The New York State District Report Card

Accountability and Overview Report 2006 – 07

District **HOLLEY CENTRAL SCHOOL DISTRICT**
District ID **45-07-04-04-0000**
Superintendent **ROBERT D'ANGELO**
Telephone **(585) 638-6316**
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.

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.

For more information:

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

District **HOLLEY CENTRAL SCHOOL DISTRICT**

District ID **45-07-04-04-0000**

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	36	32	37
Kindergarten	87	91	71
Grade 1	87	92	76
Grade 2	80	90	90
Grade 3	82	80	85
Grade 4	94	83	75
Grade 5	99	103	79
Grade 6	96	95	103
Ungraded Elementary	18	0	0
Grade 7	137	99	102
Grade 8	129	132	104
Grade 9	127	114	140
Grade 10	111	108	99
Grade 11	100	96	101
Grade 12	102	105	94
Ungraded Secondary	0	0	0
Total K–12	1349	1288	1219

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size

	2004–05	2005–06	2006–07
Common Branch	21	20	20
Grade 8			
English	23	22	20
Mathematics	23	20	18
Science	24	26	17
Social Studies	24	26	20
Grade 10			
English	21	20	20
Mathematics	18	18	20
Science	29	24	25
Social Studies	26	22	21

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 **HOLLEY CENTRAL SCHOOL DISTRICT**

District ID **45-07-04-04-0000**

Demographic Factors

	2004–05		2005–06		2006–07	
	#	%	#	%	#	%
Eligible for Free Lunch	362	27%	593	46%	364	30%
Reduced-Price Lunch	198	15%	259	20%	172	14%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	27	2%	23	2%	27	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	1	0%	2	0%
Black or African American	18	1%	21	2%	29	2%
Hispanic or Latino	60	4%	45	3%	61	5%
Asian or Native Hawaiian/Other Pacific Islander	5	0%	4	0%	3	0%
White	1265	94%	1217	94%	1124	92%
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%		93%		95%
Student Suspensions	35	3%	50	4%	67	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 **HOLLEY CENTRAL SCHOOL DISTRICT**

District ID **45-07-04-04-0000**

Teacher Qualifications

	2004–05	2005–06	2006–07
Total Number of Teachers	95	101	102
Percent with No Valid Teaching Certificate	0%	1%	3%
Percent Teaching Out of Certification	0%	1%	5%
Percent with Fewer Than Three Years of Experience	2%	8%	15%
Percentage with Master's Degree Plus 30 Hours or Doctorate	5%	6%	7%
Total Number of Core Classes*	N/A	387	275
Percent Not Taught by Highly Qualified Teachers	N/A	1%	6%
Total Number of Classes	378	382	406
Percent Taught by Teachers Without Appropriate Certification	0%	2%	6%

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

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

	2003–04	2004–05	2005–06
Turnover Rate of Teachers with Fewer than Five Years of Experience	20%	40%	9%
Turnover Rate of All Teachers	11%	7%	9%

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

	2004–05	2005–06	2006–07
Total Other Professional Staff	9	11	17
Total Paraprofessionals*	21	24	28
Assistant Principals	0	0	0
Principals	2	3	3

* Not available at the school level.

Staff Counts Information

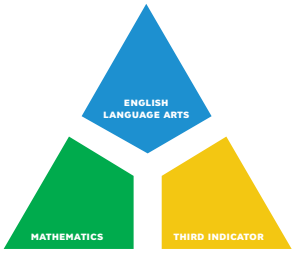
Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

2 District Accountability

District **HOLLEY CENTRAL SCHOOL DISTRICT** District ID **45-07-04-04-0000**

Understanding How Accountability Works in New York State

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



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

1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Cohort

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

2005–06 PI + (200 – the 2005–06 PI) × 0.10

Science Progress Target

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

Science Standard

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

District **HOLLEY CENTRAL SCHOOL DISTRICT** District ID **45-07-04-04-0000**

Understanding Your District Accountability Status

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

Federal Title I Status (Applies to all New York State districts receiving Title I funds)	**New York State Status** (Applies to New York State districts)
District in Good Standing A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.	
District in Need of Improvement (**Year 1**) 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 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 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 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 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 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 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 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 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.	**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.

2 District Accountability

District **HOLLEY CENTRAL SCHOOL DISTRICT** District ID **45-07-04-04-0000**

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?

	Elementary/Middle Level			Secondary Level		
Student Groups	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✔	✔	✔	✔	✔	✔
Ethnicity						
American Indian or Alaska Native						
Black or African American	–	–		–	–	
Hispanic or Latino	–	–		–	–	
Asian or Native Hawaiian/Other Pacific Islander	–	–		–	–	
White	✔	✔		✔	✔	
Multiracial						
Other Groups						
Students with Disabilities	–	–		–	–	
Limited English Proficient	–	–				
Economically Disadvantaged	✔	✔		–	–	
Student groups making AYP in each subject	✔ 3 of 3	✔ 3 of 3	✔ 1 of 1	✔ 2 of 2	✔ 2 of 2	✔ 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

