

The New York State District Report Card

Accountability and Overview Report 2006 – 07 District **PISECO COMMON SCHOOL DISTRICT** District ID **20-01-01-08-0000** Superintendent **PETER HALLOCK** Telephone **(518) 548-7555** Grades **K-6**

This District's Report Card

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

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

Use this report to:

Get District Profile information.

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

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.



View School Accountability Status.

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

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.

For more information:

Office of Information and Reporting Services New York State Education Department Room 863 EBA Albany, NY 12234 Email: RPTCARD@mail.nysed.gov

District ID 20-01-01-08-0000

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	3	5	0
Kindergarten	2	3	6
Grade 1	4	3	3
Grade 2	2	4	3
Grade 3	1	2	5
Grade 4	2	3	1
Grade 5	2	1	5
Grade 6	0	3	3
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	0
Total K–12	13	19	26

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

	2004-05	2005-06	2006-07
Common Branch	3	5	4
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

Average Class Size Information

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

Demographic Factors

	2004-05		2005-06		2006–07	
	#	%	#	%	#	%
Eligible for Free Lunch	0	0%	0	0%	0	0%
Reduced-Price Lunch	0	0%	0	0%	0	0%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	0	0%	0	0%	0	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	0	0%	0	0%	0	0%
Hispanic or Latino	0	0%	0	0%	0	0%
Asian or Native	0	0%	0	0%	0	0%
Hawaiian/Other Pacific Islander						
White	13	100%	19	100%	26	100%
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		96%		0%		
Student Suspensions	0	0%	0	0%	0	0%

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.

Teacher Qualifications

	2004–05	2005-06	2006-07
Total Number of Teachers	6	6	
Percent with No Valid Teaching Certificate	0%	0%	
Percent Teaching Out of Certification	17%	17%	
Percent with Fewer Than Three Years of Experience	33%	50%	
Percentage with Master's Degree Plus 30 Hours or Doctorate	0%	0%	
Total Number of Core Classes*	N/A	31	
Percent Not Taught by Highly Qualified Teachers	N/A	23%	
Total Number of Classes	21	19	
Percent Taught by Teachers Without Appropriate Certification	33%	37%	

* 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	33%	33%	33%
Turnover Rate of All Teachers	40%	20%	17%

Staff Counts

	2004–05	2005-06	2006–07
Total Other Professional Staff	2	2	2
Total Paraprofessionals*	0	0	0
Assistant Principals	0	0	0
Principals	0	0	0

* Not available at the school level.

District ID 20-01-01-08-0000

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

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

100 × [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Cohort Members]

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

2005-06 PI + (200 - the 2005-06 PI) × 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)

New York State Status (Applies to New York State districts)

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) District Requiring Academic Progress (Year 1) A district that has not made AYP for two consecutive years A district that has not made AYP on the same accountability on the same accountability measure is considered a District measure for two consecutive years is considered a District Requiring in Need of Improvement (Year 1) for the following year, if it Academic Progress (Year 1) for the following year. continues to receive Title I funds. District in Need of Improvement (Year 2) District Requiring Academic Progress (Year 2) A District in Need of Improvement (Year 1) that does not A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was make AYP on the accountability measure for which it was identified identified is considered a District in Need of Improvement is considered a District Requiring Academic Progress (Year 2) for (Year 2) for the following year, if it continues to receive the following year. Title I funds. District in Need of Improvement (Year 3) District Requiring Academic Progress (Year 3) A District Requiring Academic Progress (Year 2) that does not A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was make AYP on the accountability measure for which it was identified identified is considered a District in Need of Improvement is considered a District Requiring Academic Progress (Year 3) for (Year 3) for the following year, if it continues to receive the following year. Title I funds. District in Need of Improvement (Year 4) **District Requiring Academic Progress (Year 4)** A District in Need of Improvement (Year 3) that does not A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for

 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,
 District Requiring Academic Progress (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,

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

if it continues to receive Title I funds.

