



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **MONROE-WOODBURY CENTRAL
SCHOOL DISTRICT**

District ID **44-12-01-06-0000**

Superintendent **JOSEPH DILORENZO**

Telephone **(845) 460-6200**

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 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	527	525	534
Grade 1	509	563	536
Grade 2	515	514	569
Grade 3	524	530	531
Grade 4	571	518	544
Grade 5	572	581	529
Grade 6	576	593	604
Ungraded Elementary	12	0	0
Grade 7	571	592	610
Grade 8	599	567	602
Grade 9	633	617	606
Grade 10	612	619	605
Grade 11	575	608	624
Grade 12	556	555	598
Ungraded Secondary	0	0	0
Total K-12	7352	7382	7492

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	24	24	24
Grade 8			
English	24	24	26
Mathematics	24	24	25
Science	24	24	24
Social Studies	23	24	25
Grade 10			
English	26	26	26
Mathematics	23	25	24
Science	22	24	23
Social Studies	24	25	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 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 **MONROE-WOODBURY CENTRAL SCHOOL DISTRICT**District ID **44-12-01-06-0000**

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	419	6%	336	5%	385	5%
Reduced-Price Lunch	237	3%	219	3%	179	2%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	107	1%	139	2%	356	5%
Racial/Ethnic Origin						
American Indian or Alaska Native	19	0%	20	0%	24	0%
Black or African American	303	4%	367	5%	402	5%
Hispanic or Latino	881	12%	924	13%	1008	13%
Asian or Native Hawaiian/Other Pacific Islander	357	5%	400	5%	419	6%
White	5792	79%	5671	77%	5639	75%
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	198	3%	190	3%	166	2%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

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 **MONROE-WOODBURY CENTRAL SCHOOL DISTRICT**District ID **44-12-01-06-0000**

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	533	538	504
Percent with No Valid Teaching Certificate	1%	0%	1%
Percent Teaching Out of Certification	1%	1%	1%
Percent with Fewer Than Three Years of Experience	7%	6%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	26%	28%	36%
Total Number of Core Classes*	N/A	1831	1142
Percent Not Taught by Highly Qualified Teachers	N/A	0%	0%
Total Number of Classes	1823	1865	1844
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	25%	17%	26%
Turnover Rate of All Teachers	13%	10%	11%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	50	51	53
Total Paraprofessionals*	139	134	88
Assistant Principals	11	11	11
Principals	7	7	7

* Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year that were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

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



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2006–07 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2002 graduation-rate cohort earning a local diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMO's for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Graduation-Rate Cohort

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

Science Progress Target

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

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

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

Summary

Overall Accountability Status (2007-08)

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	—	—	—			—
Limited English Proficient			—	—	—	—
Economically Disadvantaged			—	—	—	—
Student groups making AYP in each subject	6 of 7	7 of 7	1 of 1	3 of 4	3 of 4	1 of 1

AYP Status


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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts























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

Accountability Measures 6 of 7 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be District In Need of Improvement (Year 1) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will be in good standing in 2008-09. [202]

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 (3480:3426)			100%		177	120	
Ethnicity							
American Indian or Alaska Native (9:9)	—	—	—	—	—	—	—
Black or African American (210:196)			100%		163	114	
Hispanic or Latino (449:435)			100%		157	117	
Asian or Native Hawaiian/Other Pacific Islander (202:201)			100%		187	114	
White (2610:2585)			100%		180	120	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (0:0)							
Limited English Proficient ⁵ (60:61)			100%		95	110	110 106
Economically Disadvantaged (320:306)			100%		148	116	
Final AYP Determination		6 of 7					

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 7 of 7 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 (3486:3415)			100%		182	84	
Ethnicity							
American Indian or Alaska Native (10:9)	—	—	—	—	—	—	—
Black or African American (213:195)			100%		172	78	
Hispanic or Latino (460:440)			100%		165	81	
Asian or Native Hawaiian/Other Pacific Islander (204:200)			100%		194	78	
White (2599:2571)			100%		185	84	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (0:0)							
Limited English Proficient ⁵ (59:67)			100%		137	74	
Economically Disadvantaged (320:305)			100%		161	80	
Final AYP Determination	 7 of 7						

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 (1161:1139)		Qualified		100%		192	100	
Ethnicity								
American Indian or Alaska Native (4:4)	—	—	—	—	—	—	—	—
Black or African American (71:68)		Qualified		99%		187	100	
Hispanic or Latino (155:150)		Qualified		100%		183	100	
Asian or Native Hawaiian/Other Pacific Islander (69:68)		Qualified		100%		199	100	
White (862:849)		Qualified		100%		193	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (0:0)								
Limited English Proficient ⁴ (17:16)	—	—	—	—	—	—	—	—
Economically Disadvantaged (103:99)		Qualified		99%		183	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 3 of 4 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be District In Need of Improvement (Year 1) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will be in good standing in 2008-09. [202]

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 (607:589)			98%		188	154	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (32:29)	—	—	—	—	—	—	—
Hispanic or Latino (77:78)			99%		163	148	
Asian or Native Hawaiian/Other Pacific Islander (28:27)	—	—	—	—	—	—	—
White (469:454)			98%		193	154	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (97:70)			93%		147	148	20 152
Limited English Proficient ⁴ (2:4)	—	—	—	—	—	—	—
Economically Disadvantaged (25:28)	—	—	—	—	—	—	—
Final AYP Determination		3 of 4					

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 3 of 4 Student groups making AYP in Mathematics
 Did not make AYP

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

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (607:589)			98%		189	147	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (32:29)	—	—	—	—	—	—	—
Hispanic or Latino (77:78)			99%		176	141	
Asian or Native Hawaiian/Other Pacific Islander (28:27)	—	—	—	—	—	—	—
White (469:454)			98%		192	147	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (97:70)			94%		150	141	
Limited English Proficient ⁴ (2:4)	—	—	—	—	—	—	—
Economically Disadvantaged (25:28)	—	—	—	—	—	—	—
Final AYP Determination		3 of 4					

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 (560)			94%	55%	
Ethnicity					
American Indian or Alaska Native (1)		–	–	–	
Black or African American (31)			90%	55%	
Hispanic or Latino (60)			85%	55%	
Asian or Native Hawaiian/Other Pacific Islander (24)		–	–	–	
White (444)			95%	55%	
Multiracial (0)					
Other Groups					
Students with Disabilities (79)			85%	55%	
Limited English Proficient ³ (8)		–	–	–	
Economically Disadvantaged (34)			85%	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 **MONROE-WOODBURY CENTRAL SCHOOL DISTRICT**

District ID **44-12-01-06-0000**

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

3 schools identified 43% of total

CENTRAL VALLEY SCHOOL
NORTH MAIN STREET SCHOOL
PINE TREE ELEMENTARY SCHOOL

New York State Status

Good Standing

4 schools identified 57% of total

MONROE WOODBURY HIGH SCHOOL
MONROE WOODBURY MIDDLE SCHOOL
SAPPHIRE ELEMENTARY SCHOOL
SMITH CLOVE ELEMENTARY SCHOOL

District **MONROE-WOODBURY CENTRAL SCHOOL DISTRICT**District ID **44-12-01-06-0000**

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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	79%			533
Grade 4	78%			547
Grade 5	79%			535
Grade 6	83%			610
Grade 7	72%			616
Grade 8	80%			603
Mathematics				
Grade 3	90%			539
Grade 4	90%			547
Grade 5	90%			534
Grade 6	80%			614
Grade 7	79%			616
Grade 8	77%			605
Science				
Grade 4	96%			549
Grade 8	88%			603

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	88%			624
Mathematics	89%			624

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.