District **HOLLEY CENTRAL SCHOOL DISTRICT** District ID **45-07-04-04-0000**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2007–08)	^	Good Standing
Accountability Measures	3 of 3	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 Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2006–07	Safe Harbor Target 2007–08
All Students (569:560)	✔	✔	99%	✔	152	117		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (10:10)	–	–	–	–	–	–		–
Hispanic or Latino (20:18)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (3:3)	–	–	–	–	–	–		–
White (536:529)	✔	✔	99%	✔	153	117		
Multiracial (0:0)								
Other Groups								
Students with Disabilities[4] (31:29)	–	–	–	–	–	–		–
Limited English Proficient[5] (4:4)	–	–	–	–	–	–		–
Economically Disadvantaged (253:248)	✔	✔	99%	✔	144	115		
Final AYP Determination	✔ 3 of 3							

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

✔SH Made AYP Using Safe Harbor Target

✘ Did Not Make AYP

— Insufficient Number of Students to Determine AYP Status

District **HOLLEY CENTRAL SCHOOL DISTRICT** District ID **45-07-04-04-0000**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2007–08)	^	Good Standing
Accountability Measures	3 of 3	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 Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2006–07	Safe Harbor Target 2007–08
All Students (579:555)	✔	✔	100%	✔	156	81		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (10:10)	–	–	–	–	–	–		–
Hispanic or Latino (22:18)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (3:3)	–	–	–	–	–	–		–
White (544:524)	✔	✔	100%	✔	157	81		
Multiracial (0:0)								
Other Groups								
Students with Disabilities[4] (32:29)	–	–	–	–	–	–		–
Limited English Proficient[5] (4:4)	–	–	–	–	–	–		–
Economically Disadvantaged (262:249)	✔	✔	100%	✔	151	79		
Final AYP Determination	✔ 3 of 3							

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

District **HOLLEY CENTRAL SCHOOL DISTRICT** District ID **45-07-04-04-0000**

Elementary/Middle-Level Science

Accountability Status for This Subject (2007–08)	^	Good Standing
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 Status	AYP Safe Harbor Qualification	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives State Standard	Progress Target 2006–07	Progress Target 2007–08
All Students (186:178)	✔	Qualified	✔	99%	✔	184	100		
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (1:1)		–	–	–	–	–	–		–
Hispanic or Latino (6:4)		–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (0:0)									
White (179:173)		Qualified	✔	99%	✔	183	100		
Multiracial (0:0)									
Other Groups									
Students with Disabilities (12:11)		–	–	–	–	–	–		–
Limited English Proficient[4] (2:2)		–	–	–	–	–	–		–
Economically Disadvantaged (73:69)		Qualified	✔	97%	✔	184	100		
Final AYP Determination	✔ 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

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.

District **HOLLEY CENTRAL SCHOOL DISTRICT** District ID **45-07-04-04-0000**

Secondary-Level English Language Arts

Accountability Status for This Subject (2007–08)	^	Good Standing
Accountability Measures	2 of 2	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 (12th Graders: 2003 Cohort)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2006–07	Safe Harbor Target 2007–08
All Students (102:95)	✔	✔	99%	✔	154	149		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (1:1)	–	–	–	–	–	–		–
Hispanic or Latino (2:1)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (1:1)	–	–	–	–	–	–		–
White (100:92)	✔	✔	99%	✔	155	149		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (2:5)	–	–	–	–	–	–		–
Limited English Proficient[4] (0:0)								
Economically Disadvantaged (24:22)	–	–	–	–	–	–		–
Final AYP Determination	✔ 2 of 2							

AYP Status

✔ Made AYP

✔SH Made AYP Using Safe Harbor Target

✘ Did Not Make AYP

— Insufficient Number of Students to Determine AYP Status

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.

2 District Accountability

District **HOLLEY CENTRAL SCHOOL DISTRICT** District ID **45-07-04-04-0000**

Secondary-Level Mathematics

Accountability Status for This Subject (2007–08)	^	Good Standing
Accountability Measures	2 of 2	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 (12th Graders: 2003 Cohort)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2006–07	Safe Harbor Target 2007–08
All Students (102:95)	✔	✔	96%	✔	173	142		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (1:1)	–	–	–	–	–	–		–
Hispanic or Latino (2:1)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (1:1)	–	–	–	–	–	–		–
White (100:92)	✔	✔	96%	✔	174	142		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (2:5)	–	–	–	–	–	–		–
Limited English Proficient[4] (0:0)								
Economically Disadvantaged (24:22)	–	–	–	–	–	–		–
Final AYP Determination	✔ 2 of 2							

AYP Status

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

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.

District **HOLLEY CENTRAL SCHOOL DISTRICT** District ID **45-07-04-04-0000**

Graduation Rate

Accountability Status for This Indicator (2007–08)	^	Good Standing
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 AYP	Graduation Met Criterion	Graduation Graduation Rate[2]	Objectives State Standard	Progress Target 2006–07	Progress Target 2007–08
All Students (100)	✔	✔	87%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (0)						
Hispanic or Latino (2)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (0)						
White (98)		✔	88%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (14)		–	–	–		
Limited English Proficient[3] (0)						
Economically Disadvantaged (0)						
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.

District **HOLLEY CENTRAL SCHOOL DISTRICT** District ID **45-07-04-04-0000**

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	New York State Status
Good Standing	
2 schools identified 100% of total	
HOLLEY ELEMENTARY SCHOOL	
HOLLEY JUNIOR SENIOR HIGH SCHOOL	

District **HOLLEY CENTRAL SCHOOL DISTRICT**

District ID **45-07-04-04-0000**

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
English Language Arts		
Grade 3	68%	97
Grade 4	76%	74
Grade 5	71%	82
Grade 6	58%	100
Grade 7	44%	103
Grade 8	34%	107
Mathematics		
Grade 3	80%	99
Grade 4	76%	76
Grade 5	69%	81
Grade 6	52%	105
Grade 7	52%	105
Grade 8	45%	108
Science		
Grade 4	96%	77
Grade 8	75%	106

	Percentage of students that scored at or above Level 3	2003 Total Cohort
Secondary Level		
English	64%	111
Mathematics	70%	111

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.

