



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **ELMIRA CITY SCHOOL DISTRICT**
District ID **070600010000**
Superintendent **RAYMOND BRYANT**
Telephone **(607) 735-3010**
Grades **PK-12**

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.

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

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 districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2006–07 accountability status.

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District **ELMIRA CITY SCHOOL DISTRICT**

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

	2003-04	2004-05	2005-06
Pre-K	234	217	225
Kindergarten	544	546	574
Grade 1	542	536	538
Grade 2	529	509	516
Grade 3	540	500	501
Grade 4	558	511	502
Grade 5	529	547	507
Grade 6	601	518	527
Ungraded Elementary	0	0	0
Grade 7	592	573	511
Grade 8	615	581	564
Grade 9	612	622	592
Grade 10	592	603	599
Grade 11	517	545	545
Grade 12	540	496	533
Ungraded Secondary	0	0	0
Total K-12	7311	7087	7009

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	20	19	20
Grade 8			
English	22	20	18
Mathematics	21	20	19
Science	22	20	19
Social Studies	21	20	19
Grade 10			
English	26	22	16
Mathematics	18	20	23
Science	27	25	21
Social Studies	25	21	22

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 **ELMIRA CITY SCHOOL DISTRICT**

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	2813	38%	2773	39%	3160	45%
Reduced-Price Lunch	759	10%	752	11%	821	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	26	0%	21	0%	22	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	18	0%	17	0%	13	0%
Black or African American	1162	16%	1145	16%	1159	17%
Hispanic or Latino	137	2%	147	2%	156	2%
Asian or Native Hawaiian/Other Pacific Islander	52	1%	51	1%	53	1%
White	5942	81%	5727	81%	5628	80%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		95%		94%		93%
Student Suspensions	724	N/A	785	11%	724	10%

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 **ELMIRA CITY SCHOOL DISTRICT**

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1516	1524	2108
Percent Not Taught by Highly Qualified Teachers	2%	3%	1%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	3	4	2
Percent with No Valid Teaching Certificate	1%	1%	0%
Individuals Teaching Out of Certification			
Number of Teachers	9	10	5
Percentage of Total	2%	2%	1%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	33%	30%	32%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	575	579	569
Total Other Professional Staff	100	103	99
Total Paraprofessionals*	199	233	220
Assistant Principals	17	17	16
Principals	12	13	13

* Not available at the school level.

Teacher Qualifications Information

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. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

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 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



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 2005–06 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. At the secondary level, the PI of each group in the 2002 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 meet the qualification for Safe Harbor.

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 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 PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 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 2001 graduation-rate cohort earning a local diploma by August 31, 2005 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

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 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 secondary-level AMO 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.

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 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

A list of tests used to measure student performance for accountability is available at www.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 original 2005–06 safe harbor targets were calculated using the following equation:

$$2005-06 \text{ PI} + (200 - \text{the } 2005-06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, 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: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

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.


District **ELMIRA CITY SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

Improvement (Year 2)

Elementary/Middle Level

ELA  Improvement (Year 2)

Math  Good Standing

Science  Good Standing

Secondary Level

ELA  Improvement (Year 2)

Math  Good Standing

Graduation Rate  Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

YES































2005–06

YES




2006–07

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 Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	–	–	–	–	–	–
Black or African American	 SH		–			–
Hispanic or Latino			–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–	–
White			–			–
Other Groups						
Students with Disabilities		 SH	–			–
Limited English Proficient	–	–	–	–	–	–
Economically Disadvantaged	 SH		–			–
Student groups making AYP in each subject	 5 of 6	 6 of 6	 1 of 1	 3 of 5	 3 of 5	 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)  |

District **ELMIRA CITY SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts




















Accountability Status for This Subject (2006–07)  Improvement (Year 2)

Accountability Measures 5 of 6 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 3) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 2) in 2007-08. [207]

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 2005–06 2006–07
All Students (3135:3062)			99%		134	120	
Ethnicity							
American Indian or Alaska Native (5:5)	–	–	–	–	–	–	–
Black or African American (521:501)			99%		109	117	106 118
Hispanic or Latino (68:68)			100%		129	110	
Asian or Native Hawaiian/Other Pacific Islander (21:21)	–	–	–	–	–	–	–
White (2520:2467)			99%		139	120	
Other Groups							
Students with Disabilities ⁴ (598:577)			98%		66	117	78 79
Limited English Proficient (8:8)	–	–	–	–	–	–	–
Economically Disadvantaged (1750:1706)			100%		115	119	112 124
Final AYP Determination	 5 of 6						

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 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 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 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, 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.

‡ 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

District **ELMIRA CITY SCHOOL DISTRICT**




















Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 6 of 6 Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [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 2005–06 2006–07
All Students (3154:3036)			99%		132	84	
Ethnicity							
American Indian or Alaska Native (5:5)	–	–	–	–	–	–	–
Black or African American (531:499)			99%		103	81	
Hispanic or Latino (66:64)			98%		117	74	
Asian or Native Hawaiian/Other Pacific Islander (23:21)	–	–	–	–	–	–	–
White (2529:2447)			99%		138	84	
Other Groups							
Students with Disabilities ⁴ (601:575)	 SH		98%	 SH	73	81	66 86
Limited English Proficient (8:8)	–	–	–	–	–	–	–
Economically Disadvantaged (1776:1704)			100%		114	83	
Final AYP Determination	 6 of 6						

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 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 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 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, 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.

‡ 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

District **ELMIRA CITY SCHOOL DISTRICT**













Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2006–07)

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

Prospective Status This district will be in good standing in 2007-08. [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 2005–06 2006–07
All Students (1078:1018)		Qualified		98%		163	100	
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–	–
Black or African American (175:158)		Qualified		97%		135	100	
Hispanic or Latino (26:24)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (8:7)	–	–	–	–	–	–	–	–
White (868:828)		Qualified		98%		168	100	
Other Groups								
Students with Disabilities (209:190)		Qualified		94%		126	100	
Limited English Proficient (2:2)	–	–	–	–	–	–	–	–
Economically Disadvantaged (606:570)		Qualified		99%		152	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 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 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 schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.