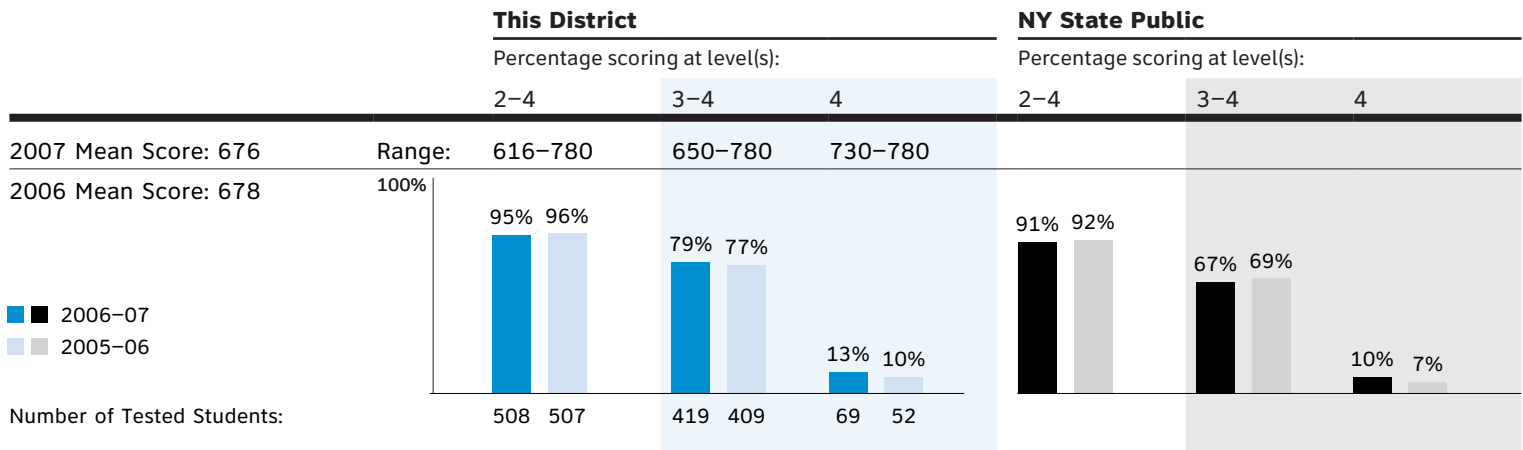
In this section, this district's performance is compared with that of public schools statewide.

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	533	95%	79%	13%	529	96%	77%	10%
Female	271	95%	77%	16%	263	98%	81%	11%
Male	262	95%	81%	10%	266	94%	74%	8%
American Indian or Alaska Native					3	-	-	-
Black or African American	34	88%	50%	9%	28	-	-	-
Hispanic or Latino	58	90%	60%	12%	64	91%	67%	3%
Asian or Native Hawaiian/Other Pacific Islander	30	93%	83%	20%	36	97%	92%	19%
White	411	97%	83%	13%	398	96%	78%	11%
Multiracial								
Small Group Totals					31	100%	71%	0%
General-Education Students	467	97%	84%	15%	455	99%	85%	11%
Students with Disabilities	66	80%	44%	0%	74	77%	32%	0%
English Proficient	519	96%	80%	13%	523	96%	78%	10%
Limited English Proficient	14	64%	29%	0%	6	50%	33%	0%
Economically Disadvantaged	53	91%	53%	4%	43	88%	51%	2%
Not Disadvantaged	480	96%	81%	14%	486	97%	80%	10%
Migrant								
Not Migrant	533	95%	79%	13%	529	96%	77%	10%

NOTES

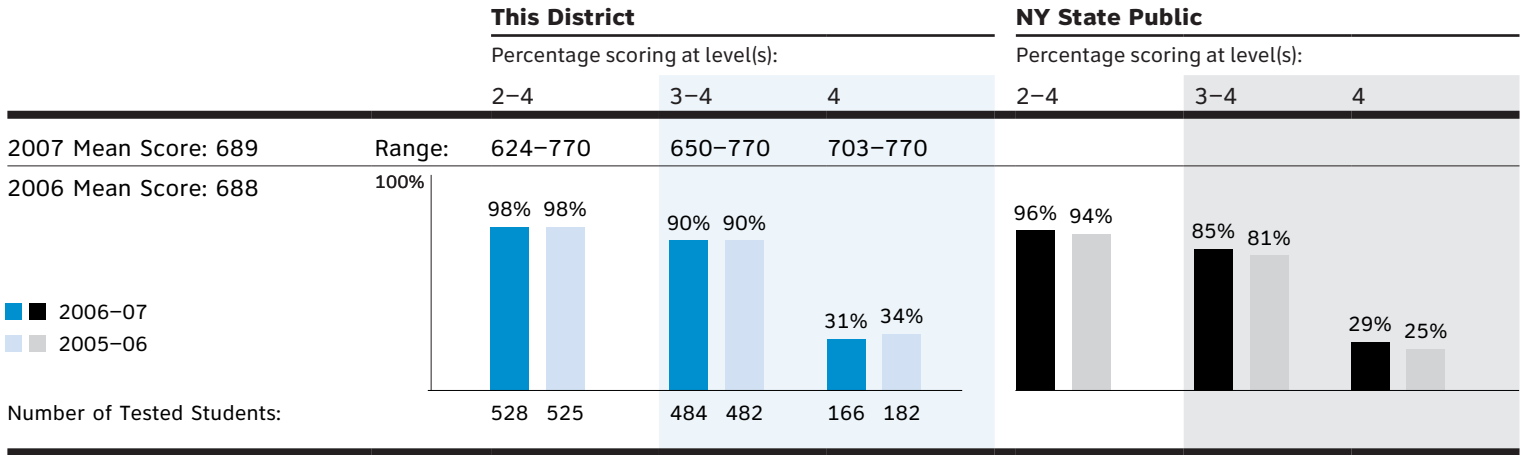
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	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	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 3 Mathematics



Results by Student Group

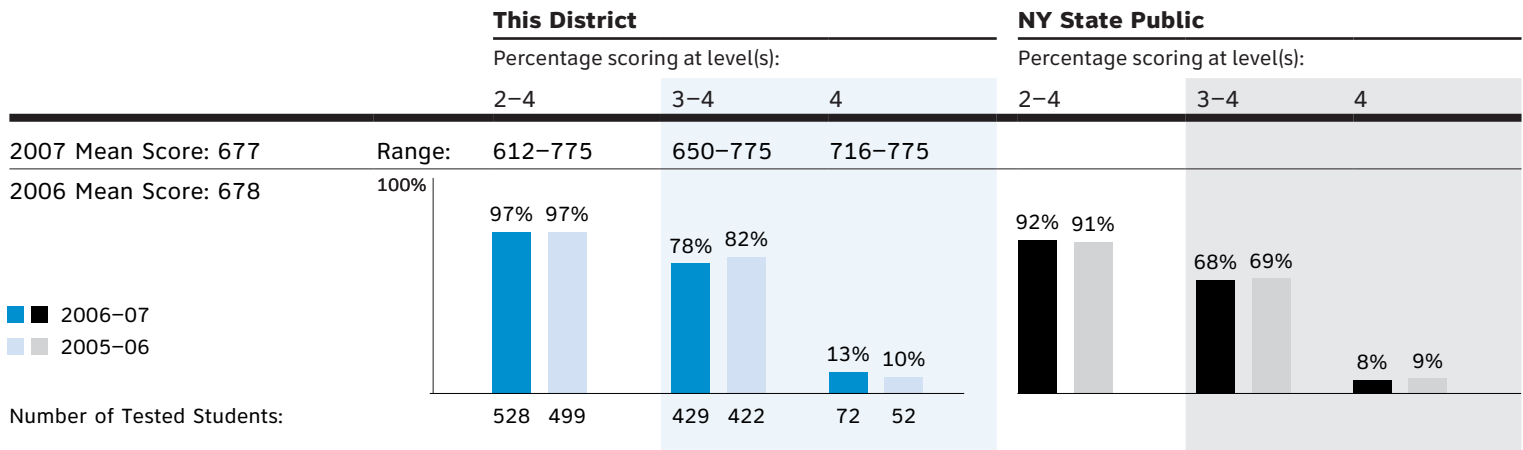
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	539	98%	90%	31%	534	98%	90%	34%
Female	275	97%	91%	34%	266	97%	89%	35%
Male	264	98%	89%	28%	268	99%	92%	33%
American Indian or Alaska Native					3	-	-	-
Black or African American	36	92%	75%	14%	30	-	-	-
Hispanic or Latino	64	98%	75%	19%	70	96%	84%	27%
Asian or Native Hawaiian/Other Pacific Islander	31	94%	94%	45%	36	100%	97%	53%
White	408	99%	93%	33%	395	98%	91%	35%
Multiracial								
Small Group Totals					33	100%	91%	12%
General-Education Students	475	100%	94%	35%	460	99%	94%	39%
Students with Disabilities	64	86%	61%	2%	74	95%	69%	5%
English Proficient	524	98%	91%	32%	523	99%	91%	35%
Limited English Proficient	15	100%	53%	0%	11	82%	64%	9%
Economically Disadvantaged	55	98%	76%	13%	46	93%	80%	17%
Not Disadvantaged	484	98%	91%	33%	488	99%	91%	36%
Migrant								
Not Migrant	539	98%	90%	31%	534	98%	90%	34%

