



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **UNION-ENDICOTT CENTRAL
SCHOOL DISTRICT**
District ID **03-15-01-06-0000**
Superintendent **SUZANNE MCLEOD**
Telephone **(607) 757-2103**
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 2008–09 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 **UNION-ENDICOTT CENTRAL SCHOOL DISTRICT**District ID **03-15-01-06-0000**

District Profile

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

Enrollment

	2005-06	2006-07	2007-08
Pre-K	0	0	0
Kindergarten	314	345	331
Grade 1	300	328	332
Grade 2	334	295	305
Grade 3	318	319	295
Grade 4	330	326	307
Grade 5	327	324	310
Grade 6	344	319	318
Ungraded Elementary	0	1	4
Grade 7	329	344	324
Grade 8	333	331	340
Grade 9	423	363	347
Grade 10	352	383	341
Grade 11	341	334	366
Grade 12	300	334	325
Ungraded Secondary	0	2	1
Total K-12	4345	4348	4246

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	20	20	20
Grade 8			
English	21	21	22
Mathematics	21	21	22
Science	22	22	22
Social Studies	22	21	22
Grade 10			
English	21	24	24
Mathematics	22	22	18
Science	20	19	20
Social Studies	21	21	20

Enrollment Information

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

Average Class Size Information

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

District UNION-ENDICOTT CENTRAL SCHOOL DISTRICT

District ID 03-15-01-06-0000

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	1033	24%	1137	26%	956	23%
Reduced-Price Lunch	350	8%	360	8%	370	9%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	31	1%	31	1%	28	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	11	0%	24	1%	16	0%
Black or African American	278	6%	273	6%	307	7%
Hispanic or Latino	99	2%	95	2%	84	2%
Asian or Native Hawaiian/Other Pacific Islander	96	2%	114	3%	107	3%
White	3861	89%	3842	88%	3730	88%
Multiracial**	N/A	N/A	0	0%	2	0%

* Available only at the school level.

** Multiracial enrollment data were not collected statewide in the 2005-06 school year.

Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate	95%		95%		95%	
Student Suspensions	254	6%	144	3%	165	4%

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 UNION-ENDICOTT CENTRAL SCHOOL DISTRICT

District ID 03-15-01-06-0000

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	372	350	378
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	1%
Percent with Fewer Than Three Years of Experience	6%	5%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	15%	15%	14%
Total Number of Core Classes	1248	784	867
Percent Not Taught by Highly Qualified Teachers	0%	1%	0%
Total Number of Classes	1234	1307	1395
Percent Taught by Teachers Without Appropriate Certification	1%	0%	1%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	13%	11%	8%
Turnover Rate of All Teachers	13%	8%	7%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	38	44	48
Total Paraprofessionals*	119	120	118
Assistant Principals	6	6	6
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 who 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 2007–08, 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 2007–08 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 2004 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 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 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 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 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 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 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, 2008, are not included in the 2004 school accountability cohort. The 2004 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 Total 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 2007–08 safe harbor targets were calculated using the following equation:

$$2006-07 \text{ PI} + (200 - \text{the } 2006-07 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, 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 (2008–09)

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

2006–07	2007–08	2008–09
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American			—	—	—	—
Hispanic or Latino			—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander			—	—	—	—
White			—			—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	SH		—			—
Limited English Proficient	—	—	—	—	—	—
Economically Disadvantaged			—			—
Student groups making AYP in each subject	7 of 7	7 of 7	1 of 1	3 of 4	3 of 4	1 of 1

AYP Status


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

Accountability Status Levels

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























Elementary/Middle-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2008–09)

Accountability Measures 7 of 7 Student groups making AYP in English language arts
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (1966:1896)			99%		173	130	
Ethnicity							
American Indian or Alaska Native (7:4)	—	—	—	—	—	—	—
Black or African American (154:140)			98%		142	124	
Hispanic or Latino (47:41)			100%		156	118	
Asian or Native Hawaiian/Other Pacific Islander (48:44)			98%		175	118	
White (1710:1667)			99%		176	130	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (401:383)			99%		125	127	117 133
Limited English Proficient ⁵ (12:6)	—	—	—	—	—	—	—
Economically Disadvantaged (550:541)			100%		158	128	
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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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
(2008–09)

Accountability Measures 7 of 7 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [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 2007–08 2008–09
All Students (1967:1883)			99%		182	99	
Ethnicity							
American Indian or Alaska Native (7:4)	—	—	—	—	—	—	—
Black or African American (153:137)			98%		158	93	
Hispanic or Latino (47:41)			100%		154	87	
Asian or Native Hawaiian/Other Pacific Islander (48:44)			98%		195	87	
White (1712:1657)			99%		184	99	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (398:377)			99%		140	96	
Limited English Proficient ⁵ (12:6)	—	—	—	—	—	—	—
Economically Disadvantaged (546:535)			99%		172	97	
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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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
(2008–09)

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

Prospective Status This district will be in good standing in 2009-10. [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 2007–08 2008–09
All Students (682:635)		Qualified		97%		190	100	
Ethnicity								
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—	—
Black or African American (58:51)		Qualified		97%		175	100	
Hispanic or Latino (10:8)	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (15:13)	—	—	—	—	—	—	—	—
White (597:561)		Qualified		97%		192	100	
Multiracial (0:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (127:113)		Qualified		96%		158	100	
Limited English Proficient ⁴ (3:1)	—	—	—	—	—	—	—	—
Economically Disadvantaged (193:186)		Qualified		98%		188	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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 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
(2008–09)

Accountability Measures 3 of 4 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status This district will be in good standing in 2009-10. [201]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (346:346)			99%		178	159	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (17:19)	—	—	—	—	—	—	—
Hispanic or Latino (4:5)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (7:9)	—	—	—	—	—	—	—
White (317:312)			99%		180	159	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (46:53)			100%		113	152	136 122
Limited English Proficient ⁴ (1:2)	—	—	—	—	—	—	—
Economically Disadvantaged (52:58)			100%		167	152	
Final AYP Determination	 3 of 4						

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 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
(2008–09)

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 2009-10. [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 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (346:346)			99%		181	153	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (17:19)	—	—	—	—	—	—	—
Hispanic or Latino (4:5)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (7:9)	—	—	—	—	—	—	—
White (317:312)			98%		183	153	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (46:53)			98%		134	146	146 141
Limited English Proficient ⁴ (1:2)	—	—	—	—	—	—	—
Economically Disadvantaged (52:58)			98%		176	146	
Final AYP Determination		3 of 4					

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 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
(2008–09)

Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2007–08	2008–09
All Students (371)			83%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (15)		–	–	–		
Hispanic or Latino (8)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (12)		–	–	–		
White (336)			83%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (59)			56%	55%		
Limited English Proficient ³ (2)		–	–	–		
Economically Disadvantaged (50)			68%	55%		
Final AYP Determination		1 of 1				

NOTES

¹ Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.

² Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

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 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

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 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **UNION-ENDICOTT CENTRAL SCHOOL DISTRICT**

District ID **03-15-01-06-0000**

2008–09 Accountability Status of Schools in Your District

This section lists all schools in your district by 2008–09 accountability status.