2 District Accountability

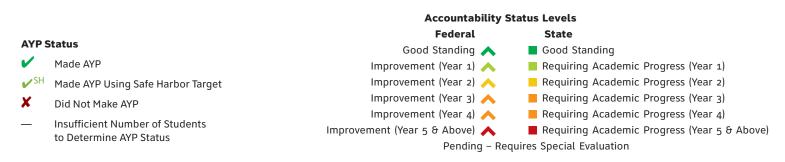
District PISECO COMMON SCHOOL DISTRICT

Summary

Overall Accountability	Good Standing						
Status (2007–08)	ELA	Good Standing	Science	Pending			
	Math	Good Standing	Graduation Rat	e			
Title I Part A Funding	Years th	e District Receiv	ved Title I Part A Fundin	g			
	2005-06	5	2006-07	2007-08			
	NO		NO	NO			

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

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



Elementary/Middle-Level Science

Accountability Status for This Subject (2007–08)		Pending
Accountability Measures	0 of 0	Student groups making AYP in Science
	-	
Prospective Status		

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

AYP Pa		Participati	ticipation ²		rmance ³	Performance Objectives			
Student Group	Safe Harbor	Met Percentage		Met	Met Performance		Progress	Progress Target	
(Total: Continuous Enrollment) ¹ Status Qu	Status Qu	alification	Criterion	Tested	Criterion	Index	Standard	2006-07	2007-08
All Students (1:4)			-	-	-	-	-		-
Ethnicity									
American Indian or Alaska Native (0:0) Black or African American (0:0)									
Hispanic or Latino (0:0)									
Asian or Native Hawaiian/Other Pacific Islander (0:0)									
White (1:4)	_		_	-	-	-	-		–
Multiracial (0:0)	••••••••••••••		•••••	••••••••••••••••••		••••••••••••••••••••	••••••		
Other Groups									
Students with Disabilities (0:0)									
Limited English Proficient ⁴ (0:0)			•••••						
Economically Disadvantaged (0:0)			•••••						
Final AYP Determination	- 0 of 0								
		NOTES							
 AYP Status ✓ Made AYP ✓ SH Made AYP Using Safe Harbor Targ ✗ Did Not Make AYP ✓ Insufficient Number of Students to Determine AYP Status 		followed by students wil Groups with the particip shown is th participatic Groups with criterion. Fo and 2006–0 If the count	y the count of co ho were excused h fewer than 40 pation criterion. he sum of 2005– on rates over tho h fewer than 30 or districts with 07 were combin	ontinuously enrolled d from testing for m students enrolled If the participation o6 and 2006–07 en ose two years. continuously enro fewer than 30 con ed to determine co s is equal to or great	ed tested studer nedical reasons during the test n rate of a group nrollments and lled tested stud ntinuously enrol punts and perfo	est administration p nts (used for Perfor are not included ir administration perio fell below 80 perc the percent tested ents are not requiri- led tested students rmance indices. rmer LEP students a	mance). For a n the enrollme od are not rec ent in 2006–c is the weighte ed to meet the s in 2006–07, o	ccountability ent count. quired to me 17, the enroll ed average o e performan data for 200	y calculation et Iment f the ce
		in the perfo	Simance calcula	itiolis.					

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	New York State Status
	Good Standing
	1 school identified 100% of total
	PISECO ELEMENTARY SCHOOL

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.