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	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	547	97%	78%	13%	513	97%	82%	10%
Female	269	99%	79%	16%	239	97%	85%	14%
Male	278	94%	78%	10%	274	97%	80%	7%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	33	-	-	-	22	-	-	-
Hispanic or Latino	73	90%	58%	8%	59	95%	64%	7%
Asian or Native Hawaiian/Other Pacific Islander	37	100%	89%	22%	37	97%	81%	16%
White	401	98%	82%	14%	394	98%	86%	11%
Multiracial								
Small Group Totals	36	94%	67%	8%	23	96%	70%	0%
General-Education Students	458	99%	88%	16%	433	100%	90%	12%
Students with Disabilities	89	82%	31%	1%	80	85%	41%	0%
English Proficient	537	97%	80%	13%	507	97%	83%	10%
Limited English Proficient	10	60%	10%	0%	6	83%	17%	0%
Economically Disadvantaged	52	92%	54%	8%	42	90%	48%	2%
Not Disadvantaged	495	97%	81%	14%	471	98%	85%	11%
Migrant								
Not Migrant	547	97%	78%	13%	513	97%	82%	10%

NOTES

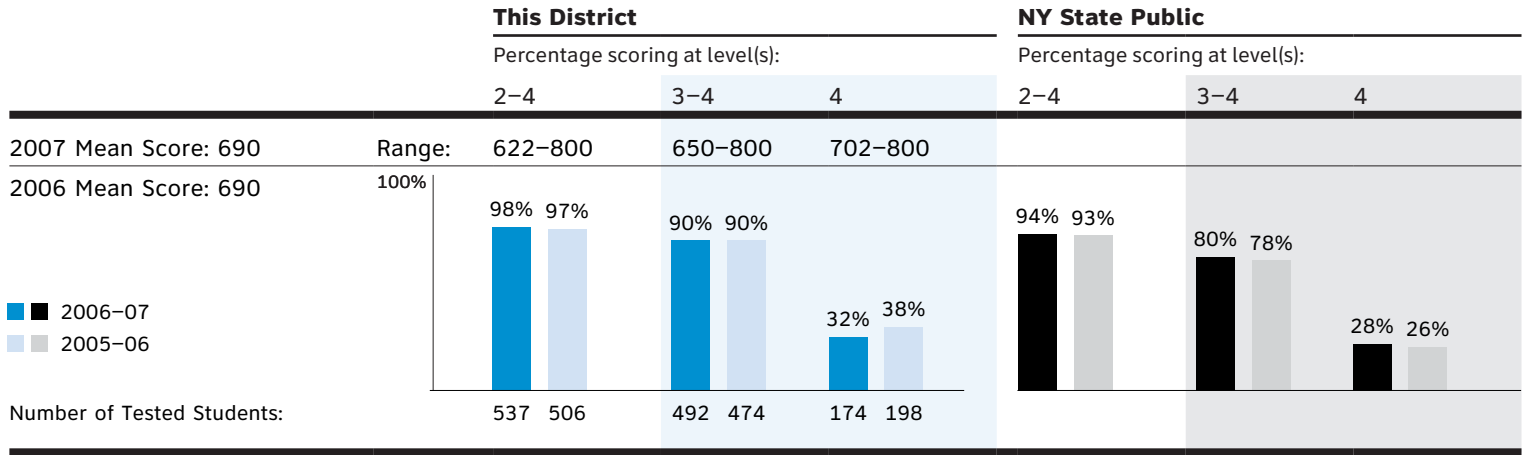
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 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 4	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 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	547	98%	90%	32%	524	97%	90%	38%
Female	268	98%	88%	30%	244	95%	89%	36%
Male	279	98%	92%	33%	280	98%	92%	39%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	31	-	-	-	22	-	-	-
Hispanic or Latino	76	99%	82%	25%	67	87%	75%	19%
Asian or Native Hawaiian/Other Pacific Islander	37	100%	97%	51%	38	97%	95%	50%
White	400	98%	91%	33%	396	98%	93%	41%
Multiracial								
Small Group Totals	34	100%	88%	18%	23	100%	87%	13%
General-Education Students	456	100%	95%	37%	442	99%	97%	44%
Students with Disabilities	91	89%	64%	5%	82	82%	56%	4%
English Proficient	536	98%	90%	32%	511	97%	92%	39%
Limited English Proficient	11	91%	64%	18%	13	69%	38%	0%
Economically Disadvantaged	52	100%	83%	17%	47	85%	66%	9%
Not Disadvantaged	495	98%	91%	33%	477	98%	93%	41%
Migrant								
Not Migrant	547	98%	90%	32%	524	97%	90%	38%

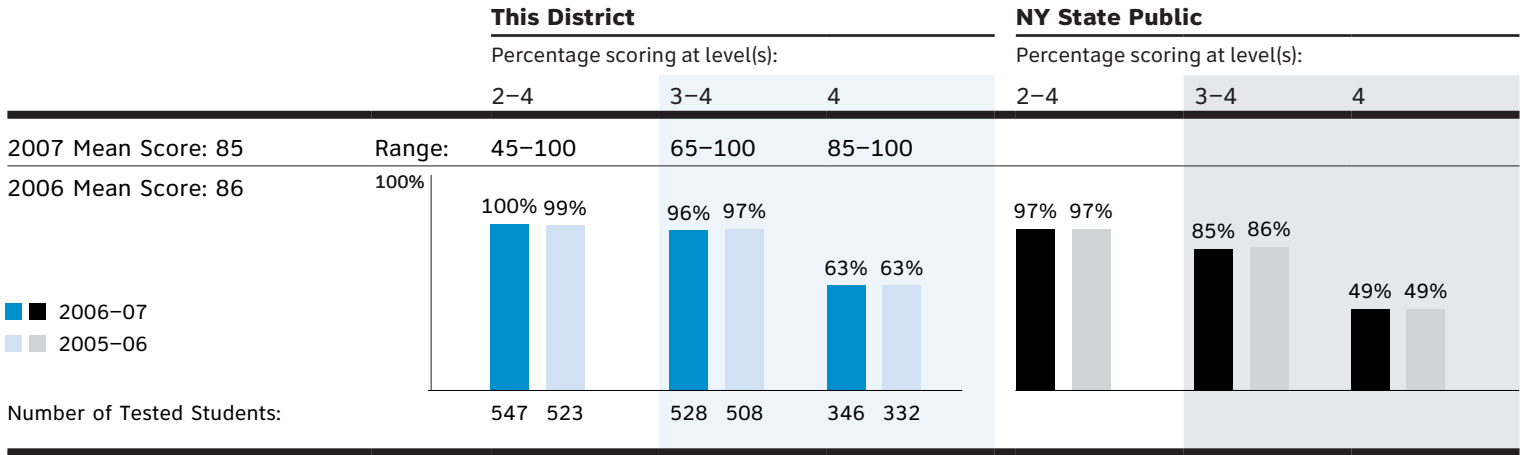
NOTES

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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	2	-	-	-	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