Federal Title I Status

Good Standing

5 schools identified 71% of total

ANN G MCGUINNESS INTERMEDIATE SCHOOL
CHARLES F JOHNSON JR ELEMENTARY SCHOOL
JENNIE F SNAPP MIDDLE SCHOOL
LINNAEUS W WEST PRIMARY SCHOOL
THOMAS J WATSON SR ELEMENTARY SCHOOL

New York State Status

Good Standing







2 schools identified 29% of total







GEORGE F JOHNSON ELEMENTARY SCHOOL
UNION ENDICOTT HIGH SCHOOL



District **UNION-ENDICOTT CENTRAL SCHOOL DISTRICT**District ID **03-15-01-06-0000**


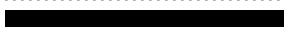
Summary of 2007–08 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	74%			295
Grade 4	80%			312
Grade 5	80%			314
Grade 6	77%			320
Grade 7	80%			328
Grade 8	61%			349

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	94%			298
Grade 4	88%			310
Grade 5	85%			313
Grade 6	86%			328
Grade 7	89%			325
Grade 8	71%			350

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	95%			312
Grade 8	86%			345

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	76%			389
Mathematics	80%			389

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.

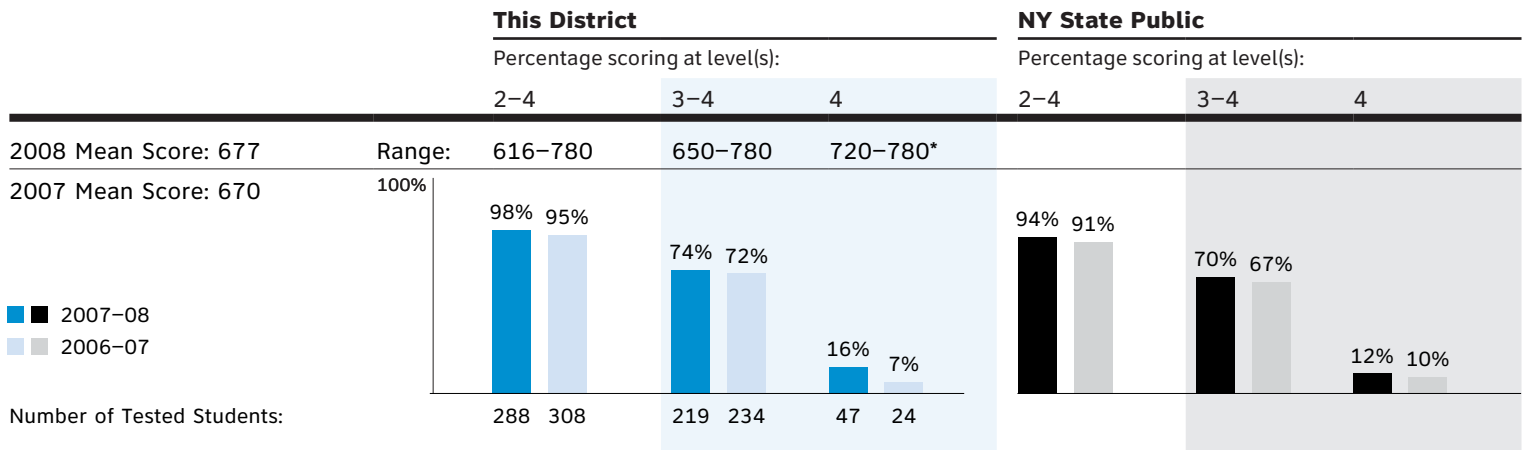
In this section, this district's performance is compared with that of public schools statewide.

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

	2007-08 School Year				2006-07 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	295	98%	74%	16%	325	95%	72%	7%
Female	135	99%	73%	15%	155	97%	77%	9%
Male	160	97%	76%	17%	170	92%	67%	6%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	26	85%	46%	4%	22	91%	36%	0%
Hispanic or Latino	9	100%	78%	22%	6	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	9	100%	89%	0%
White	251	99%	77%	18%	284	95%	74%	8%
Multiracial								
Small Group Totals	9	100%	67%	0%	10	90%	70%	0%
General-Education Students	239	100%	83%	20%	274	99%	80%	9%
Students with Disabilities	56	88%	36%	0%	51	71%	27%	0%
English Proficient	292	-	-	-	324	-	-	-
Limited English Proficient	3	-	-	-	1	-	-	-
Economically Disadvantaged	87	97%	63%	5%	139	93%	61%	6%
Not Disadvantaged	208	98%	79%	21%	186	96%	80%	9%
Migrant								
Not Migrant	295	98%	74%	16%	325	95%	72%	7%

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.

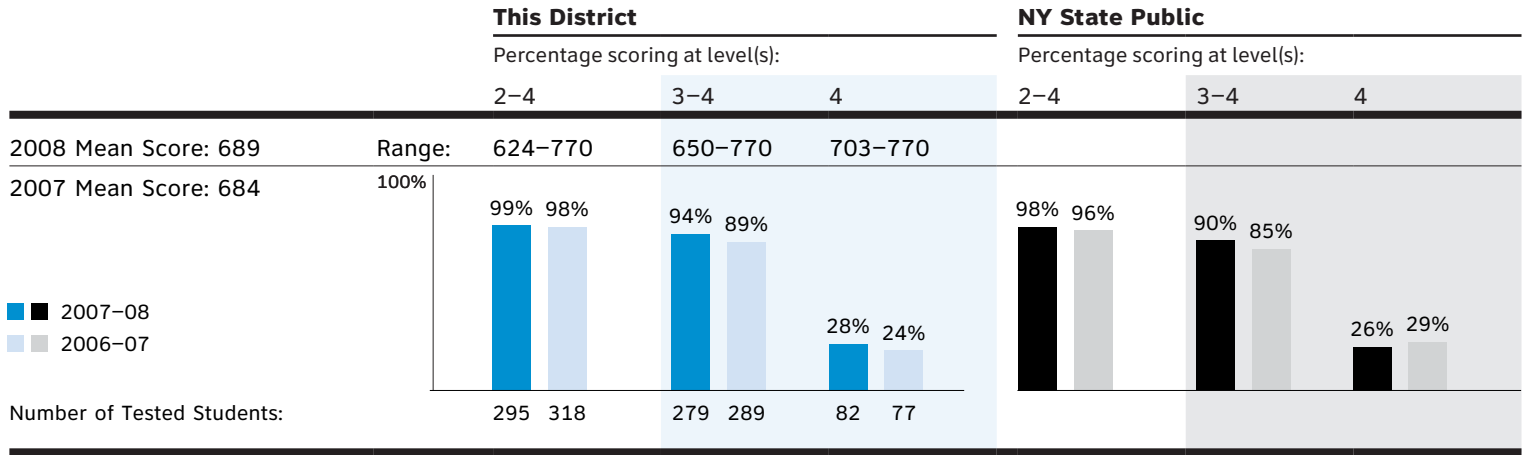
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

Other Assessments

	2007-08 School Year				2006-07 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	2	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	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

	2007-08 School Year				2006-07 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	298	99%	94%	28%	323	98%	89%	24%
Female	137	100%	93%	26%	152	99%	88%	22%
Male	161	98%	94%	29%	171	98%	91%	25%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	26	92%	81%	0%	24	88%	71%	0%
Hispanic or Latino	9	100%	89%	44%	7	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	9	100%	100%	22%
White	254	100%	95%	30%	279	99%	91%	26%
Multiracial								
Small Group Totals	9	100%	100%	22%	11	100%	91%	27%
General-Education Students	243	100%	97%	33%	272	100%	96%	27%
Students with Disabilities	55	95%	78%	5%	51	90%	57%	6%
English Proficient	295	-	-	-	322	-	-	-
Limited English Proficient	3	-	-	-	1	-	-	-
Economically Disadvantaged	87	98%	87%	14%	134	98%	86%	13%
Not Disadvantaged	211	100%	96%	33%	189	99%	92%	31%
Migrant								
Not Migrant	298	99%	94%	28%	323	98%	89%	24%

