



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **ELMIRA CITY SCHOOL DISTRICT**
District ID **07-06-00-01-0000**
Superintendent **RAYMOND BRYANT**
Telephone **(607) 735-3010**
Grades **PK-12, UE, US**

This District's Report Card

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

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

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 2007–08 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 ID **07-06-00-01-0000**

District Profile

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

Enrollment

	2004-05	2005-06	2006-07
Pre-K	217	225	290
Kindergarten	546	574	560
Grade 1	536	538	581
Grade 2	509	516	520
Grade 3	500	501	515
Grade 4	511	502	488
Grade 5	547	507	490
Grade 6	518	527	495
Ungraded Elementary	0	0	0
Grade 7	573	511	533
Grade 8	581	564	513
Grade 9	622	592	593
Grade 10	603	599	581
Grade 11	545	545	583
Grade 12	496	533	544
Ungraded Secondary	0	0	0
Total K-12	7087	7009	6996

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	19	20	19
Grade 8			
English	20	18	20
Mathematics	20	19	21
Science	20	19	20
Social Studies	20	19	20
Grade 10			
English	22	16	23
Mathematics	20	23	20
Science	25	21	22
Social Studies	21	22	20

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**District ID **07-06-00-01-0000**

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	2773	39%	3160	45%	3149	45%
Reduced-Price Lunch	752	11%	821	12%	825	12%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	21	0%	22	0%	16	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	17	0%	13	0%	13	0%
Black or African American	1145	16%	1159	17%	1221	17%
Hispanic or Latino	147	2%	156	2%	163	2%
Asian or Native Hawaiian/Other Pacific Islander	51	1%	53	1%	50	1%
White	5727	81%	5628	80%	5549	79%
Multiracial**	N/A	N/A	N/A	N/A	0	0%

* Not available at the district level.

** Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate	94%		93%		93%	
Student Suspensions	785	11%	724	10%	763	11%

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**District ID **07-06-00-01-0000**

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	577	569	536
Percent with No Valid Teaching Certificate	1%	0%	1%
Percent Teaching Out of Certification	2%	1%	2%
Percent with Fewer Than Three Years of Experience	12%	10%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	30%	32%	32%
Total Number of Core Classes*	N/A	2108	1389
Percent Not Taught by Highly Qualified Teachers	N/A	1%	3%
Total Number of Classes	1921	1951	1952
Percent Taught by Teachers Without Appropriate Certification	2%	1%	2%

* Data for 2004-05 were not weighted, so are not shown.

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	20%	30%	17%
Turnover Rate of All Teachers	18%	16%	12%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	103	99	95
Total Paraprofessionals*	233	220	223
Assistant Principals	17	16	17
Principals	13	13	13

* 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. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. 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 that 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 2006–07, 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: 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 2006–07 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 2003 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 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 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 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 2002 graduation-rate cohort earning a local diploma by August 31, 2006 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 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 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, 2007, are not included in the 2003 school accountability cohort. The 2003 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 AMO's 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 Cohort

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

The 2006–07 safe harbor targets were calculated using the following equation:

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

Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, 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.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2007–08)

Improvement (Year 2)

ELA	Improvement (Year 2)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2005–06	2006–07	2007–08
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✗	✓	✓
Ethnicity						
American Indian or Alaska Native	–	–				
Black or African American	✓	✓		✗	✗	
Hispanic or Latino	✓	✓		–	–	
Asian or Native Hawaiian/Other Pacific Islander	–	–		–	–	
White	✓	✓		✗	✓	
Multiracial						
Other Groups						
Students with Disabilities	✓ ^{SH}	✓		✗	✗	
Limited English Proficient	–	–				
Economically Disadvantaged	✓	✓		✗	✗	
Student groups making AYP in each subject	✓ 6 of 6	✓ 6 of 6	✓ 1 of 1	✗ 0 of 5	✗ 2 of 5	✓ 1 of 1

AYP Status


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

Accountability Status Levels

- | Federal | State |
|---------------------------------------|--|
| Good Standing | Good Standing |
| Improvement (Year 1) | Requiring Academic Progress (Year 1) |
| Improvement (Year 2) | Requiring Academic Progress (Year 2) |
| Improvement (Year 3) | Requiring Academic Progress (Year 3) |
| Improvement (Year 4) | Requiring Academic Progress (Year 4) |
| Improvement (Year 5 & Above) | Requiring Academic Progress (Year 5 & Above) |
| Pending – Requires Special Evaluation | |

Elementary/Middle-Level English Language Arts




















Accountability Status for This Subject (2007–08)  Improvement (Year 2)

Accountability Measures 6 of 6 Student groups making AYP in English Language Arts
 Made 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 2007-08, the district will be In Need of Improvement (Year 3) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [217]




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 2006–07 2007–08
All Students (3072:2978)			100%		147	120	
Ethnicity							
American Indian or Alaska Native (6:6)	—	—	—	—	—	—	—
Black or African American (544:531)			99%		126	117	
Hispanic or Latino (57:52)			98%		150	109	
Asian or Native Hawaiian/Other Pacific Islander (22:20)	—	—	—	—	—	—	—
White (2443:2369)			100%		152	120	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (574:549)	 SH		99%	 SH	85	117	79 97
Limited English Proficient ⁵ (9:5)	—	—	—	—	—	—	—
Economically Disadvantaged (1768:1704)			100%		132	119	
Final AYP Determination	 6 of 6						

NOTES


- 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.
 - 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006–07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.
 - 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.
 - If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- ‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

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




















Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2007-08)

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

Prospective Status This district will be in good standing in 2008-09. [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 2006-07 2007-08
All Students (3069:2939)			99%		154	84	
Ethnicity							
American Indian or Alaska Native (6:6)	—	—	—	—	—	—	—
Black or African American (542:521)			99%		131	81	
Hispanic or Latino (57:50)			95%		142	73	
Asian or Native Hawaiian/Other Pacific Islander (22:20)	—	—	—	—	—	—	—
White (2442:2342)			100%		159	84	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (576:543)			99%		100	81	
Limited English Proficient ⁵ (9:5)	—	—	—	—	—	—	—
Economically Disadvantaged (1785:1696)			99%		141	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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 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 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

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

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

AYP Status

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













Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2007–08)

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

Prospective Status This district will be in good standing in 2008-09. [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 2006–07 2007–08
All Students (1027:965)		Qualified		99%		167	100	
Ethnicity								
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—	—
Black or African American (165:158)		Qualified		98%		142	100	
Hispanic or Latino (18:14)	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (3:2)	—	—	—	—	—	—	—	—
White (838:788)		Qualified		99%		172	100	
Multiracial (0:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (200:181)		Qualified		97%		133	100	
Limited English Proficient ⁴ (4:2)	—	—	—	—	—	—	—	—
Economically Disadvantaged (576:530)		Qualified		98%		155	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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and performance indices.