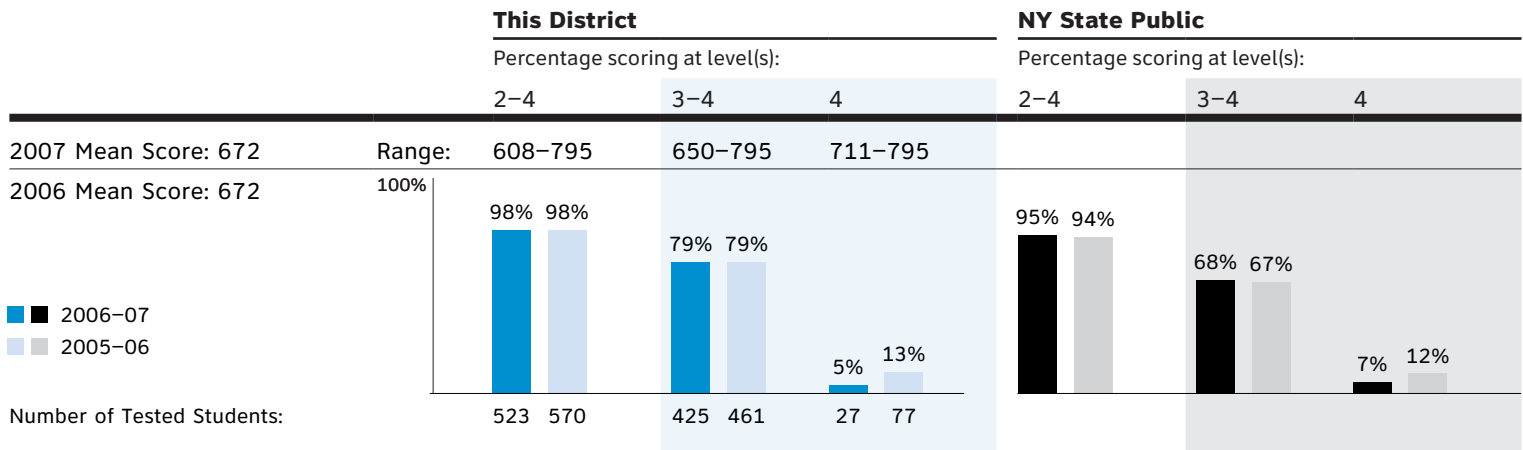
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	549	100%	96%	63%	526	99%	97%	63%
Female	268	100%	95%	60%	245	100%	96%	59%
Male	281	99%	97%	66%	281	99%	97%	67%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	31	-	-	-	22	-	-	-
Hispanic or Latino	75	97%	92%	45%	70	97%	87%	33%
Asian or Native Hawaiian/Other Pacific Islander	38	100%	100%	84%	38	100%	95%	68%
White	402	100%	97%	65%	395	100%	98%	69%
Multiracial								
Small Group Totals	34	100%	97%	56%	23	100%	100%	43%
General-Education Students	458	100%	98%	68%	443	100%	98%	68%
Students with Disabilities	91	99%	87%	36%	83	99%	88%	37%
English Proficient	538	100%	96%	64%	513	100%	98%	65%
Limited English Proficient	11	82%	82%	9%	13	85%	54%	0%
Economically Disadvantaged	52	100%	94%	46%	46	96%	83%	33%
Not Disadvantaged	497	100%	96%	65%	480	100%	98%	66%
Migrant								
Not Migrant	549	100%	96%	63%	526	99%	97%	63%

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	2	-	-	-	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	535	98%	79%	5%	584	98%	79%	13%
Female	247	99%	84%	5%	299	99%	82%	14%
Male	288	97%	75%	5%	285	96%	76%	12%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	27	-	-	-	31	-	-	-
Hispanic or Latino	73	95%	62%	0%	72	96%	61%	4%
Asian or Native Hawaiian/Other Pacific Islander	35	97%	83%	6%	34	97%	85%	15%
White	399	98%	84%	6%	444	98%	83%	15%
Multiracial								
Small Group Totals	28	100%	57%	0%	34	97%	62%	9%
General-Education Students	451	99%	87%	6%	487	100%	86%	16%
Students with Disabilities	84	89%	39%	0%	97	86%	43%	1%
English Proficient	526	98%	81%	5%	583	-	-	-
Limited English Proficient	9	78%	11%	0%	1	-	-	-
Economically Disadvantaged	55	96%	53%	2%	45	96%	69%	2%
Not Disadvantaged	480	98%	83%	5%	539	98%	80%	14%
Migrant					1	-	-	-
Not Migrant	535	98%	79%	5%	583	-	-	-

NOTES

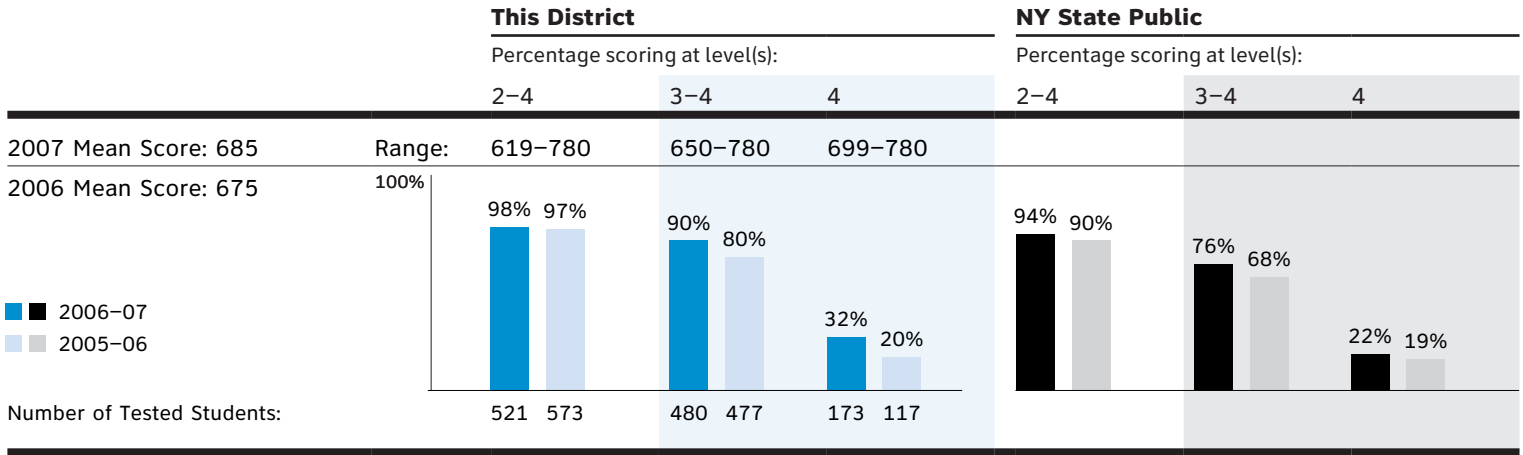
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	5	4	3	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 5	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 5 Mathematics



