native Hawaiian/Other Pacific Islander (0) White (27)			_				
Multiracial (0)	• • • • • • • • • •			••••••••••		•••••••••••••••••••••••••••••••••••••••	
Other Groups							
Students with Disabilities (0) Limited English				•••••			
Proficient ² (0)							
Economically Disadvantaged (12)	· • • • • • • • • • • • • • • • • • • •				·····		
Final AYP Determination	- 0	of O					

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.

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.

Summary of 2008–09 School 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.

	-	of students that above Level 3	Total Tested
English Language Arts	0%	50%	100%
Grade 3	80%		5
Grade 4	67%		9
Grade 5	100%		8
Grade 6	60%		10
Grade 7	93%		14
Grade 8	83%		6
Mathematics			
Grade 3	100%		5
Grade 4	78%		9
Grade 5	100%		8
Grade 6	90%		10
Grade 7	100%		14
Grade 8	83%		6
Science			
Grade 4	100%		9
Grade 8	83%		6
	•	of students that r above Level 3	2005 Total Cohort
Secondary Level	0%	50%	100%
English	89%		9
Mathematics	78%		9

District ANDES CENTRAL SCHOOL DISTRICT

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**.

What are Similar Schools?

In this section, this school's performance is compared with that of similar schools.

Within each N/RC category, the Department identifies Similar Schools: schools that serve similar students and have similar resources. Each school report card compares the school's performance with that of similar schools. The following factors are considered in grouping schools: a) the grade level served by the school and b) rates of student poverty and limited English proficiency. Student poverty levels are indicated by determining the percentage of children in each school who participate in the free-lunch program. By combining these factors, a measure of student need is created and used to place schools into relatively low (lowest quartile), relatively high (highest quartile), and typical (mid-range) groups.

This School's Similar Schools Group: 64

All schools in this group serve students from Kindergarten through Grade 12. Schoolwide measures like Attendance Rate are compared with all other schools in this group.

This School's Results in Grade 3 English Language Arts

		This School			Similar Sch	ools	
		Percentage sco	coring at level(s):		Percentage sco	oring at level(s):	
		2-4	3-4	4	2-4	3-4	4
2009 Mean Score: 681	Range:	616-780	650-780	720-780			
2008 Mean Score: 666 2008–09 2007–08	100%	90%	80%	20%	96% 95%	77% 72%	10% 12%
Number of Tested Students:		5 9	4 6	1 1			
Posults by		2008–09 Sch	ool Year		2007–08 S	chool Year	
Student Group		Total _F Tested	Percentage scori 2–4 3-	ng at level(s): -4 4	Total Tested	Percentage sco 2–4	oring at level(s): 3–4 4
Results by Student Group		Total F	Percentage scori	5	Total	Percentage sco	5

All Students	5	100%	80%	20%	10	90%	60%	10%
Female	2	-	-	-	3	-	-	-
Male	3	-	-	-	7	-	–	-
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other			•••••					
Pacific Islander								
White	5	100%	80%	20%	10	90%	60%	10%
Multiracial								
Small Group Totals			•••••					
General-Education Students	4	-	-	-	8	-	-	-
Students with Disabilities	1	-	-	-	2	-	-	-
English Proficient	5	100%	80%	20%	10	90%	60%	10%
Limited English Proficient		•••••••••••••••••••••••••••••••••••••••	•••••	•••••	•••••	•••••		••••••
Economically Disadvantaged	2	-	_	-	4	-	-	-
Not Disadvantaged	3	-	-	–	6	-	-	-
Migrant								
Not Migrant	5	100%	80%	20%	10	90%	60%	10%

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	2008-09 S e	2008–09 School Year				2007–08 School Year			
Assessments	Total	Number sco	Number scoring at level(s):			Number scoring at level(s):			
	Tested	2-4	3-4	4	Tested	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	

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

This School's Results in Grade 3 Mathematics

		This School				Similar Schools					
		Percentage so	coring at lev	/el(s):		Percentage scoring at level(s):					
		2-4	3-4	2	ļ	2-4	3-4	4			
2009 Mean Score: 682	Range:	624-770	650-	770	703-770						
2008 Mean Score: 682	100%	100%100%	100%1	.00%		99% 98%	94% g	1%			
2008–09 2007–08				2	20% 10%	н.		24	% 24%		
Number of Tested Students:		5 10	5	10	1 1						
Results by		2008–09 S e	chool Yea	ır		2007-08 \$	School Yea	ar			
Student Group)	Total Tested	Percentag 2-4	je scoring a 3−4	t level(s): 4	Total Tested	Percentag 2-4	je scoring at 3−4	level(s): 4		
		5	100%	100%	20%	10	100%	100%	10%		
Female		2	_			3					
Male		3	-	_	-	7	-	-	-		
American Indian or Alaska Nat Black or African American Hispanic or Latino Asian or Native Hawaiian/Othe											
Pacific Islander											
White Multiracial Small Group Totals		5	100%	100%	20%	10	100%	100%	10%		
General-Education Students		4	-		_	8	-	_	_		
Students with Disabilities			-		-	2			_		
English Proficient Limited English Proficient		5	100%	100%	20%	10	100%	100%	10%		
Economically Disadvantaged		2	-	-	-	4	-	-	-		
Not Disadvantaged		3	_			6	_				
Migrant											
Not Migrant		5	100%	100%	20%	10	100%	100%	10%		

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.