4 Overview of District Performance

District **HOLLEY CENTRAL SCHOOL DISTRICT** District ID **45-07-04-04-0000**

This District's Results in Grade 3 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 668	Range:	616–780	650–780	730–780			
2006 Mean Score: 662	100%	91% 92%	68% 63%	9% 4%	91% 92%	67% 69%	10% 7%
2006–07 / 2005–06							
Number of Tested Students:		88 72	66 49	9 3			

Results by Student Group

	2006–07 School Year				2005–06 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**97**	**91%**	**68%**	**9%**	**78**	**92%**	**63%**	**4%**
Female	46	89%	63%	7%	32	94%	78%	6%
Male	51	92%	73%	12%	46	91%	52%	2%
American Indian or Alaska Native								
Black or African American	1	–	–	–	2	–	–	–
Hispanic or Latino	5	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–				
White	89	92%	72%	10%	75	–	–	–
Multiracial								
Small Group Totals	8	75%	25%	0%	78	92%	63%	4%
General-Education Students	96	–	–	–	70	97%	66%	3%
Students with Disabilities	1	–	–	–	8	50%	38%	13%
English Proficient	97	91%	68%	9%	77	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	42	88%	55%	10%	25	84%	60%	0%
Not Disadvantaged	55	93%	78%	9%	53	96%	64%	6%
Migrant								
Not Migrant	97	91%	68%	9%	78	92%	63%	4%

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

Other Assessments

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

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

4 Overview of District Performance

District **HOLLEY CENTRAL SCHOOL DISTRICT** District ID **45-07-04-04-0000**

This District's Results in Grade 3 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 676	Range:	624–770	650–770	703–770			
2006 Mean Score: 671							
2006–07		97%	80%	17%	96%	85%	29%
2005–06		97%	80%	16%	94%	81%	25%
Number of Tested Students:		96 77	79 63	17 13			

Results by Student Group

	2006–07 School Year				2005–06 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**99**	**97%**	**80%**	**17%**	**79**	**97%**	**80%**	**16%**
Female	48	94%	71%	17%	32	100%	94%	22%
Male	51	100%	88%	18%	47	96%	70%	13%
American Indian or Alaska Native								
Black or African American	1	–	–	–	2	–	–	–
Hispanic or Latino	5	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–				
White	91	97%	82%	19%	76	–	–	–
Multiracial								
Small Group Totals	8	100%	50%	0%	79	97%	80%	16%
General-Education Students	98	–	–	–	71	99%	83%	17%
Students with Disabilities	1	–	–	–	8	88%	50%	13%
English Proficient	99	97%	80%	17%	76	–	–	–
Limited English Proficient					3	–	–	–
Economically Disadvantaged	44	98%	73%	9%	26	100%	85%	15%
Not Disadvantaged	55	96%	85%	24%	53	96%	77%	17%
Migrant					2	–	–	–
Not Migrant	99	97%	80%	17%	77	–	–	–

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): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

4 Overview of District Performance

District **HOLLEY CENTRAL SCHOOL DISTRICT** District ID **45-07-04-04-0000**

This District's Results in Grade 4 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 670	Range:	612–775	650–775	716–775			
2006 Mean Score: 657							
2006–07		97%	76%	8%	92%	68%	8%
2005–06		88%	70%	6%	91%	69%	9%
Number of Tested Students:		72 73	56 58	6 5			

Results by Student Group

	2006–07 School Year				2005–06 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**74**	**97%**	**76%**	**8%**	**83**	**88%**	**70%**	**6%**
Female	33	100%	88%	12%	43	95%	84%	12%
Male	41	95%	66%	5%	40	80%	55%	0%
American Indian or Alaska Native								
Black or African American	1	–	–	–	1	–	–	–
Hispanic or Latino	3	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	70	–	–	–	81	–	–	–
Multiracial								
Small Group Totals	74	97%	76%	8%	83	88%	70%	6%
General-Education Students	69	99%	81%	9%	70	97%	80%	7%
Students with Disabilities	5	80%	0%	0%	13	38%	15%	0%
English Proficient	73	–	–	–	83	88%	70%	6%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	30	97%	73%	3%	32	88%	56%	3%
Not Disadvantaged	44	98%	77%	11%	51	88%	78%	8%
Migrant	1	–	–	–				
Not Migrant	73	–	–	–	83	88%	70%	6%

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): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

4 Overview of District Performance

District **HOLLEY CENTRAL SCHOOL DISTRICT** District ID **45-07-04-04-0000**

This District's Results in Grade 4 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 674	Range:	622–800	650–800	702–800			
2006 Mean Score: 667							
2006–07		92%	76%	25%	94%	80%	28%
2005–06		93%	79%	10%	93%	78%	26%
Number of Tested Students:		70 81	58 69	19 9			