AYP Status

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

District **ELMIRA CITY SCHOOL DISTRICT**

Secondary-Level English Language Arts

















Accountability Status for This Subject (2006–07)  Improvement (Year 2)

Accountability Measures 3 of 5 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 3) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 2) in 2007-08. [207]

How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (456:453)			100%		161	149	
Ethnicity							
American Indian or Alaska Native (3:2)	–	–	–	–	–	–	–
Black or African American (44:45)			98%		93	140	128 104
Hispanic or Latino (5:5)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (3:3)	–	–	–	–	–	–	–
White (401:398)			100%		169	148	
Other Groups							
Students with Disabilities (49:61)			100%		102	142	68 [†] 112
Limited English Proficient (0:0)							
Economically Disadvantaged (129:134)			100%		153	145	
Final AYP Determination	 3 of 5						

NOTES




¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 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 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 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 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

[†] 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

District **ELMIRA CITY SCHOOL DISTRICT**

Secondary-Level Mathematics

















Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 3 of 5 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

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 2005–06	2006–07
(12th Graders: 2002 Cohort) ¹								
All Students (456:453)			100%		161	141		
Ethnicity								
American Indian or Alaska Native (3:2)	–	–	–	–	–	–	–	–
Black or African American (44:45)			98%		98	132	118	108
Hispanic or Latino (5:5)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (3:3)	–	–	–	–	–	–	–	–
White (401:398)			100%		168	140		
Other Groups								
Students with Disabilities (49:61)			98%		98	134	84‡	108
Limited English Proficient (0:0)								
Economically Disadvantaged (129:134)			99%		151	137		
Final AYP Determination	 3 of 5							

NOTES




¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 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 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 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 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

‡ 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

District **ELMIRA CITY SCHOOL DISTRICT**








Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
All Students (446)			67%	55%		
Ethnicity						
American Indian or Alaska Native (1)		–	–	–	–	–
Black or African American (56)			48%	55%	43%	49%
Hispanic or Latino (5)		–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (3)		–	–	–	–	–
White (381)			70%	55%		
Other Groups						
Students with Disabilities (42)			19%	55%	36%	20%
Limited English Proficient (0)						
Economically Disadvantaged (105)			59%	55%		
Final AYP Determination		1 of 1				

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

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 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **ELMIRA CITY SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

Federal Title I Status

New York State Status

Good Standing

10 schools identified 77% of total

BROADWAY ELEMENTARY SCHOOL
ELMIRA ALTERNATIVE HIGH SCHOOL
ELMIRA FREE ACADEMY
GEORGE WASHINGTON SCHOOL
HENDY AVENUE SCHOOL
PARLEY COBURN SCHOOL
PINE CITY SCHOOL
RIVERSIDE SCHOOL
SOUTHSIDE HIGH SCHOOL
THOMAS K. BEECHER SCHOOL

Improvement (Year1)

1 school identified 8% of total

DIVEN SCHOOL

Planning for Restructuring

1 school identified 8% of total

BROADWAY MIDDLE SCHOOL

Restructuring (Year 1)

1 school identified 8% of total

ERNIE DAVIS MIDDLE SCHOOL

District **ELMIRA CITY SCHOOL DISTRICT**

Summary of 2005–06 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	58%			509
Grade 4	54%			489
Grade 5	57%			502
Grade 6	46%			520
Grade 7	44%			510
Grade 8	30%			561

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	61%			510
Grade 4	64%			497
Grade 5	54%			507
Grade 6	37%			525
Grade 7	43%			508
Grade 8	32%			560

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	81%			494
Grade 8	56%			553

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	63%			534
Mathematics	63%			534

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	64%			534

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.

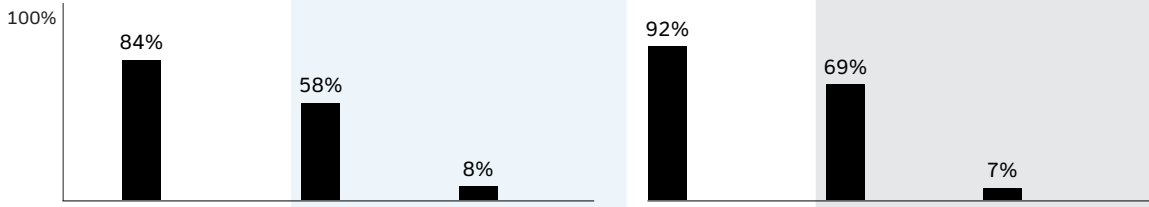
This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high student needs in relation to district resource capacity.

District **ELMIRA CITY SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts

	This District			NY State Public			
	Percentage scoring at level(s):			Percentage scoring at level(s):			
	2-4	3-4	4	2-4	3-4	4	
Mean Score: 661	Range: 616-780			650-780			730-780
							
Number of Students:	427	295	40				

Results by Student Group

	2005-06 School Year				2004-05 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	509	84%	58%	8%				
Female	249	88%	63%	10%				
Male	260	80%	53%	6%				
American Indian or Alaska Native								
Black or African American	98	71%	38%	2%				
Hispanic or Latino	8	75%	25%	13%				
Asian or Native Hawaiian/Other Pacific Islander								
White	403	87%	64%	9%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	418	93%	69%	10%				
Students with Disabilities	91	42%	9%	0%				
English Proficient	508	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	298	79%	45%	3%				
Not Disadvantaged	211	91%	76%	15%				
Migrant								
Not Migrant	509	84%	58%	8%				