Total TestedNumber scoring at level(s): 2-4Total 3-4Number scoring at level(s): 2-4Total TestedNumber scoring at level(s): 2-4Total 3-4Number scoring at level(s): 2-4Number scoring at level(s): 2-4	Other	2008–09 S e	chool Year			2007–08 School Year				
New York State Alternate Assessment		Total	Number scoring at level(s):			Total	Number scoring at level(s):			
0	Assessments	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
		0				0				

This School's Results in Grade 4 English Language Arts

		This School			Similar Schools					
		Percentage scori	Percentage scoring at level(s):			Percentage scoring at level(s):				
		2-4	3-4	4	2-4	3-4	4			
2009 Mean Score: 679	Range:	612-775	650-775	716-775						
2008 Mean Score: 645	100%	100% 75%	67%		96% 93%	78% 73%				
■ 2008-09■ 2007-08			38%	11%			6% 8%			
Number of Tested Students:		9 6	63	1 0						

Poculto by	2008-09	School Yea	r	2007–08 School Year				
Results by	Total	Percentage scoring at level(s):			Total	Percentage scoring at level(s):		
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4
	9	100%	67%	11%	8	75%	38%	0%
Female	3	_	_	-	4	_		
Male	6	-	-	-	4	-	-	-
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other	•••••	•••••				•••••	•••••••	
Pacific Islander								
White	9	100%	67%	11%	8	75%	38%	0%
Multiracial						•••••		
Small Group Totals		••••		•••••		•••••	••••••	
General-Education Students	6	-	-	-	8	75%	38%	0%
Students with Disabilities	3	-	-	-		•••••	••••••••••	
English Proficient	9	100%	67%	11%	8	75%	38%	0%
Limited English Proficient		••••				•••••	••••••	•••••
Economically Disadvantaged	3	-	_	-	4	-	-	-
Not Disadvantaged	6		-	-	4	-	-	-
Migrant								
Not Migrant	9	100%	67%	11%	8	75%	38%	0%
NOTES								

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	2008-09 S e	2008–09 School Year				2007–08 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):			
Assessments	Tested	2-4	3-4	4	Tested	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	

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

This School's Results in Grade 4 Mathematics

		This Schoo	This School				Similar Schools					
		Percentages	scoring at leve	el(s):		Percentage scoring at level(s):						
		2-4	3-4	4		2-4	3-4	4				
2009 Mean Score: 675	Range:	622-800	650-8	800 7	02-800							
2008 Mean Score: 676	100%	100%100%	78%	8%		97% 96%	87% 84	%				
2008-09 2007-08				22	2% 13%		н	304	[%] 25%			
Number of Tested Students:	<u> </u>	98	7	7	2 1							
Posults by		2008–09 S	chool Year	•		2007-08 \$	ichool Yea	r				
Results by		Total	Percentage	scoring at	level(s):	Total	Percentage	e scoring at	level(s):			
Student Group		Tested	2-4	3-4	4	Tested	2-4	3-4	4			
All Students		9	100%	78 %	22%	8	100%	88%	13%			
emale		3				4						
1ale		6	_	_	-	4	-	-	-			
merican Indian or Alaska Nativ	e											
Black or African American												
lispanic or Latino												
sian or Native Hawaiian/Other												
acific Islander												
Vhite		9	100%	78%	22%	8	100%	88%	13%			
1ultiracial Small Group Totals							•••••••••••••••••••••••••••••••••••••••	•••••	•••••			
General-Education Students		6	-	-	_	8	100%	88%	13%			
tudents with Disabilities			_	-	_		•••••••••	•••••	•••••			
inglish Proficient		9	100%	78%	22%	8	100%	88%	13%			
imited English Proficient												
conomically Disadvantaged		3	_	_	_	4	_	_	_			
lot Disadvantaged		<u>9</u> 6	·····-		_	4						
ligrant												
ligrant												

NOTES The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students,

9

100%

data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other	2008–09 S	chool Year			2007–08 School Year				
-	Total	Number sco	oring at leve	l(s):	Total	Number sco	oring at level	.(s):	
Assessments	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0				

78%

22%

8

100%

88%

13%

Not Migrant

This School's Results in Grade 4 Science

		This School		Similar Schools					
		Percentage sc	oring at level(s):		Percentage s	Percentage scoring at level(s):			
		2-4	3-4	4	2-4	3-4	4		
2009 Mean Score: 86	Range:	45-100	65-100	85-100					
2008 Mean Score: 86 2008–09 2007–08	100%	100%100%	100%100%	78%	98% 99%	91% 90%	62% 54%		
Number of Tested Students:	<u> </u>	97	97	74	_				
Bocultc by		2008–09 Sc	hool Year		2007-08	School Year			
Results by		Total	Percentage scorir	ng at level(s):	Total	Percentage sco	oring at level(s):		