Results by Student Group

	2006–07 School Year				2005–06 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**76**	**92%**	**76%**	**25%**	**87**	**93%**	**79%**	**10%**
Female	34	100%	82%	29%	43	95%	91%	14%
Male	42	86%	71%	21%	44	91%	68%	7%
American Indian or Alaska Native								
Black or African American	1	–	–	–	1	–	–	–
Hispanic or Latino	4	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	71	93%	77%	27%	84	–	–	–
Multiracial								
Small Group Totals	5	80%	60%	0%	87	93%	79%	10%
General-Education Students	70	96%	83%	27%	74	97%	89%	11%
Students with Disabilities	6	50%	0%	0%	13	69%	23%	8%
English Proficient	75	–	–	–	85	–	–	–
Limited English Proficient	1	–	–	–	2	–	–	–
Economically Disadvantaged	31	94%	74%	23%	34	94%	76%	12%
Not Disadvantaged	45	91%	78%	27%	53	92%	81%	9%
Migrant	1	–	–	–	1	–	–	–
Not Migrant	75	–	–	–	86	–	–	–

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

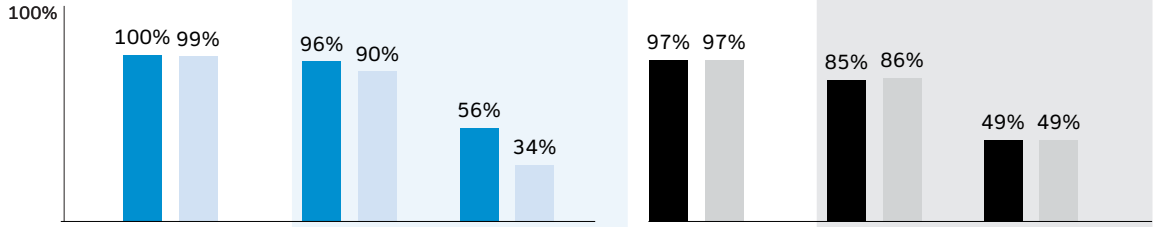
	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

4 Overview of District Performance

District **HOLLEY CENTRAL SCHOOL DISTRICT** District ID **45-07-04-04-0000**

This District's Results in Grade 4 Science

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 84	Range:	45–100	65–100	85–100			
2006 Mean Score: 79							
2006–07		100%	96%	56%	97%	85%	49%
2005–06		99%	90%	34%	97%	86%	49%
Number of Tested Students:		77 86	74 78	43 30			



Results by Student Group

	2006–07 School Year				2005–06 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**77**	**100%**	**96%**	**56%**	**87**	**99%**	**90%**	**34%**
Female	35	100%	97%	66%	44	98%	93%	36%
Male	42	100%	95%	48%	43	100%	86%	33%
American Indian or Alaska Native								
Black or African American	1	–	–	–	1	–	–	–
Hispanic or Latino	4	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	72	100%	96%	54%	84	–	–	–
Multiracial								
Small Group Totals	5	100%	100%	80%	87	99%	90%	34%
General-Education Students	71	100%	99%	61%	74	100%	95%	39%
Students with Disabilities	6	100%	67%	0%	13	92%	62%	8%
English Proficient	76	–	–	–	85	–	–	–
Limited English Proficient	1	–	–	–	2	–	–	–
Economically Disadvantaged	31	100%	100%	45%	35	100%	86%	26%
Not Disadvantaged	46	100%	93%	63%	52	98%	92%	40%
Migrant	1	–	–	–	1	–	–	–
Not Migrant	76	–	–	–	86	–	–	–

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): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

4 Overview of District Performance

District **HOLLEY CENTRAL SCHOOL DISTRICT** District ID **45-07-04-04-0000**

This District's Results in Grade 5 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 660	Range:	608–795	650–795	711–795			
2006 Mean Score: 656							
2006–07		93%	71%	1%	95%	68%	7%
2005–06		92%	64%	6%	94%	67%	12%
Number of Tested Students:		76 99	58 69	1 6			

Results by Student Group

	2006–07 School Year				2005–06 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**82**	**93%**	**71%**	**1%**	**108**	**92%**	**64%**	**6%**
Female	44	95%	82%	2%	48	90%	60%	6%
Male	38	89%	58%	0%	60	93%	67%	5%
American Indian or Alaska Native								
Black or African American					3	–	–	–
Hispanic or Latino	3	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander					1	–	–	–
White	79	–	–	–	103	93%	66%	6%
Multiracial								
Small Group Totals	82	93%	71%	1%	5	60%	20%	0%
General-Education Students	78	–	–	–	86	95%	76%	7%
Students with Disabilities	4	–	–	–	22	77%	18%	0%
English Proficient	81	–	–	–	108	92%	64%	6%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	37	97%	59%	0%	51	88%	61%	2%
Not Disadvantaged	45	89%	80%	2%	57	95%	67%	9%
Migrant					2	–	–	–
Not Migrant	82	93%	71%	1%	106	–	–	–

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): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

