



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **RUSH-HENRIETTA CENTRAL SCHOOL
DISTRICT**

District ID **26-17-01-06-0000**

Superintendent **KENNETH GRAHAM**

Telephone **(585) 359-5012**

Grades **K-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 **RUSH-HENRIETTA CENTRAL SCHOOL DISTRICT**District ID **26-17-01-06-0000**

District Profile

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

Enrollment

	2004-05	2005-06	2006-07
Pre-K	0	0	0
Kindergarten	353	384	365
Grade 1	377	372	410
Grade 2	391	383	380
Grade 3	392	403	398
Grade 4	418	393	390
Grade 5	425	427	407
Grade 6	478	428	439
Ungraded Elementary	0	0	0
Grade 7	485	486	445
Grade 8	461	476	498
Grade 9	510	473	507
Grade 10	492	543	483
Grade 11	438	494	516
Grade 12	458	441	497
Ungraded Secondary	0	0	0
Total K-12	5678	5703	5735

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	18	17	16
Grade 8			
English	21	22	23
Mathematics	21	22	23
Science	21	22	23
Social Studies	21	22	23
Grade 10			
English	23	24	16
Mathematics	23	24	23
Science	23	20	21
Social Studies	23	25	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 **RUSH-HENRIETTA CENTRAL SCHOOL DISTRICT**District ID **26-17-01-06-0000**

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	807	14%	892	16%	922	16%
Reduced-Price Lunch	459	8%	494	9%	525	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	144	3%	162	3%	203	4%
Racial/Ethnic Origin						
American Indian or Alaska Native	36	1%	44	1%	39	1%
Black or African American	747	13%	786	14%	848	15%
Hispanic or Latino	181	3%	192	3%	228	4%
Asian or Native Hawaiian/Other Pacific Islander	381	7%	413	7%	440	8%
White	4333	76%	4268	75%	4180	73%
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%		96%		96%
Student Suspensions	379	7%	218	4%	295	5%

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 RUSH-HENRIETTA CENTRAL SCHOOL DISTRICT

District ID 26-17-01-06-0000

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	505	499	449
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	1%	1%	0%
Percent with Fewer Than Three Years of Experience	9%	9%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	9%	9%	11%
Total Number of Core Classes*	N/A	1779	1184
Percent Not Taught by Highly Qualified Teachers	N/A	1%	1%
Total Number of Classes	1839	1838	1862
Percent Taught by Teachers Without Appropriate Certification	1%	1%	1%

* 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	23%	22%	13%
Turnover Rate of All Teachers	19%	19%	12%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	69	115	96
Total Paraprofessionals*	156	156	165
Assistant Principals	7	6	7
Principals	9	9	9

* 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:

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

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)

Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

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	8 of 8	8 of 8	1 of 1	6 of 6	6 of 6	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  Good Standing
for This Subject
(2007-08)

Accountability Measures 8 of 8 Student groups making AYP in English Language Arts
 Made AYP

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
All Students (2637:2578)			100%		172	120	
Ethnicity							
American Indian or Alaska Native (16:16)	—	—	—	—	—	—	—
Black or African American (399:387)			100%		151	116	
Hispanic or Latino (119:109)			99%		158	112	
Asian or Native Hawaiian/Other Pacific Islander (191:178)			100%		174	114	
White (1912:1888)			100%		177	119	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (263:248)			99%		110	115	103 119
Limited English Proficient ⁵ (82:90)			100%		142	112	
Economically Disadvantaged (761:733)			100%		155	118	
Final AYP Determination	 8 of 8						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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 Mathematics

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

Accountability Measures 8 of 8 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 (2640:2578)			100%		174	84	
Ethnicity							
American Indian or Alaska Native (16:16)	—	—	—	—	—	—	—
Black or African American (404:386)			100%		144	80	
Hispanic or Latino (119:109)			100%		162	76	
Asian or Native Hawaiian/Other Pacific Islander (192:187)			100%		180	78	
White (1909:1880)			100%		181	83	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (263:247)			99%		119	79	
Limited English Proficient ⁵ (83:100)			100%		161	76	
Economically Disadvantaged (762:732)			100%		159	82	
Final AYP Determination	 8 of 8						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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 (917:880)		Qualified		99%		190	100	
Ethnicity								
American Indian or Alaska Native (7:7)	—	—	—	—	—	—	—	—
Black or African American (142:133)		Qualified		99%		173	100	
Hispanic or Latino (47:40)		Qualified		98%		180	100	
Asian or Native Hawaiian/Other Pacific Islander (67:61)		Qualified		99%		190	100	
White (654:639)		Qualified		100%		195	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (89:78)		Qualified		97%		158	100	
Limited English Proficient ⁴ (31:26)	—	—	—	—	—	—	—	—
Economically Disadvantaged (271:252)		Qualified		99%		182	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  Good Standing
for This Subject
(2007–08)

Accountability Measures 6 of 6 Student groups making AYP in English Language Arts
 Made 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 English Language Arts 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 (491:480)			100%		188	154	
Ethnicity							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (74:69)			100%		174	147	
Hispanic or Latino (14:14)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (34:30)		—	—		190	142	
White (367:365)			100%		191	153	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (68:80)			99%		150	148	
Limited English Proficient ⁴ (4:1)	—	—	—	—	—	—	—
Economically Disadvantaged (105:101)			100%		183	149	
Final AYP Determination		6 of 6					

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 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 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 (491:480)			100%		189	147	
Ethnicity							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (74:69)			100%		175	140	
Hispanic or Latino (14:14)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (34:30)		—	—		190	135	
White (367:365)			100%		193	146	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (68:80)			97%		150	141	
Limited English Proficient ⁴ (4:1)	—	—	—	—	—	—	—
Economically Disadvantaged (105:101)			100%		179	142	
Final AYP Determination		6 of 6					

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 (458)			84%	55%		
Ethnicity						
American Indian or Alaska Native (5)		–	–	–		
Black or African American (46)			76%	55%		
Hispanic or Latino (16)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (35)			71%	55%		
White (356)			88%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (83)			52%	55%	49%	53%
Limited English Proficient ³ (3)		–	–	–		
Economically Disadvantaged (78)			77%	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 **RUSH-HENRIETTA CENTRAL SCHOOL DISTRICT**

District ID **26-17-01-06-0000**

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

6 schools identified 67% of total

CHARLES H ROTH MIDDLE SCHOOL
DAVID B CRANE ELEMENTARY SCHOOL
ETHEL K FYLE ELEMENTARY SCHOOL
FLOYD S WINSLOW ELEMENTARY SCHOOL
HENRY V BURGER MIDDLE SCHOOL
NINTH GRADE ACADEMY

New York State Status

Good Standing

3 schools identified 33% of total

EMMA E SHERMAN ELEMENTARY SCHOOL
MONICA B LEARY ELEMENTARY SCHOOL
RUSH-HENRIETTA SENIOR HIGH SCHOOL

District **RUSH-HENRIETTA CENTRAL SCHOOL DISTRICT**District ID **26-17-01-06-0000**

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	78%			392
Grade 4	76%			391
Grade 5	79%			410
Grade 6	78%			440
Grade 7	68%			446
Grade 8	66%			507

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	93%			395
Grade 4	88%			397
Grade 5	76%			412
Grade 6	82%			441
Grade 7	70%			449
Grade 8	57%			506

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	94%			399
Grade 8	79%			263

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	85%			516
Mathematics	87%			516

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.