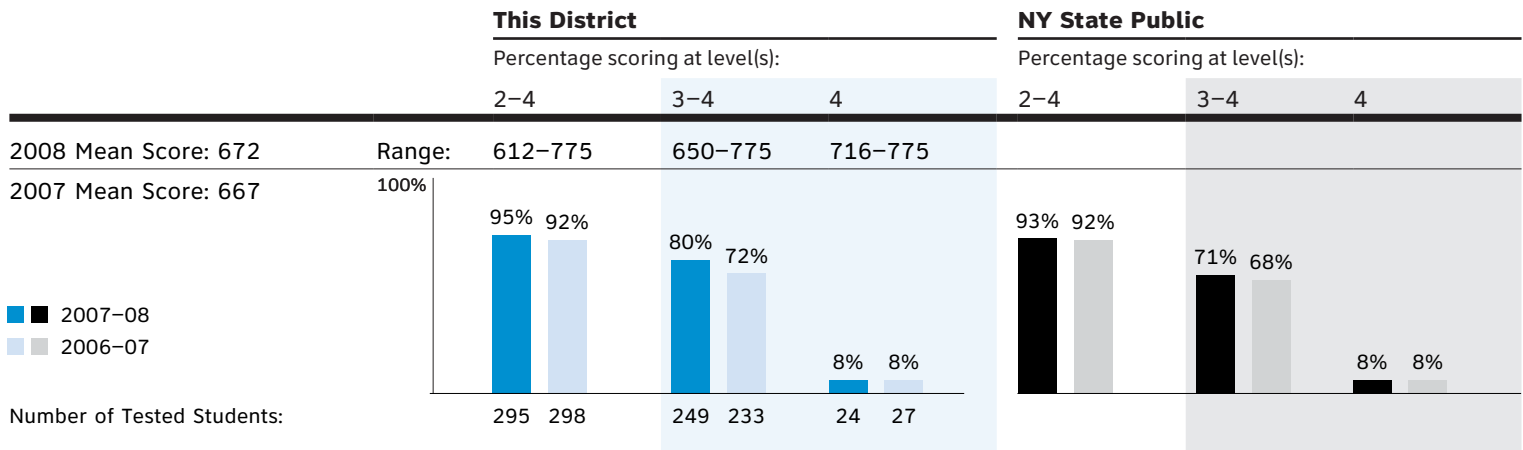
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	2	-	-	-	0			

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	312	95%	80%	8%	324	92%	72%	8%
Female	146	97%	81%	10%	175	95%	75%	11%
Male	166	92%	79%	5%	149	89%	68%	5%
American Indian or Alaska Native	1	-	-	-				
Black or African American	23	74%	43%	0%	28	86%	57%	0%
Hispanic or Latino	3	-	-	-	10	70%	30%	0%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	7	86%	71%	14%
White	276	96%	82%	9%	279	94%	75%	9%
Multiracial								
Small Group Totals	13	100%	92%	0%				
General-Education Students	257	99%	90%	9%	261	99%	85%	10%
Students with Disabilities	55	75%	33%	0%	63	63%	16%	2%
English Proficient	311	-	-	-	322	-	-	-
Limited English Proficient	1	-	-	-	2	-	-	-
Economically Disadvantaged	107	92%	73%	4%	125	86%	55%	2%
Not Disadvantaged	205	96%	83%	10%	199	96%	82%	12%
Migrant								
Not Migrant	312	95%	80%	8%	324	92%	72%	8%

NOTES

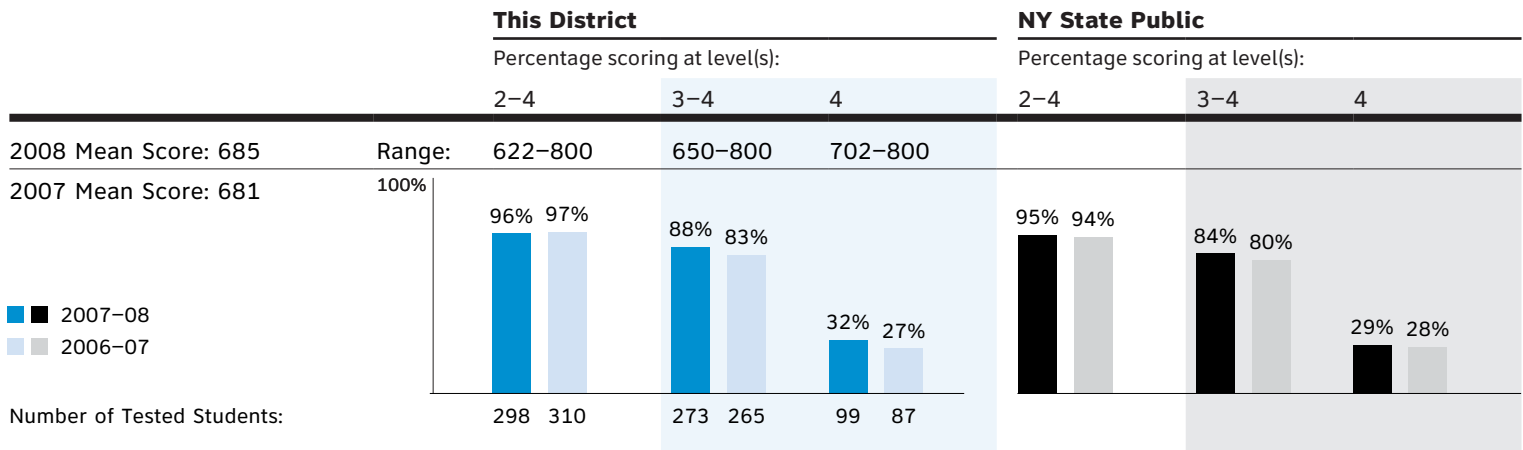
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Other Assessments

	2007-08 School Year				2006-07 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	-	-	-	5	5	5	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	N/A	N/A	N/A	0	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

	2007-08 School Year				2006-07 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	310	96%	88%	32%	321	97%	83%	27%
Female	145	97%	87%	27%	174	98%	83%	25%
Male	165	95%	89%	36%	147	95%	82%	30%
American Indian or Alaska Native	1	-	-	-				
Black or African American	23	74%	57%	13%	27	89%	59%	0%
Hispanic or Latino	4	-	-	-	10	90%	40%	10%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	22%	7	86%	86%	29%
White	273	98%	90%	34%	277	98%	86%	30%
Multiracial								
Small Group Totals	5	100%	80%	40%				
General-Education Students	256	99%	94%	38%	259	100%	93%	33%
Students with Disabilities	54	81%	59%	2%	62	84%	39%	3%
English Proficient	308	-	-	-	319	-	-	-
Limited English Proficient	2	-	-	-	2	-	-	-
Economically Disadvantaged	105	95%	86%	23%	121	95%	67%	14%
Not Disadvantaged	205	97%	89%	37%	200	98%	92%	35%
Migrant								
Not Migrant	310	96%	88%	32%	321	97%	83%	27%