NOTES

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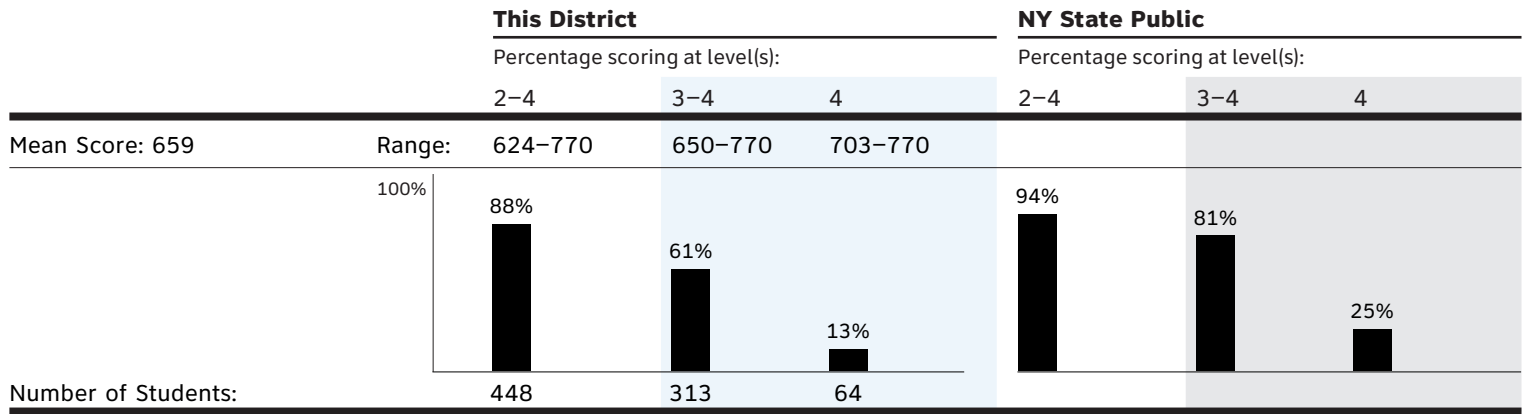
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	5	5	5	5	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0				N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ELMIRA CITY SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 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	510	88%	61%	13%				
Female	250	88%	63%	13%				
Male	260	88%	60%	12%				
American Indian or Alaska Native								
Black or African American	101	79%	39%	2%				
Hispanic or Latino	8	63%	25%	0%				
Asian or Native Hawaiian/Other Pacific Islander								
White	401	91%	68%	15%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	418	93%	70%	15%				
Students with Disabilities	92	66%	23%	0%				
English Proficient	509	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	299	85%	49%	5%				
Not Disadvantaged	211	92%	79%	23%				
Migrant								
Not Migrant	510	88%	61%	13%				

NOTES

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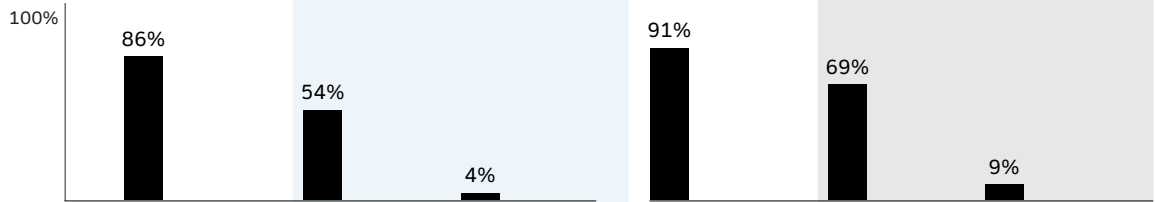
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	5	5	5	4	This test was not given in 2004-05.			

District **ELMIRA CITY SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 651	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	421	263	19	91%	69%	9%



Results by Student Group

	2005-06 School Year				2004-05 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	489	86%	54%	4%				
Female	232	88%	54%	6%				
Male	257	84%	53%	2%				
American Indian or Alaska Native								
Black or African American	81	77%	31%	0%				
Hispanic or Latino	8	-	-	-				
Asian or Native Hawaiian/Other								
Pacific Islander	4	-	-	-				
White	396	88%	58%	4%				
Small Group Totals	12	92%	75%	25%				
General-Education Students	407	92%	61%	5%				
Students with Disabilities	82	59%	17%	0%				
English Proficient	488	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	305	82%	43%	2%				
Not Disadvantaged	184	92%	71%	8%				
Migrant								
Not Migrant	489	86%	54%	4%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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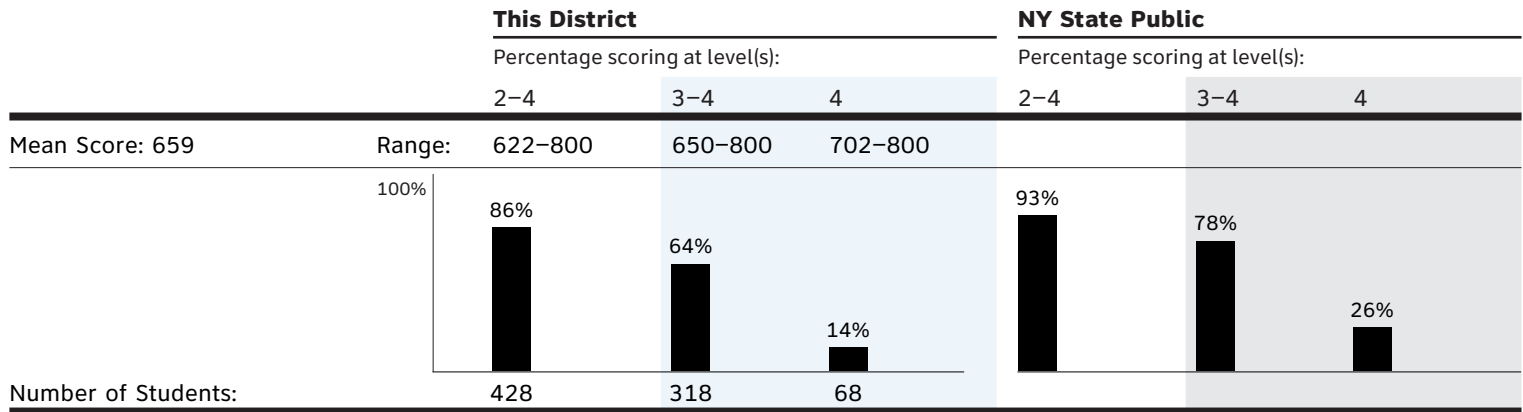
Other Assessments

	2005-06 School Year				2004-05 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	3	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0				0			

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ELMIRA CITY SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 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	497	86%	64%	14%				
Female	232	84%	59%	11%				
Male	265	88%	68%	16%				
American Indian or Alaska Native								
Black or African American	85	71%	40%	1%				
Hispanic or Latino	8	75%	75%	38%				
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	40%				
White	399	89%	68%	16%				
Small Group Totals								
General-Education Students	409	92%	71%	16%				
Students with Disabilities	88	60%	31%	3%				
English Proficient	496	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	309	83%	56%	7%				
Not Disadvantaged	188	92%	78%	24%				
Migrant								
Not Migrant	497	86%	64%	14%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