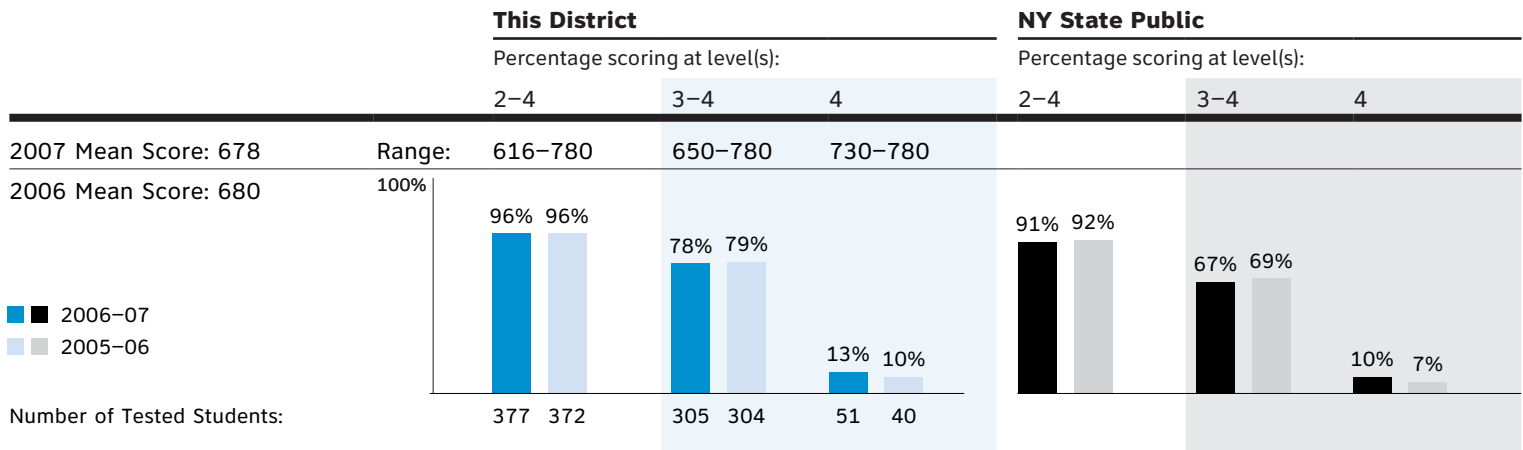
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Average Need Districts

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

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	392	96%	78%	13%	387	96%	79%	10%
Female	209	97%	82%	18%	197	97%	80%	9%
Male	183	96%	73%	7%	190	95%	77%	12%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	53	94%	60%	2%	54	81%	54%	0%
Hispanic or Latino	21	-	-	-	14	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	36	100%	89%	8%	29	100%	93%	7%
White	281	96%	80%	16%	289	98%	82%	12%
Multiracial								
Small Group Totals	22	91%	68%	5%	15	100%	80%	13%
General-Education Students	370	98%	81%	14%	359	97%	83%	11%
Students with Disabilities	22	73%	18%	0%	28	79%	21%	4%
English Proficient	372	96%	78%	14%	374	96%	79%	11%
Limited English Proficient	20	100%	65%	0%	13	92%	77%	0%
Economically Disadvantaged	110	93%	64%	5%	109	93%	64%	3%
Not Disadvantaged	282	98%	83%	16%	278	97%	84%	13%
Migrant								
Not Migrant	392	96%	78%	13%	387	96%	79%	10%

NOTES

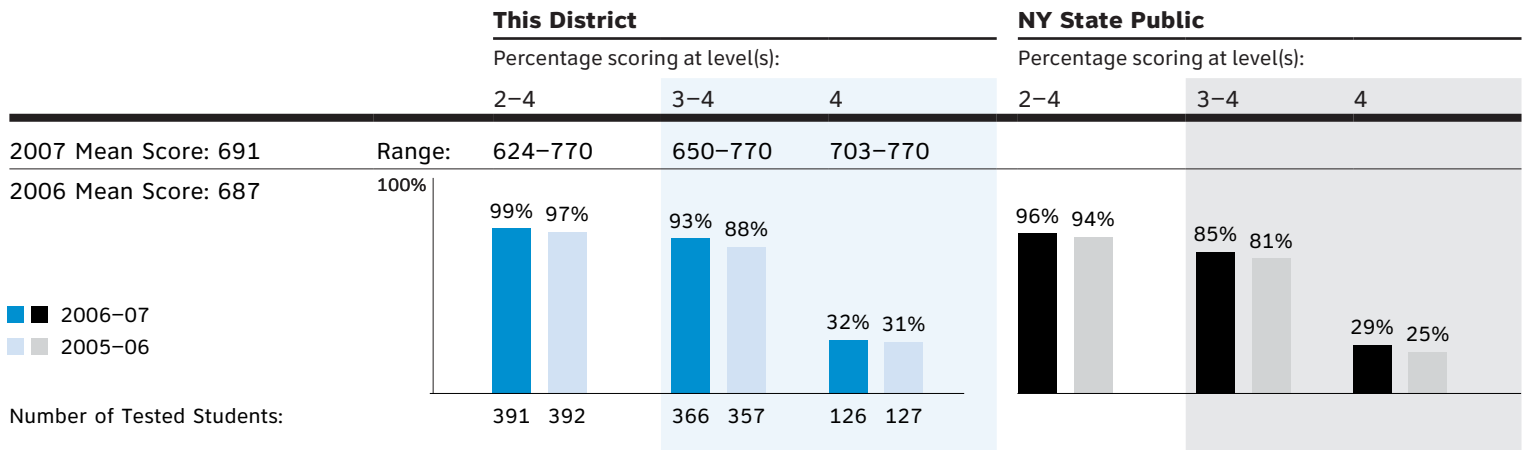
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other 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	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 3	5	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	395	99%	93%	32%	404	97%	88%	31%
Female	206	100%	91%	34%	207	97%	87%	29%
Male	189	98%	94%	29%	197	97%	89%	34%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	53	98%	79%	15%	55	89%	64%	7%
Hispanic or Latino	21	-	-	-	15	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	41	100%	95%	34%	37	97%	95%	38%
White	279	99%	95%	34%	296	99%	92%	34%
Multiracial								
Small Group Totals	22	100%	91%	41%	16	94%	94%	44%
General-Education Students	372	99%	94%	34%	372	98%	91%	34%
Students with Disabilities	23	96%	74%	4%	32	88%	56%	6%
English Proficient	370	99%	92%	32%	379	97%	89%	33%
Limited English Proficient	25	100%	96%	32%	25	92%	80%	12%
Economically Disadvantaged	112	100%	88%	15%	115	94%	80%	24%
Not Disadvantaged	283	99%	94%	39%	289	98%	92%	34%
Migrant								
Not Migrant	395	99%	93%	32%	404	97%	88%	31%