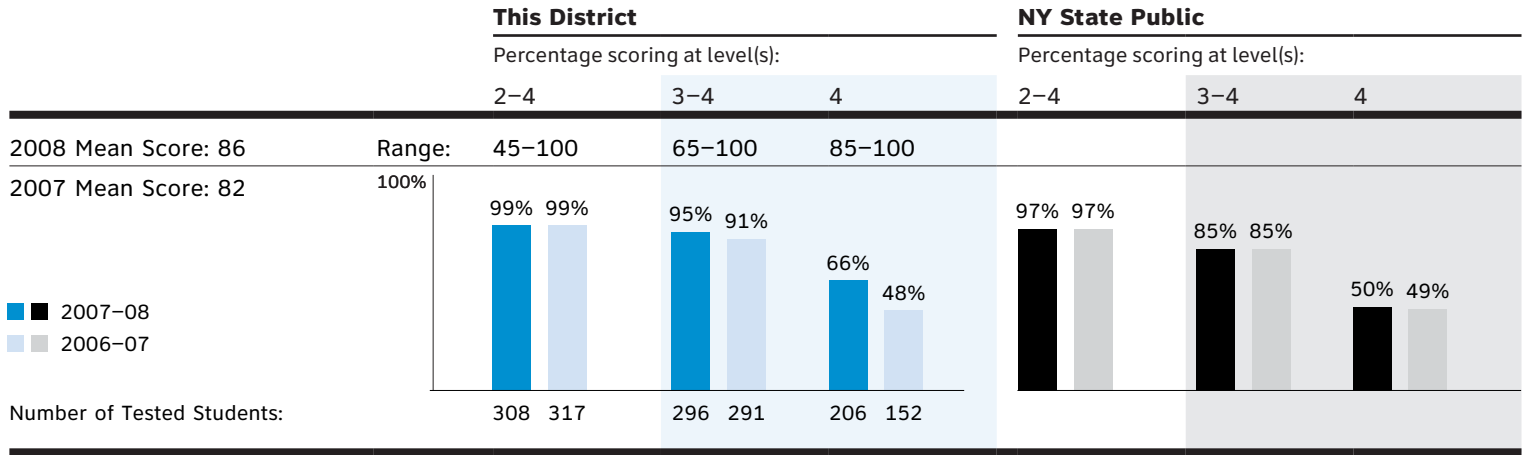
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	-	-	-	5	5	5	4

This District's Results in Grade 4 Science



Results by Student Group

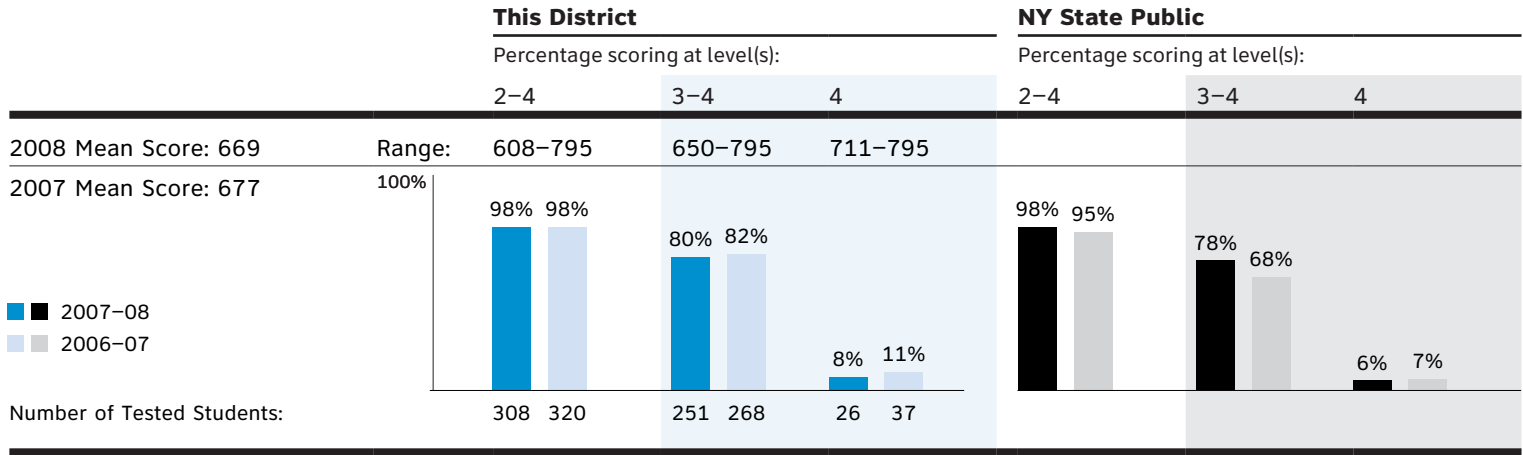
	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	312	99%	95%	66%	319	99%	91%	48%
Female	147	98%	95%	62%	174	99%	93%	44%
Male	165	99%	95%	70%	145	99%	90%	52%
American Indian or Alaska Native	1	-	-	-				
Black or African American	23	96%	83%	30%	26	100%	88%	12%
Hispanic or Latino	3	-	-	-	10	100%	80%	10%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	7	86%	86%	57%
White	276	99%	96%	68%	276	100%	92%	52%
Multiracial								
Small Group Totals	13	100%	100%	85%				
General-Education Students	257	100%	98%	75%	258	100%	96%	55%
Students with Disabilities	55	93%	78%	25%	61	98%	72%	15%
English Proficient	310	-	-	-	317	-	-	-
Limited English Proficient	2	-	-	-	2	-	-	-
Economically Disadvantaged	103	99%	95%	55%	119	99%	85%	25%
Not Disadvantaged	209	99%	95%	71%	200	100%	95%	61%
Migrant								
Not Migrant	312	99%	95%	66%	319	99%	91%	48%

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

	2007-08 School Year				2006-07 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	-	-	-	5	5	5	5

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	314	98%	80%	8%	325	98%	82%	11%
Female	171	99%	82%	9%	153	99%	85%	12%
Male	143	97%	77%	7%	172	98%	80%	10%
American Indian or Alaska Native								
Black or African American	31	97%	61%	0%	19	100%	58%	5%
Hispanic or Latino	8	88%	38%	0%	11	100%	82%	0%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	67%	0%	9	100%	100%	22%
White	269	99%	84%	10%	286	98%	84%	12%
Multiracial								
Small Group Totals								
General-Education Students	248	100%	93%	10%	254	100%	93%	15%
Students with Disabilities	66	91%	30%	0%	71	93%	45%	0%
English Proficient	314	98%	80%	8%	324	-	-	-
Limited English Proficient					1	-	-	-
Economically Disadvantaged	97	98%	60%	4%	112	98%	71%	6%
Not Disadvantaged	217	98%	89%	10%	213	99%	88%	14%
Migrant								
Not Migrant	314	98%	80%	8%	325	98%	82%	11%

NOTES

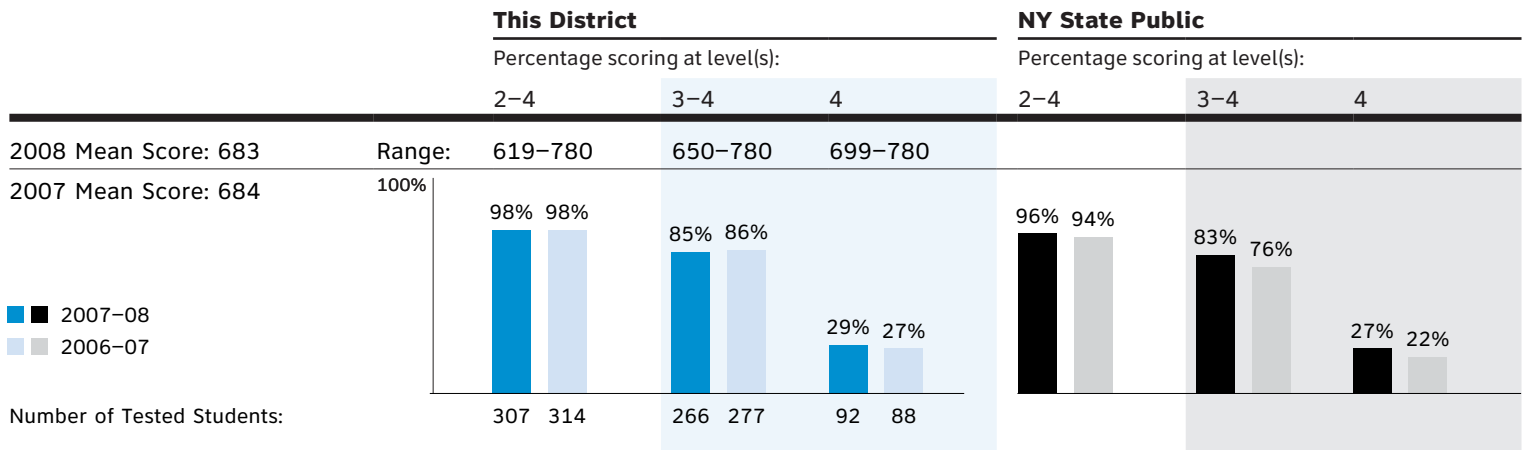
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	7	7	6	3	6	6	6	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	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