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

AYP Status

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

Secondary-Level English Language Arts

















Accountability Status for This Subject (2007–08)  Improvement (Year 2)

Accountability Measures 0 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 2007-08, the district will be In Need of Improvement (Year 3) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [217]

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

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07	2007–08
(12th Graders: 2003 Cohort) ¹								
All Students (458:486)			100%		149	154	154	154
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (56:62)			100%		124	147	104‡	132
Hispanic or Latino (10:13)	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (2:2)	—	—	—	—	—	—	—	—
White (390:409)			100%		153	154	154	158
Multiracial (0:0)								
Other Groups								
Students with Disabilities (47:70)			100%		73	148	112	86
Limited English Proficient ⁴ (0:0)								
Economically Disadvantaged (150:177)			100%		138	151	151	144
Final AYP Determination	 0 of 5							

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

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


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

AYP Status

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

















Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2007–08)

Accountability Measures 2 of 5 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status This district will be in good standing in 2008-09. [201]

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (458:486)			100%		153	147	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (56:62)			100%		124	140	108 [‡] 132
Hispanic or Latino (10:13)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (2:2)	—	—	—	—	—	—	—
White (390:409)			99%		157	147	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (47:70)			100%		77	141	108 89
Limited English Proficient ⁴ (0:0)							
Economically Disadvantaged (150:177)			100%		142	144	144 148
Final AYP Determination	 2 of 5						

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

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


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

AYP Status

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








Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2007–08)

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

Prospective Status This district will be in good standing in 2008-09. [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 2006–07 2007–08	
All Students (463)			78%	55%		
Ethnicity						
American Indian or Alaska Native (2)		–	–	–		
Black or African American (46)			46%	55%	49%	47%
Hispanic or Latino (5)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (3)		–	–	–		
White (407)			82%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (62)			42%	55%	20%	43%
Limited English Proficient ³ (0)						
Economically Disadvantaged (134)			75%	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 2002 cohort that earned a local or Regents diploma by August 31, 2006.

³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

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 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **ELMIRA CITY SCHOOL DISTRICT**

District ID **07-06-00-01-0000**

2007–08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 accountability status.

Federal Title I Status

Good Standing

8 schools identified 62% of total

BROADWAY ELEMENTARY SCHOOL
ELMIRA ALTERNATIVE HIGH SCHOOL
ELMIRA FREE ACADEMY
FASSETT ELEMENTARY SCHOOL
PARLEY COBURN SCHOOL
RIVERSIDE SCHOOL AT WASHINGTON SCHOOL
SOUTHSIDE HIGH SCHOOL
THOMAS K BEECHER SCHOOL

Improvement (Year 1)

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

New York State Status

Good Standing

2 schools identified 15% of total

HENDY AVENUE SCHOOL
PINE CITY SCHOOL

District **ELMIRA CITY SCHOOL DISTRICT**District ID **07-06-00-01-0000**

Summary of 2006–07 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	61%			504
Grade 4	58%			494
Grade 5	62%			496
Grade 6	50%			500
Grade 7	50%			520
Grade 8	48%			514

Mathematics

Grade 3	79%			502
Grade 4	65%			496
Grade 5	62%			491
Grade 6	67%			496
Grade 7	56%			517
Grade 8	52%			514

Science

Grade 4	79%			490
Grade 8	63%			510

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	59%			591
Mathematics	60%			591

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.

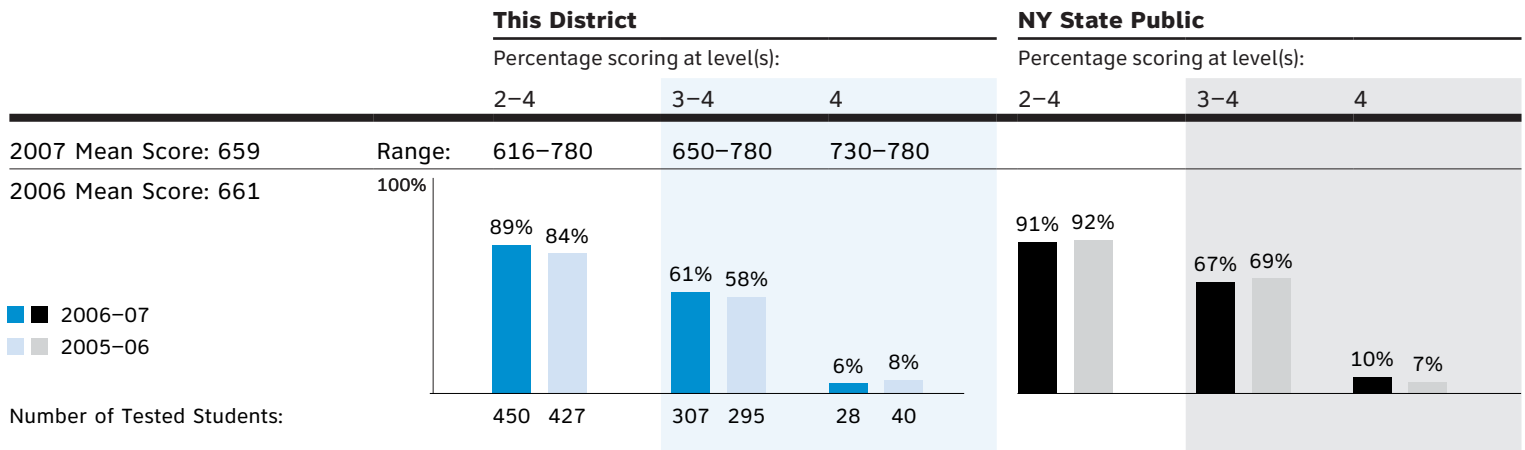
In this section, this district's performance is compared with that of public schools statewide.

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.

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	504	89%	61%	6%	509	84%	58%	8%
Female	239	92%	67%	5%	249	88%	63%	10%
Male	265	87%	55%	6%	260	80%	53%	6%
American Indian or Alaska Native	1	-	-	-				
Black or African American	111	84%	40%	3%	98	71%	38%	2%
Hispanic or Latino	9	89%	67%	11%	8	75%	25%	13%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-				
White	377	91%	67%	6%	403	87%	64%	9%
Multiracial								
Small Group Totals	7	86%	57%	0%				
General-Education Students	423	94%	70%	6%	418	93%	69%	10%
Students with Disabilities	81	63%	15%	1%	91	42%	9%	0%
English Proficient	503	-	-	-	508	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	316	85%	53%	4%	298	79%	45%	3%
Not Disadvantaged	188	96%	75%	9%	211	91%	76%	15%
Migrant								
Not Migrant	504	89%	61%	6%	509	84%	58%	8%