Results by Student Group

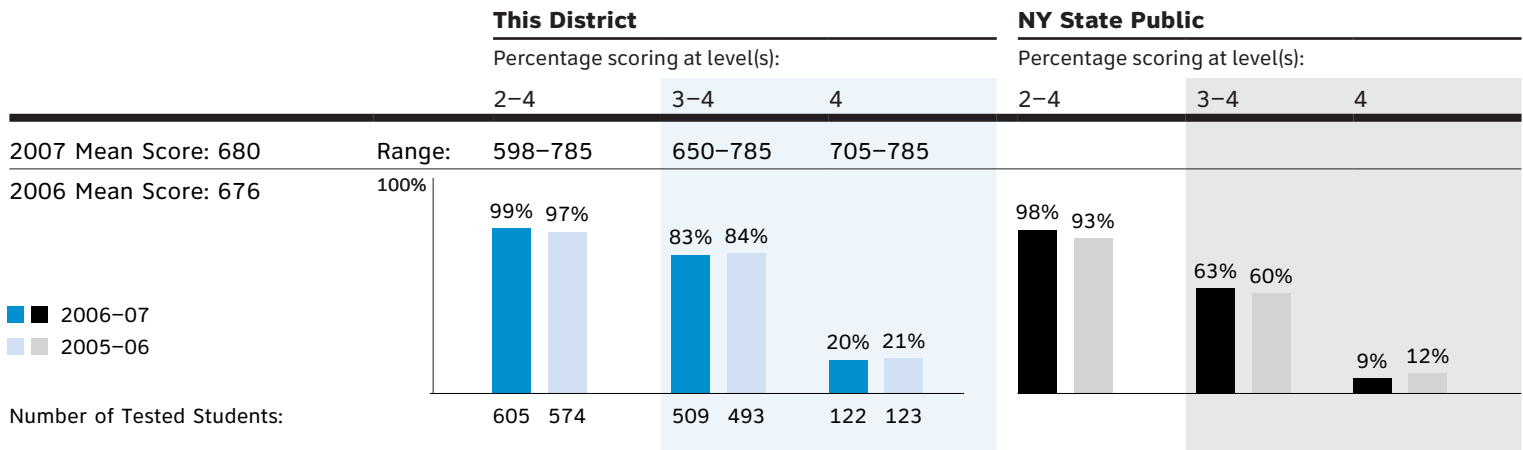
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	534	98%	90%	32%	593	97%	80%	20%
Female	248	98%	89%	31%	300	97%	79%	21%
Male	286	98%	91%	34%	293	96%	82%	19%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	27	-	-	-	31	-	-	-
Hispanic or Latino	74	91%	77%	22%	76	93%	59%	12%
Asian or Native Hawaiian/Other Pacific Islander	35	100%	91%	40%	35	100%	89%	26%
White	397	98%	92%	35%	448	97%	85%	21%
Multiracial								
Small Group Totals	28	100%	86%	11%	34	94%	65%	9%
General-Education Students	451	99%	95%	37%	495	99%	86%	23%
Students with Disabilities	83	88%	61%	5%	98	87%	50%	3%
English Proficient	525	98%	90%	33%	585	97%	81%	20%
Limited English Proficient	9	67%	56%	0%	8	88%	50%	0%
Economically Disadvantaged	53	92%	75%	15%	48	100%	71%	4%
Not Disadvantaged	481	98%	91%	34%	545	96%	81%	21%
Migrant					1	-	-	-
Not Migrant	534	98%	90%	32%	592	-	-	-

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	5	5	3	2	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	610	99%	83%	20%	589	97%	84%	21%
Female	309	99%	84%	23%	262	99%	88%	24%
Male	301	99%	82%	17%	327	96%	80%	18%
American Indian or Alaska Native	3	-	-	-				
Black or African American	40	100%	80%	10%	31	100%	68%	0%
Hispanic or Latino	77	99%	65%	13%	71	96%	77%	13%
Asian or Native Hawaiian/Other Pacific Islander	39	-	-	-	30	100%	100%	47%
White	451	99%	87%	22%	457	97%	85%	22%
Multiracial								
Small Group Totals	42	100%	81%	17%				
General-Education Students	505	100%	93%	24%	500	100%	92%	25%
Students with Disabilities	105	95%	36%	1%	89	83%	35%	0%
English Proficient	603	99%	84%	20%	589	97%	84%	21%
Limited English Proficient	7	100%	14%	0%				
Economically Disadvantaged	50	100%	56%	2%	51	90%	69%	8%
Not Disadvantaged	560	99%	86%	22%	538	98%	85%	22%
Migrant								
Not Migrant	610	99%	83%	20%	589	97%	84%	21%

NOTES

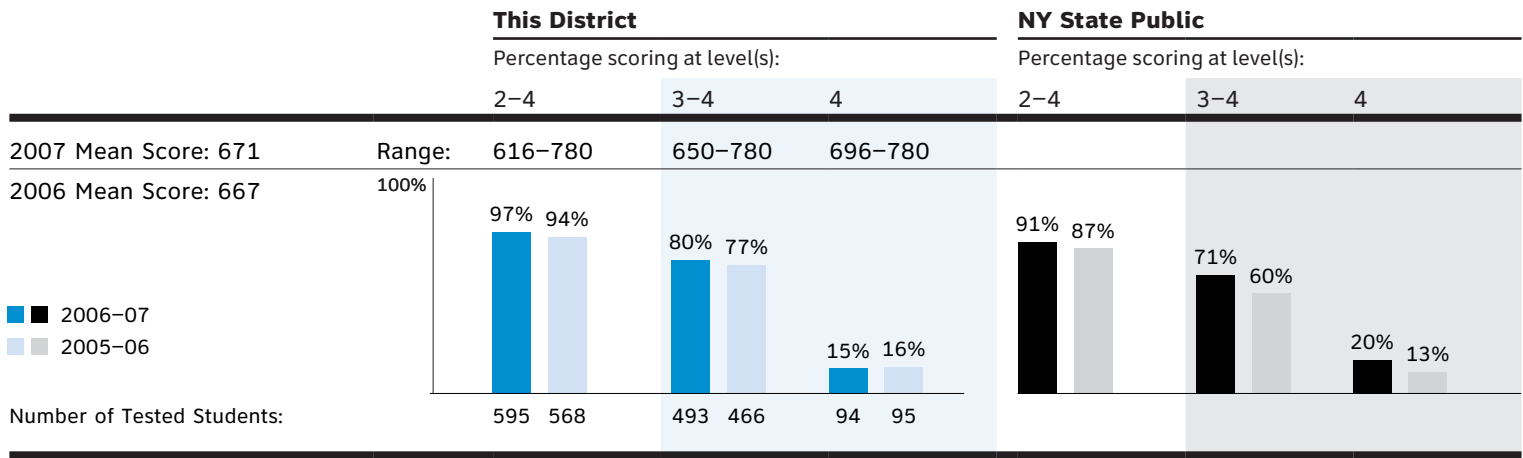
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	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 6	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 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	614	97%	80%	15%	603	94%	77%	16%
Female	311	97%	81%	14%	269	96%	78%	13%
Male	303	97%	79%	16%	334	93%	76%	18%
American Indian or Alaska Native	4	-	-	-				
Black or African American	42	95%	71%	7%	31	90%	58%	0%
Hispanic or Latino	78	95%	63%	12%	81	86%	67%	4%
Asian or Native Hawaiian/Other Pacific Islander	39	-	-	-	32	100%	97%	28%
White	451	98%	84%	16%	459	95%	79%	18%
Multiracial								
Small Group Totals	43	95%	79%	26%				
General-Education Students	507	100%	89%	19%	509	98%	85%	18%
Students with Disabilities	107	83%	39%	0%	94	71%	34%	4%
English Proficient	606	97%	81%	16%	592	95%	78%	16%
Limited English Proficient	8	100%	50%	0%	11	45%	18%	0%
Economically Disadvantaged	51	90%	59%	4%	60	75%	50%	0%
Not Disadvantaged	563	98%	82%	16%	543	96%	80%	17%
Migrant								
Not Migrant	614	97%	80%	15%	603	94%	77%	16%