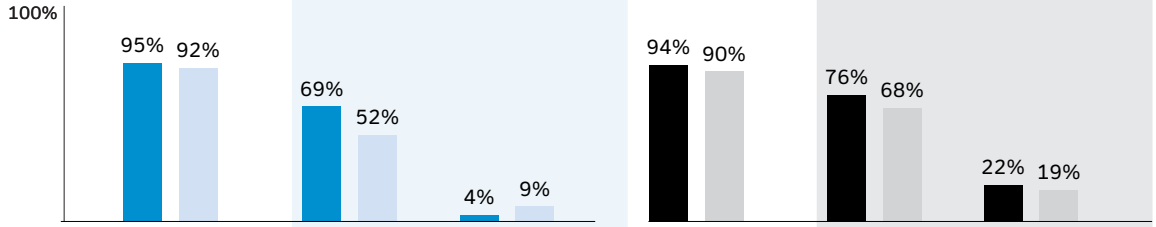
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **HOLLEY CENTRAL SCHOOL DISTRICT** District ID **45-07-04-04-0000**

This District's Results in Grade 5 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 658	Range:	619–780	650–780	699–780			
2006 Mean Score: 653							
Number of Tested Students:		77 98	56 56	3 10			



Results by Student Group

	2006–07 School Year				2005–06 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**81**	**95%**	**69%**	**4%**	**107**	**92%**	**52%**	**9%**
Female	43	98%	77%	5%	47	89%	47%	11%
Male	38	92%	61%	3%	60	93%	57%	8%
American Indian or Alaska Native								
Black or African American					3	–	–	–
Hispanic or Latino	2	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander					1	–	–	–
White	79	–	–	–	102	91%	52%	10%
Multiracial								
Small Group Totals	81	95%	69%	4%	5	100%	60%	0%
General-Education Students	77	–	–	–	85	98%	62%	12%
Students with Disabilities	4	–	–	–	22	68%	14%	0%
English Proficient	80	–	–	–	107	92%	52%	9%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	38	95%	58%	0%	51	92%	49%	4%
Not Disadvantaged	43	95%	79%	7%	56	91%	55%	14%
Migrant					2	–	–	–
Not Migrant	81	95%	69%	4%	105	–	–	–

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): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

4 Overview of District Performance

District **HOLLEY CENTRAL SCHOOL DISTRICT** District ID **45-07-04-04-0000**

This District's Results in Grade 6 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 658	Range:	598–785	650–785	705–785			
2006 Mean Score: 655							
2006–07		99%	58%	6%	98%	63%	9%
2005–06		91%	60%	11%	93%	60%	12%
Number of Tested Students:		99 82	58 54	6 10			

Results by Student Group

	2006–07 School Year				2005–06 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**100**	**99%**	**58%**	**6%**	**90**	**91%**	**60%**	**11%**
Female	42	100%	62%	7%	48	94%	54%	10%
Male	58	98%	55%	5%	42	88%	67%	12%
American Indian or Alaska Native								
Black or African American	3	–	–	–	1	–	–	–
Hispanic or Latino	4	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	92	99%	61%	7%	88	–	–	–
Multiracial								
Small Group Totals	8	100%	25%	0%	90	91%	60%	11%
General-Education Students	92	100%	60%	7%	67	100%	76%	15%
Students with Disabilities	8	88%	38%	0%	23	65%	13%	0%
English Proficient	100	99%	58%	6%	90	91%	60%	11%
Limited English Proficient								
Economically Disadvantaged	50	98%	48%	2%	39	85%	51%	10%
Not Disadvantaged	50	100%	68%	10%	51	96%	67%	12%
Migrant					1	–	–	–
Not Migrant	100	99%	58%	6%	89	–	–	–

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): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 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 6	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

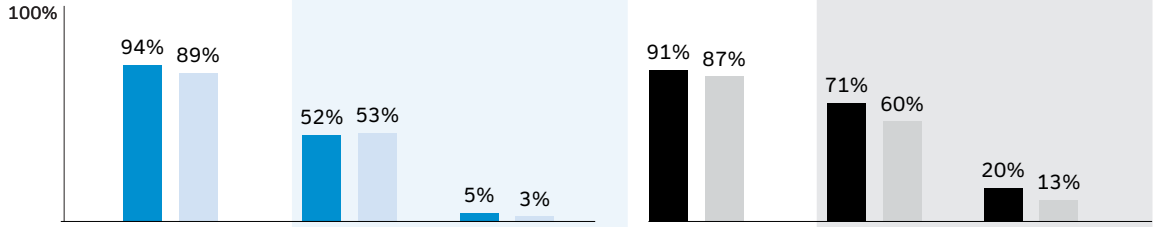
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **HOLLEY CENTRAL SCHOOL DISTRICT** District ID **45-07-04-04-0000**

This District's Results in Grade 6 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 652	Range:	616–780	650–780	696–780			
2006 Mean Score: 649							
Number of Tested Students:		99 83	55 49	5 3			



Results by Student Group

	2006–07 School Year				2005–06 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**105**	**94%**	**52%**	**5%**	**93**	**89%**	**53%**	**3%**
Female	45	93%	47%	2%	49	94%	47%	4%
Male	60	95%	57%	7%	44	84%	59%	2%
American Indian or Alaska Native								
Black or African American	3	–	–	–	1	–	–	–
Hispanic or Latino	5	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	96	94%	53%	5%	90	–	–	–
Multiracial								
Small Group Totals	9	100%	44%	0%	93	89%	53%	3%
General-Education Students	97	96%	55%	5%	70	97%	63%	4%
Students with Disabilities	8	75%	25%	0%	23	65%	22%	0%
English Proficient	105	94%	52%	5%	92	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	54	94%	39%	2%	42	86%	40%	2%
Not Disadvantaged	51	94%	67%	8%	51	92%	63%	4%
Migrant					2	–	–	–
Not Migrant	105	94%	52%	5%	91	–	–	–