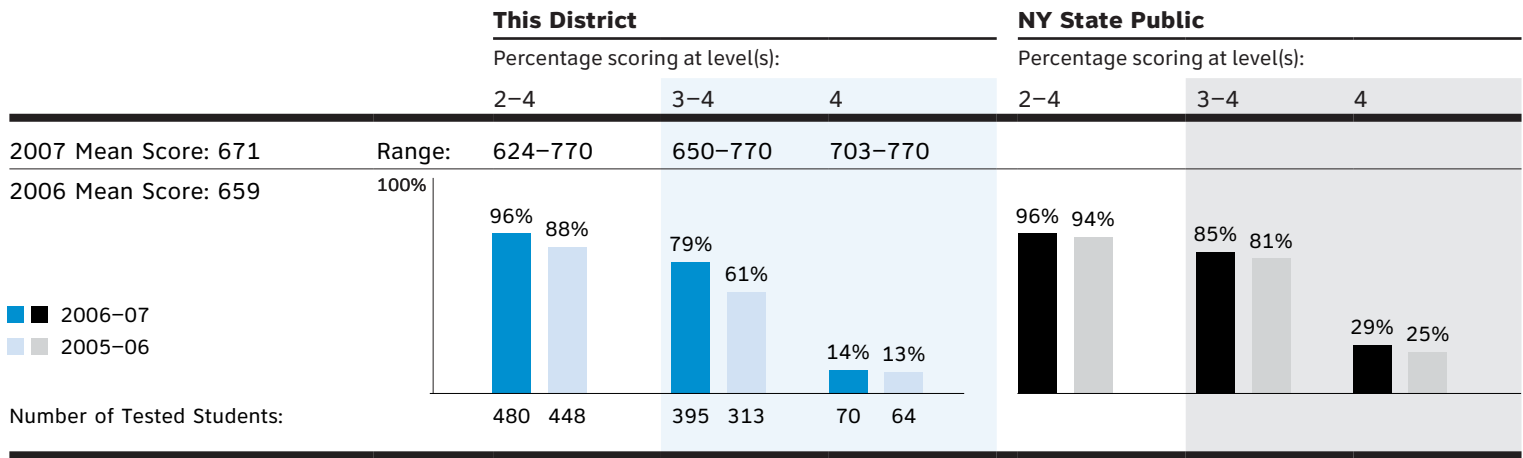
NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	96%	79%	14%	510	88%	61%	13%
Female	236	95%	78%	11%	250	88%	63%	13%
Male	266	96%	79%	17%	260	88%	60%	12%
American Indian or Alaska Native	1	-	-	-				
Black or African American	113	88%	62%	12%	101	79%	39%	2%
Hispanic or Latino	9	100%	67%	0%	8	63%	25%	0%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-				
White	373	98%	84%	15%	401	91%	68%	15%
Multiracial								
Small Group Totals	7	100%	86%	14%				
General-Education Students	421	98%	85%	16%	418	93%	70%	15%
Students with Disabilities	81	83%	48%	5%	92	66%	23%	0%
English Proficient	501	-	-	-	509	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	315	95%	74%	11%	299	85%	49%	5%
Not Disadvantaged	187	97%	86%	18%	211	92%	79%	23%
Migrant								
Not Migrant	502	96%	79%	14%	510	88%	61%	13%

NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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
2007 Mean Score: 655	612-775	650-775	716-775			
2006 Mean Score: 651						
Number of Tested Students:	430	421	286	263	22	19

Results by Student Group

	2006-07 School Year				2005-06 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	87%	58%	4%	489	86%	54%	4%
Female	242	90%	62%	5%	232	88%	54%	6%
Male	252	84%	54%	4%	257	84%	53%	2%
American Indian or Alaska Native								
Black or African American	99	77%	39%	0%	81	77%	31%	0%
Hispanic or Latino	6	-	-	-	8	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	4	-	-	-
White	388	90%	63%	6%	396	88%	58%	4%
Multiracial								
Small Group Totals	7	86%	29%	0%	12	92%	75%	25%
General-Education Students	400	96%	68%	6%	407	92%	61%	5%
Students with Disabilities	94	49%	14%	0%	82	59%	17%	0%
English Proficient	492	-	-	-	488	-	-	-
Limited English Proficient	2	-	-	-	1	-	-	-
Economically Disadvantaged	288	81%	45%	1%	305	82%	43%	2%
Not Disadvantaged	206	96%	76%	9%	184	92%	71%	8%
Migrant								
Not Migrant	494	87%	58%	4%	489	86%	54%	4%

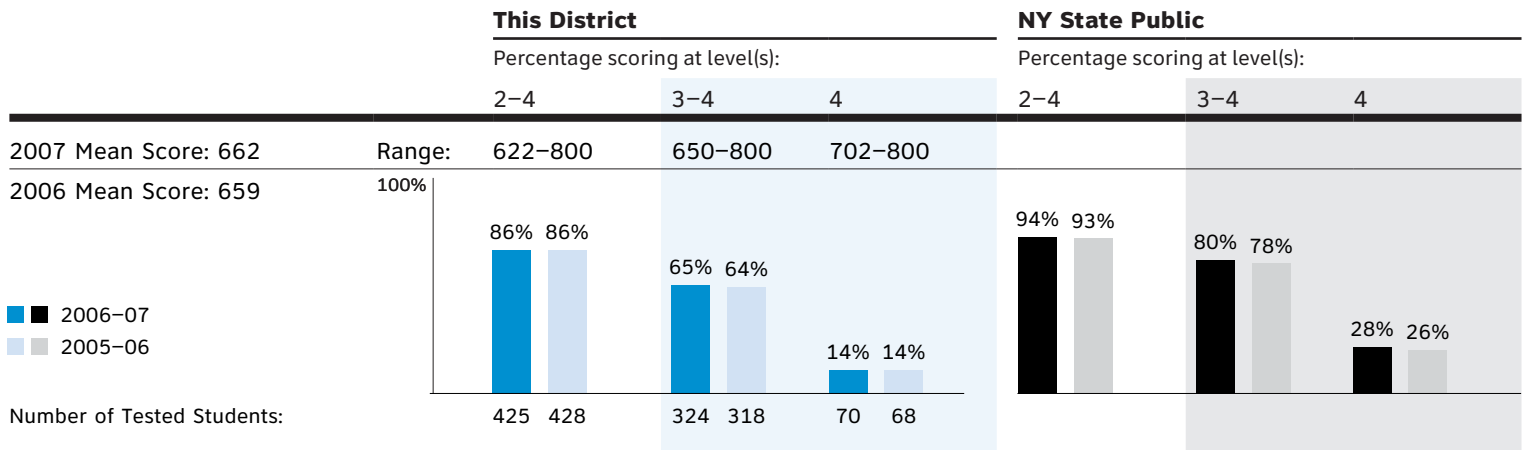
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	496	86%	65%	14%	497	86%	64%	14%
Female	243	86%	67%	14%	232	84%	59%	11%
Male	253	85%	64%	14%	265	88%	68%	16%
American Indian or Alaska Native								
Black or African American	98	79%	45%	5%	85	71%	40%	1%
Hispanic or Latino	8	-	-	-	8	75%	75%	38%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	5	100%	100%	40%
White	389	88%	71%	17%	399	89%	68%	16%
Multiracial								
Small Group Totals	9	56%	22%	0%				
General-Education Students	398	93%	75%	17%	409	92%	71%	16%
Students with Disabilities	98	57%	28%	1%	88	60%	31%	3%
English Proficient	494	-	-	-	496	-	-	-
Limited English Proficient	2	-	-	-	1	-	-	-
Economically Disadvantaged	290	81%	54%	5%	309	83%	56%	7%
Not Disadvantaged	206	92%	81%	27%	188	92%	78%	24%
Migrant								
Not Migrant	496	86%	65%	14%	497	86%	64%	14%