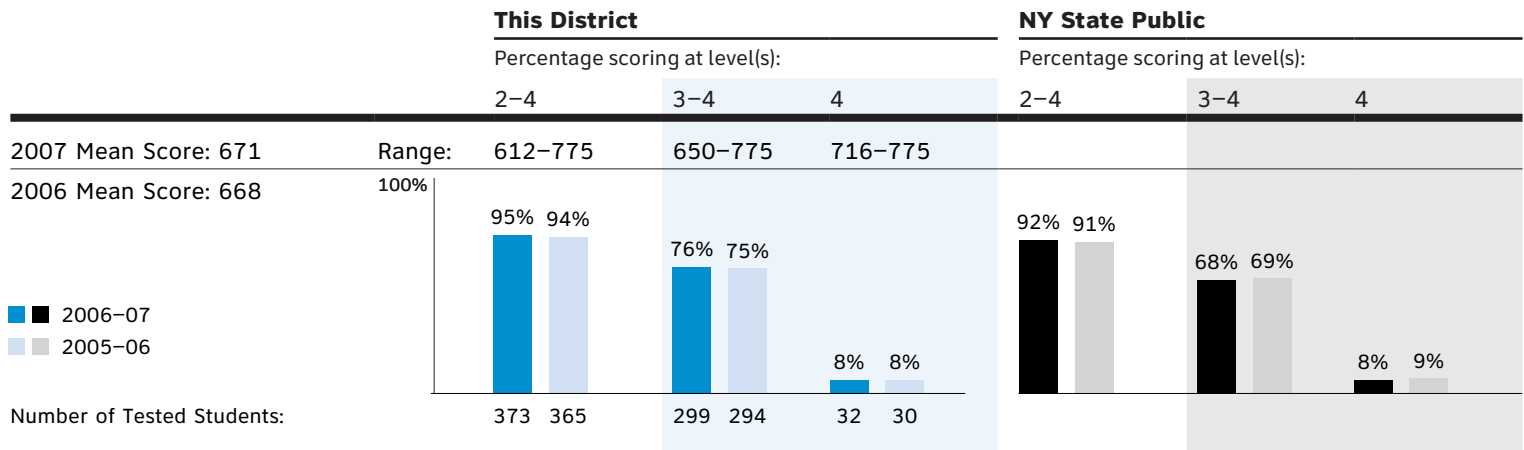
NOTES

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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	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 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	391	95%	76%	8%	390	94%	75%	8%
Female	198	96%	80%	10%	198	93%	78%	11%
Male	193	94%	73%	6%	192	94%	73%	4%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	56	86%	55%	2%	62	81%	53%	3%
Hispanic or Latino	17	-	-	-	12	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	33	100%	85%	3%	18	100%	89%	6%
White	284	97%	80%	10%	294	96%	79%	9%
Multiracial								
Small Group Totals	18	89%	67%	6%	16	100%	88%	6%
General-Education Students	354	98%	83%	9%	363	97%	80%	8%
Students with Disabilities	37	68%	16%	3%	27	44%	19%	0%
English Proficient	378	96%	78%	8%	387	-	-	-
Limited English Proficient	13	85%	46%	0%	3	-	-	-
Economically Disadvantaged	122	92%	63%	5%	106	89%	62%	3%
Not Disadvantaged	269	97%	83%	10%	284	95%	80%	10%
Migrant								
Not Migrant	391	95%	76%	8%	390	94%	75%	8%

NOTES

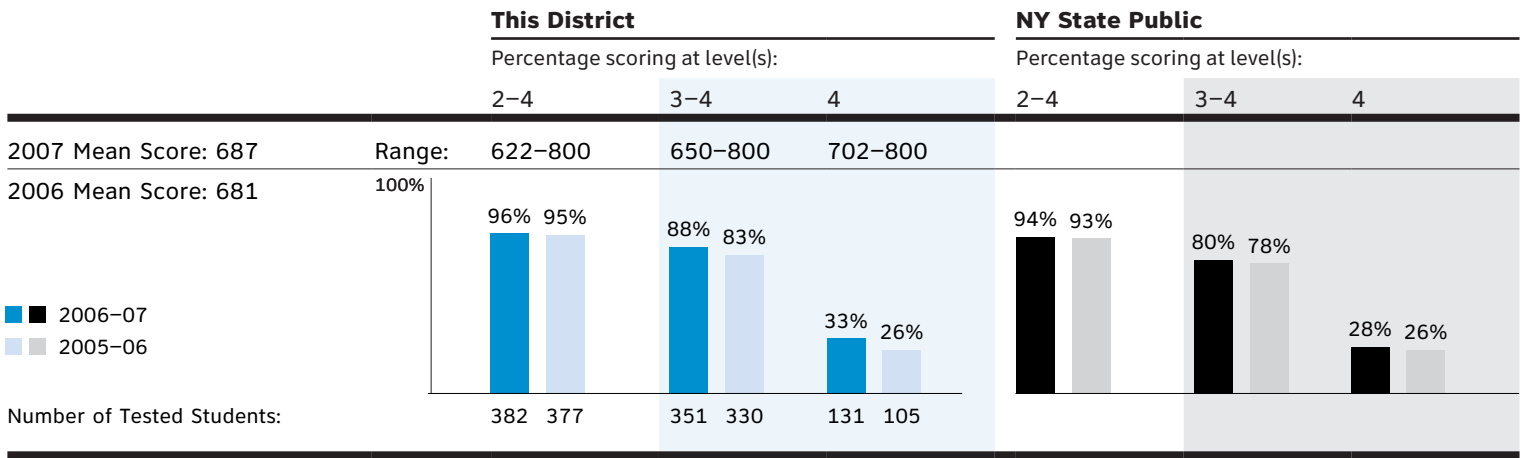
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Other Assessments

	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 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	3	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

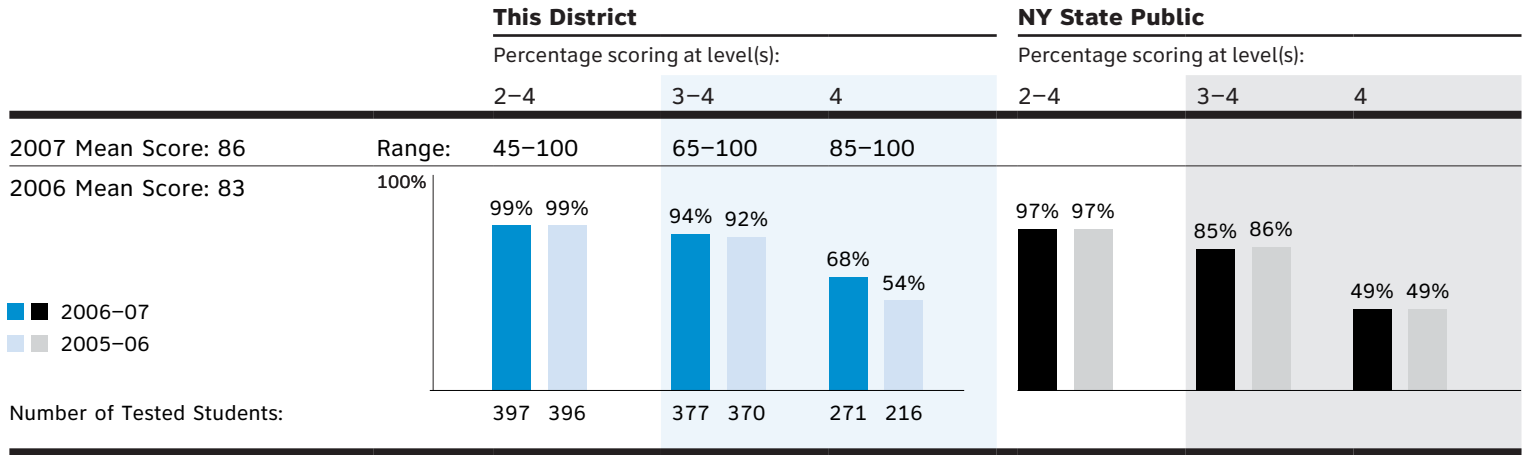
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	397	96%	88%	33%	397	95%	83%	26%
Female	198	95%	88%	29%	204	96%	84%	25%
Male	199	97%	89%	37%	193	94%	82%	28%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	56	93%	61%	9%	62	84%	65%	15%
Hispanic or Latino	16	-	-	-	12	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	37	95%	92%	43%	23	100%	87%	35%
White	287	98%	93%	37%	296	97%	87%	28%
Multiracial								
Small Group Totals	17	88%	88%	24%	16	94%	75%	25%
General-Education Students	359	99%	93%	35%	370	97%	86%	28%
Students with Disabilities	38	74%	45%	11%	27	67%	41%	4%
English Proficient	380	97%	89%	33%	383	95%	85%	27%
Limited English Proficient	17	76%	71%	24%	14	86%	36%	0%
Economically Disadvantaged	123	95%	81%	23%	113	90%	69%	13%
Not Disadvantaged	274	97%	92%	38%	284	97%	89%	32%
Migrant								
Not Migrant	397	96%	88%	33%	397	95%	83%	26%

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 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