Results by	Total	Percentag	Percentage scoring at level(s):			Percentage scoring at level(s):			
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
- All Students	9	100%	100%	78%	7	100%	100%	57%	
Female	3				4				
Male	6	-	-	-	3	-	_	-	
American Indian or Alaska Native									
Black or African American									
Hispanic or Latino									
Asian or Native Hawaiian/Other Pacific Islander									
Vhite	9	100%	100%	78%	7	100%	100%	57%	
Multiracial									
Small Group Totals									
General-Education Students	6	-	-	-	7	100%	100%	57%	
Students with Disabilities	3	-	-	-					
English Proficient	9	100%	100%	78%	7	100%	100%	57%	
Limited English Proficient									
Economically Disadvantaged	3	-	-	-	3	-	-	-	
Not Disadvantaged	6	_		_	4	_	_		
Migrant									
Not Migrant	9	100%	100%	78%	7	100%	100%	57%	

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.

Total Tested Number scoring at level(s): 2-4 Total 3-4 Number scoring at level(s): Tested Total 2-4 Number scoring at level(s): 2-4 New York State Alternate Assessment 0 0	Other	2008-09 S e	chool Year			2007–08 School Year			
New York State Alternate Assessment			Number sco	ring at level	l(s):		Number sco	oring at level	.(s):
0	Assessments	Tested	2-4	3-4	4	Tested	2-4	3-4	4
(NYSAA): Grade 4 Equivalent	New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

This School's Results in Grade 5 English Language Arts

		This Schoo	l			Similar Sc	hools		
		100%100% 100% 63% 25% 8 8 5 2 2008-09 School Year 13 Total Percentage scoring at level(s 2-4 3-4				Percentage s	coring at leve	l(s):	
		2-4	3-4	4	ļ	2-4	3-4	4	
2009 Mean Score: 693	Range:	608-795	650-	-795 7	711-795				
2008 Mean Score: 671	100%	100%100%		63%		100% 99%	^{85%} 78	3%	
2008-092007-08				2	13%			13	[%] 6%
Number of Tested Students:		8 8	8	5	2 1				
Results by		2008–09 S e	chool Yea	ar		2007-08	School Yea	r	
_		Total	Percentag	ge scoring a	t level(s):	Total	Percentag	e scoring a	t level(s):
Student Group		Tested	2-4	3-4	4	Tested	2-4	3-4	4
 All Students		8	100%	100%	25%	8	100%	63%	13%
Female		5	_		_	5	-		
Male		3	-	-	-	3	-	-	-
American Indian or Alaska Nativ	е								
Black or African American									
Hispanic or Latino									
Asian or Native Hawaiian/Other									
Pacific Islander									
White		8	100%	100%	25%	8	100%	63%	13%
Multiracial									
Small Group Totals									
General-Education Students		8	100%	100%	25%	6	-	-	-
Students with Disabilities						2	_		

Students with Disabilities					2	-	-	-
English Proficient	8	100%	100%	25%	8	100%	63%	13%
Limited English Proficient								
Economically Disadvantaged	3	-	-	-	4	-	-	-
Not Disadvantaged	5	-	-	-	4	-	-	-
Migrant								
Not Migrant	8	100%	100%	25%	8	100%	63%	13%

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	2008-09 S e	2008–09 School Year				2007–08 School Year			
Assessments	Total	Number sco	Number scoring at level(s):			Number scoring at level(s):			
	Tested	2-4	3-4	4	Tested	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	

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

This School's Results in Grade 5 Mathematics

		This Schoo	l.			Similar Scl	Similar Schools				
		Percentage s	coring at le	vel(s):		Percentage so	coring at level	l(s):			
		2-4	3-4	L	1	2-4	3-4	4			
2009 Mean Score: 704	Range:	619-780	650-	-780 (699-780						
2008 Mean Score: 678	100%	100%100%	100%	88%	-01/	99% 97%	^{91%} 84	.%			
2008-09 2007-08					13%			35	% 21%		
Number of Tested Students:		8 8	8	7	4 1						
Pocults by		2008–09 S	chool Yea	ar		2007-08	School Yea	r			
Results by		Total	Percentag	ge scoring a	t level(s):	Total	Percentage scoring at level(level(s):		
Student Group		Tested	2-4	3-4	4	Tested	2-4	3-4	4		
- All Students		8	100%	100%	50%	8	100%	88%	13%		
Female		5	-	_	-	5	_				
Male		3	-	-	-	3	-	-	-		
American Indian or Alaska Nativ	/e										
Black or African American											
Hispanic or Latino											
Asian or Native Hawaiian/Other		••••••	• • • • • • • • • • • • • • •					•••••			

3 5				4			
3 5				4 4			
			_	4	_		
8	100%	100%	50%	8	100%	88%	13%
				2	-	-	-
8	100%	100%	50%	6	-	-	-
8	100%	100%	50%	8	100%	88%	13%
	8	8 100%	8 100% 100%	8 100% 100% 50%	8 100% 100% 50% 6 2	8 100% 100% 50% 6 - 2 -	8 100% 100% 50% 6 2

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	2008–09 S e	008–09 School Year				2007–08 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):			
Assessments	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0				