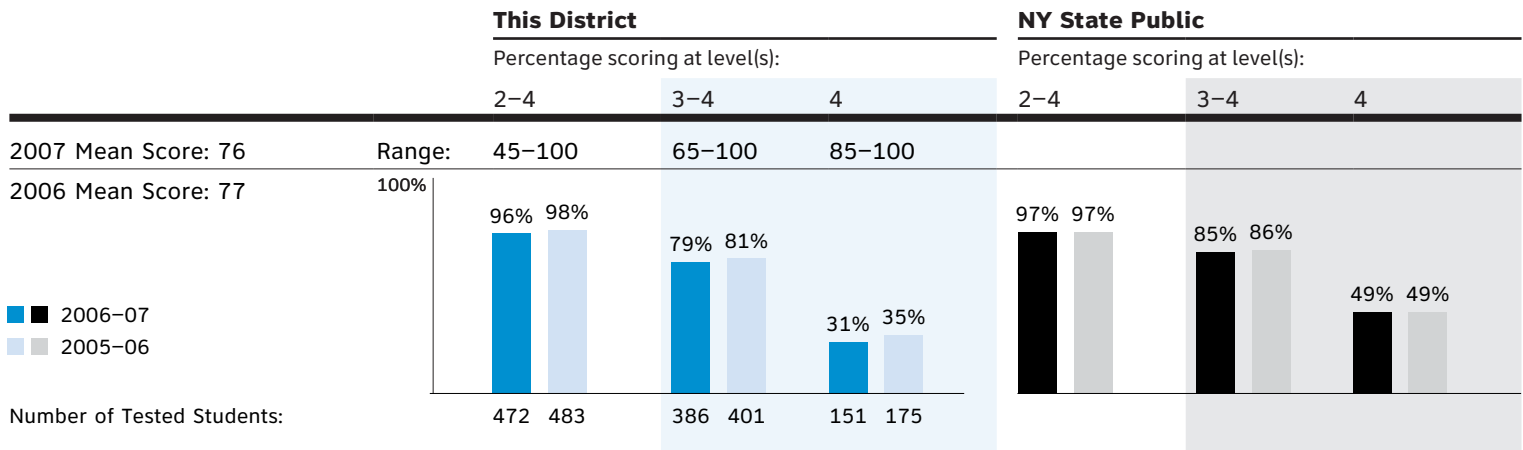
NOTES

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Other Assessments

	2006-07 School Year			2005-06 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 Science



Results by Student Group

	2006-07 School Year				2005-06 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	490	96%	79%	31%	494	98%	81%	35%
Female	241	98%	79%	31%	233	98%	79%	31%
Male	249	95%	79%	31%	261	98%	83%	39%
American Indian or Alaska Native								
Black or African American	96	92%	63%	14%	84	95%	61%	12%
Hispanic or Latino	7	-	-	-	7	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	4	-	-	-
White	386	98%	83%	36%	399	98%	85%	40%
Multiracial								
Small Group Totals	8	88%	63%	0%	11	100%	82%	64%
General-Education Students	396	98%	85%	37%	411	99%	84%	39%
Students with Disabilities	94	89%	54%	4%	83	94%	65%	18%
English Proficient	488	-	-	-	493	-	-	-
Limited English Proficient	2	-	-	-	1	-	-	-
Economically Disadvantaged	287	94%	71%	18%	306	97%	75%	25%
Not Disadvantaged	203	100%	90%	49%	188	99%	91%	53%
Migrant								
Not Migrant	490	96%	79%	31%	494	98%	81%	35%

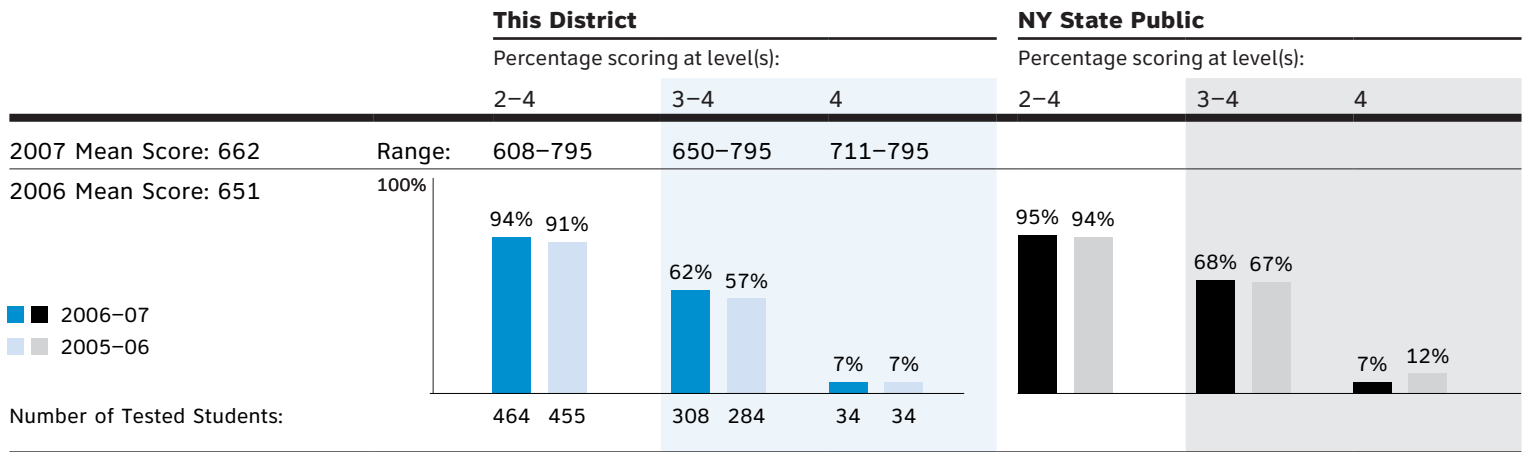
NOTES

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Other Assessments

	2006-07 School Year			2005-06 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	496	94%	62%	7%	502	91%	57%	7%
Female	232	95%	61%	9%	221	92%	57%	8%
Male	264	92%	63%	5%	281	90%	56%	6%
American Indian or Alaska Native								
Black or African American	82	94%	43%	1%	78	87%	44%	6%
Hispanic or Latino	7	-	-	-	12	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	4	-	-	-
White	403	94%	66%	7%	408	91%	59%	7%
Multiracial								
Small Group Totals	11	82%	73%	27%	16	94%	63%	0%
General-Education Students	411	99%	70%	8%	407	97%	66%	8%
Students with Disabilities	85	69%	22%	0%	95	62%	16%	0%
English Proficient	495	-	-	-	500	-	-	-
Limited English Proficient	1	-	-	-	2	-	-	-
Economically Disadvantaged	291	91%	49%	2%	279	86%	42%	4%
Not Disadvantaged	205	98%	80%	14%	223	96%	75%	10%
Migrant								
Not Migrant	496	94%	62%	7%	502	91%	57%	7%

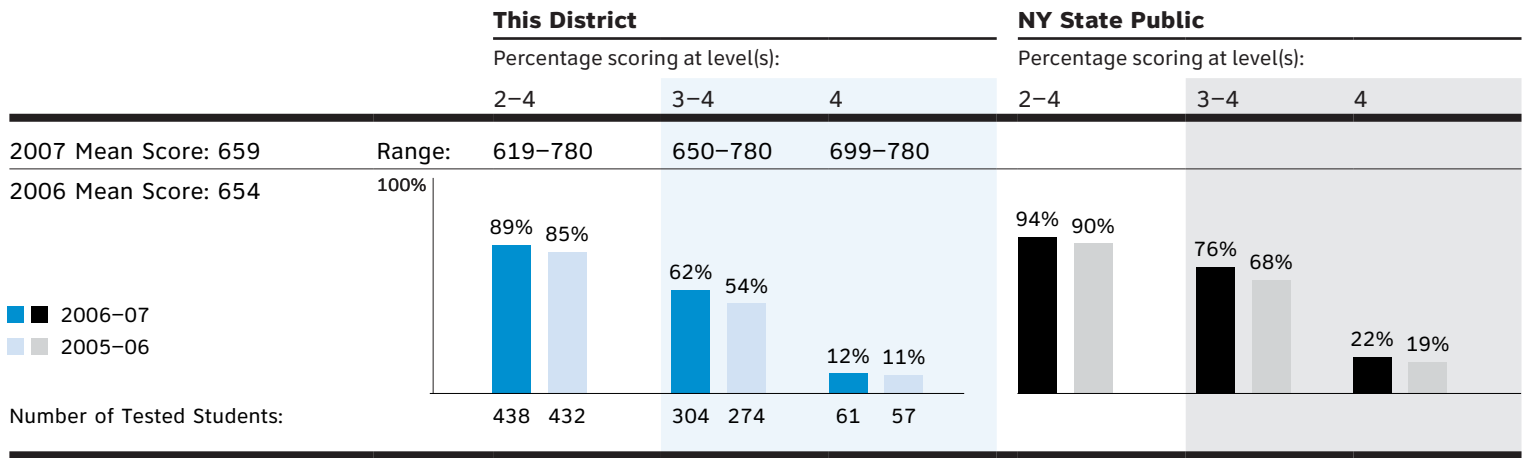
NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	5	5	5	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