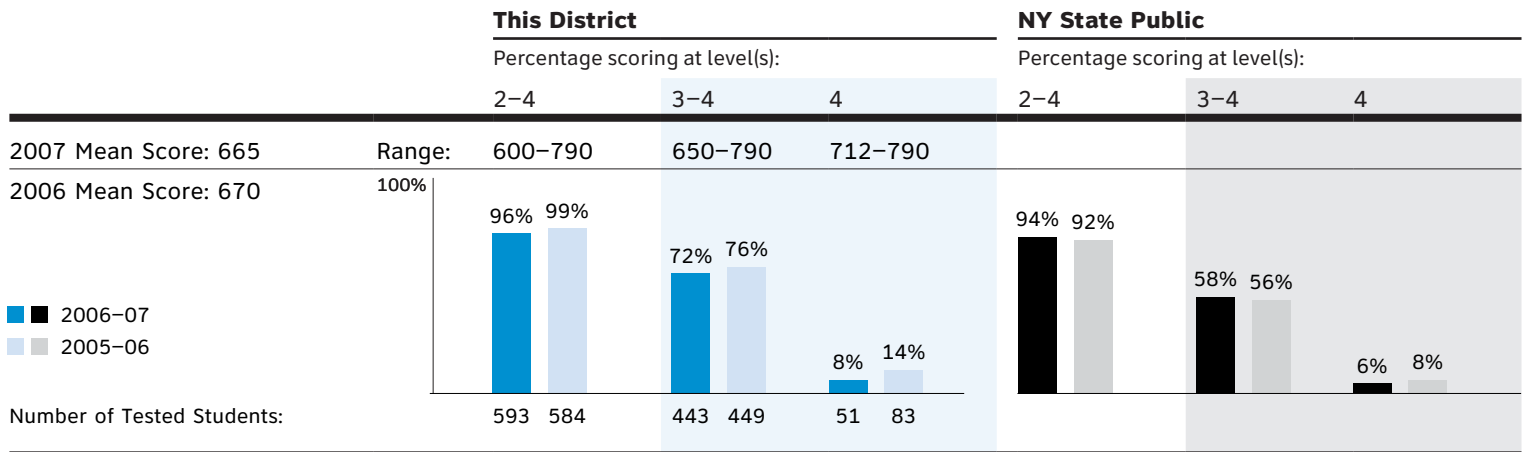
NOTES

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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	4	-	-	-	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	616	96%	72%	8%	592	99%	76%	14%
Female	274	98%	79%	10%	272	99%	79%	15%
Male	342	95%	66%	7%	320	98%	73%	13%
American Indian or Alaska Native	1	-	-	-				
Black or African American	34	94%	53%	0%	33	100%	55%	9%
Hispanic or Latino	83	88%	63%	4%	71	99%	69%	7%
Asian or Native Hawaiian/Other Pacific Islander	30	-	-	-	30	100%	87%	33%
White	468	98%	74%	9%	458	98%	78%	14%
Multiracial								
Small Group Totals	31	100%	90%	23%				
General-Education Students	516	99%	81%	9%	496	100%	85%	17%
Students with Disabilities	100	83%	23%	3%	96	92%	29%	0%
English Proficient	607	97%	73%	8%	591	-	-	-
Limited English Proficient	9	44%	0%	0%	1	-	-	-
Economically Disadvantaged	55	85%	53%	0%	39	100%	62%	3%
Not Disadvantaged	561	97%	74%	9%	553	99%	77%	15%
Migrant								
Not Migrant	616	96%	72%	8%	592	99%	76%	14%

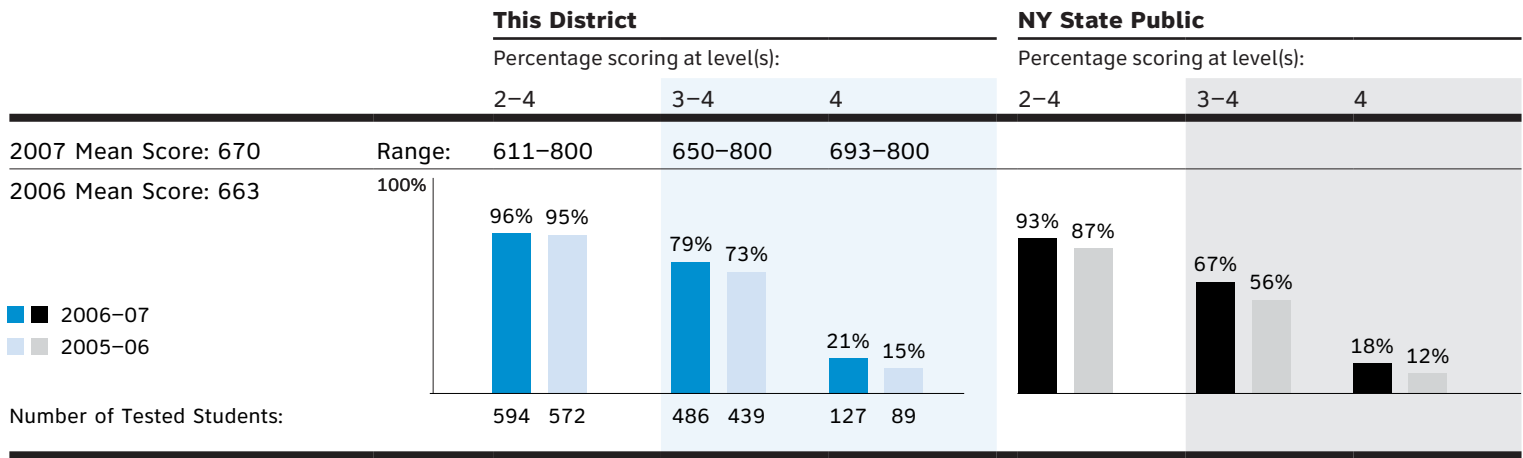
NOTES
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 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	616	96%	79%	21%	601	95%	73%	15%
Female	274	98%	82%	20%	274	95%	71%	13%
Male	342	95%	76%	21%	327	95%	75%	16%
American Indian or Alaska Native	1	-	-	-				
Black or African American	34	97%	62%	9%	33	94%	58%	12%
Hispanic or Latino	86	87%	65%	9%	77	90%	56%	3%
Asian or Native Hawaiian/Other Pacific Islander	30	-	-	-	31	100%	84%	42%
White	465	98%	82%	22%	460	96%	76%	15%
Multiracial								
Small Group Totals	31	97%	90%	42%				
General-Education Students	516	99%	87%	24%	502	98%	81%	18%
Students with Disabilities	100	83%	35%	3%	99	79%	34%	0%
English Proficient	606	97%	80%	21%	594	95%	74%	15%
Limited English Proficient	10	60%	20%	0%	7	71%	14%	0%
Economically Disadvantaged	56	86%	57%	13%	41	88%	54%	7%
Not Disadvantaged	560	98%	81%	21%	560	96%	74%	15%
Migrant								
Not Migrant	616	96%	79%	21%	601	95%	73%	15%