	2007-08 School Year				2006-07 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	313	98%	85%	29%	322	98%	86%	27%
Female	172	99%	88%	26%	152	96%	86%	25%
Male	141	97%	82%	34%	170	99%	86%	29%
American Indian or Alaska Native								
Black or African American	30	97%	60%	0%	19	100%	53%	0%
Hispanic or Latino	8	88%	63%	13%	11	91%	73%	18%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	50%	9	100%	100%	44%
White	269	99%	88%	33%	283	98%	88%	29%
Multiracial								
Small Group Totals								
General-Education Students	247	100%	94%	36%	252	100%	94%	35%
Students with Disabilities	66	91%	52%	5%	70	89%	57%	1%
English Proficient	313	98%	85%	29%	321	-	-	-
Limited English Proficient					1	-	-	-
Economically Disadvantaged	95	96%	76%	16%	111	97%	77%	10%
Not Disadvantaged	218	99%	89%	35%	211	98%	91%	36%
Migrant								
Not Migrant	313	98%	85%	29%	322	98%	86%	27%

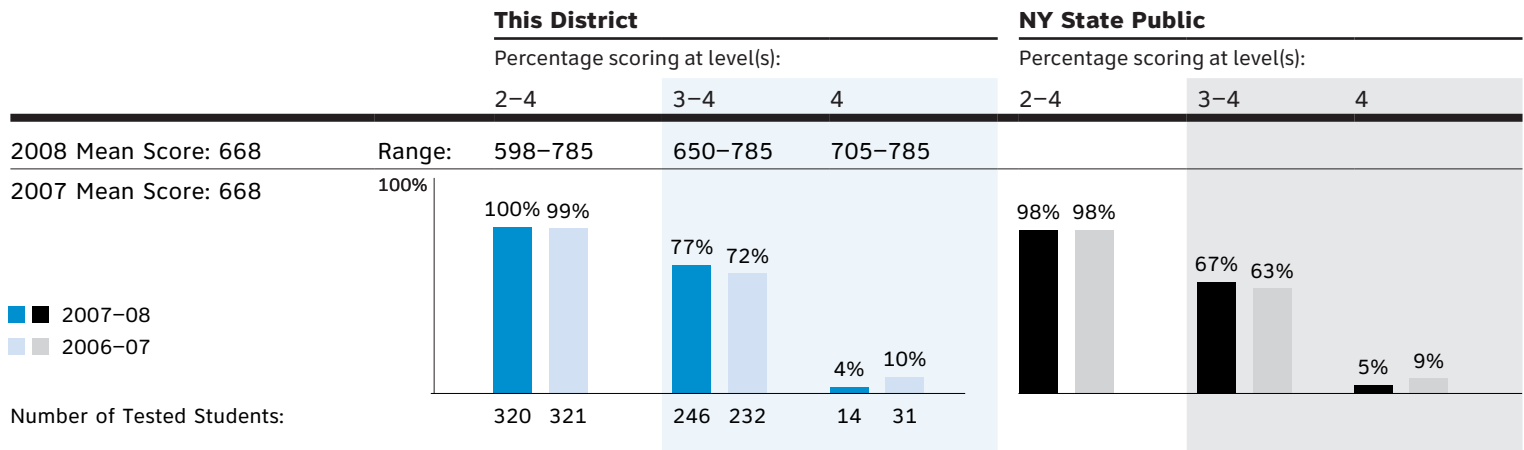
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	7	7	7	2	6	6	6	6

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	320	100%	77%	4%	323	99%	72%	10%
Female	152	100%	79%	5%	174	100%	73%	12%
Male	168	100%	75%	4%	149	99%	70%	7%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	21	100%	38%	0%	18	100%	44%	6%
Hispanic or Latino	9	100%	67%	0%	9	100%	67%	11%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	6	-	-	-
White	281	100%	80%	5%	288	99%	74%	10%
Multiracial								
Small Group Totals	9	100%	67%	0%	8	100%	63%	0%
General-Education Students	247	100%	87%	6%	261	100%	84%	12%
Students with Disabilities	73	100%	41%	0%	62	97%	19%	0%
English Proficient	320	100%	77%	4%	319	-	-	-
Limited English Proficient					4	-	-	-
Economically Disadvantaged	88	100%	60%	1%	113	98%	58%	3%
Not Disadvantaged	232	100%	83%	6%	210	100%	80%	13%
Migrant								
Not Migrant	320	100%	77%	4%	323	99%	72%	10%

NOTES

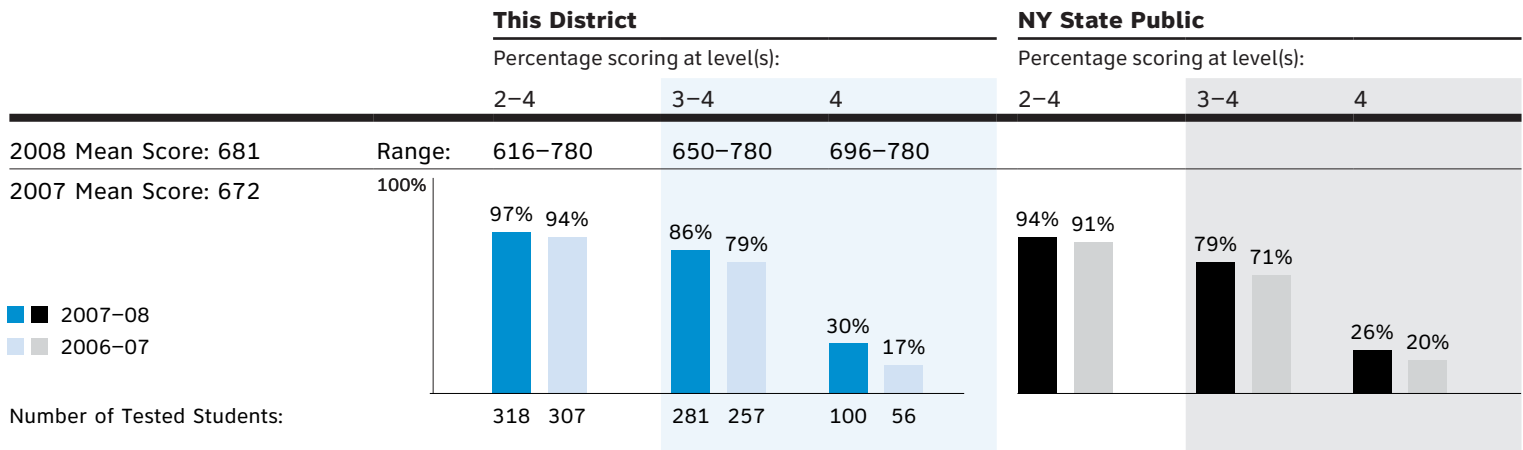
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	7	7	6	5	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	1	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