This School's Results in Grade 6 English Language Arts

		This Schoo	ol			Similar Sch	ools		
		Percentage s	coring at lev	el(s):		Percentage sc	oring at leve	l(s):	
		2-4	3-4	4		2-4	3-4	4	
2009 Mean Score: 656	Range:	598-785	650-	785 69	96-785*				
2008 Mean Score: 666	100%	100%100%	8 60%	6%		100% 99%	83%	.%	
2008-092007-08				0'	_% 7%			9%	5%
Number of Tested Students:		10 14	6	12 () 1				
Posults by		2008–09 S	chool Yea	r		2007–08 S	chool Yea	ır	
Results by		Total	Percentage	e scoring at	level(s):	Total	Percentag	e scoring at	level(s):
Student Grou	р	Tested	2-4	3-4	4	Tested	2-4	3-4	4
All Students		10	100%	60%	0%	14	100%	86%	7%
Female		5	100%	60%	0%	8	100%	88%	13%
Male		5	100%	60%	0%	6	100%	83%	0%
American Indian or Alaska N Black or African American	lative		• • • • • • • • • • • • • • • • • • • •				• • • • • • • • • • • • • • • • • • • •		••••••
Hispanic or Latino		•••••••••••••••••••••••••••••••••••••••							••••••
Asian or Native Hawaiian/Ot Pacific Islander	her								
White		10	100%	60%	0%	14	100%	86%	7%
Multiracial Small Group Totals							• • • • • • • • • • • • • • • • • • • •		••••••
General-Education Students		6	-	-	-	11	-	-	-
Students with Disabilities		4	-	-	–	3	-	-	–
English Proficient		10	100%	60%	0%	14	100%	86%	7%
Limited English Proficient									
Economically Disadvantaged		6	-	_	-	8	100%	75%	13%
Not Disadvantaged		4	_			6	100%	100%	0%
Migrant									
Not Migrant		10	100%	60%	0%	14	100%	86%	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.

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

Other	2008–09 S	08–09 School Year				2007–08 School Year			
Assessments	Total	Number scoring at level(s):			Total	Number scoring at level(s):			
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				0				
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	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.

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43%

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This School's Results in Grade 6 Mathematics

		This Schoo	ol			Similar Schools					
		Percentage s	coring at leve	el(s):		Percentage sc	oring at leve	el(s):			
		2-4	3-4	4		2-4	3-4	4			
2009 Mean Score: 679	Range:	616-780	650-7	780 6	96-780						
2008 Mean Score: 693	100%	100%100%	90% 10	00%		97% 95%	85% 8	1%			
2008-092007-08				10	43%			269	% 24%		
Number of Tested Students:		10 14	9 :	14	1 6						
Pocults by		2008–09 S	chool Yea	r		2007–08 S	chool Ye	ar			
Results by		Total	Percentage	e scoring at	level(s):	Total Percentage score			level(s):		
Student Group)	Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students		10	100%	90%	10%	14	100%	100%	43%		
Female		5	100%	100%	0%	8	100%	100%	38%		
Male		5	100%	80%	20%	6	100%	100%	50%		
American Indian or Alaska Na	tive										
Black or African American											
Hispanic or Latino											
Asian or Native Hawaiian/Oth					•••••						
Pacific Islander											
White		10	100%	90%	10%	14	100%	100%	43%		
Multiracial											
Small Group Totals											

NOTES The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students,

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data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other	2008–09 S e	chool Year			2007–08 School Year			
Assessments	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				0			

General-Education Students

Students with Disabilities

Limited English Proficient Economically Disadvantaged

English Proficient

Not Disadvantaged

Migrant

Not Migrant

This School's Results in Grade 7 English Language Arts

		This School			Similar Sch	nools	
		Percentage sco	ring at level(s):		Percentage so	oring at level(s):	
		2-4	3-4	4	2-4	3-4	4
2009 Mean Score: 666	Range:	600-790	650-790	705-790*			
2008 Mean Score: 670 ■ 2008-09 ■ 2007-08	100%	100% 88%	93% 63%	13% 0%	100% 99%	84% 73%	<u>7% 2%</u>
Number of Tested Students:	<u> </u>	14 7	13 5	0 1			
Deculte by		2008-09 Sch	ool Year		2007–08 School Year		
Results by		Total			Total	D	

Doculte by	2000-09	School red	•	2007-00 5					
Results by	Total	Percentag	e scoring at	level(s):	Total	Percentag	e scoring at	: level(s):	
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students	14	100%	93%	0%	8	88%	63%	13%	
Female	8	100%	100%	0%	3				
Male	6	100%	83%	0%	5	-	-	-	
American Indian or Alaska Native									
Black or African American					1	_	_	-	
Hispanic or Latino									
Asian or Native Hawaiian/Other									
Pacific Islander									
White	14	100%	93%	0%	7	-		-	
Multiracial									
Small Group Totals					8	88%	63%	13%	
General-Education Students	11	-	_	-	6	-	-	-	
Students with Disabilities	3	-	-	-	2	-	-	-	
English Proficient	14	100%	93%	0%	8	88%	63%	13%	
Limited English Proficient	•••••					•••••••••••••		••••••	
Economically Disadvantaged	7	100%	86%	0%	5	-	-	-	
Not Disadvantaged	7	100%	100%	0%	3	_	_	_	
Migrant									
Not Migrant	14	100%	93%	0%	8	88%	63%	13%	
NOTES									

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.