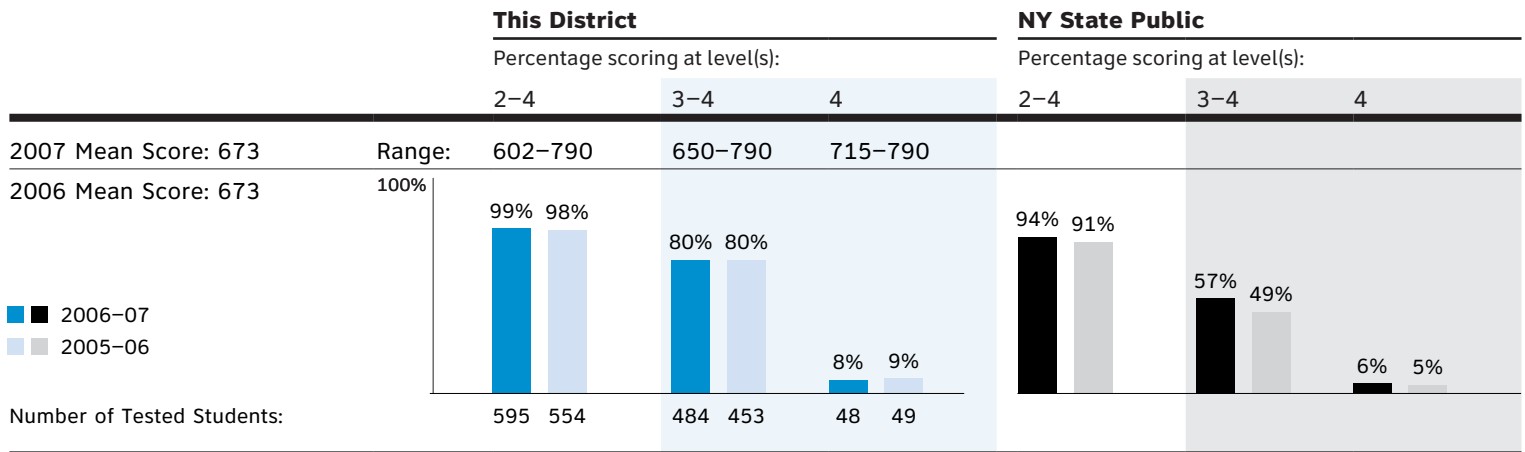
NOTES

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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	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	603	99%	80%	8%	567	98%	80%	9%
Female	277	99%	86%	12%	269	99%	85%	10%
Male	326	98%	75%	5%	298	97%	76%	7%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	38	97%	68%	11%	30	100%	70%	3%
Hispanic or Latino	75	100%	69%	3%	72	97%	74%	6%
Asian or Native Hawaiian/Other Pacific Islander	31	-	-	-	29	-	-	-
White	458	99%	82%	8%	434	98%	81%	9%
Multiracial								
Small Group Totals	32	97%	94%	16%	31	97%	90%	19%
General-Education Students	504	100%	90%	10%	474	100%	89%	10%
Students with Disabilities	99	92%	31%	0%	93	87%	35%	0%
English Proficient	599	-	-	-	566	-	-	-
Limited English Proficient	4	-	-	-	1	-	-	-
Economically Disadvantaged	51	96%	59%	0%	46	93%	57%	7%
Not Disadvantaged	552	99%	82%	9%	521	98%	82%	9%
Migrant								
Not Migrant	603	99%	80%	8%	567	98%	80%	9%

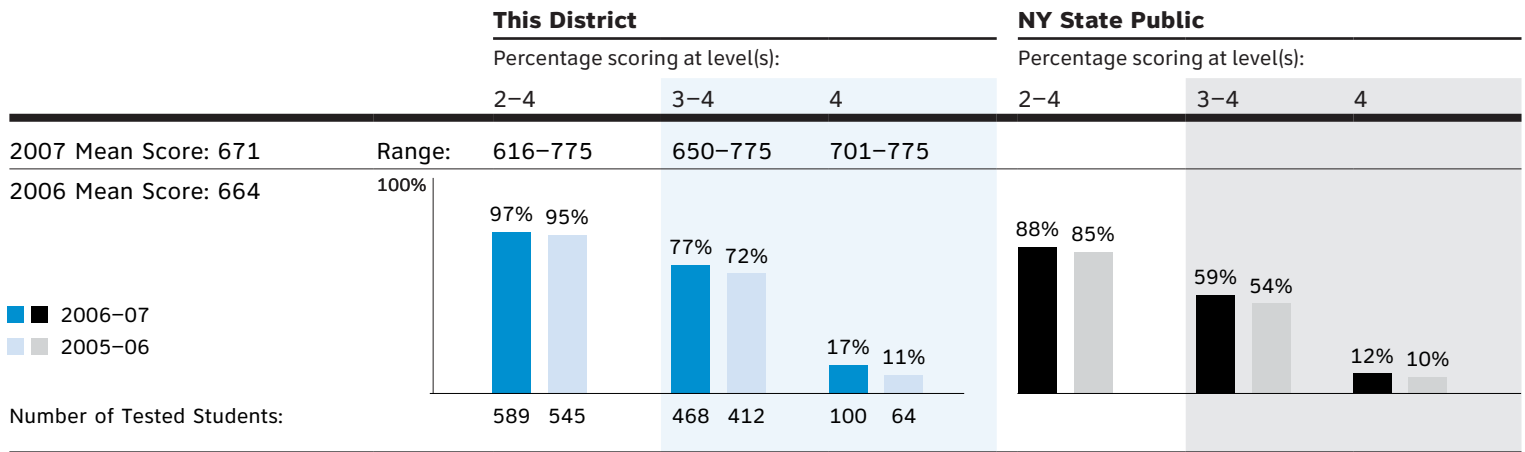
NOTES
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Other Assessments

	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 8 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 8	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 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	605	97%	77%	17%	575	95%	72%	11%
Female	277	97%	77%	14%	274	94%	74%	12%
Male	328	98%	78%	19%	301	95%	69%	10%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	39	92%	64%	5%	30	83%	50%	7%
Hispanic or Latino	78	97%	60%	5%	77	84%	53%	6%
Asian or Native Hawaiian/Other Pacific Islander	31	-	-	-	29	-	-	-
White	456	98%	80%	17%	437	97%	76%	11%
Multiracial								
Small Group Totals	32	97%	94%	50%	31	100%	84%	29%
General-Education Students	504	99%	87%	20%	480	98%	81%	13%
Students with Disabilities	101	87%	31%	0%	95	80%	23%	0%
English Proficient	599	98%	78%	17%	568	95%	72%	11%
Limited English Proficient	6	67%	33%	17%	7	71%	29%	0%
Economically Disadvantaged	52	92%	54%	6%	52	88%	44%	6%
Not Disadvantaged	553	98%	80%	18%	523	95%	74%	12%
Migrant								
Not Migrant	605	97%	77%	17%	575	95%	72%	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	4	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science

This District

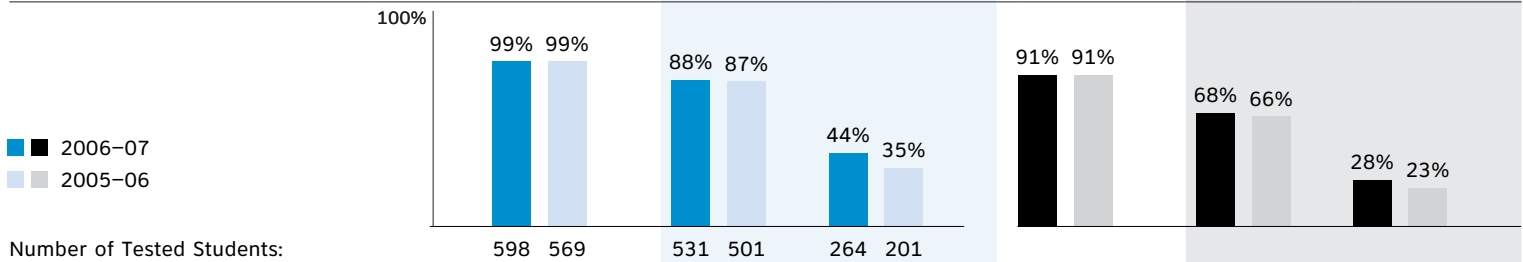
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of Tested Students:

Year	2-4	3-4	4
This District 2006-07	598	531	264
This District 2005-06	569	501	201