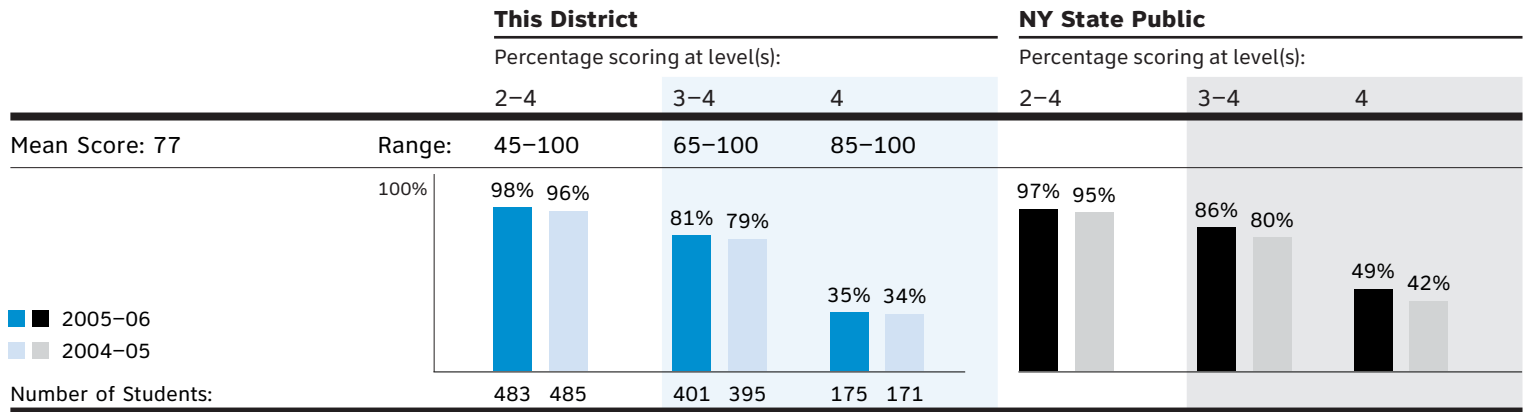
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Other Assessments

	2005-06 School Year				2004-05 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	3	-	-	-	3	-	-	-

District **ELMIRA CITY SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 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	494	98%	81%	35%	503	96%	79%	34%
Female	233	98%	79%	31%	222	95%	77%	28%
Male	261	98%	83%	39%	281	98%	80%	38%
American Indian or Alaska Native								
Black or African American	84	95%	61%	12%	72	90%	57%	18%
Hispanic or Latino	7	-	-	-	12	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	3	-	-	-
White	399	98%	85%	40%	416	98%	82%	37%
Small Group Totals	11	100%	82%	64%	15	93%	93%	33%
General-Education Students	411	99%	84%	39%	417	97%	82%	37%
Students with Disabilities	83	94%	65%	18%	86	95%	62%	19%
English Proficient	493	-	-	-	502	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	306	97%	75%	25%	276	95%	72%	22%
Not Disadvantaged	188	99%	91%	53%	227	99%	87%	49%
Migrant								
Not Migrant	494	98%	81%	35%	503	96%	79%	34%

NOTES

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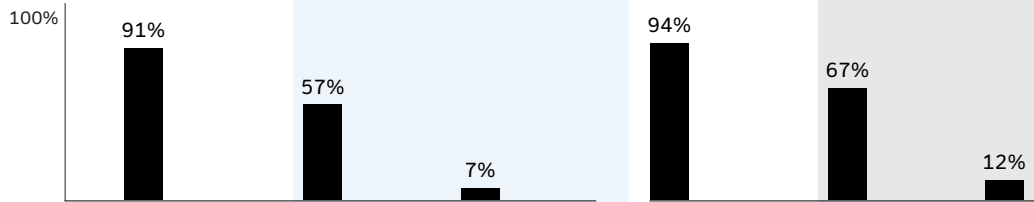
Other Assessments

	2005-06 School Year				2004-05 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	3	-	-	-	1	-	-	-

District **ELMIRA CITY SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 651	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	455	284	34	94%	67%	12%



Results by Student Group

	2005-06 School Year				2004-05 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	502	91%	57%	7%				
Female	221	92%	57%	8%				
Male	281	90%	56%	6%				
American Indian or Alaska Native								
Black or African American	78	87%	44%	6%				
Hispanic or Latino	12	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	408	91%	59%	7%	This test was not given in 2004-05.			
Small Group Totals	16	94%	63%	0%				
General-Education Students	407	97%	66%	8%				
Students with Disabilities	95	62%	16%	0%				
English Proficient	500	-	-	-				
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	279	86%	42%	4%				
Not Disadvantaged	223	96%	75%	10%				
Migrant								
Not Migrant	502	91%	57%	7%				

NOTES

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Other Assessments

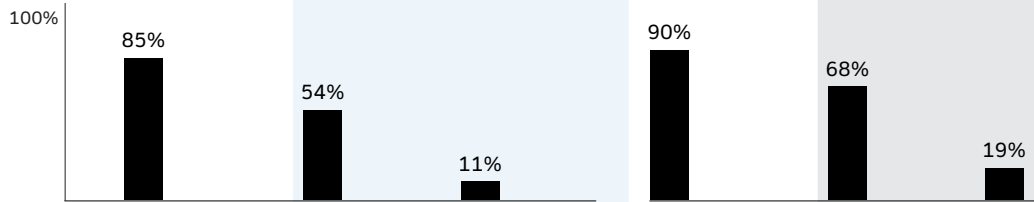
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	4	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0				N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ELMIRA CITY SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 654	619-780	650-780	699-780			
Range:	619-780	650-780	699-780			
Number of Students:	432	274	57	90%	68%	19%



Results by Student Group

	2005-06 School Year				2004-05 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	507	85%	54%	11%				
Female	226	83%	52%	9%				
Male	281	87%	56%	13%				
American Indian or Alaska Native								
Black or African American	82	71%	37%	2%				
Hispanic or Latino	12	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	409	88%	57%	12%	This test was not given in 2004-05.			
Small Group Totals	16	81%	69%	31%				
General-Education Students	414	91%	62%	13%				
Students with Disabilities	93	58%	20%	3%				
English Proficient	505	-	-	-				
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	283	79%	42%	5%				
Not Disadvantaged	224	93%	69%	19%				
Migrant								
Not Migrant	507	85%	54%	11%				

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	4	-	-	-	This test was not given in 2004-05.			