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

4 Overview of District Performance

District **HOLLEY CENTRAL SCHOOL DISTRICT** District ID **45-07-04-04-0000**

This District's Results in Grade 7 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 648	Range:	600–790	650–790	712–790			
2006 Mean Score: 644							
2006–07		94%	44%	1%	94%	58%	6%
2005–06		87%	50%	2%	92%	56%	8%
Number of Tested Students:		97 88	45 51	1 2			

Results by Student Group

	2006–07 School Year				2005–06 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**103**	**94%**	**44%**	**1%**	**101**	**87%**	**50%**	**2%**
Female	52	98%	48%	0%	50	86%	50%	4%
Male	51	90%	39%	2%	51	88%	51%	0%
American Indian or Alaska Native								
Black or African American	4	–	–	–	1	–	–	–
Hispanic or Latino	4	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	95	96%	45%	1%	99	–	–	–
Multiracial								
Small Group Totals	8	75%	25%	0%	101	87%	50%	2%
General-Education Students	97	95%	46%	1%	78	94%	55%	3%
Students with Disabilities	6	83%	0%	0%	23	65%	35%	0%
English Proficient	102	–	–	–	100	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	51	96%	41%	2%	35	83%	40%	3%
Not Disadvantaged	52	92%	46%	0%	66	89%	56%	2%
Migrant	1	–	–	–				
Not Migrant	102	–	–	–	101	87%	50%	2%

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

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

4 Overview of District Performance

District **HOLLEY CENTRAL SCHOOL DISTRICT** District ID **45-07-04-04-0000**

This District's Results in Grade 7 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 651	Range:	611–800	650–800	693–800			
2006 Mean Score: 640							
2006–07		92%	52%	4%	93%	67%	18%
2005–06		88%	39%	5%	87%	56%	12%
Number of Tested Students:		97 89	55 39	4 5			

Results by Student Group

	2006–07 School Year				2005–06 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**105**	**92%**	**52%**	**4%**	**101**	**88%**	**39%**	**5%**
Female	53	94%	51%	6%	50	86%	30%	4%
Male	52	90%	54%	2%	51	90%	47%	6%
American Indian or Alaska Native								
Black or African American	4	–	–	–	1	–	–	–
Hispanic or Latino	4	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	97	94%	54%	4%	99	–	–	–
Multiracial								
Small Group Totals	8	75%	38%	0%	101	88%	39%	5%
General-Education Students	99	92%	55%	4%	78	94%	46%	6%
Students with Disabilities	6	100%	17%	0%	23	70%	13%	0%
English Proficient	104	–	–	–	100	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	52	92%	46%	0%	35	83%	37%	0%
Not Disadvantaged	53	92%	58%	8%	66	91%	39%	8%
Migrant	1	–	–	–				
Not Migrant	104	–	–	–	101	88%	39%	5%

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): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

4 Overview of District Performance

District **HOLLEY CENTRAL SCHOOL DISTRICT** District ID **45-07-04-04-0000**

This District's Results in Grade 8 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 641	Range:	602–790	650–790	715–790			
2006 Mean Score: 643							
2006–07		93%	34%	1%	94%	57%	6%
2005–06		92%	36%	4%	91%	49%	5%
Number of Tested Students:		100 119	36 46	1 5			

Results by Student Group

	2006–07 School Year				2005–06 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**107**	**93%**	**34%**	**1%**	**129**	**92%**	**36%**	**4%**
Female	52	90%	37%	0%	68	93%	41%	3%
Male	55	96%	31%	2%	61	92%	30%	5%
American Indian or Alaska Native								
Black or African American	1	–	–	–	1	–	–	–
Hispanic or Latino	1	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	105	–	–	–	125	–	–	–
Multiracial								
Small Group Totals	107	93%	34%	1%	129	92%	36%	4%
General-Education Students	101	94%	35%	1%	103	98%	43%	5%
Students with Disabilities	6	83%	17%	0%	26	69%	8%	0%
English Proficient	106	–	–	–	129	92%	36%	4%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	39	92%	23%	0%	43	93%	33%	5%
Not Disadvantaged	68	94%	40%	1%	86	92%	37%	3%
Migrant					1	–	–	–
Not Migrant	107	93%	34%	1%	128	–	–	–

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): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

4 Overview of District Performance

District **HOLLEY CENTRAL SCHOOL DISTRICT** District ID **45-07-04-04-0000**

This District's Results in Grade 8 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 645	Range:	616–775	650–775	701–775			
2006 Mean Score: 644							
2006–07		92%	45%	2%	88%	59%	12%
2005–06		87%	40%	2%	85%	54%	10%
Number of Tested Students:		99 109	49 51	2 3			

Results by Student Group

	2006–07 School Year				2005–06 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**108**	**92%**	**45%**	**2%**	**126**	**87%**	**40%**	**2%**
Female	54	89%	43%	0%	66	86%	41%	3%
Male	54	94%	48%	4%	60	87%	40%	2%
American Indian or Alaska Native								
Black or African American	1	–	–	–	1	–	–	–
Hispanic or Latino	2	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	105	–	–	–	122	–	–	–
Multiracial								
Small Group Totals	108	92%	45%	2%	126	87%	40%	2%
General-Education Students	102	93%	47%	2%	100	93%	49%	3%
Students with Disabilities	6	67%	17%	0%	26	62%	8%	0%
English Proficient	107	–	–	–	126	87%	40%	2%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	40	90%	50%	0%	42	88%	40%	2%
Not Disadvantaged	68	93%	43%	3%	84	86%	40%	2%
Migrant					1	–	–	–
Not Migrant	108	92%	45%	2%	125	–	–	–

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.