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

Other	2008-09 S	chool Year			2007–08 School Year				
	Total	Number sco	oring at leve	l(s):	Total	Number sco	oring at leve	el(s):	
Assessments	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				0				
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	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.

This School's Results in Grade 7 Mathematics

		This	s Schoo	ol			Similar Sch	nools		
		Perce	entage s	coring at le	vel(s):		Percentage so	coring at leve	l(s):	
		2-4		3-4		4	2-4	3-4	4	
2009 Mean Score: 685	Range:	611	-800	650-	-800	693-800				
	100%	100%	6100%	100%	86%	57%	99% 98%	92% 84	%	
 2008-09 2007-08 						29%			30	[%] 27%
Number of Tested Students:	<u> </u>	14	7	14	6	4 4				
Pocults by		200	2008–09 School Year			2007-08 \$	School Yea	chool Year Percentage scoring at level		
Results by		Tota	l	Percenta	ge scoring	at level(s):	Total	Percentag	e scoring a	t level(s):
Student Group		Teste	ed	2-4	3-4	4	Tested	2-4	3-4	4
All Students			14	100%	100%	29 %	7	100%	86%	57%
Female			8	100%	100%	38%	3			
Male			6	100%	100%	17%	4	_		-
American Indian or Alaska Native Black or African American	•••••	•••••						·····-	<u>-</u>	<u>-</u>
Hispanic or Latino		•••••••	•••••	• • • • • • • • • • • • • • • • • • • •	••••••	•••••	••••	••••••	•••••	
Asian or Native Hawaiian/Other Pacific Islander		•••••						•••	••••••	
White	•••••	••••••	14	100%	100%	29%	6	-	-	–
Multiracial		•••••	•••••	••••••••••	•••••	•••••	••••	••••••	•••••	•••••
Small Group Totals	•••••	••••••	•••••	• • • • • • • • • • • • • • •	••••••	••••	7	100%	86%	57%
General-Education Students			11	-	-		6	-	-	-
Students with Disabilities	•••••	••••••	3	-		·	1	-	-	-
English Proficient			14	100%	100%	29%	7	100%	86%	57%
English Proficient Limited English Proficient			14	100%	100%	29%	7	100%	86%	57%

Migrant . 100% Not Migrant 14 100% 100% 29% 7 86% 57%

100%

43%

100%

Not Disadvantaged

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.

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Other Zoos-og school real Zooy-os school real Total Number scoring at level(s): Total Number scoring at level(s): Tested 2-4 3-4 4	evel(s):
ASSESSMENTS Tested 2-4 3-4 Tested 2-4 3-4	
	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent 0 0	

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This School's Results in Grade 8 English Language Arts

		This School			Similar Sch	ools	
		Percentage scor	ing at level(s):		Percentage sc	ge scoring at level(s): 3–4 % 72% 60%	
		2-4	3-4	4	2-4	3-4	4
2009 Mean Score: 656	Range:	602-790	650-790	715-790			
2008 Mean Score: 637	100%	100%	83% 63%		99% 96%		
2008-09							
2007-08				0% 0%			5% 6%
Number of Tested Students:	<u> </u>	6 6	55	0 0			
		2008-00 Sch				chool Voar	

Pocults by	2008-09	School Yea	r		2007-08 \$	08 School Year			
	Total	Percentag	e scoring at	level(s):	Total	Percentag	e scoring at	level(s):	
male ale nerican Indian or Alaska Native ack or African American spanic or Latino ian or Native Hawaiian/Other cific Islander nite ultiracial nall Group Totals eneral-Education Students udents with Disabilities glish Proficient	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students	6	100%	83%	0%	8	75%	63%	0%	
Female	3			-	4	-	-	-	
Male	3	-	-	-	4	-	-	-	
American Indian or Alaska Native									
Black or African American	1	-	-	-					
Hispanic or Latino									
Asian or Native Hawaiian/Other									
Pacific Islander									
White	5	-	-	-	8	75%	63%	0%	
Multiracial									
Small Group Totals	6	100%	83%	0%					
General-Education Students	5	-	-	-	7	-	-	-	
Students with Disabilities	1	-	-	-	1	-	–	-	
English Proficient	6	100%	83%	0%	8	75%	63%	0%	
Limited English Proficient			••••••••		••••••••••••••••••	••••••••••••••••	••••••		
Economically Disadvantaged	4	-	_	_	4	-	_	-	
Not Disadvantaged	2	-	-	-	4	-	–	–	
Migrant									
Not Migrant	6	100%	83%	0%	8	75%	63%	0%	
NOTES									

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	2008-09 S e	chool Year			2007–08 School Year				
Assessments	Total Tested	Number scoring at level(s): 2–4 3–4 4			Total Tested	Number sco 2–4	oring at leve 3–4	el(s): 4	
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0				
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	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.