District **ELMIRA CITY SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public			
	Percentage scoring at level(s):			Percentage scoring at level(s):			
	2-4	3-4	4	2-4	3-4	4	
Mean Score: 639	Range: 598-785			650-785			705-785
Number of Students:	432	237	29				

Results by Student Group

	2005-06 School Year				2004-05 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	520	83%	46%	6%				
Female	264	85%	51%	5%				
Male	256	81%	40%	6%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	95	80%	29%	2%				
Hispanic or Latino	12	92%	58%	0%				
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-				
White	405	83%	49%	6%	This test was not given in 2004-05.			
Small Group Totals	8	100%	50%	25%				
General-Education Students	422	91%	55%	7%				
Students with Disabilities	98	47%	6%	1%				
English Proficient	520	83%	46%	6%				
Limited English Proficient								
Economically Disadvantaged	306	77%	31%	2%				
Not Disadvantaged	214	92%	66%	10%				
Migrant								
Not Migrant	520	83%	46%	6%				

NOTES

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Other Assessments

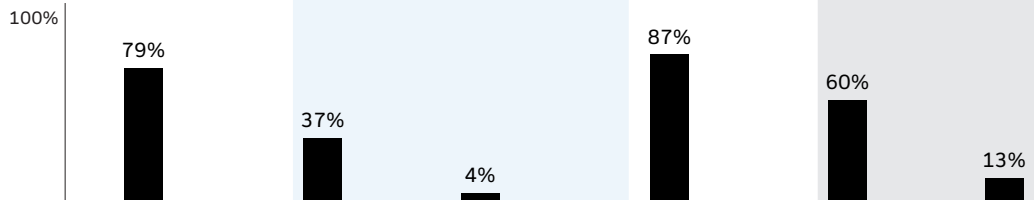
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	5	5	5	5	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0				N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ELMIRA CITY SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 638	616-780	650-780	696-780			
Range:						
Number of Students:	416	195	21	87%	60%	13%



Results by Student Group

	2005-06 School Year				2004-05 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	525	79%	37%	4%				
Female	266	80%	38%	2%				
Male	259	78%	36%	6%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	97	68%	20%	0%				
Hispanic or Latino	11	82%	45%	0%				
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-				
White	408	82%	41%	5%	This test was not given in 2004-05.			
Small Group Totals	9	89%	44%	22%				
General-Education Students	426	87%	44%	5%				
Students with Disabilities	99	45%	6%	0%				
English Proficient	525	79%	37%	4%				
Limited English Proficient								
Economically Disadvantaged	313	72%	26%	2%				
Not Disadvantaged	212	91%	53%	8%				
Migrant								
Not Migrant	525	79%	37%	4%				

NOTES

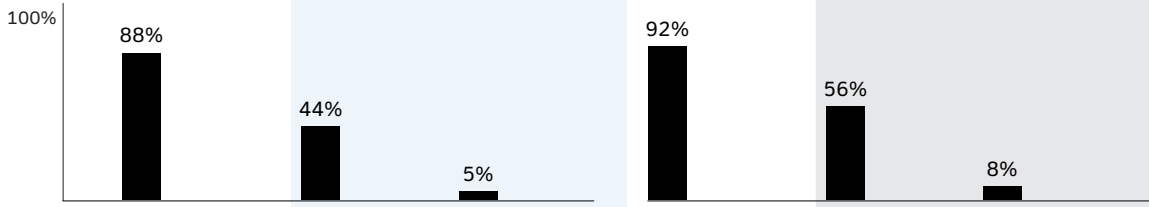
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	5	5	5	5	This test was not given in 2004-05.			

District **ELMIRA CITY SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 642	Range: 600-790			650-790 712-790		
						
Number of Students:	450	225	23			

Results by Student Group

	2005-06 School Year				2004-05 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	510	88%	44%	5%				
Female	248	90%	46%	3%				
Male	262	87%	43%	6%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	74	85%	24%	3%				
Hispanic or Latino	10	80%	30%	0%				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	421	89%	48%	5%	This test was not given in 2004-05.			
Small Group Totals	5	100%	40%	0%				
General-Education Students	422	94%	52%	5%				
Students with Disabilities	88	60%	5%	0%				
English Proficient	507	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	270	84%	31%	1%				
Not Disadvantaged	240	93%	59%	8%				
Migrant								
Not Migrant	510	88%	44%	5%				

NOTES

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Other Assessments

	2005-06 School Year				2004-05 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	1	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0				N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ELMIRA CITY SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 639	611-800	650-800	693-800			
Range:	611-800	650-800	693-800			
Number of Students:	420	220	19			

Category	Level 2-4	Level 3-4	Level 4
This District	83%	43%	4%
NY State Public	87%	56%	12%

Results by Student Group

	2005-06 School Year				2004-05 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	508	83%	43%	4%				
Female	248	82%	43%	2%				
Male	260	83%	44%	5%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	75	75%	31%	1%				
Hispanic or Latino	8	63%	0%	0%				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	420	84%	46%	4%	This test was not given in 2004-05.			
Small Group Totals	5	100%	100%	60%				
General-Education Students	422	90%	50%	5%				
Students with Disabilities	86	47%	10%	0%				
English Proficient	505	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	273	76%	29%	0%				
Not Disadvantaged	235	91%	60%	8%				
Migrant								
Not Migrant	508	83%	43%	4%				

NOTES

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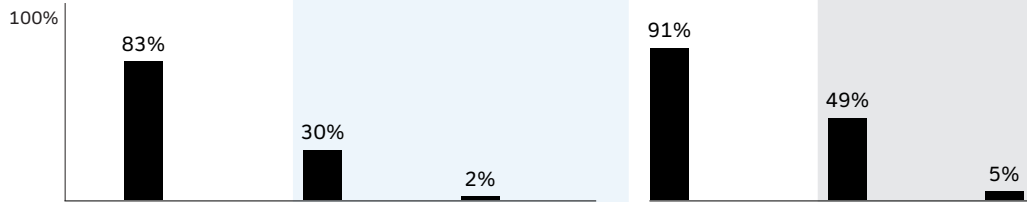
Other Assessments

	2005-06 School Year				2004-05 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	1	-	-	-	This test was not given in 2004-05.			