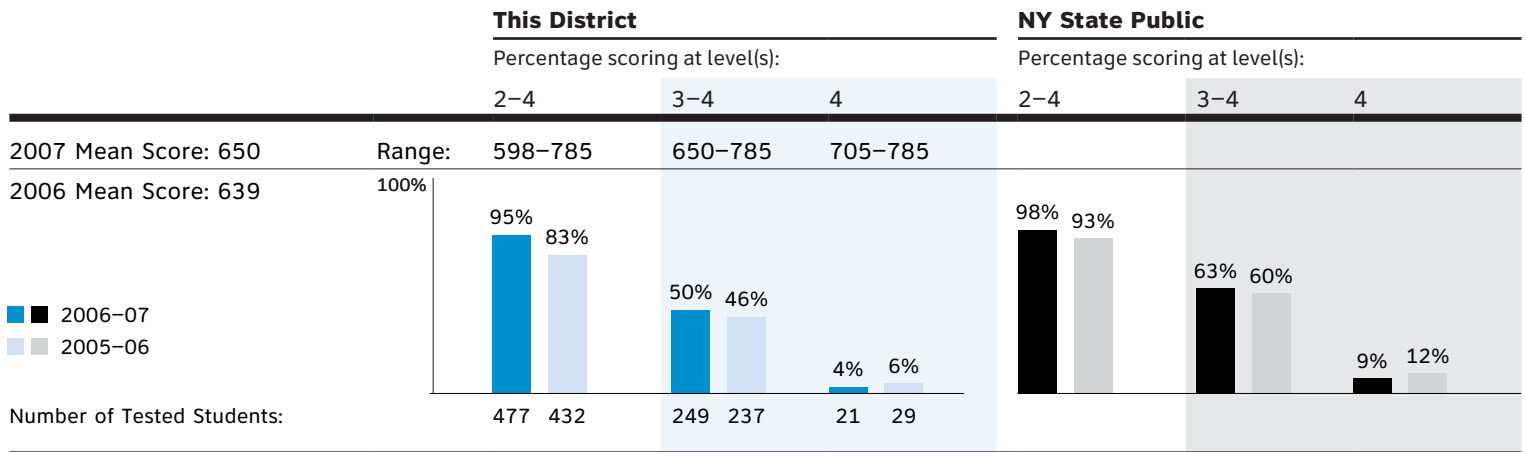
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	491	89%	62%	12%	507	85%	54%	11%
Female	229	88%	59%	9%	226	83%	52%	9%
Male	262	90%	65%	16%	281	87%	56%	13%
American Indian or Alaska Native								
Black or African American	81	77%	40%	0%	82	71%	37%	2%
Hispanic or Latino	7	-	-	-	12	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	4	-	-	-
White	399	92%	66%	15%	409	88%	57%	12%
Multiracial								
Small Group Totals	11	91%	73%	27%	16	81%	69%	31%
General-Education Students	407	94%	69%	15%	414	91%	62%	13%
Students with Disabilities	84	65%	27%	1%	93	58%	20%	3%
English Proficient	490	-	-	-	505	-	-	-
Limited English Proficient	1	-	-	-	2	-	-	-
Economically Disadvantaged	292	85%	50%	3%	283	79%	42%	5%
Not Disadvantaged	199	95%	80%	27%	224	93%	69%	19%
Migrant								
Not Migrant	491	89%	62%	12%	507	85%	54%	11%

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

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	6	6	6	6	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	500	95%	50%	4%	520	83%	46%	6%
Female	220	98%	55%	5%	264	85%	51%	5%
Male	280	94%	46%	4%	256	81%	40%	6%
American Indian or Alaska Native					2	-	-	-
Black or African American	83	93%	39%	2%	95	80%	29%	2%
Hispanic or Latino	15	-	-	-	12	92%	58%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	6	-	-	-
White	400	96%	52%	5%	405	83%	49%	6%
Multiracial								
Small Group Totals	17	88%	59%	0%	8	100%	50%	25%
General-Education Students	407	100%	59%	5%	422	91%	55%	7%
Students with Disabilities	93	76%	11%	0%	98	47%	6%	1%
English Proficient	498	-	-	-	520	83%	46%	6%
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	285	93%	37%	1%	306	77%	31%	2%
Not Disadvantaged	215	98%	67%	8%	214	92%	66%	10%
Migrant								
Not Migrant	500	95%	50%	4%	520	83%	46%	6%

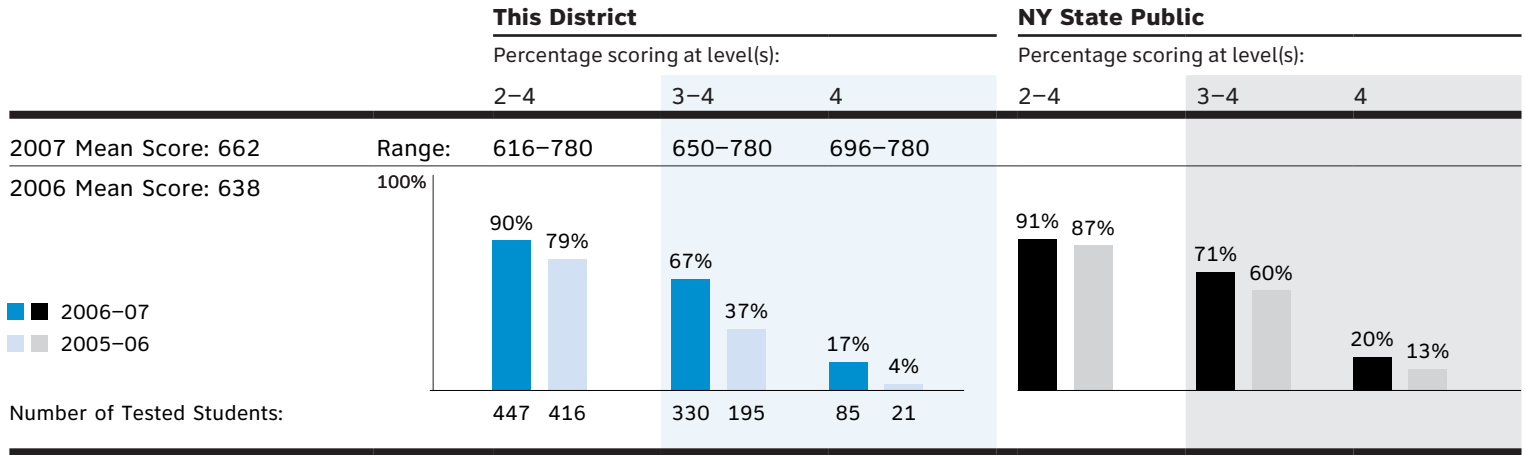
NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	3	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