	Percentage of scored at or a	f students that bove Level 3	Total Tested
English Language Arts	0%	50%	100%
Grade 3	LOO%		5
Grade 4	-		1
Grade 5	L00%		5
Grade 6	_		3
Mathematics			
Grade 3	L00%		5
Grade 4	-		1
Grade 5	L00%		5
Grade 6	_		3
Science			
Grade 4	_		1

District ID 20-01-01-08-0000

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:

Average Need Districts

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

2

This District's Results in Grade 3 English Language Arts

		This Dist	rict			NY State P	ublic		
		Percentage	scoring at le	vel(s):		Percentage so	coring at level	(s):	
		2-4	3-4		4	2-4	3-4	4	
2007 Mean Score: 669	Range:	616-780	650-	-780	730-780				
	100%	100%	100%			91%	67%		
2006-07 2005-06					0%			10%	
Number of Tested Students:		5 –	5	-	0 –				
Results by			School Yea	ar			School Year	•	
_		Total	Percenta	ge scoring a	at level(s):	Total	Percentage	e scoring at l	evel(s):
Student Group		Tested	2-4	3-4	4	Tested	2-4	3-4	4
All Students		5	100%	100%	0%	2	-	-	-
Female		1							
Male		4	-	_	_	2	-	_	-
American Indian or Alaska Nat	ive								
Black or African American		•••••••••••••••••••••••••••••••••••••••							
Hispanic or Latino									
Asian or Native Hawaiian/Othe Pacific Islander	er								
White		5	100%	100%	0%	2	-	-	-
Multiracial									
Small Group Totals						2	-	-	-
General-Education Students		5	100%	100%	0%	2	-	-	-
Students with Disabilities									
English Proficient		5	100%	100%	0%	2	_		_
Limited English Proficient									
Economically Disadvantaged									
Not Disadvantaged		5	100%	100%	0%	2	-	-	_

Migrant

Not Migrant

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

5

100%

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

Other	2006-07 S e	2006–07 School Year				2005–06 School Year			
Assessments	Total	Number sco	Number scoring at level(s):			Number scoring at level(s):			
ASSESSMENTS	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				New NYSAA 2006 and 2	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compa			
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	

100%

0%

† 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

		This Distrie	ct			NY State Pu	ublic		
		Percentage s	coring at le	vel(s):		Percentage sc	oring at level	s):	
		2-4	3-4	4		2-4	3-4	4	
2007 Mean Score: 677	Range:	624-770	650-	770 7	03-770				
	100%	100%	100%			96%	85%		
2006-07								29%	
2005-06				0	%			29%	
Number of Tested Students:	<u>. </u>	5 –	5	- () –				
Posults by		2006-07 S e	chool Yea	ar		2005-06 S	chool Year		
Results by		Total	Percentag	ge scoring at	level(s):	Total	Percentage	scoring at l	evel(s):
Student Group		Tested	2-4	3-4	4	Tested	2-4	3-4	4
- All Students		5	100%	100%	0%	2	-	-	-
Female		1							
Male		4	-	-	-	2	-	-	-
American Indian or Alaska Nati	ve								
Black or African American									
Hispanic or Latino									
Asian or Native Hawaiian/Other	r								
Pacific Islander					•••••				
White		5	100%	100%	0%	2	-	-	_
Multiracial									
Small Group Totals						2	-	-	-
General-Education Students		5	100%	100%	0%	2	-	-	-
Students with Disabilities									
English Proficient		5	100%	100%	0%	2	-	-	-
Limited English Proficient					• • • • • • • • • • • • • • • • • • • •				
Economically Disadvantaged									
Not Disadvantaged		5	100%	100%	0%	2		-	-
Migrant									
Not Migrant		5	100%	100%	0%	2	-	_	_

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

Other	2006–07 S	chool Year			2005–06 School Year				
Assessments	Total Number scoring at level(s):				Total Number scoring at lev			evel(s):	
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				New NYSAA 2006 and 2	were deve 007 results	eloped in 20 s cannot be	007, so compared.	