District **ELMIRA CITY SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 632	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	466	169	11	91%	49%	5%



Results by Student Group

	2005-06 School Year				2004-05 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	561	83%	30%	2%				
Female	287	89%	36%	3%				
Male	274	77%	24%	1%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	86	78%	16%	2%				
Hispanic or Latino	18	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	453	84%	32%	2%				
Small Group Totals	22	82%	41%	0%				
General-Education Students	452	93%	37%	2%				
Students with Disabilities	109	43%	3%	0%				
English Proficient	560	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	286	76%	17%	1%				
Not Disadvantaged	275	90%	44%	3%				
Migrant								
Not Migrant	561	83%	30%	2%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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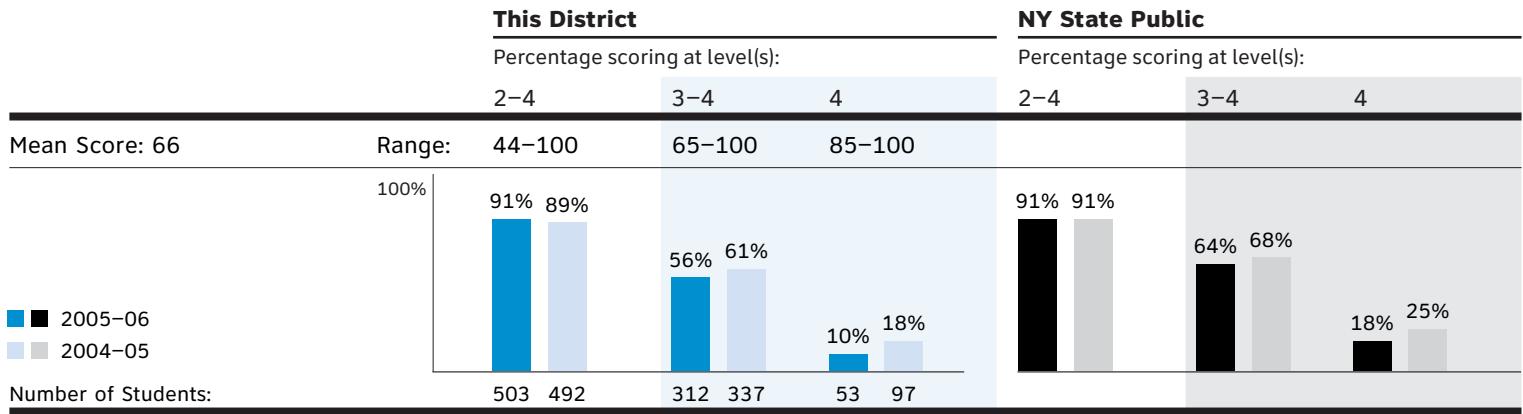
Other Assessments

	2005-06 School Year				2004-05 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	6	6	6	6	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0				0			

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ELMIRA CITY SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 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	553	91%	56%	10%	550	89%	61%	18%
Female	288	93%	55%	9%	255	87%	62%	16%
Male	265	89%	58%	11%	295	92%	61%	19%
American Indian or Alaska Native	1	-	-	-				
Black or African American	85	80%	34%	2%	92	83%	38%	3%
Hispanic or Latino	17	-	-	-	12	83%	42%	8%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	6	100%	83%	33%
White	447	93%	60%	11%	440	91%	66%	21%
Small Group Totals	21	90%	62%	0%				
General-Education Students	449	96%	64%	12%	462	94%	69%	21%
Students with Disabilities	104	71%	23%	0%	88	66%	18%	2%
English Proficient	552	-	-	-	548	-	-	-
Limited English Proficient	1	-	-	-	2	-	-	-
Economically Disadvantaged	291	86%	44%	3%	252	84%	50%	10%
Not Disadvantaged	262	96%	70%	17%	298	94%	71%	24%
Migrant								
Not Migrant	553	91%	56%	10%	550	89%	61%	18%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 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	6	6	6	5	5	5	4	4
Regents Science	0				0			

District **ELMIRA CITY SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

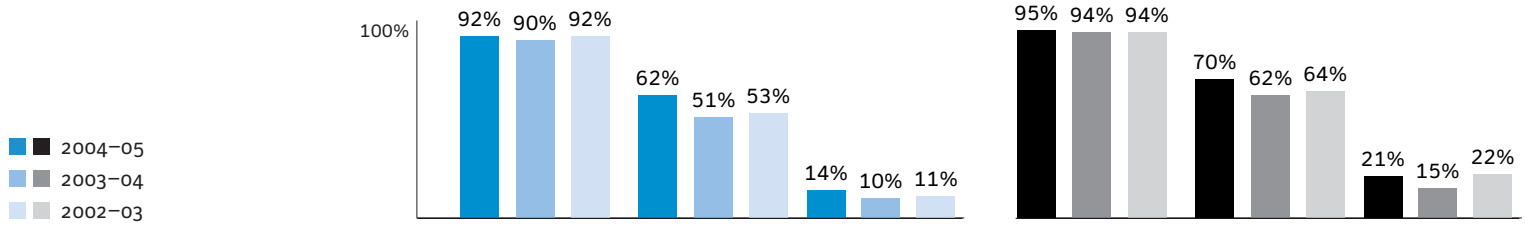
Percentage scoring at level(s):

2-4	3-4	4
Range: 603-800	645-800	692-800

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	40	155	241	72	508	655
Feb 2004	54	215	225	52	546	646
Feb 2003	44	206	217	60	527	648

Grade 8

This School

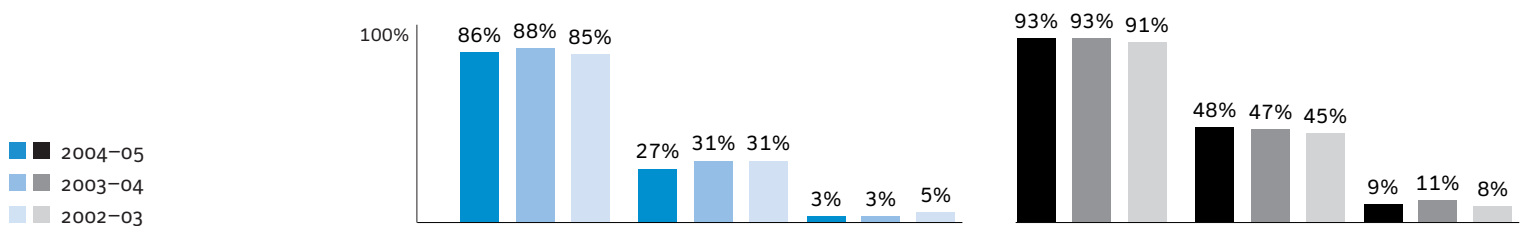
Percentage scoring at level(s):