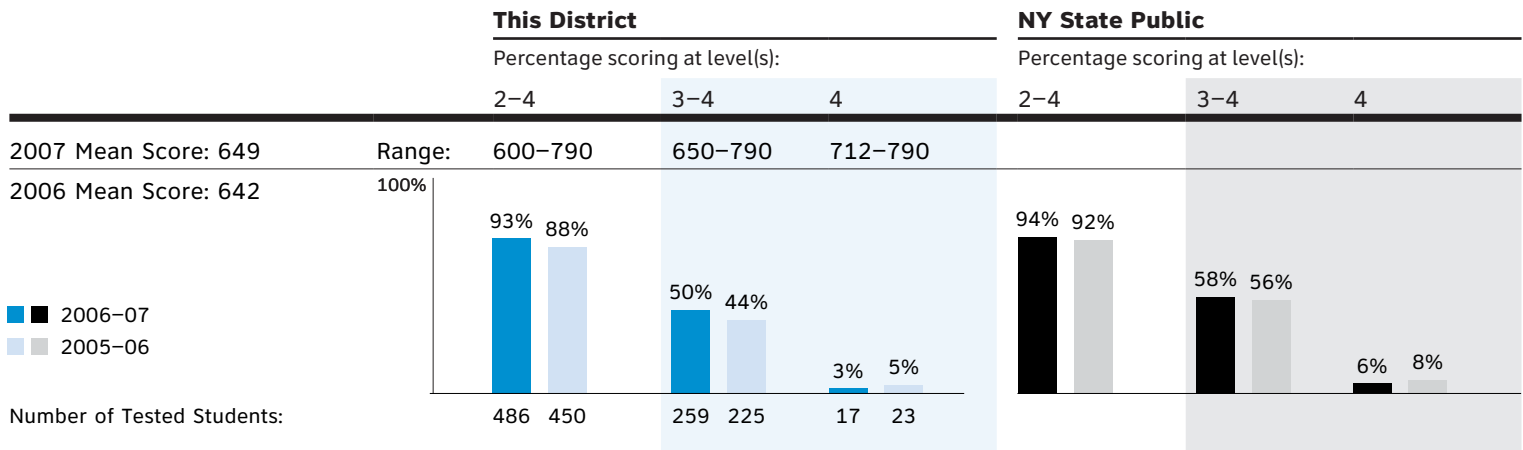
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	496	90%	67%	17%	525	79%	37%	4%
Female	221	90%	68%	15%	266	80%	38%	2%
Male	275	90%	65%	19%	259	78%	36%	6%
American Indian or Alaska Native					2	-	-	-
Black or African American	82	80%	50%	6%	97	68%	20%	0%
Hispanic or Latino	13	-	-	-	11	82%	45%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	7	-	-	-
White	399	92%	70%	19%	408	82%	41%	5%
Multiracial								
Small Group Totals	15	93%	73%	20%	9	89%	44%	22%
General-Education Students	403	95%	75%	21%	426	87%	44%	5%
Students with Disabilities	93	68%	30%	2%	99	45%	6%	0%
English Proficient	495	-	-	-	525	79%	37%	4%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	285	86%	55%	10%	313	72%	26%	2%
Not Disadvantaged	211	95%	82%	27%	212	91%	53%	8%
Migrant								
Not Migrant	496	90%	67%	17%	525	79%	37%	4%

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

	2006-07 School Year			2005-06 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	3	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	93%	50%	3%	510	88%	44%	5%
Female	257	97%	58%	3%	248	90%	46%	3%
Male	263	90%	42%	3%	262	87%	43%	6%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	93	89%	34%	1%	74	85%	24%	3%
Hispanic or Latino	10	100%	40%	0%	10	80%	30%	0%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	3	-	-	-
White	409	94%	53%	4%	421	89%	48%	5%
Multiracial								
Small Group Totals	8	100%	63%	13%	5	100%	40%	0%
General-Education Students	427	99%	58%	4%	422	94%	52%	5%
Students with Disabilities	93	69%	14%	0%	88	60%	5%	0%
English Proficient	519	-	-	-	507	-	-	-
Limited English Proficient	1	-	-	-	3	-	-	-
Economically Disadvantaged	302	91%	36%	1%	270	84%	31%	1%
Not Disadvantaged	218	97%	68%	6%	240	93%	59%	8%
Migrant								
Not Migrant	520	93%	50%	3%	510	88%	44%	5%

NOTES

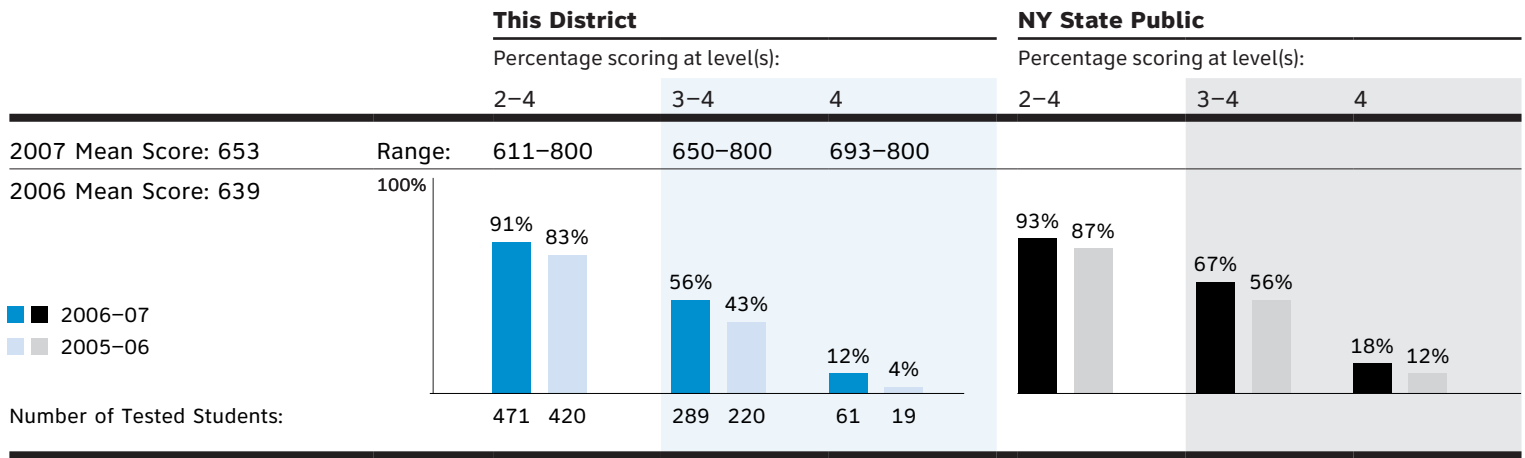
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	6	6	6	6	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	517	91%	56%	12%	508	83%	43%	4%
Female	254	93%	59%	10%	248	82%	43%	2%
Male	263	90%	52%	14%	260	83%	44%	5%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	93	86%	45%	1%	75	75%	31%	1%
Hispanic or Latino	9	100%	78%	11%	8	63%	0%	0%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	3	-	-	-
White	407	92%	58%	14%	420	84%	46%	4%
Multiracial								
Small Group Totals	8	100%	63%	38%	5	100%	100%	60%
General-Education Students	425	97%	65%	14%	422	90%	50%	5%
Students with Disabilities	92	65%	15%	1%	86	47%	10%	0%
English Proficient	516	-	-	-	505	-	-	-
Limited English Proficient	1	-	-	-	3	-	-	-
Economically Disadvantaged	304	88%	47%	5%	273	76%	29%	0%
Not Disadvantaged	213	95%	68%	22%	235	91%	60%	8%
Migrant								
Not Migrant	517	91%	56%	12%	508	83%	43%	4%