This District's Results in Grade 4 English Language Arts

		This Distric	t		NY State P	Public		
		Percentage sc	oring at level(s)	:	Percentage s	coring at level	(s):	
		2-4	3-4	4	2-4	3-4	4	
2007 Mean Score: –	Range:	612-775	650-775	716-775				
 2006-07 2005-06 								
Number of Tested Students:	L							
Deculte by		2006–07 Sc	hool Year		2005-06	School Yea	r	
Results by		Total	Percentage sco	oring at level(s):	Total	Percentage	e scoring at l	evel(s):
Student Group)	Tested	2-4	3-4 4	Tested	2-4	3-4	4
All Students		1	-		3	-	_	-
Female					2	-	_	_
Male		1	-		1	-	-	-
American Indian or Alaska Na Black or African American	itive		•••••			••••	••••••	
Hispanic or Latino								
Asian or Native Hawaiian/Oth	er							
Pacific Islander							•••••	
White		1	_		3	-		
Multiracial							•••••	
Small Group Totals		1	-		3	-	_	-
General-Education Students		1	-		3	-	-	-
Students with Disabilities								
English Proficient		1	-		3	-		-
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged		1	-		3	-	-	-
Migrant								
Not Migrant		1	_		3	-		_
NOTES								

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

Other	2006-07 S o	chool Year			2005–06 School Year			
Assessments	Total Tested	Number sco 2–4	oring at leve 3–4	l(s): 4	Total Tested	Number sco 2–4	oring at leve 3–4	el(s): 4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				New NYSAA 2006 and 2	were deve 007 results	eloped in 2 s cannot b	2007, so e 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

		This District			NY State P	ublic		
		Percentage sco	ring at level(s)	:	Percentage se	coring at level	(s):	
		2-4	3-4	4	2-4	3-4	4	
2007 Mean Score: -	Range: 100%	622-800	650-800	702-800				
 2006-07 2005-06 								
Number of Tested Students:								
Poculto by		2006-07 Sch	ool Year		2005-06 \$	School Year	•	
Results by		Total	Percentage sc	oring at level(s):	Total	Percentage	scoring at l	evel(s):
Student Group		Tested	2-4	3-4 4	Tested	2-4	3-4	4
All Students		1	-		3	-	_	-
Female					2	-	-	-
Male		1	-		1	-	-	-
American Indian or Alaska Nati Black or African American Hispanic or Latino Asian or Native Hawaiian/Other								
Pacific Islander White			······		3	···· ······_	······	·····
Multiracial Small Group Totals		1 1	·····-		3	···· -	_	······ -
General-Education Students Students with Disabilities		1	-		3	-	_	
English Proficient Limited English Proficient		1			3			
Economically Disadvantaged Not Disadvantaged		1			3	_		
Migrant Not Migrant		1	-		3	_		-

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

Other Assessments	2006–07 S o	chool Year	2005–06 School Year				
	Total	Number scoring at level(s):		Number scoring at level(s):			
	Tested	2-4 3-4 4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0		New NYSAA 2006 and 20	were deve 007 results	loped in 20 cannot be	07, so compared.	

This District's Results in Grade 4 Science

		This Distric	:t		NY State Pu	ublic		
		Percentage so	coring at level(s)	:	Percentage sc	oring at level(s):	
		2-4	3-4	4	2-4	3-4	4	
2007 Mean Score: –	Range:	45-100	65-100	85-100				
 ■ 2006-07 ■ 2005-06 								
Number of Tested Students:	L							
Poculte by		2006-07 S a	hool Year		2005-06 S	chool Year		
Results by		Total	Percentage sc	oring at level(s):	Total	Percentage	scoring at l	evel(s):
Student Group		Tested	2-4	3-4 4	Tested	2-4	3-4	4
All Students		1	-		3	-	_	_
Female					2	-	-	-
Male		1	–		1	-	-	-
American Indian or Alaska Nativ Black or African American Hispanic or Latino	ve							
Asian or Native Hawaiian/Other								
Pacific Islander			• • • • • • • • • • • • • • • • • • • •			•••••••••••••••••••••••••••••••••••••••	• • • • • • • • • • • • • • • • • • • •	
White		1		···· ···	3		·····	·····
Multiracial			• • • • • • • • • • • • • • • • • • • •			•••••••••••••••••••••••••••••••••••••••	••••••	
Small Group Totals		1			3	_		
General-Education Students		·····	• • • • • • • • • • • • • • • • • • • •			•••••••••••••••••••••••••••••••••••••••	••••••	
Students with Disabilities		1			3	_		
English Proficient		тт	· · · · · · · · · · · · · · · · · · ·	_			·····	·····
Limited English Proficient Economically Disadvantaged								
Not Disadvantaged		1	· · · · · · · · · · · · · · · · · · ·	···· <u> </u>		·····_	····· <u>-</u> ····	····· <u>-</u> ····
		⊥			J			
Migrant			• • • • • • • • • • • • • • • • • • • •		· · · · · · · · · · · · · · · · · · ·	•••••	•••••	
Not Migrant		1	_		3	_	_	_