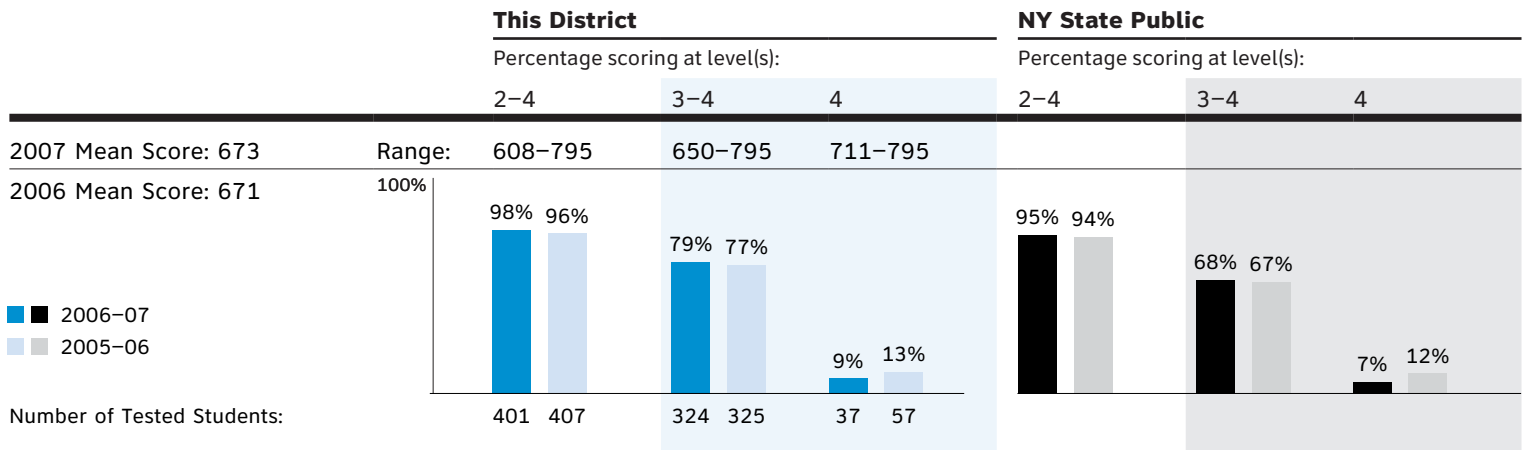
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	399	99%	94%	68%	401	99%	92%	54%
Female	199	99%	93%	64%	204	99%	92%	51%
Male	200	100%	96%	72%	197	99%	93%	57%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	57	98%	84%	32%	64	97%	80%	25%
Hispanic or Latino	16	-	-	-	12	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	38	100%	92%	71%	24	96%	96%	54%
White	287	100%	97%	75%	297	99%	95%	61%
Multiracial								
Small Group Totals	17	94%	88%	59%	16	100%	81%	44%
General-Education Students	361	100%	97%	73%	372	99%	94%	57%
Students with Disabilities	38	95%	74%	24%	29	93%	76%	14%
English Proficient	381	99%	96%	70%	387	99%	94%	56%
Limited English Proficient	18	100%	72%	33%	14	86%	57%	7%
Economically Disadvantaged	122	100%	91%	51%	113	96%	88%	37%
Not Disadvantaged	277	99%	96%	75%	288	100%	94%	60%
Migrant								
Not Migrant	399	99%	94%	68%	401	99%	92%	54%

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 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	410	98%	79%	9%	423	96%	77%	13%
Female	208	99%	82%	11%	208	98%	83%	14%
Male	202	97%	76%	7%	215	95%	71%	13%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	72	93%	60%	1%	62	95%	52%	10%
Hispanic or Latino	14	-	-	-	15	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	22	100%	77%	9%	26	100%	77%	15%
White	298	99%	84%	11%	319	96%	82%	14%
Multiracial								
Small Group Totals	18	94%	78%	11%	16	94%	69%	13%
General-Education Students	377	100%	84%	10%	385	99%	83%	15%
Students with Disabilities	33	76%	27%	0%	38	63%	18%	0%
English Proficient	400	98%	81%	9%	416	97%	77%	14%
Limited English Proficient	10	90%	20%	0%	7	71%	43%	0%
Economically Disadvantaged	118	98%	70%	4%	113	94%	58%	4%
Not Disadvantaged	292	98%	83%	11%	310	97%	84%	17%
Migrant								
Not Migrant	410	98%	79%	9%	423	96%	77%	13%

NOTES

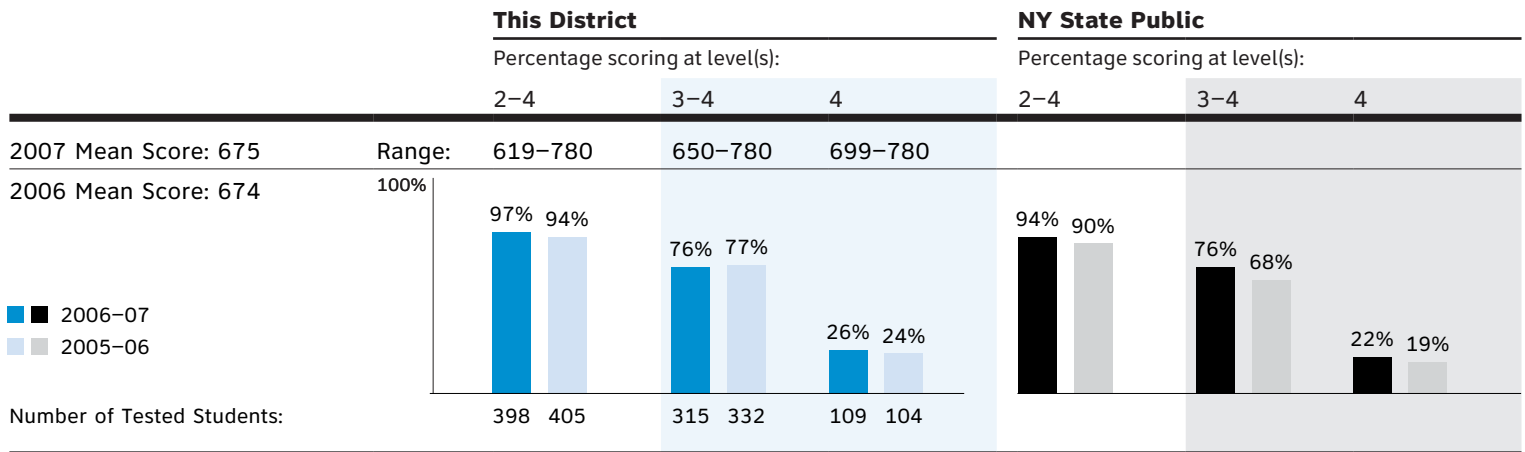
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other 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	7	7	6	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	2	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