	2007-08 School Year				2006-07 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	328	97%	86%	30%	325	94%	79%	17%
Female	156	96%	84%	32%	175	95%	78%	18%
Male	172	98%	87%	29%	150	93%	81%	16%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	21	90%	71%	0%	17	100%	76%	12%
Hispanic or Latino	9	-	-	-	9	100%	67%	11%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	44%	6	-	-	-
White	288	98%	88%	33%	291	94%	79%	18%
Multiracial								
Small Group Totals	10	90%	50%	20%	8	88%	88%	0%
General-Education Students	254	99%	93%	37%	263	99%	89%	21%
Students with Disabilities	74	91%	61%	8%	62	74%	39%	3%
English Proficient	326	-	-	-	320	94%	80%	18%
Limited English Proficient	2	-	-	-	5	100%	40%	0%
Economically Disadvantaged	89	97%	78%	15%	112	90%	67%	5%
Not Disadvantaged	239	97%	89%	36%	213	97%	85%	23%
Migrant								
Not Migrant	328	97%	86%	30%	325	94%	79%	17%

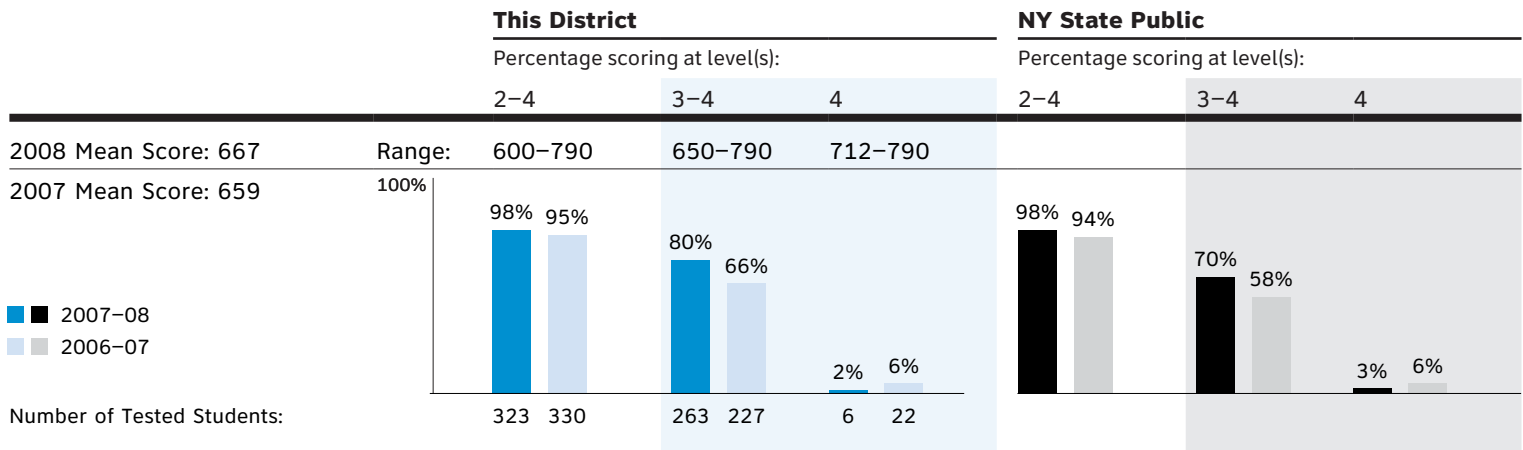
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	7	7	7	6	4	-	-	-

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	328	98%	80%	2%	346	95%	66%	6%
Female	177	99%	82%	2%	176	98%	74%	7%
Male	151	97%	77%	1%	170	92%	57%	5%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	17	100%	71%	0%	31	87%	45%	0%
Hispanic or Latino	10	100%	70%	0%	8	88%	25%	0%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	6	-	-	-
White	291	98%	81%	2%	300	96%	69%	7%
Multiracial								
Small Group Totals	10	100%	80%	0%	7	100%	43%	0%
General-Education Students	271	100%	88%	2%	283	99%	77%	8%
Students with Disabilities	57	91%	44%	0%	63	81%	13%	0%
English Proficient	326	-	-	-	344	-	-	-
Limited English Proficient	2	-	-	-	2	-	-	-
Economically Disadvantaged	77	97%	70%	1%	124	91%	48%	2%
Not Disadvantaged	251	99%	83%	2%	222	98%	76%	9%
Migrant								
Not Migrant	328	98%	80%	2%	346	95%	66%	6%

NOTES

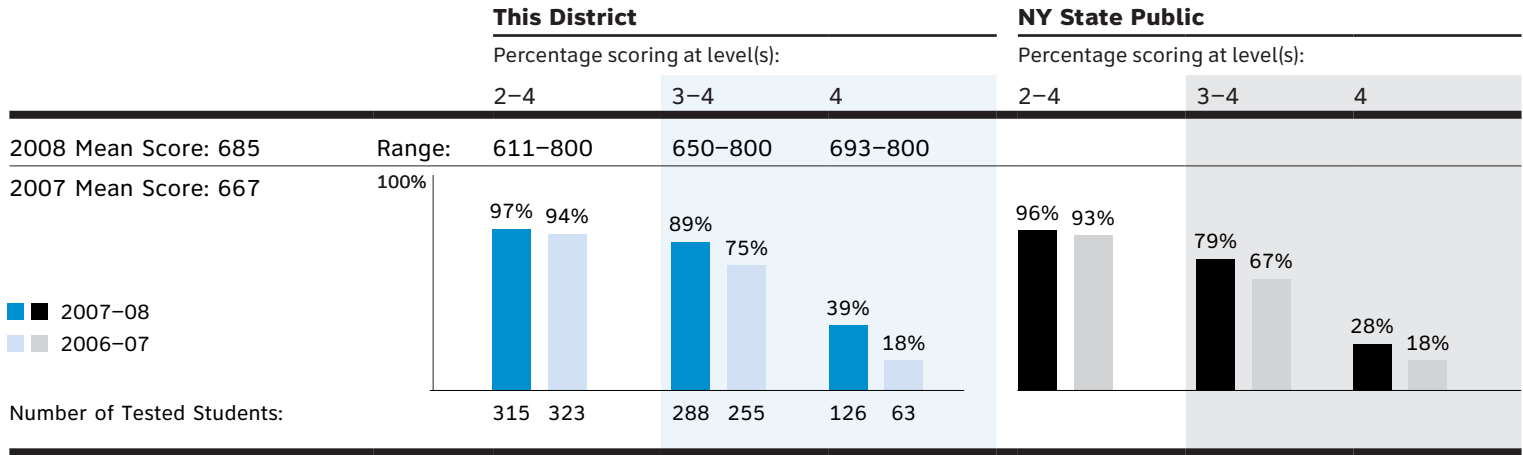
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Other Assessments

	2007-08 School Year				2006-07 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	4	-	-	-	5	5	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	N/A	N/A	N/A	0	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