This School's Results in Grade 8 Mathematics

Percentage scoring at level(s): 2-4 3-4 4 2-4 3-4 4 2009 Mean Score: 686 Range: 616-775 650-775 701-775 701-775 2008 Mean Score: 680 100% 88% 63% 33% 38% 86% 74% 2008 Oce-09 2007-08 6 7 5 5 2 3 98% 95% 19% 16% Number of Tested Students: 6 7 5 5 2 3 701 701 701 701 70% 19% 16% 19% 16% 19% 16% 19% 16% 19% 16% 19% 16% 19% 16% 10%			This S	choo	ι				Similar Sch	ools		
2009 Mean Score: 686 Range: 616-775 650-775 701-775 2008 Mean Score: 680 100% 100% 33% 653% 33% 98% 95% 86% 74% Image: 2008-09 2007-08 33% 38% 33% 98% 95% 86% 74% Number of Tested Students: 6 7 5 5 2 3 74% 19% 16% Student Group 2008-09 School Year 2007-08			Percen	tage so	oring at le	vel(s):			Percentage sco	oring at leve	l(s):	
2008 Mean Score: 680 100% 100% 88% 83% 63% 33% 38% 98% 95% 10% <			2-4		3-4		4		2-4	3-4	4	
2000 Hear Schel God 100% 88% 33% 38% 95% 95% 95% 95% 95% 19% 16% Number of Tested Students: 6 7 5 5 2 3 74% 19% 16% Number of Tested Students: 6 7 5 5 2 3 74% 19% 16% Student Group Total Tested Percentage scoring at level(s): Tested 74% 74% 19% 16% All Students 6 7 5 5 2 3 7 7 7 4 4 All Students 6 100% 83% 33% 8 88% 63% 38% Female 3 - - - 4 - - - Male 3 - - - 4 - - - Asian or Native Hawaiian/Other - - - - 88% 63% 38% General-Education Students 5 - - - 7 - - -	2009 Mean Score: 686	Range:	616-7	75	650-	775	701-77	5				
2007-08 6 7 5 5 2 3 Results by Student Group 2008-09 Stool Year Total 2-4 3-4 4 Total 2-4 Percentage scoring at level(s): 2-4 Total 3-4 Percentage scoring at level(s): Tested Total 2-4 Percentage scoring at level(s): 2-4 Total 3-4 Percentage scoring at level(s): Tested Total 2-4 A 4 All Students 6 100% 83% 33% 8 88% 63% 38% Male 3 - - - 4 - - - Male 3 - - - 4 - - - Black or African American 1 - - - 8 88% 63% 38% Multiracial 5	2008 Mean Score: 680	100%	100% 8	8%		63%			98% 95%		%	
2008-09 School Year 2007-08 School Year Total Total Tested Percentage scoring at level(s): 2-4 Total 3-4 Percentage scoring at level(s): Tested Total 2-4 3-4 4 All Students 3 -							33% 38%	6			199	% 16%
Total TestedPercentage scoring at level(s): 2-4Total TestedPercentage scoring at level(s): 2-4Total TestedPercentage scoring at level(s): 2-4Total 3-4Percentage scoring at level(s): 2-4Percentage sc	Number of Tested Students:		6	7	5	5	2 3					
Student Group Tested 2-4 3-4 4 Tested 2-4 3-4 4 All Students 6 100% 83% 33% 8 88% 63% 38% Female 3 - - - 4 -	Poculte by		2008-	09 S a	hool Yea	ar			2007–08 S	chool Yea	r	
All Students 6 100% 83% 33% 8 88% 63% 38% Female 3 - - - 4 - - - Male 3 - - - 4 - - - American Indian or Alaska Native 3 - - - 4 - - - American Indian or Alaska Native 3 - - - 4 - - - - Black or African American 1 -			Total		Percentag	ge scoring	at level(s):	:	Total	Percentag	e scoring at	level(s):
Female 3 - - 4 - <td>Student Group</td> <td>0</td> <td>Tested</td> <td></td> <td>2-4</td> <td>3-4</td> <td>4</td> <td>1</td> <td>Tested</td> <td>2-4</td> <td>3-4</td> <td>4</td>	Student Group	0	Tested		2-4	3-4	4	1	Tested	2-4	3-4	4
Male 3 - - 4 -	All Students			6	100%	83%	33%	, o	8	88%	63%	38%
American Indian or Alaska Native Black or African American 1 - - Hispanic or Latino Asian or Native Hawaiian/Other - - - Pacific Islander - - - 8 White 5 - - - 8 Multiracial - - - 8 88% 63% 38% Small Group Totals 6 100% 83% 33% - <td>Female</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>-</td> <td>4</td> <td></td> <td></td> <td></td>	Female							-	4			
Black or African American 1 - - - Hispanic or Latino Asian or Native Hawaiian/Other - <td></td> <td></td> <td></td> <td>3</td> <td>-</td> <td>-</td> <td></td> <td>-</td> <td>4</td> <td>-</td> <td>-</td> <td>-</td>				3	-	-		-	4	-	-	-
Hispanic or LatinoAsian or Native Hawaiian/OtherPacific IslanderWhite5888%6100%83%33%General-Education Students557Students with Disabilities11-6100%83%33%888%63%6100%83%33%6100%83%33%888%63%38%17-8-8-8-8-8-8-8-8-8-8-9-9- </td <td>American Indian or Alaska Na</td> <td>ative</td> <td></td>	American Indian or Alaska Na	ative										
Asian or Native Hawaiian/Other Pacific Islander White 5 8 88% 63% 38% Multiracial Small Group Totals 6 100% 83% 33% General-Education Students 5 7 7 7 Students with Disabilities 1 1 - 7 English Proficient 6 100% 83% 33% 8 88% 63% 38% Limited English Proficient Economically Disadvantaged 4 4 Not Disadvantaged 2 4	Black or African American			1				-				••••••••••••••••
Pacific Islander Solution	Hispanic or Latino											
White 5 - - 8 88% 63% 38% Multiracial Small Group Totals 6 100% 83% 33% - - - 8 88% 63% 38% Small Group Totals 6 100% 83% 33% - <td< td=""><td></td><td>ier</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></td<>		ier										
Multiracial Multiracial Small Group Totals 6 100% 83% 33% General-Education Students 5 - - 7 - - Students with Disabilities 1 - - - 1 - - - English Proficient 6 100% 83% 33% 8 88% 63% 38% Limited English Proficient - </td <td>•••••••••••••••••••••••••••••••••••••••</td> <td></td> <td>• • • • • • • • • • • • • • •</td> <td></td> <td>••••••</td> <td></td> <td></td> <td>••••••</td> <td></td> <td></td> <td>6.20/</td> <td>200/</td>	•••••••••••••••••••••••••••••••••••••••		• • • • • • • • • • • • • • •		••••••			••••••			6.20/	200/
Small Group Totals6100%83%33%General-Education Students57Students with Disabilities11English Proficient6100%83%33%888%63%38%Limited English ProficientEconomically Disadvantaged44Not Disadvantaged24	•••••••••••••••••••••••••••••••••••••••				· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·		- 	8	88%	03%	38%
General-Education Students 5 - - - 7 -			••••••	•••••	••••••			 /	•••••	• • • • • • • • • • • • • • • • • • • •	•••••••••	•••••
Students11English Proficient6100%83%33%888%63%38%Limited English ProficientEconomically Disadvantaged4Not Disadvantaged2	· · ·			-	100%	83%		0 	7	_	_	
English Proficient6100%83%33%888%63%38%Limited English ProficientEconomically Disadvantaged44Not Disadvantaged24	•••••••••••••••••••••••••••••••••••••••		• • • • • • • • • • • • •		•••••			••••••		• • • • • • • • • • • • • • • • • • • •	· · · · · · · · · · · · · · · · · · ·	
Limited English Proficient Economically Disadvantaged 4 4 Not Disadvantaged 2 4					100%	920/		-		-	620/	200/
Economically Disadvantaged 4 - - - 4 - </td <td></td> <td></td> <td>• • • • • • • • • • • • • • •</td> <td>0</td> <td>100%</td> <td>83%</td> <td>53%</td> <td>o </td> <td>ö</td> <td>88%</td> <td>03%</td> <td>38%</td>			• • • • • • • • • • • • • • •	0	100%	83%	53%	o 	ö	88%	03%	38%
Not Disadvantaged 2 - - - 4 -				1					Λ			
	•••••••••••••••••••••••••••••••••••••••								· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·	<u>-</u>	······
	Not Disadvantaged Migrant			2	_		-	-	4	_	_	