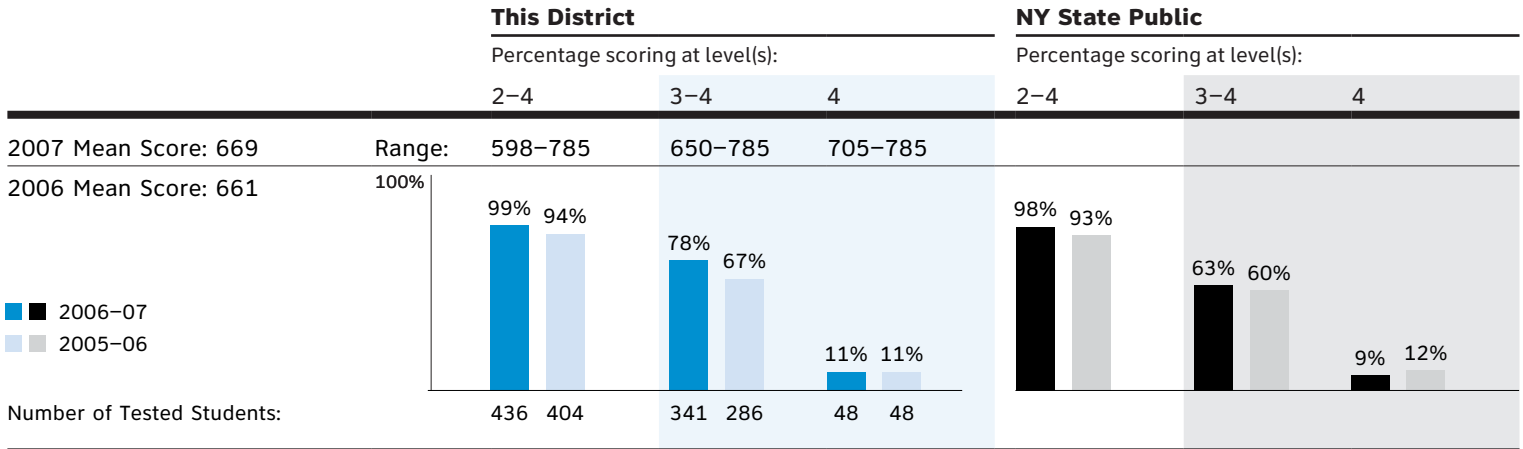
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	412	97%	76%	26%	431	94%	77%	24%
Female	212	97%	76%	24%	211	95%	77%	22%
Male	200	97%	77%	29%	220	93%	77%	26%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	72	90%	47%	18%	63	86%	48%	8%
Hispanic or Latino	14	-	-	-	16	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	24	100%	88%	50%	29	93%	90%	38%
White	298	98%	84%	28%	322	96%	82%	27%
Multiracial								
Small Group Totals	18	94%	61%	6%	17	82%	65%	12%
General-Education Students	380	99%	82%	28%	393	97%	82%	26%
Students with Disabilities	32	69%	13%	3%	38	61%	29%	3%
English Proficient	400	97%	78%	27%	418	94%	78%	25%
Limited English Proficient	12	92%	42%	25%	13	85%	54%	0%
Economically Disadvantaged	119	94%	59%	17%	117	87%	67%	16%
Not Disadvantaged	293	98%	84%	30%	314	96%	81%	27%
Migrant								
Not Migrant	412	97%	76%	26%	431	94%	77%	24%

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	7	6	6	4	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	440	99%	78%	11%	429	94%	67%	11%
Female	217	100%	79%	15%	215	96%	74%	15%
Male	223	99%	76%	7%	214	93%	59%	7%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	61	100%	59%	7%	56	91%	46%	5%
Hispanic or Latino	17	-	-	-	13	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	29	100%	69%	21%	29	97%	66%	17%
White	332	99%	83%	11%	329	94%	71%	12%
Multiracial								
Small Group Totals	18	100%	61%	11%	15	100%	60%	0%
General-Education Students	403	100%	82%	12%	369	98%	74%	13%
Students with Disabilities	37	89%	24%	0%	60	68%	20%	0%
English Proficient	429	99%	79%	11%	425	-	-	-
Limited English Proficient	11	100%	36%	0%	4	-	-	-
Economically Disadvantaged	128	99%	60%	2%	107	90%	46%	6%
Not Disadvantaged	312	99%	85%	15%	322	96%	74%	13%
Migrant								
Not Migrant	440	99%	78%	11%	429	94%	67%	11%

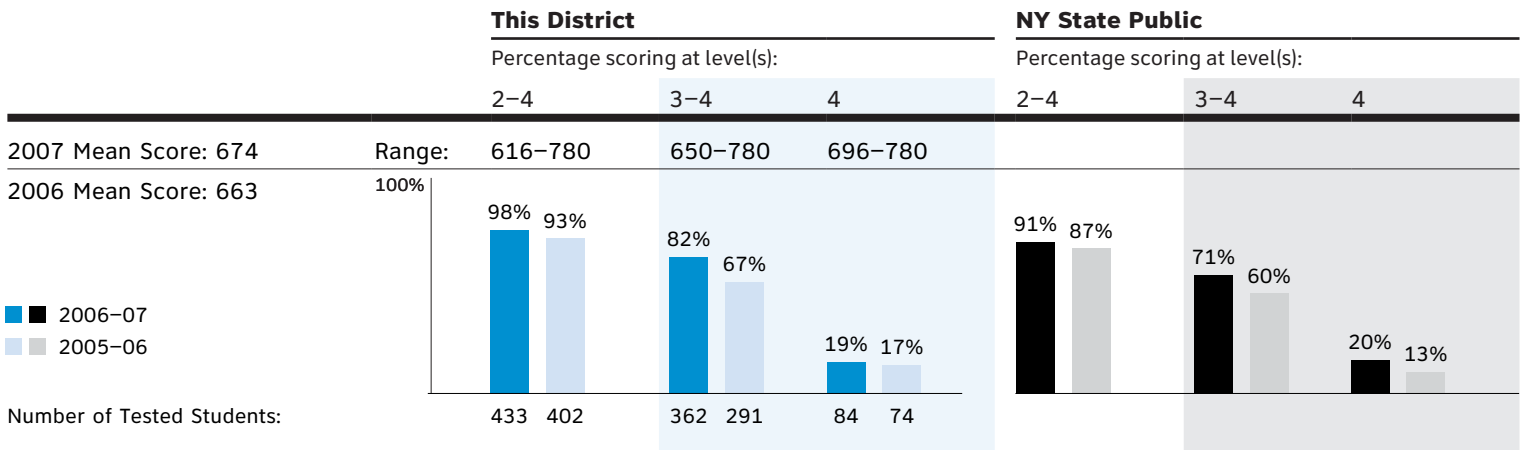
NOTES
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Other Assessments

	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	7	7	7	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 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

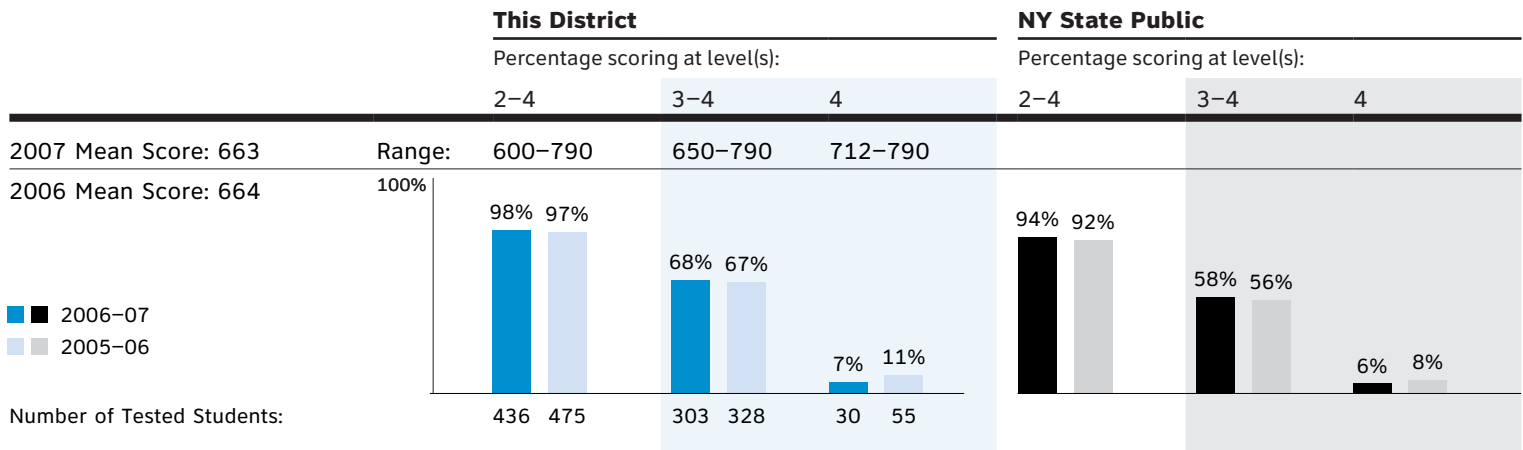
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	441	98%	82%	19%	434	93%	67%	17%
Female	216	99%	84%	17%	217	92%	67%	18%
Male	225	98%	80%	21%	217	93%	67%	16%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	62	95%	58%	8%	56	86%	45%	5%
Hispanic or Latino	17	-	-	-	14	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	29	100%	90%	38%	29	93%	83%	17%
White	332	98%	86%	20%	333	93%	70%	19%
Multiracial								
Small Group Totals	18	100%	72%	0%	16	100%	56%	19%
General-Education Students	404	100%	86%	21%	372	97%	76%	20%
Students with Disabilities	37	84%	43%	0%	62	68%	16%	2%
English Proficient	430	98%	82%	19%	429	93%	67%	17%
Limited English Proficient	11	100%	73%	9%	5	60%	40%	0%
Economically Disadvantaged	130	98%	68%	12%	106	87%	48%	8%
Not Disadvantaged	311	98%	88%	22%	328	95%	73%	20%
Migrant								
Not Migrant	441	98%	82%	19%	434	93%	67%	17%