	2007-08 School Year				2006-07 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	325	97%	89%	39%	342	94%	75%	18%
Female	177	98%	89%	40%	173	97%	76%	17%
Male	148	96%	88%	37%	169	92%	73%	20%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	15	93%	87%	27%	31	97%	48%	0%
Hispanic or Latino	9	-	-	-	8	100%	13%	0%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	89%	56%	6	-	-	-
White	290	97%	90%	40%	296	94%	79%	21%
Multiracial								
Small Group Totals	11	100%	64%	18%	7	86%	71%	29%
General-Education Students	268	100%	95%	46%	281	100%	84%	22%
Students with Disabilities	57	82%	60%	5%	61	70%	30%	0%
English Proficient	321	-	-	-	340	-	-	-
Limited English Proficient	4	-	-	-	2	-	-	-
Economically Disadvantaged	77	94%	81%	14%	119	91%	53%	7%
Not Disadvantaged	248	98%	91%	46%	223	96%	86%	25%
Migrant								
Not Migrant	325	97%	89%	39%	342	94%	75%	18%

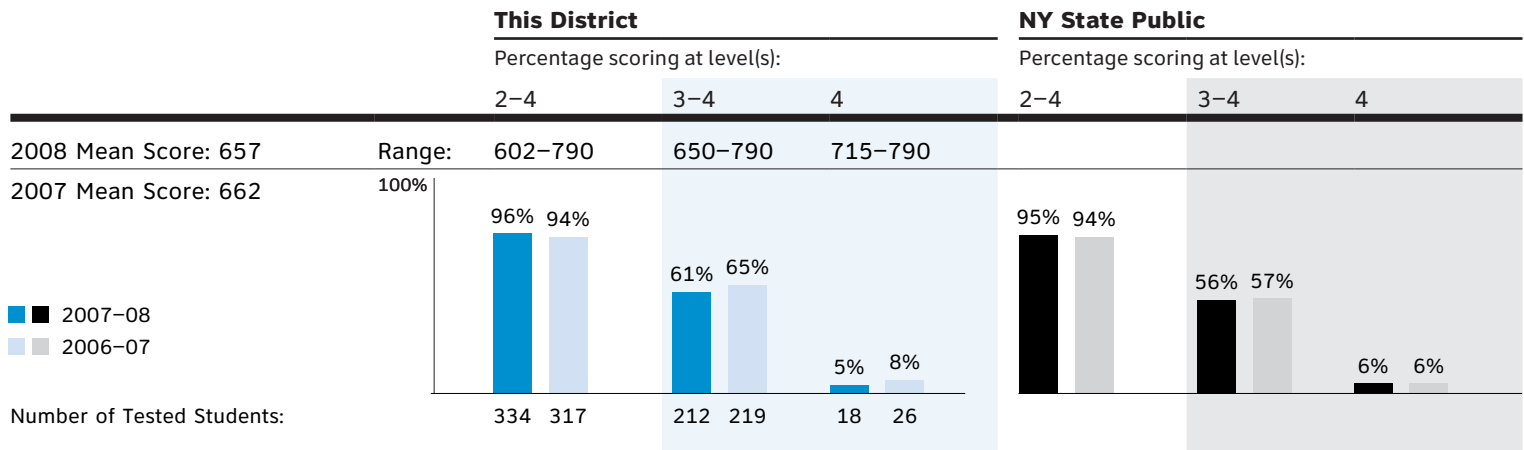
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	4	-	-	-	5	5	5	3

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	349	96%	61%	5%	336	94%	65%	8%
Female	173	98%	68%	8%	163	97%	75%	9%
Male	176	94%	53%	2%	173	92%	55%	7%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	30	100%	30%	0%	22	95%	18%	5%
Hispanic or Latino	7	86%	29%	0%	9	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	10	100%	80%	30%
White	306	95%	65%	6%	294	95%	69%	7%
Multiracial								
Small Group Totals	6	100%	50%	17%	10	60%	30%	0%
General-Education Students	286	100%	71%	6%	261	100%	80%	10%
Students with Disabilities	63	76%	14%	0%	75	76%	15%	0%
English Proficient	348	-	-	-	329	94%	66%	8%
Limited English Proficient	1	-	-	-	7	100%	43%	0%
Economically Disadvantaged	88	93%	44%	0%	109	88%	36%	5%
Not Disadvantaged	261	97%	66%	7%	227	97%	79%	9%
Migrant								
Not Migrant	349	96%	61%	5%	336	94%	65%	8%

NOTES

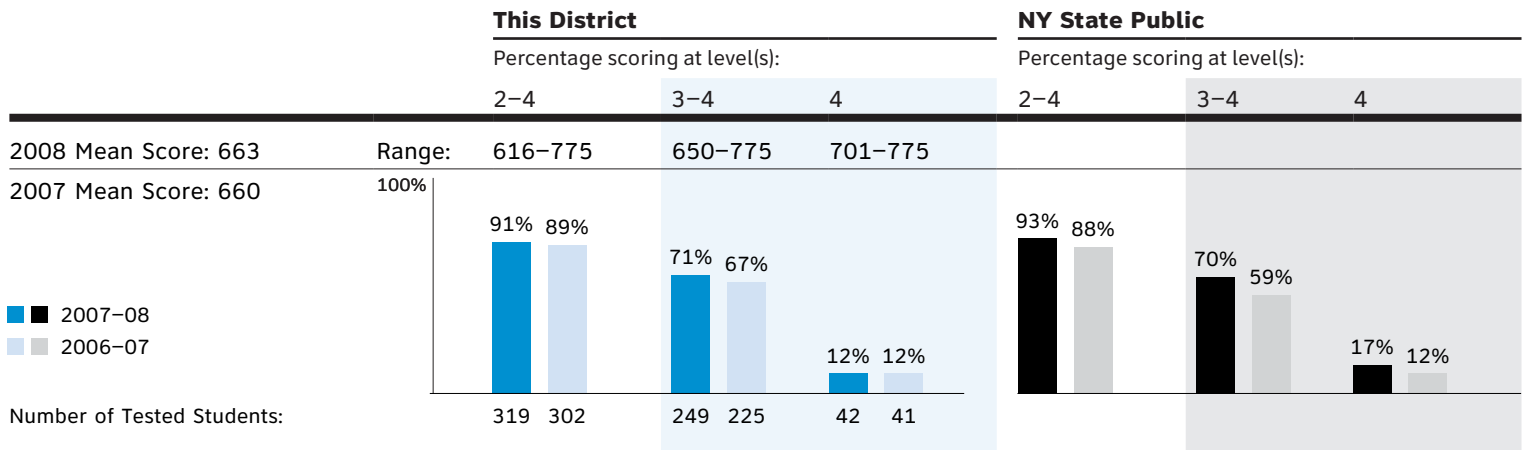
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Other Assessments

	2007-08 School Year				2006-07 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	-	-	-	7	7	6	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	1	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

	2007-08 School Year				2006-07 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	350	91%	71%	12%	338	89%	67%	12%
Female	174	93%	74%	14%	165	89%	66%	13%
Male	176	90%	69%	10%	173	90%	67%	12%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	32	84%	50%	0%	23	61%	26%	0%
Hispanic or Latino	7	71%	29%	0%	9	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	11	100%	82%	9%
White	305	92%	74%	13%	294	92%	71%	14%
Multiracial								
Small Group Totals	6	83%	67%	33%	10	60%	20%	0%
General-Education Students	289	97%	82%	15%	263	98%	80%	16%
Students with Disabilities	61	62%	21%	0%	75	59%	19%	0%
English Proficient	349	-	-	-	330	90%	67%	12%
Limited English Proficient	1	-	-	-	8	75%	50%	0%
Economically Disadvantaged	85	89%	58%	6%	109	80%	49%	5%
Not Disadvantaged	265	92%	75%	14%	229	94%	75%	16%
Migrant								
Not Migrant	350	91%	71%	12%	338	89%	67%	12%