Not Migrant

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.

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100%

Other	2008-09 S e	chool Year			2007–08 School Year				
	Total	Number sco	ring at level	(s):	Total	Number scoring at level(s):			
Assessments	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0				

33%

83%

63%

38%

88%

8

This School's Results in Grade 8 Science

	This Scho	ol			Similar Sch	ools		
	Percentage	scoring at lev	vel(s):		Percentage sc	oring at level	.(s):	
	2-4	3-4	4		2-4	3-4	4	
100%								
	100%100%				98% 98%			
		83% .	75%			82% 84	.%	
			50	0%				
2008-09				25%			30	37%
2007-08				2370				
Number of Tested Students:	6 8	5	6	3 2				
Pocults by	2008-09	School Yea	ar		2007-08 \$	ichool Yea	r	
Results by	Total	Percentag	je scoring at	level(s):	Total	Percentage	e scoring at	level(s):
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4
All Students	6	100%	83%	50%	8	100%	75%	25%
Female	3				4			
Male	3	-	-	-	4	-	-	-
American Indian or Alaska Native								
Black or African American	1	-	-	-				
Hispanic or Latino				•••••				
Asian or Native Hawaiian/Other	• • • • • • • • • • • • • • • • • • • •			•••••				
Pacific Islander								
White	5		-	-	8	100%	75%	25%
Multiracial								
Small Group Totals	6	100%	83%	50%				
General-Education Students	5	-	-	-	7	-	-	-
Students with Disabilities	1	-	-	-	1	-	-	-
English Proficient	6	100%	83%	50%	8	100%	75%	25%
Limited English Proficient	• • • • • • • • • • • • • • • • • • • •	••••		• • • • • • • • • • • • • • • • • • • •		•••••		
Economically Disadvantaged	4	-	_	-	4	-	-	-
Not Disadvantaged	2	-	_	-	4	-	-	-
Migrant								
Not Migrant	6	100%	83%		8	100%	75%	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.