NOTES
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	6	6	6	6	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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
2007 Mean Score: 645	602-790	650-790	715-790			
2006 Mean Score: 632						
Number of Tested Students:	473	466	248	169	7	11

Results by Student Group

	2006-07 School Year				2005-06 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	514	92%	48%	1%	561	83%	30%	2%
Female	242	94%	52%	2%	287	89%	36%	3%
Male	272	90%	45%	1%	274	77%	24%	1%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	69	90%	32%	0%	86	78%	16%	2%
Hispanic or Latino	9	78%	67%	0%	18	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	3	-	-	-
White	431	93%	51%	2%	453	84%	32%	2%
Multiracial								
Small Group Totals	5	80%	40%	0%	22	82%	41%	0%
General-Education Students	425	98%	57%	2%	452	93%	37%	2%
Students with Disabilities	89	64%	6%	0%	109	43%	3%	0%
English Proficient	512	-	-	-	560	-	-	-
Limited English Proficient	2	-	-	-	1	-	-	-
Economically Disadvantaged	269	90%	37%	1%	286	76%	17%	1%
Not Disadvantaged	245	95%	61%	2%	275	90%	44%	3%
Migrant								
Not Migrant	514	92%	48%	1%	561	83%	30%	2%

NOTES

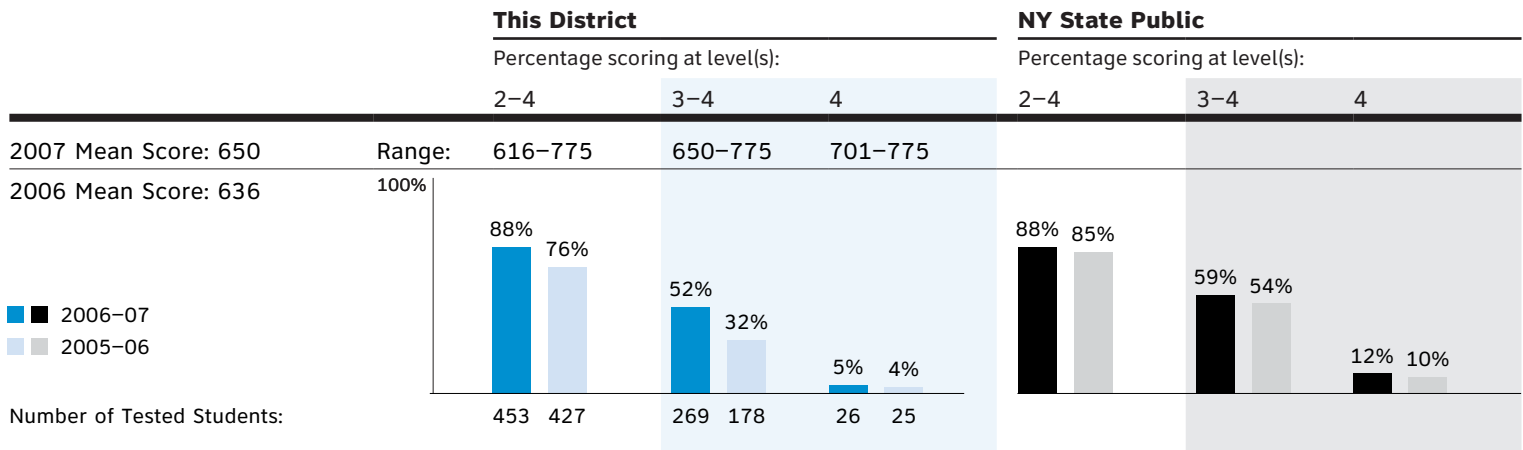
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Other Assessments

	2006-07 School Year				2005-06 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	9	9	9	9	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	514	88%	52%	5%	560	76%	32%	4%
Female	242	89%	53%	4%	287	84%	36%	6%
Male	272	88%	51%	6%	273	68%	27%	3%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	67	91%	39%	3%	85	68%	16%	2%
Hispanic or Latino	8	75%	0%	0%	18	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	3	-	-	-
White	434	88%	55%	6%	453	77%	34%	5%
Multiracial								
Small Group Totals	5	80%	80%	0%	22	82%	45%	5%
General-Education Students	426	95%	60%	6%	452	86%	37%	6%
Students with Disabilities	88	53%	14%	0%	108	35%	9%	0%
English Proficient	513	-	-	-	559	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	275	82%	40%	4%	293	69%	21%	2%
Not Disadvantaged	239	95%	67%	7%	267	84%	44%	7%
Migrant								
Not Migrant	514	88%	52%	5%	560	76%	32%	4%

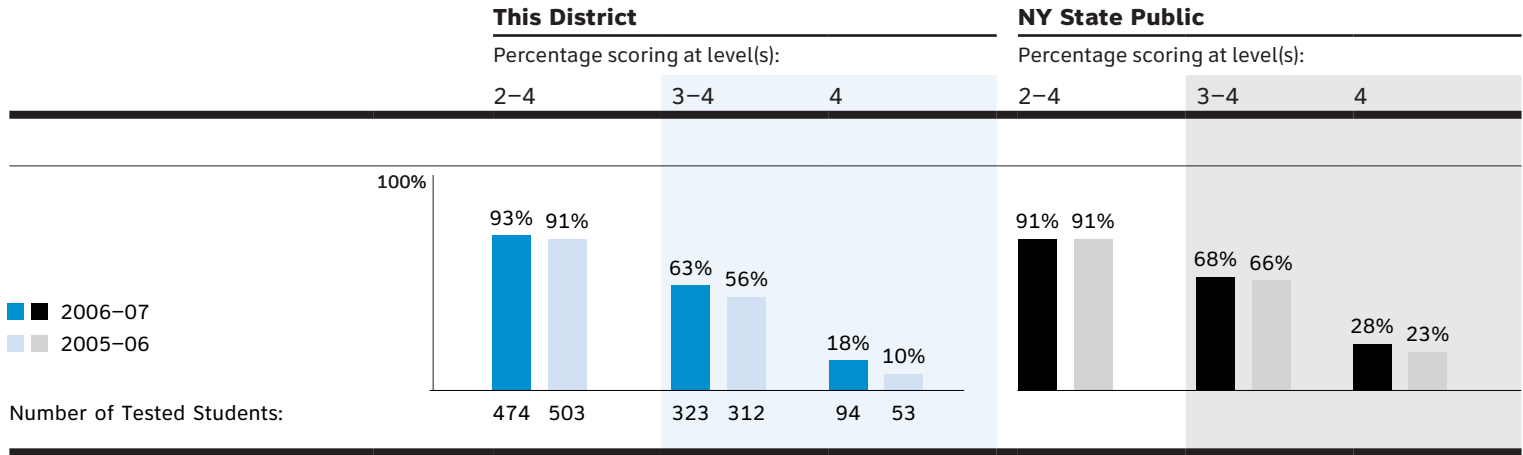
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	9	9	9	8	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science