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	7	7	6	5	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	446	98%	68%	7%	492	97%	67%	11%
Female	216	99%	75%	10%	240	98%	73%	12%
Male	230	97%	61%	3%	252	95%	61%	11%
American Indian or Alaska Native	3	-	-	-	5	100%	80%	20%
Black or African American	65	98%	48%	3%	71	96%	38%	6%
Hispanic or Latino	18	-	-	-	18	94%	50%	11%
Asian or Native Hawaiian/Other Pacific Islander	30	100%	70%	3%	25	96%	52%	0%
White	330	97%	72%	8%	373	97%	74%	13%
Multiracial								
Small Group Totals	21	100%	57%	10%				
General-Education Students	391	100%	75%	8%	447	99%	71%	12%
Students with Disabilities	55	84%	16%	0%	45	71%	24%	0%
English Proficient	442	-	-	-	475	97%	68%	12%
Limited English Proficient	4	-	-	-	17	82%	24%	0%
Economically Disadvantaged	123	97%	46%	4%	132	93%	42%	4%
Not Disadvantaged	323	98%	76%	8%	360	98%	76%	14%
Migrant								
Not Migrant	446	98%	68%	7%	492	97%	67%	11%

NOTES

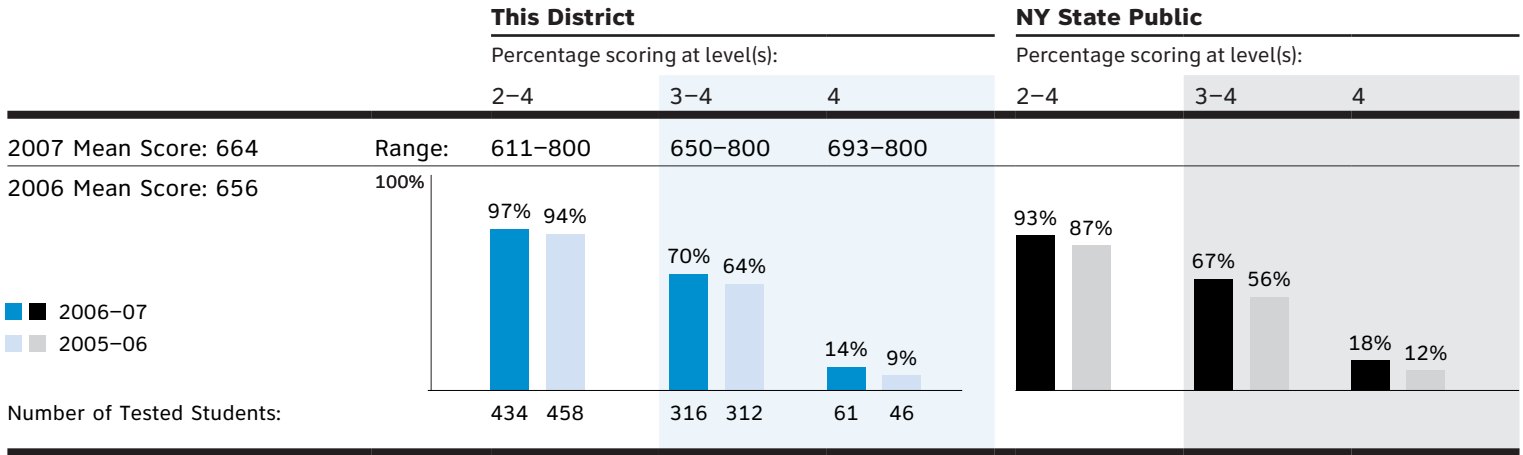
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Other Assessments

	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	7	7	5	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 7	1	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

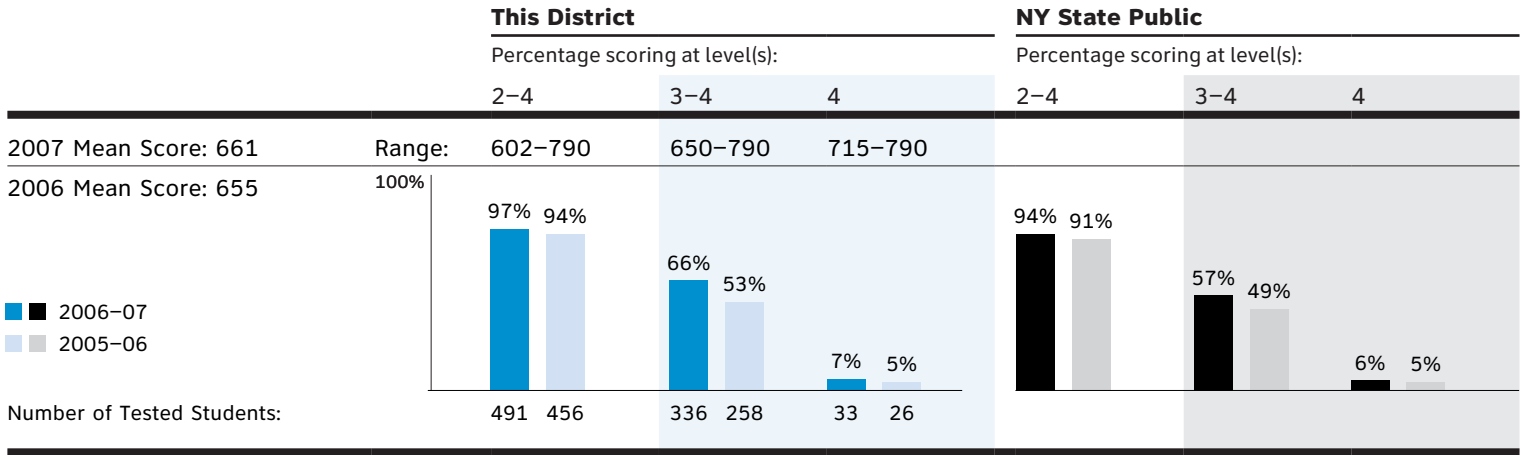
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	449	97%	70%	14%	489	94%	64%	9%
Female	218	96%	75%	14%	241	94%	62%	10%
Male	231	97%	66%	13%	248	94%	66%	8%
American Indian or Alaska Native	3	-	-	-	5	100%	80%	0%
Black or African American	67	91%	40%	3%	71	89%	32%	6%
Hispanic or Latino	19	-	-	-	19	95%	37%	5%
Asian or Native Hawaiian/Other Pacific Islander	31	97%	65%	10%	26	92%	69%	19%
White	329	98%	78%	17%	368	95%	71%	10%
Multiracial								
Small Group Totals	22	100%	64%	5%				
General-Education Students	394	98%	77%	15%	446	98%	68%	10%
Students with Disabilities	55	85%	25%	0%	43	53%	21%	0%
English Proficient	444	97%	71%	14%	470	94%	66%	10%
Limited English Proficient	5	80%	0%	0%	19	84%	21%	5%
Economically Disadvantaged	124	95%	44%	4%	133	88%	39%	2%
Not Disadvantaged	325	97%	80%	17%	356	96%	73%	12%
Migrant								
Not Migrant	449	97%	70%	14%	489	94%	64%	9%