2-4	3-4	4
Range: 658-830	697-830	737-830

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	82	345	142	19	588	682
Jan 2004	72	346	169	21	608	687
Jan 2003	92	319	158	30	599	685

District **ELMIRA CITY SCHOOL DISTRICT**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

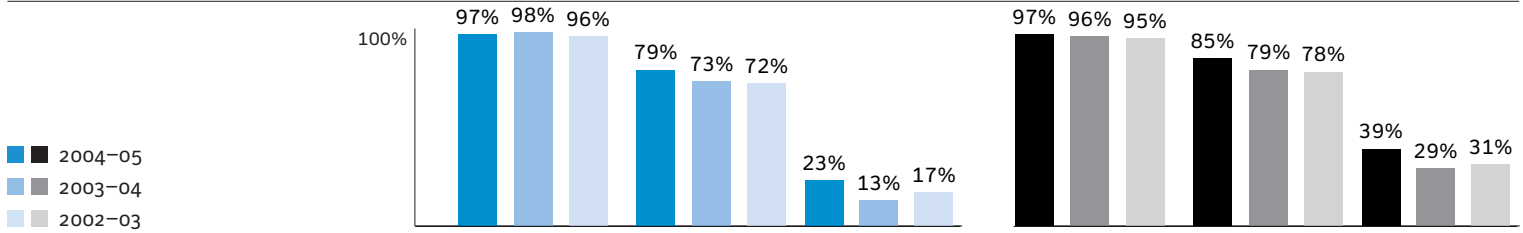
Percentage scoring at level(s):

2-4	3-4	4
Range: 602-810	637-810	678-810

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	17	90	282	118	507	657
May 2004	13	134	327	71	545	651
May 2003	23	126	295	89	533	652

Grade 8

This School

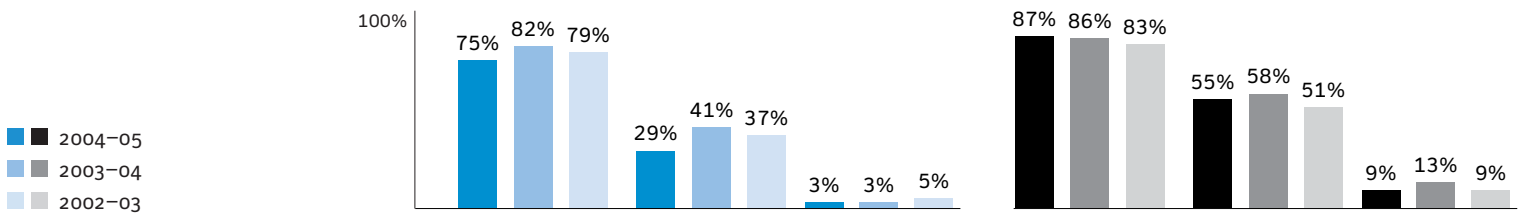
Percentage scoring at level(s):

2-4	3-4	4
Range: 681-882	716-882	760-882

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	141	266	150	16	573	699
May 2004	107	244	228	17	596	705
May 2003	130	253	191	33	607	704

District **ELMIRA CITY SCHOOL DISTRICT**

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

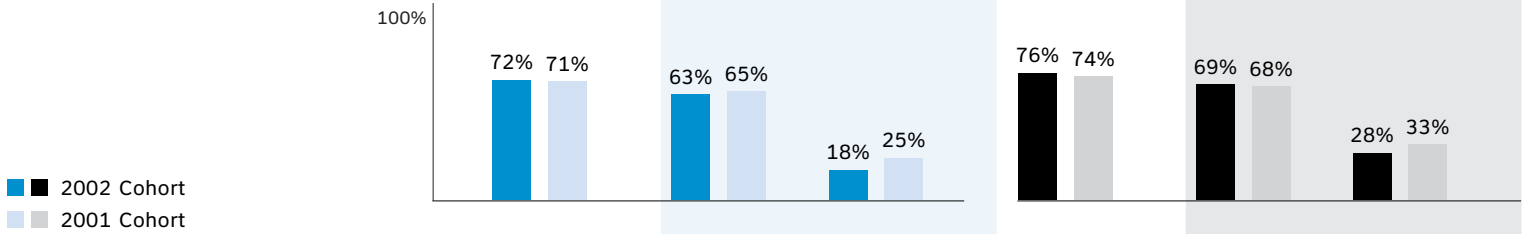
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	534	72%	63%	18%	479	71%	65%	25%
Female	278	75%	67%	22%	235	80%	76%	36%
Male	256	69%	58%	13%	244	63%	55%	15%
American Indian or Alaska Native	2	–	–	–	1	–	–	–
Black or African American	59	42%	29%	2%	55	58%	45%	13%
Hispanic or Latino	6	50%	33%	17%	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	2	–	–	–
White	464	76%	67%	20%	417	73%	68%	27%
Small Group Totals	5	100%	100%	20%	7	57%	57%	43%
General-Education Students	456	79%	69%	21%	435	76%	71%	28%
Students with Disabilities	78	32%	23%	0%	44	23%	7%	0%
English Proficient	534	72%	63%	18%	479	71%	65%	25%
Limited English Proficient								
Economically Disadvantaged	168	69%	54%	9%				
Not Disadvantaged	366	74%	67%	22%				
Migrant								
Not Migrant	534	72%	63%	18%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	9	0

* 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.