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

Other Assessments	2006–07 S o	chool Year	2005–06 School Year				
	Total	Number scoring at level(s):		Number scoring at level(s):			
	Tested	2-4 3-4 4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0		New NYSAA 2006 and 20	were deve 007 results	loped in 20 cannot be	07, so compared.	

This District's Results in Grade 5 English Language Arts

					-	•			
		This Distri				NY State P			
		Percentages	scoring at le	vel(s):		Percentage so	coring at level	(s):	
		2-4	3-4	4		2-4	3-4	4	
2007 Mean Score: 688	Range:	608-795	650-	-795 7	11-795				
	100%	100%	100%			95%	68%		
2006-07 2005-06				C	%			7%	
Number of Tested Students:		5 –	5	_	0 – 0				
Boculte by		2006–07 S	chool Yea	ar		2005-06 \$	School Year	r	
Results by	Total	Percenta	ge scoring at	level(s):	Total	Percentage scoring at level(s):			
Student Group		Tested	2-4	3-4	4	Tested	2-4	3-4	4
All Students		5	100%	100%	0%	2	-	-	-
Female		3				1			
Male		2	-	-	_	1	-	-	-
American Indian or Alaska N Black or African American	lative								
Hispanic or Latino Asian or Native Hawaiian/Ot Pacific Islander								••••••	
White		5	100%	100%	0%	2	-		_
Multiracial Small Group Totals		••••••••••••••••	••••••	••••	•••••	2	·····-		_
General-Education Students		5	100%	100%	0%	2	-	-	-
Students with Disabilities									
English Proficient		5	100%	100%	0%	2			
Limited English Proficient									
Economically Disadvantaged					••••••			•••••	
Not Disadvantaged		5	100%	100%	0%	2	-	-	-
Migrant									
Mark Million and		-	1000/	1000/	00/	2			

Not Migrant

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5

100%

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

Other	2006-07 \$	ichool Year			2005–06 School Year			
Assessments	Total Tested	Number sco 2–4	oring at leve 3–4	l(s): 4	Total Tested	Number sc 2–4	oring at leve 3–4	el(s): 4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				New NYSAA 2006 and 20			2007, so e 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

100%

0%

2

* 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

		This Distri	ct			NY State Public					
		Percentage s	coring at le	vel(s):		Percentage sc	Percentage scoring at level(s):				
		2-4	3-4	4		2-4	3-4	4			
2007 Mean Score: 672	Range:	619-780	650-	780 6	99–780						
	100%	100%	100%								
		100%	100 %			94%	76%				
							1070				
2006-07											
2005-06								22%			
					%						
Number of Tested Students:		5 -	5	-	0 –						
Deculte by	I	2006–07 S	chool Yea	ar		2005–06 S	chool Year				
Results by		Total	Percentag	ge scoring at	level(s):	Total	Percentage scoring at level(s):				
Student Group		Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students		5	100%	100%	0%	2	-	-	-		
Female		3			_	1	_	_	_		
Male		2	-	-	-	1	-	-	-		
American Indian or Alaska Nat	ive										
Black or African American											
Hispanic or Latino											
Asian or Native Hawaiian/Othe	er										
Pacific Islander											
White		5	100%	100%	0%	2	-	-	-		
Multiracial											
Small Group Totals						2	-	-	-		
General-Education Students		5	100%	100%	0%	2	-	-	-		
Students with Disabilities											
English Proficient		5	100%	100%	0%	2	-	-	_		
Limited English Proficient											
Economically Disadvantaged											
Not Disadvantaged		5	100%	100%	0%	2	-				
Migrant											
Not Migrant		5	100%	100%	0%	2	-	–	–		