Results by Student Group

2006-07 School Year

Total Tested	Percentage scoring at level(s):		
	2-4	3-4	4

2005-06 School Year

Total Tested	Percentage scoring at level(s):		
	2-4	3-4	4

	2006-07 School Year				2005-06 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	603	99%	88%	44%	471	99%	85%	23%
Female	278	100%	84%	37%	218	99%	82%	20%
Male	325	99%	92%	50%	253	99%	87%	25%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	38	100%	76%	21%	30	97%	70%	20%
Hispanic or Latino	79	95%	80%	19%	71	97%	68%	10%
Asian or Native Hawaiian/Other Pacific Islander	31	-	-	-	13	-	-	-
White	454	100%	90%	47%	355	99%	89%	26%
Multiracial								
Small Group Totals	32	100%	94%	81%	15	100%	93%	27%
General-Education Students	503	99%	92%	50%	376	100%	91%	27%
Students with Disabilities	100	99%	66%	12%	95	95%	58%	6%
English Proficient	597	99%	89%	44%	464	99%	86%	23%
Limited English Proficient	6	67%	33%	17%	7	100%	14%	0%
Economically Disadvantaged	50	96%	72%	18%	46	96%	65%	4%
Not Disadvantaged	553	99%	90%	46%	425	99%	87%	25%
Migrant								
Not Migrant	603	99%	88%	44%	471	99%	85%	23%

NOTES

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Other Assessments

2006-07 School Year

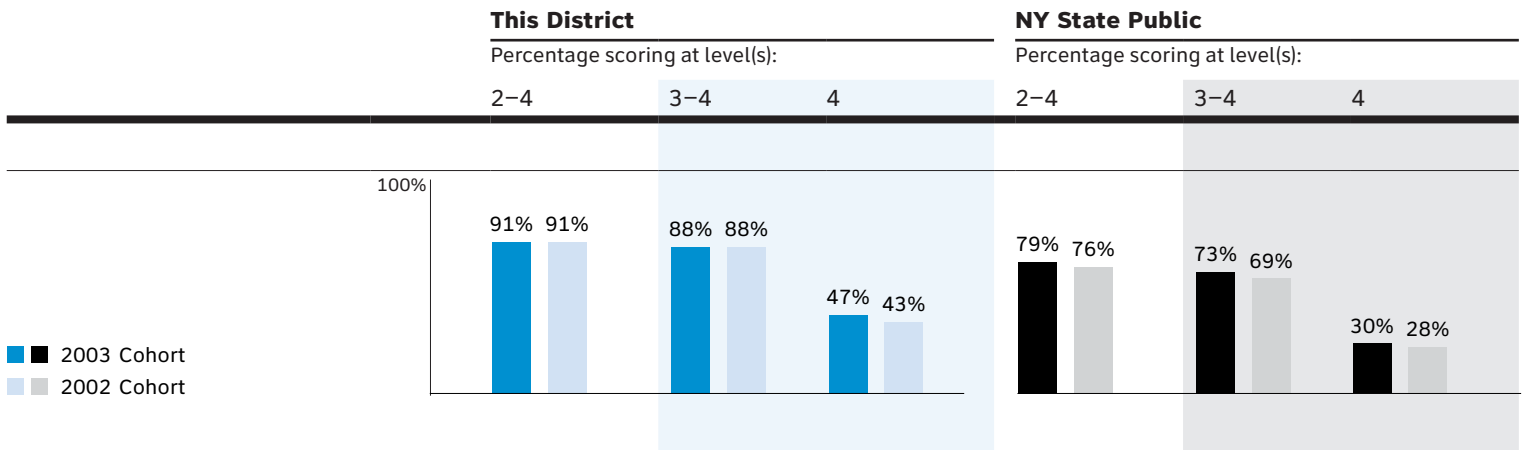
Total Tested	Number scoring at level(s):		
	2-4	3-4	4

2005-06 School Year

Total Tested	Number scoring at level(s):		
	2-4	3-4	4

New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	0				103	103	103	93

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	624	91%	88%	47%	566	91%	88%	43%
Female	293	91%	89%	57%	283	92%	88%	48%
Male	331	90%	87%	38%	283	91%	88%	38%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	32	84%	78%	25%	30	97%	90%	37%
Hispanic or Latino	88	76%	69%	27%	61	89%	79%	26%
Asian or Native Hawaiian/Other Pacific Islander	27	-	-	-	25	-	-	-
White	476	93%	92%	50%	449	92%	89%	45%
Multiracial								
Small Group Totals	28	100%	93%	68%	26	88%	88%	58%
General-Education Students	543	94%	93%	53%	536	94%	91%	45%
Students with Disabilities	81	65%	53%	5%	30	50%	37%	3%
English Proficient	620	-	-	-	558	92%	89%	44%
Limited English Proficient	4	-	-	-	8	63%	63%	13%
Economically Disadvantaged	28	86%	82%	25%	36	78%	69%	8%
Not Disadvantaged	596	91%	88%	48%	530	92%	89%	45%
Migrant								
Not Migrant					566	91%	88%	43%

NOTES

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Other Assessments

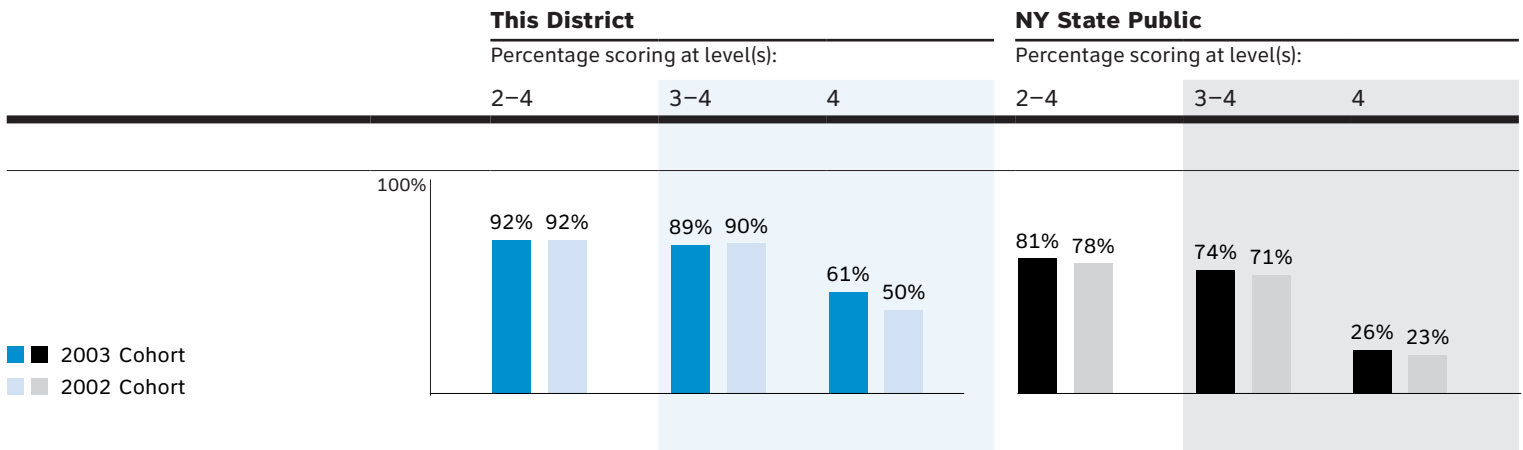
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 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	624	92%	89%	61%	566	92%	90%	50%
Female	293	93%	90%	65%	283	93%	90%	47%
Male	331	92%	89%	57%	283	92%	90%	52%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	32	88%	69%	38%	30	87%	80%	37%
Hispanic or Latino	88	84%	77%	39%	61	92%	89%	30%
Asian or Native Hawaiian/Other Pacific Islander	27	-	-	-	25	-	-	-
White	476	94%	92%	65%	449	93%	91%	53%
Multiracial								
Small Group Totals	28	100%	100%	79%	26	92%	88%	58%
General-Education Students	543	96%	94%	68%	536	94%	92%	52%
Students with Disabilities	81	70%	56%	14%	30	57%	53%	3%
English Proficient	620	-	-	-	558	92%	91%	50%
Limited English Proficient	4	-	-	-	8	75%	63%	38%
Economically Disadvantaged	28	93%	89%	54%	36	75%	72%	19%
Not Disadvantaged	596	92%	89%	61%	530	93%	92%	52%
Migrant								
Not Migrant					566	92%	90%	50%

NOTES

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

Other Assessments

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

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 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.