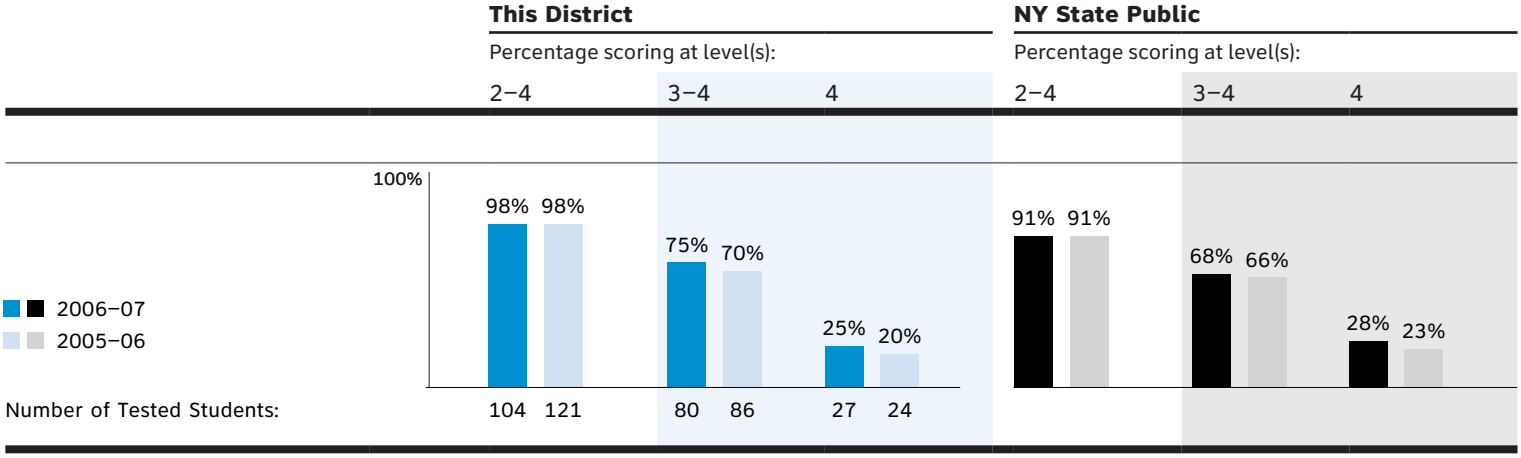
Other Assessments

	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

4 Overview of District Performance

District **HOLLEY CENTRAL SCHOOL DISTRICT** District ID **45-07-04-04-0000**

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): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**106**	**98%**	**75%**	**25%**	**123**	**98%**	**70%**	**20%**
Female	53	96%	64%	19%	65	97%	65%	15%
Male	53	100%	87%	32%	58	100%	76%	24%
American Indian or Alaska Native								
Black or African American					1	–	–	–
Hispanic or Latino	2	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	104	–	–	–	119	–	–	–
Multiracial								
Small Group Totals	106	98%	75%	25%	123	98%	70%	20%
General-Education Students	100	99%	75%	26%	97	99%	80%	25%
Students with Disabilities	6	83%	83%	17%	26	96%	31%	0%
English Proficient	105	–	–	–	123	98%	70%	20%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	39	100%	69%	21%	40	98%	58%	15%
Not Disadvantaged	67	97%	79%	28%	83	99%	76%	22%
Migrant					1	–	–	–
Not Migrant	106	98%	75%	25%	122	–	–	–

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.