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	7	7	5	3	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 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	507	97%	66%	7%	483	94%	53%	5%
Female	243	98%	74%	7%	244	95%	55%	6%
Male	264	95%	59%	6%	239	93%	51%	5%
American Indian or Alaska Native	6	83%	83%	17%	2	-	-	-
Black or African American	83	100%	43%	2%	76	88%	32%	3%
Hispanic or Latino	27	89%	44%	4%	18	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	27	93%	56%	4%	31	100%	58%	0%
White	364	97%	74%	8%	356	95%	59%	7%
Multiracial								
Small Group Totals					20	95%	35%	0%
General-Education Students	462	99%	71%	7%	420	99%	61%	6%
Students with Disabilities	45	73%	20%	0%	63	65%	5%	0%
English Proficient	495	97%	67%	7%	476	95%	54%	5%
Limited English Proficient	12	83%	25%	0%	7	86%	0%	0%
Economically Disadvantaged	148	95%	47%	1%	134	92%	31%	1%
Not Disadvantaged	359	98%	74%	9%	349	95%	62%	7%
Migrant								
Not Migrant	507	97%	66%	7%	483	94%	53%	5%

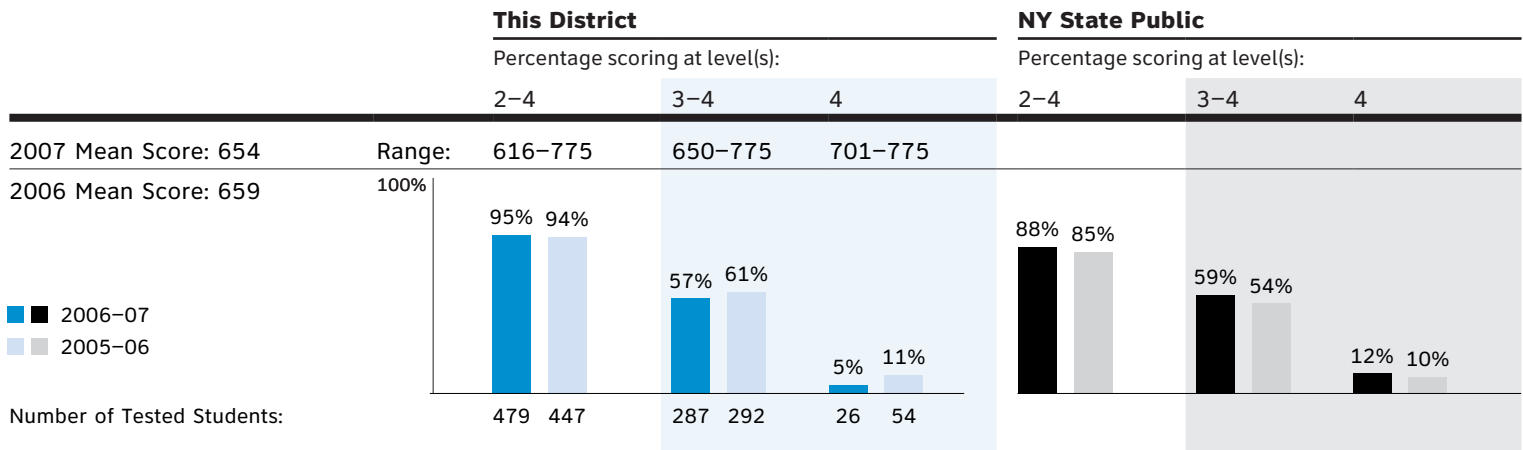
NOTES
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Other Assessments

	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 8 Equivalent	2	-	-	-	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	1	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	506	95%	57%	5%	478	94%	61%	11%
Female	242	97%	57%	6%	240	94%	60%	10%
Male	264	93%	56%	5%	238	93%	62%	13%
American Indian or Alaska Native	6	100%	83%	17%	2	-	-	-
Black or African American	85	87%	28%	4%	77	82%	27%	4%
Hispanic or Latino	28	89%	43%	4%	18	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	28	96%	57%	4%	31	100%	77%	13%
White	359	97%	64%	6%	350	95%	68%	13%
Multiracial								
Small Group Totals					20	95%	50%	5%
General-Education Students	462	98%	61%	6%	416	98%	68%	13%
Students with Disabilities	44	64%	9%	0%	62	63%	15%	0%
English Proficient	493	95%	58%	5%	470	93%	61%	11%
Limited English Proficient	13	100%	23%	0%	8	100%	63%	0%
Economically Disadvantaged	147	93%	38%	2%	132	89%	42%	6%
Not Disadvantaged	359	96%	64%	6%	346	95%	68%	13%
Migrant								
Not Migrant	506	95%	57%	5%	478	94%	61%	11%

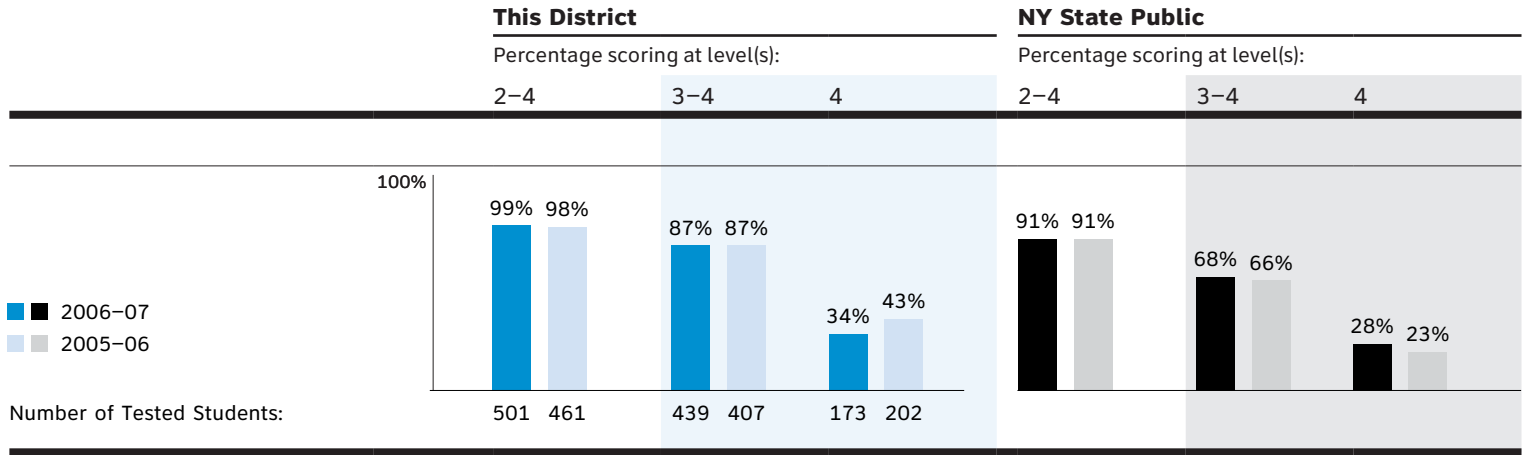
NOTES

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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	2	-	-	-	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	263	99%	79%	25%	296	97%	80%	28%
Female	120	100%	80%	28%	144	96%	74%	24%
Male	143	99%	78%	23%	152	99%	86%	32%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	60	98%	65%	12%	58	95%	60%	9%
Hispanic or Latino	23	100%	65%	13%	13	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	15	100%	87%	27%
White	164	99%	88%	34%	209	98%	87%	35%
Multiracial								
Small Group Totals	16	100%	63%	13%	14	100%	50%	7%
General-Education Students	222	100%	86%	30%	236	100%	89%	34%
Students with Disabilities	41	95%	44%	2%	60	87%	47%	5%
English Proficient	254	99%	80%	26%	288	97%	80%	29%
Limited English Proficient	9	100%	56%	0%	8	100%	75%	0%
Economically Disadvantaged	109	99%	71%	18%	108	98%	72%	19%
Not Disadvantaged	154	99%	85%	31%	188	97%	85%	34%
Migrant								
Not Migrant	263	99%	79%	25%	296	97%	80%	28%