NOTES

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Other Assessments

	2007-08 School Year			2006-07 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	-	-	-	7	7	6	4

This District's Results in Grade 8 Science

This District

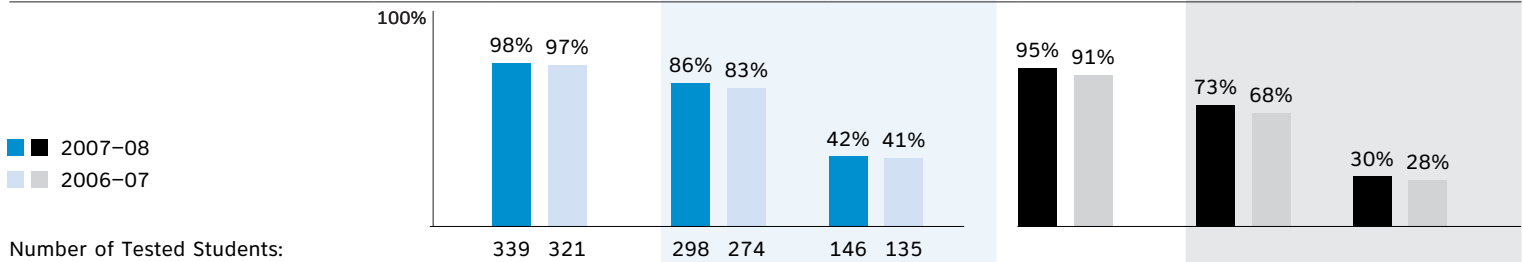
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2007-08 School Year

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

2006-07 School Year

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

	2007-08 School Year				2006-07 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	345	98%	86%	42%	331	97%	83%	41%
Female	171	98%	89%	41%	163	96%	80%	39%
Male	174	99%	84%	44%	168	98%	85%	42%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	31	97%	65%	19%	23	87%	43%	13%
Hispanic or Latino	7	86%	43%	14%	9	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	11	91%	82%	64%
White	301	99%	90%	46%	287	98%	87%	43%
Multiracial								
Small Group Totals	6	100%	83%	33%	10	90%	40%	10%
General-Education Students	284	100%	94%	50%	257	99%	91%	52%
Students with Disabilities	61	92%	49%	5%	74	89%	53%	3%
English Proficient	344	-	-	-	323	97%	84%	41%
Limited English Proficient	1	-	-	-	8	88%	50%	25%
Economically Disadvantaged	86	99%	83%	37%	102	93%	64%	19%
Not Disadvantaged	259	98%	88%	44%	229	99%	91%	51%
Migrant								
Not Migrant	345	98%	86%	42%	331	97%	83%	41%

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

2007-08 School Year

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

2006-07 School Year

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

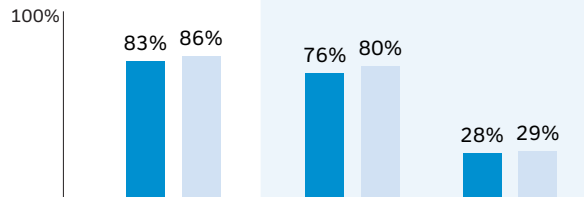
	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	-	-	-	7	7	7	4
Regents Science	0				0			

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

This District

Percentage scoring at level(s):

2-4 3-4 4

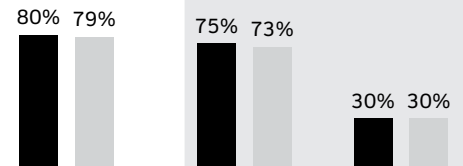


■ 2004 Cohort
■ 2003 Cohort

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2004 Cohort

Number of Students Percentage scoring at level(s):
2-4 3-4 4

2003 Cohort**

Number of Students Percentage scoring at level(s):
2-4 3-4 4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	389	83%	76%	28%	370	86%	80%	29%
Female	177	88%	81%	37%	166	90%	86%	40%
Male	212	80%	71%	20%	204	82%	76%	20%
American Indian or Alaska Native	1	-	-	-				
Black or African American	24	63%	50%	4%	15	67%	40%	13%
Hispanic or Latino	5	-	-	-	9	78%	78%	22%
Asian or Native Hawaiian/Other Pacific Islander	9	78%	78%	22%	12	100%	100%	67%
White	350	85%	77%	29%	334	86%	81%	28%
Multiracial								
Small Group Totals	6	83%	83%	50%				
General-Education Students	324	90%	85%	33%	311	93%	88%	33%
Students with Disabilities	65	51%	29%	2%	59	49%	39%	5%
English Proficient	387	-	-	-	368	-	-	-
Limited English Proficient	2	-	-	-	2	-	-	-
Economically Disadvantaged	62	87%	69%	15%	53	72%	60%	13%
Not Disadvantaged	327	83%	77%	30%	317	88%	84%	31%
Migrant								
Not Migrant	389	83%	76%	28%				

NOTES

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Other Assessments

2004 Cohort

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

2003 Cohort

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

	2004 Cohort	2003 Cohort
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.

** 2003 cohort data are those reported in the 2006-07 *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

This District

Percentage scoring at level(s):

2-4

3-4

4

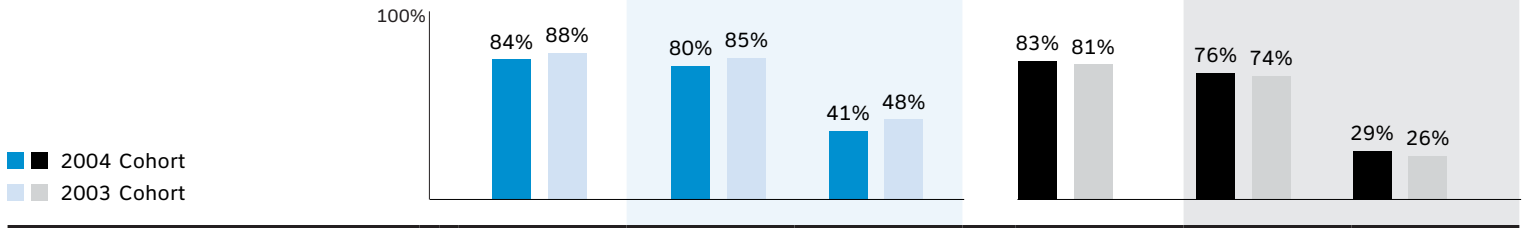
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2004 Cohort				2003 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	389	84%	80%	41%	370	88%	85%	48%
Female	177	84%	81%	45%	166	89%	87%	56%
Male	212	84%	79%	37%	204	87%	83%	41%
American Indian or Alaska Native	1	–	–	–				
Black or African American	24	63%	58%	13%	15	67%	47%	7%
Hispanic or Latino	5	–	–	–	9	78%	78%	22%
Asian or Native Hawaiian/Other Pacific Islander	9	89%	89%	67%	12	100%	100%	83%
White	350	85%	81%	42%	334	88%	87%	49%
Multiracial								
Small Group Totals	6	100%	83%	67%				
General-Education Students	324	90%	87%	47%	311	93%	91%	55%
Students with Disabilities	65	54%	45%	9%	59	58%	54%	8%
English Proficient	387	–	–	–	368	–	–	–
Limited English Proficient	2	–	–	–	2	–	–	–
Economically Disadvantaged	62	87%	84%	24%	53	75%	68%	30%
Not Disadvantaged	327	84%	80%	44%	317	90%	88%	51%
Migrant								
Not Migrant	389	84%	80%	41%				

NOTES

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Other Assessments

	2004 Cohort			2003 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.

** 2003 cohort data are those reported in the 2006-07 *Accountability and Overview Report*.

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