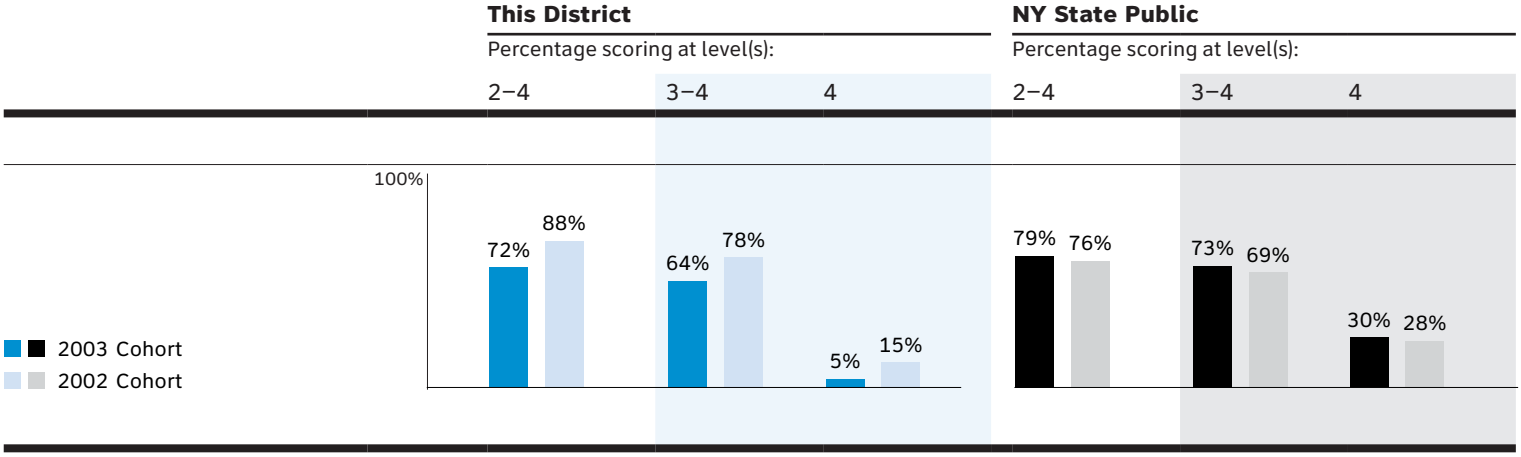
Other Assessments

	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	0				0			

4 Overview of District Performance

District **HOLLEY CENTRAL SCHOOL DISTRICT** District ID **45-07-04-04-0000**

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): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**111**	**72%**	**64%**	**5%**	**108**	**88%**	**78%**	**15%**
Female	53	79%	72%	6%	50	96%	84%	24%
Male	58	66%	57%	5%	58	81%	72%	7%
American Indian or Alaska Native								
Black or African American	1	–	–	–				
Hispanic or Latino	2	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	107	–	–	–	106	–	–	–
Multiracial								
Small Group Totals	111	72%	64%	5%	108	88%	78%	15%
General-Education Students	103	77%	68%	6%	102	91%	81%	16%
Students with Disabilities	8	13%	13%	0%	6	33%	17%	0%
English Proficient	111	72%	64%	5%	108	88%	78%	15%
Limited English Proficient								
Economically Disadvantaged	22	86%	82%	5%				
Not Disadvantaged	89	69%	60%	6%	108	88%	78%	15%
Migrant								
Not Migrant					108	88%	78%	15%

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): 2–4	3–4	4	Number of Students	Number scoring at level(s): 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.

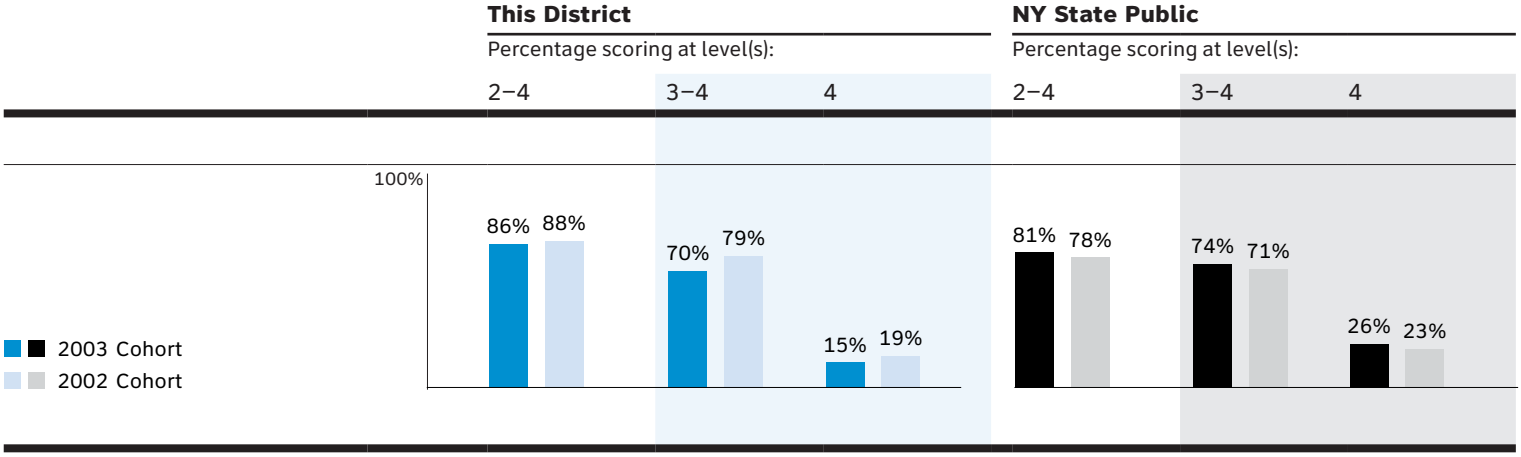
** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

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

4 Overview of District Performance

District **HOLLEY CENTRAL SCHOOL DISTRICT** District ID **45-07-04-04-0000**

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): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**111**	**86%**	**70%**	**15%**	**108**	**88%**	**79%**	**19%**
Female	53	91%	75%	15%	50	94%	84%	24%
Male	58	81%	66%	16%	58	83%	74%	14%
American Indian or Alaska Native								
Black or African American	1	–	–	–				
Hispanic or Latino	2	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	107	–	–	–	106	–	–	–
Multiracial								
Small Group Totals	111	86%	70%	15%	108	88%	79%	19%
General-Education Students	103	89%	75%	17%	102	91%	83%	20%
Students with Disabilities	8	38%	13%	0%	6	33%	0%	0%
English Proficient	111	86%	70%	15%	108	88%	79%	19%
Limited English Proficient								
Economically Disadvantaged	22	100%	82%	5%				
Not Disadvantaged	89	82%	67%	18%	108	88%	79%	19%
Migrant								
Not Migrant					108	88%	79%	19%

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): 2–4	3–4	4	Number of Students	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				1	–	–	–

* 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.