Results by Student Group	2006-07 School Year				2005-06 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	93%	63%	18%	553	91%	56%	10%
Female	241	91%	58%	13%	288	93%	55%	9%
Male	269	94%	68%	23%	265	89%	58%	11%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	66	88%	33%	9%	85	80%	34%	2%
Hispanic or Latino	10	80%	40%	0%	17	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	3	-	-	-
White	429	94%	68%	20%	447	93%	60%	11%
Multiracial								
Small Group Totals	5	100%	80%	20%	21	90%	62%	0%
General-Education Students	424	97%	69%	21%	449	96%	64%	12%
Students with Disabilities	86	74%	34%	3%	104	71%	23%	0%
English Proficient	508	-	-	-	552	-	-	-
Limited English Proficient	2	-	-	-	1	-	-	-
Economically Disadvantaged	272	90%	52%	11%	291	86%	44%	3%
Not Disadvantaged	238	96%	76%	27%	262	96%	70%	17%
Migrant								
Not Migrant	510	93%	63%	18%	553	91%	56%	10%

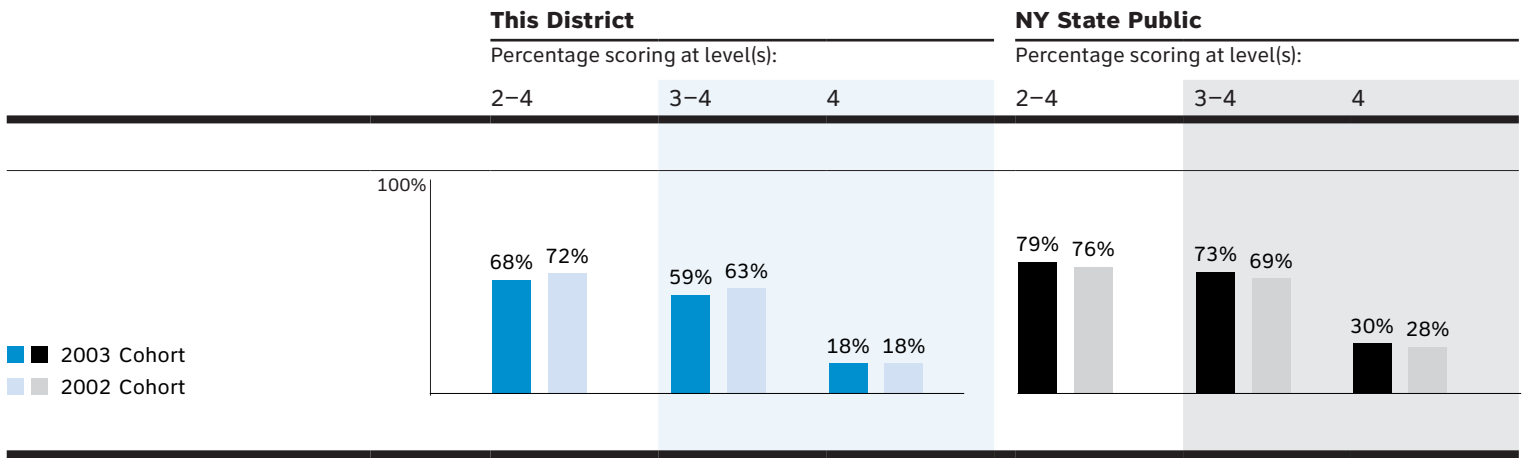
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	9	9	9	9	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	0				0			

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	591	68%	59%	18%	534	72%	63%	18%
Female	296	73%	64%	22%	278	75%	67%	22%
Male	295	63%	54%	14%	256	69%	58%	13%
American Indian or Alaska Native					2	-	-	-
Black or African American	86	57%	42%	5%	59	42%	29%	2%
Hispanic or Latino	16	-	-	-	6	50%	33%	17%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	486	69%	62%	21%	464	76%	67%	20%
Multiracial								
Small Group Totals	19	84%	68%	11%	5	100%	100%	20%
General-Education Students	476	79%	70%	22%	456	79%	69%	21%
Students with Disabilities	115	21%	13%	0%	78	32%	23%	0%
English Proficient	589	-	-	-	534	72%	63%	18%
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	215	66%	55%	8%	168	69%	54%	9%
Not Disadvantaged	376	69%	61%	24%	366	74%	67%	22%
Migrant								
Not Migrant					534	72%	63%	18%

NOTES

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Other Assessments

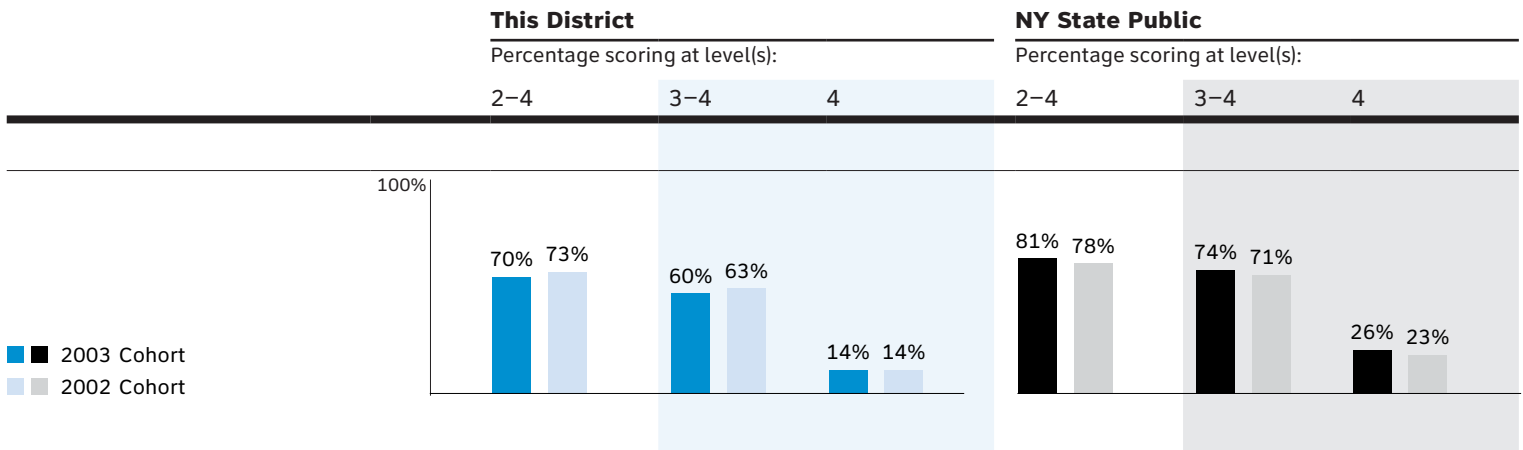
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				9	9	9	8

* 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.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

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

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	591	70%	60%	14%	534	73%	63%	14%
Female	296	74%	64%	16%	278	76%	61%	15%
Male	295	66%	57%	11%	256	70%	64%	14%
American Indian or Alaska Native					2	-	-	-
Black or African American	86	59%	45%	2%	59	44%	32%	2%
Hispanic or Latino	16	-	-	-	6	50%	17%	17%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	486	71%	63%	15%	464	77%	67%	16%
Multiracial								
Small Group Totals	19	84%	74%	16%	5	100%	100%	20%
General-Education Students	476	81%	72%	17%	456	80%	70%	17%
Students with Disabilities	115	23%	14%	1%	78	33%	22%	0%
English Proficient	589	-	-	-	534	73%	63%	14%
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	215	70%	57%	9%	168	70%	54%	5%
Not Disadvantaged	376	70%	63%	16%	366	75%	67%	19%
Migrant								
Not Migrant					534	73%	63%	14%

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

	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				8	8	8	8

* 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.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

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