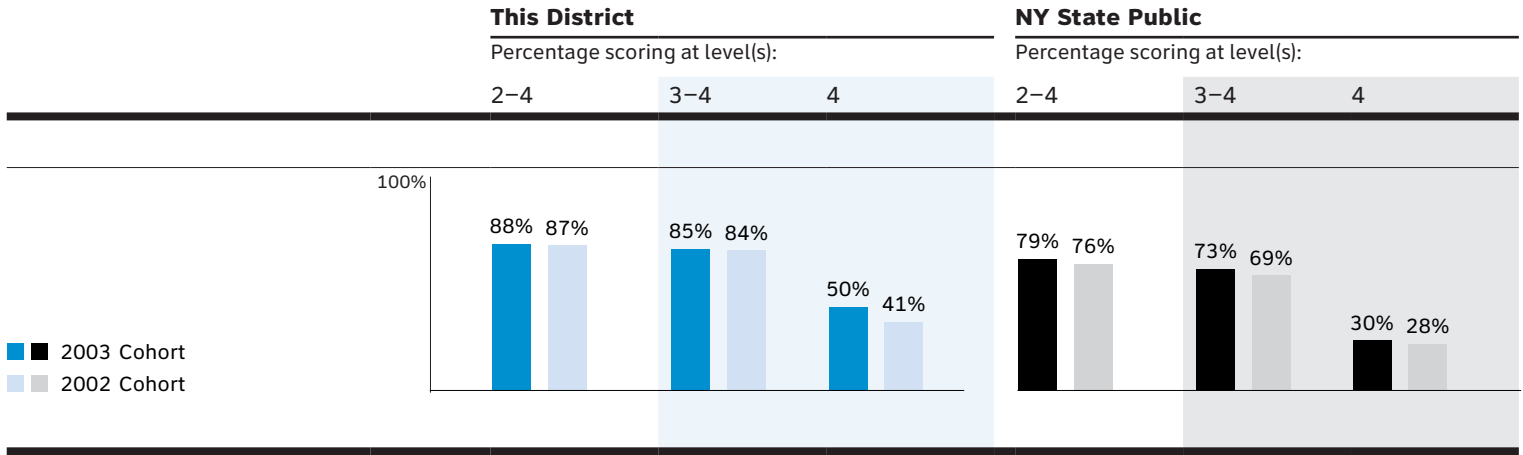
NOTES

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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	2	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	242	240	231	106	173	173	170	118

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	516	88%	85%	50%	471	87%	84%	41%
Female	246	91%	89%	57%	232	88%	85%	48%
Male	270	84%	81%	44%	239	86%	82%	34%
American Indian or Alaska Native	2	-	-	-	5	100%	100%	80%
Black or African American	74	82%	76%	28%	46	85%	74%	20%
Hispanic or Latino	17	-	-	-	16	56%	50%	13%
Asian or Native Hawaiian/Other Pacific Islander	33	91%	88%	61%	37	78%	76%	35%
White	390	89%	88%	54%	367	90%	87%	45%
Multiracial								
Small Group Totals	19	68%	68%	32%				
General-Education Students	423	95%	95%	60%	387	95%	93%	49%
Students with Disabilities	93	54%	43%	4%	84	52%	39%	5%
English Proficient	514	-	-	-	467	-	-	-
Limited English Proficient	2	-	-	-	4	-	-	-
Economically Disadvantaged	106	90%	85%	35%	79	80%	71%	19%
Not Disadvantaged	410	87%	85%	54%	392	89%	86%	45%
Migrant								
Not Migrant					471	87%	84%	41%

NOTES

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Other Assessments

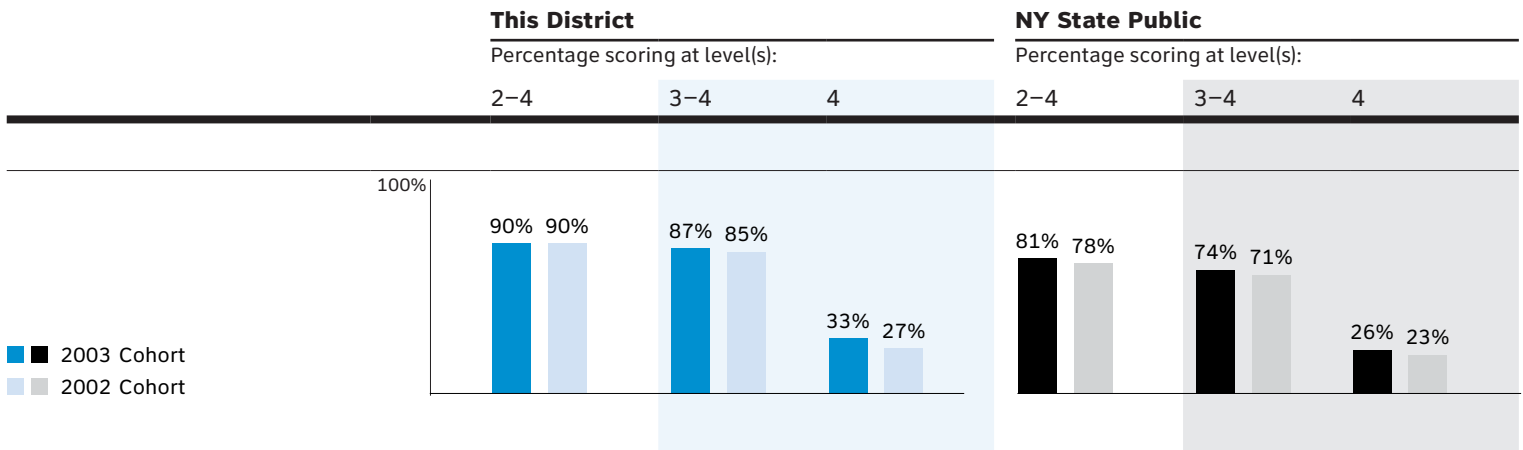
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				4	-	-	-

* 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	516	90%	87%	33%	471	90%	85%	27%
Female	246	93%	91%	34%	232	90%	84%	29%
Male	270	86%	83%	32%	239	90%	86%	24%
American Indian or Alaska Native	2	–	–	–	5	100%	100%	20%
Black or African American	74	84%	77%	15%	46	83%	72%	9%
Hispanic or Latino	17	–	–	–	16	63%	44%	6%
Asian or Native Hawaiian/Other Pacific Islander	33	88%	88%	52%	37	89%	86%	35%
White	390	92%	89%	36%	367	92%	89%	29%
Multiracial								
Small Group Totals	19	74%	74%	16%				
General-Education Students	423	96%	96%	39%	387	97%	95%	32%
Students with Disabilities	93	59%	46%	6%	84	58%	42%	5%
English Proficient	514	–	–	–	467	–	–	–
Limited English Proficient	2	–	–	–	4	–	–	–
Economically Disadvantaged	106	90%	81%	25%	79	85%	72%	14%
Not Disadvantaged	410	90%	88%	35%	392	91%	88%	29%
Migrant								
Not Migrant					471	90%	85%	27%

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				3	–	–	–

* 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.