District **ELMIRA CITY SCHOOL DISTRICT**

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

This District

Percentage scoring at level(s):

2-4

3-4

4

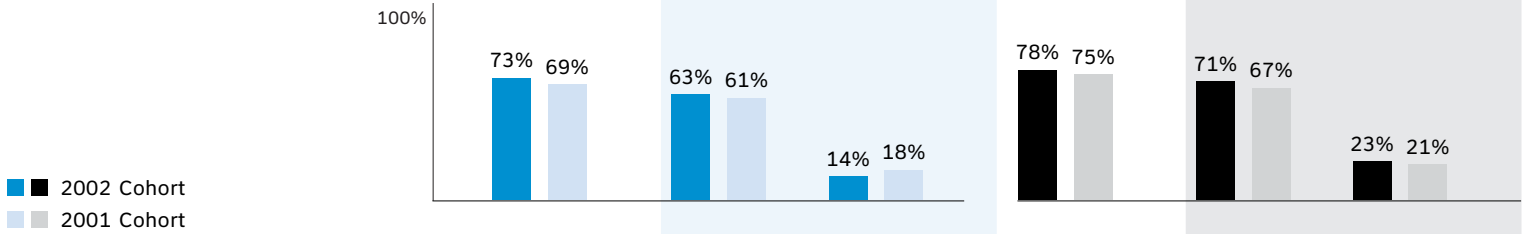
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	534	73%	63%	14%	479	69%	61%	18%
Female	278	76%	61%	15%	235	76%	69%	21%
Male	256	70%	64%	14%	244	63%	54%	15%
American Indian or Alaska Native	2	–	–	–	1	–	–	–
Black or African American	59	44%	32%	2%	55	53%	38%	11%
Hispanic or Latino	6	50%	17%	17%	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	2	–	–	–
White	464	77%	67%	16%	417	71%	64%	19%
Small Group Totals	5	100%	100%	20%	7	71%	71%	14%
General-Education Students	456	80%	70%	17%	435	74%	66%	20%
Students with Disabilities	78	33%	22%	0%	44	27%	16%	0%
English Proficient	534	73%	63%	14%	479	69%	61%	18%
Limited English Proficient								
Economically Disadvantaged	168	70%	54%	5%				
Not Disadvantaged	366	75%	67%	19%				
Migrant								
Not Migrant	534	73%	63%	14%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	8	0

* 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.

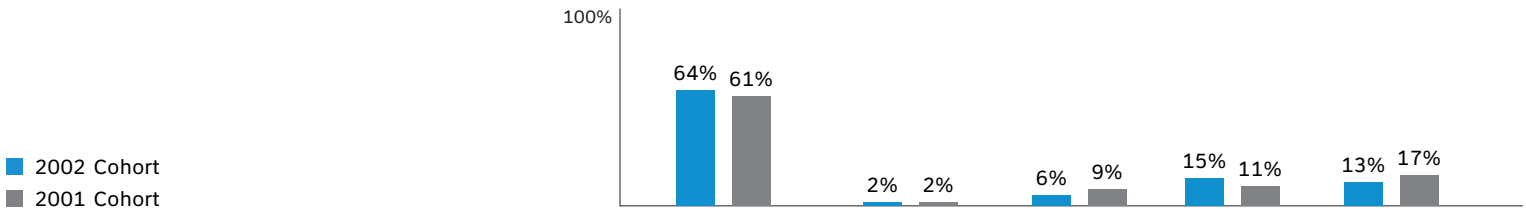
District **ELMIRA CITY SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	534	64%	2%	6%	15%	13%
	2001	479	61%	2%	9%	11%	17%
Female	2002	278	66%	2%	6%	14%	13%
	2001	235	69%	3%	6%	9%	14%
Male	2002	256	61%	2%	7%	17%	14%
	2001	244	53%	1%	11%	14%	20%
American Indian or Alaska Native	2002	2	–	–	–	–	–
	2001	1	–	–	–	–	–
Black or African American	2002	59	29%	7%	7%	29%	29%
	2001	55	42%	5%	13%	20%	20%
Hispanic or Latino	2002	6	50%	0%	0%	17%	33%
	2001	4	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2002	3	–	–	–	–	–
	2001	2	–	–	–	–	–
White	2002	464	68%	1%	6%	14%	11%
	2001	417	64%	1%	8%	10%	17%
Small Group Totals	2002	5	100%	0%	0%	0%	0%
	2001	7	43%	0%	14%	43%	0%
General-Education Students	2002	456	70%	0%	6%	11%	12%
	2001	435	65%	0%	8%	11%	16%
Students with Disabilities	2002	78	26%	12%	6%	38%	18%
	2001	44	20%	20%	11%	16%	32%
English Proficient	2002	534	64%	2%	6%	15%	13%
	2001	479	61%	2%	9%	11%	17%
Limited English Proficient	2002	0	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	2002	168	52%	4%	8%	23%	14%
	2002	366	69%	1%	6%	11%	13%
Not Disadvantaged	2002	0	N/A	N/A	N/A	N/A	N/A
	2002	534	64%	2%	6%	15%	13%

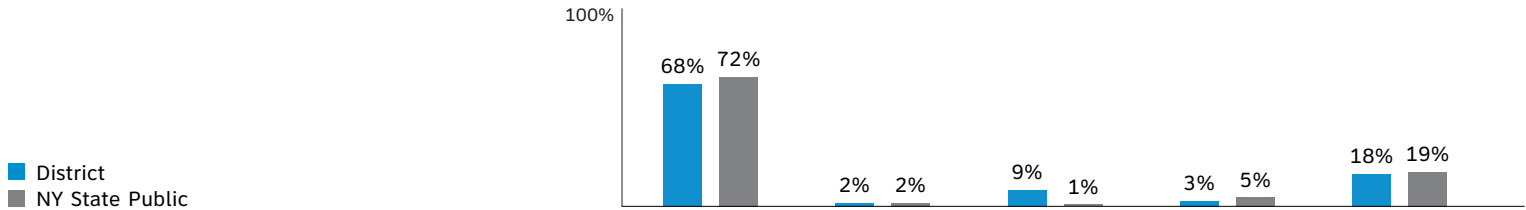
NOTES

The – symbol indicates that data for a group of students has 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.

District **ELMIRA CITY SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	481	68%	2%	9%	3%	18%
Female	233	76%	2%	6%	2%	13%
Male	248	61%	2%	11%	4%	22%
American Indian or Alaska Native	1	–	–	–	–	–
Black or African American	59	51%	3%	12%	8%	25%
Hispanic or Latino	3	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–
White	416	71%	2%	8%	2%	17%
Small Group Totals	6	83%	0%	17%	0%	0%
General-Education Students	436	73%	0%	9%	2%	16%
Students with Disabilities	45	27%	22%	9%	9%	33%
English Proficient	481	68%	2%	9%	3%	18%
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	111	64%	3%	11%	5%	18%
Not Disadvantaged	370	70%	2%	8%	2%	18%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	481	68%	2%	9%	3%	18%

NOTES

The – symbol indicates that data for a group of students has 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.