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

Other	2006-07	2006–07 School Year				2005–06 School Year				
Assessments	Total	Number scoring at level(s):			Total	Number scoring at level(s):				
	Tested	2-4	3-4	4	Tested	2-4	3-4	4		
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compare					

This District's Results in Grade 6 English Language Arts

		This Distric	NY State Public						
		Percentage sc	oring at level(s):		Percentage scoring at level(s):				
		2-4	3-4	4	2-4	3-4	4		
2007 Mean Score: –	Range:	598-785	650-785	705–785					
 2006-07 2005-06 									
Number of Tested Students:	<u> </u>								
Deculte by		2006–07 Sc	hool Year		2005-06 S	chool Year			
Results by		Total	Percentage scor	ing at level(s):	Total	Percentage scoring at level(s):			
Student Grou	р	Tested	2-4 3	-4 4	Tested	2-4	3-4	4	
All Students		3	-		3	-	_	-	
Female		1	-		2	-	-	-	
Male		2	-		1	-	-	-	
American Indian or Alaska Na Black or African American Hispanic or Latino	ative		••••••						
Asian or Native Hawaiian/Oth Pacific Islander	her								
White Multiracial		3	-		3		_	-	
Small Group Totals		3	-		3	-	-	-	
General-Education Students Students with Disabilities	•••••	3	-		3	-	-	-	
English Proficient Limited English Proficient		3			3				
Economically Disadvantaged									
Not Disadvantaged		3	-		3	-	-	-	
Migrant									
Not Migrant		3	-		3	-	-	-	

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	2006-07 S e	chool Year			2005–06 School Year			
Assessments	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				New NYSAA 2006 and 2			2007, so e 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

		This District				NY State Public				
		Percentage sco	oring at level(s):		Percentage scoring at level(s):				
		2-4	3-4	4		2-4	3-4	4		
2007 Mean Score: -	Range:	616-780	650-78	0 696	5-780					
 ■ 2006-07 ■ 2005-06 										
Number of Tested Students:	<u> </u>			-	_					
Poculto by		2006–07 Sc l	2006–07 School Year				o6 School Year			
Results by			Percentage s	Percentage scoring at level(s):			Percentage scoring at level(s):			
Student Group		Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students		3	-	-	-	3	-	-	-	
Female		1	_		_	2	_	_	_	
Male		2	-	_	-	1	-	-	-	
American Indian or Alaska Nati Black or African American Hispanic or Latino	ve		••••••							
Asian or Native Hawaiian/Other Pacific Islander			••••••	· · · · · · · · · · · · · · · · · · ·				•••••		
White		3	-			3		_	_	
Multiracial			•••••							
Small Group Totals		3	-	_	_	3	-	-	_	
General-Education Students Students with Disabilities	•••••		••••••	_		د 				
English Proficient Limited English Proficient		3	_			3		-		
Economically Disadvantaged										
Not Disadvantaged		3	-	-	-	3	-	-	-	
Migrant										
Not Migrant		3	-	-	-	3	-	-	-	

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

Other	2006-07 S e	06–07 School Year				2005–06 School Year				
Assessments	Total	Number scoring at level(s):			Total	Number scoring at level(s):				
	Tested	2-4	3-4	4	Tested	2-4	3-4	4		
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.					