Other	2008-09 S	chool Year			2007–08 School Year				
Assessments	Total	Number sco	Number scoring at level(s):			Number scoring at level(s):			
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0				
Regents Science	0				0				

³ Overview of School Performance

School ANDES CENTRAL SCHOOL School ID 12-01-02-04-0001

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

	This School			Similar Scho	ols	
	Percentage sco	oring at level(s	5):	Percentage so	coring at level	(s):
	2-4	3-4	4	2-4	3-4	4
100% 2005 Cohort 2004 Cohort	89%	89% 75%	44% 25%	86% 85%	83% 81%	36% 32%

Results by	2005 Coho i	rt			2004 Cohort**			
Student Group	Number of Students	Percentage 2–4	e scoring at 3–4	level(s): 4	Number of Students	Percentag 2–4	e scoring at 3–4	level(s): 4
 All Students	9	89%	 89%	44%	12	75%	75%	⁴
Female	4	-	-	-	4	-	-	
Male	5		-	-			 —	 –
American Indian or Alaska Native								
Black or African American	••••••	• • • • • • • • • • • • • • • • • • •	•••••		1	-	-	-
Hispanic or Latino	•••••••	• • • • • • • • • • • • • • • •				• • • • • • • • • • • • • • • • • •	••••••	•••••
Asian or Native Hawaiian/Other	•••••••	• • • • • • • • • • • • • • • • • • •	•••••		••••••	• • • • • • • • • • • • • • • • •	•••••	•••••
Pacific Islander								
White	9	89%	89%	44%	11	-	-	–
Multiracial	•••••••••••••••••••••••••••••	• • • • • • • • • • • • • • • • • • • •		••••••	•••••••	• • • • • • • • • • • • • • • • • • •	••••••	•••••
Small Group Totals	••••••••	• • • • • • • • • • • • • • •		•••••	12	75%	75%	25%
General-Education Students	9	89%	89%	44%	12	75%	75%	25%
Students with Disabilities	••••••••••••••••••••••••••••	• • • • • • • • • • • • • • • •		••••••	••••••••••••••••••••••	• ••••		
English Proficient	9	89%	89%	44%	12	75%	75%	25%
Limited English Proficient	••••••••	• • • • • • • • • • • • • • • •		•••••	••••••	• • • • • • • • • • • • • • • • • •	••••••	•••••
Economically Disadvantaged	4	-	_	-	3	-	-	-
Not Disadvantaged	5	-	_	–	9	-	-	_
Migrant								
Not Migrant	9	89%	89%	44%	12	75%	75%	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.

Other Assessments	2005 Cohort				2004 Cohort				
	Number of Students	Number sco 2–4	oring at level 3–4	.(s): 4	Number of Students	Number sco 2–4	oring at level 3–4	(s): 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 School's Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction

	This School			Similar Schools Percentage scoring at level(s):				
	Percentage sco	oring at level(s):					
	2-4	3-4	4	2-4	3-4	4		
100% 2005 Cohort 2004 Cohort	92% 78%	92% 78%	25% 0%	88% 88%	84% 83%	30% 30%		

Results by	2005 Coho i	2005 Cohort					2004 Cohort**			
Student Group	Number	Percentage scoring at level(s):			Number	Percentage scoring at level(s):				
	of Students	2-4	3-4	4	of Students	2-4	3-4	4		
All Students	9	78%	78%	0%	12	92%	92%	25%		
Female	4	-	-	-	4	-	-	-		
Male	5	-	-	-	8	-	-	-		
American Indian or Alaska Native										
Black or African American	•••••		••••••		1	-	-	-		
Hispanic or Latino					••••••		•••••			
Asian or Native Hawaiian/Other	•••••		••••••		••••••	• • • • • • • • • • • • • • • • • • • •	••••••	•••••		
Pacific Islander										
White	9	78%	78%	0%	11	-	-	-		
Multiracial										
Small Group Totals	••••••				12	92%	92%	25%		
General-Education Students	9	78%	78%	0%	12	92%	92%	25%		
Students with Disabilities	•••••••	• • • • • • • • • • • • • • •	••••••••••		••••••	• • • • • • • • • • • • • • • • • •	••••••	•••••		
English Proficient	9	78%	78%	0%	12	92%	92%	25%		
Limited English Proficient	••••••••	• • • • • • • • • • • • • • •			••••••••••••••••••••••	• • • • • • • • • • • • • • • •		•••••		
Economically Disadvantaged	4	_	_	-	3	_	_	-		
Not Disadvantaged	5	-	-	-	9	-	-	-		
Migrant										
Not Migrant	9	78%	78%	0%	12	92%	92%	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.

Other Assessments	2005 Cohort				2004 Cohort				
	Number of Students	Number scoring at level(s): 2–4 3–4 4			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.