



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **HALF HOLLOW HILLS CENTRAL
SCHOOL DISTRICT**

District ID **58-04-05-06-0000**

Superintendent **SHELDON KARNILOW**

Telephone **(631) 592-3008**

Grades **PK-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 **HALF HOLLOW HILLS CENTRAL SCHOOL DISTRICT**

District ID **58-04-05-06-0000**

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	107
Kindergarten	790	682	624
Grade 1	759	824	678
Grade 2	776	778	835
Grade 3	840	790	778
Grade 4	772	851	803
Grade 5	811	800	852
Grade 6	758	836	812
Ungraded Elementary	192	50	50
Grade 7	755	799	851
Grade 8	785	773	762
Grade 9	696	763	765
Grade 10	756	726	777
Grade 11	666	786	727
Grade 12	667	670	776
Ungraded Secondary	173	51	52
Total K-12	10196	10179	10142

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	22	23	22
Grade 8			
English	22	25	23
Mathematics	25	24	23
Science	24	24	23
Social Studies	25	23	22
Grade 10			
English	24	23	25
Mathematics	24	22	22
Science	23	23	22
Social Studies	22	23	22

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 HALF HOLLOW HILLS CENTRAL SCHOOL DISTRICT

District ID 58-04-05-06-0000

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	471	5%	481	5%	483	5%
Reduced-Price Lunch	265	3%	305	3%	284	3%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	156	2%	195	2%	165	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	10	0%	17	0%	14	0%
Black or African American	1224	12%	1250	12%	1308	13%
Hispanic or Latino	398	4%	420	4%	459	5%
Asian or Native Hawaiian/Other Pacific Islander	1073	11%	1118	11%	1163	11%
White	7491	73%	7354	72%	7160	71%
Multiracial**	N/A	N/A	20	0%	38	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	318	3%	366	4%	290	3%

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 HALF HOLLOW HILLS CENTRAL SCHOOL DISTRICT

District ID 58-04-05-06-0000

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	772	721	799
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	1%	0%	1%
Percent with Fewer Than Three Years of Experience	11%	10%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	37%	42%	48%
Total Number of Core Classes	2894	1909	2021
Percent Not Taught by Highly Qualified Teachers	1%	0%	0%
Total Number of Classes	2740	2798	2850
Percent Taught by Teachers Without Appropriate Certification	1%	0%	0%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	13%	14%	14%
Turnover Rate of All Teachers	15%	12%	12%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	89	89	89
Total Paraprofessionals*	282	287	285
Assistant Principals	19	19	19
Principals	11	11	11

* 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						
Limited English Proficient				—	—	
Economically Disadvantaged						
Student groups making AYP in each subject	7 of 8	8 of 8	1 of 1	6 of 7	7 of 7	1 of 1

AYP Status


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

Accountability Status Levels

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


























Elementary/Middle-Level English Language Arts

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

Accountability Measures 7 of 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be District In Need of Improvement (Year 1) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will be in good standing in 2009-10. [202]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (4934:4879)			99%		188	131	
Ethnicity							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (653:639)			99%		177	129	
Hispanic or Latino (209:205)			99%		173	125	
Asian or Native Hawaiian/Other Pacific Islander (566:555)			99%		192	128	
White (3503:3477)			99%		190	131	
Multiracial (1:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (604:584)			97%		146	128	
Limited English Proficient ⁵ (129:108)			93%		158	123	
Economically Disadvantaged (412:406)			100%		165	128	
Final AYP Determination	 7 of 8						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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 8 of 8 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 (4936:4879)			99%		194	100	
Ethnicity							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (657:634)			98%		185	98	
Hispanic or Latino (208:205)			100%		183	94	
Asian or Native Hawaiian/Other Pacific Islander (565:559)			100%		198	97	
White (3503:3478)			99%		196	100	
Multiracial (1:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (602:584)			97%		164	97	
Limited English Proficient ⁵ (64:112)			100%		187	92	
Economically Disadvantaged (412:402)			100%		177	97	
Final AYP Determination	 8 of 8						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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 (1593:1571)		Qualified		99%		196	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (211:200)		Qualified		98%		188	100	
Hispanic or Latino (72:71)		Qualified		99%		192	100	
Asian or Native Hawaiian/Other Pacific Islander (172:171)		Qualified		100%		198	100	
White (1136:1128)		Qualified		100%		198	100	
Multiracial (2:1)		—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (217:212)		Qualified		98%		178	100	
Limited English Proficient ⁴ (25:25)		—	—	—	—	—	—	—
Economically Disadvantaged (151:146)		Qualified		100%		184	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 6 of 7 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be District In Need of Improvement (Year 1) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will be in good standing in 2009-10. [202]

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (796:805)			100%		191	161	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (122:125)			99%		183	156	
Hispanic or Latino (41:44)			100%		175	150	
Asian or Native Hawaiian/Other Pacific Islander (90:88)			100%		195	154	
White (543:548)			99%		194	160	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (105:119)			96%		150	155	155 155
Limited English Proficient ⁴ (6:9)	—	—	—	—	—	—	—
Economically Disadvantaged (53:59)			98%		178	152	
Final AYP Determination		6 of 7					

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 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 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 (796:805)			100%		192	155	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (122:125)			100%		183	150	
Hispanic or Latino (41:44)			100%		180	144	
Asian or Native Hawaiian/Other Pacific Islander (90:88)			100%		194	148	
White (543:548)			99%		195	154	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (105:119)			97%		155	149	
Limited English Proficient ⁴ (6:9)	—	—	—	—	—	—	—
Economically Disadvantaged (53:59)			100%		178	146	
Final AYP Determination	 7 of 7						

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		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2007–08 2008–09	
All Students (706)			92%	55%		
Ethnicity						
American Indian or Alaska Native (2)		–	–	–		
Black or African American (86)			86%	55%		
Hispanic or Latino (41)			83%	55%		
Asian or Native Hawaiian/Other Pacific Islander (80)			96%	55%		
White (497)			94%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (113)			70%	55%		
Limited English Proficient ³ (3)		–	–	–		
Economically Disadvantaged (52)			85%	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 **HALF HOLLOW HILLS CENTRAL SCHOOL DISTRICT**

District ID **58-04-05-06-0000**

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

7 schools identified 64% of total

CANDLEWOOD MIDDLE SCHOOL
CHESTNUT HILL ELEMENTARY SCHOOL
HALF HOLLOW HILLS HIGH SCHOOL EAST
OTSEGO ELEMENTARY SCHOOL
PAUMANOK ELEMENTARY SCHOOL
VANDERBILT ELEMENTARY SCHOOL
WEST HOLLOW MIDDLE SCHOOL

New York State Status

Good Standing

4 schools identified 36% of total

FOREST PARK ELEMENTARY SCHOOL
HALF HOLLOW HILLS HIGH SCHOOL WEST
SIGNAL HILL ELEMENTARY SCHOOL
SUNQUAM ELEMENTARY SCHOOL

District HALF HOLLOW HILLS CENTRAL SCHOOL DISTRICT

District ID 58-04-05-06-0000

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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	93%			773
Grade 4	90%			795
Grade 5	92%			854
Grade 6	86%			805
Grade 7	91%			846
Grade 8	81%			768
Mathematics				
Grade 3	99%			771
Grade 4	96%			800
Grade 5	97%			852
Grade 6	91%			810
Grade 7	95%			851
Grade 8	92%			769
Science				
Grade 4	97%			801
Grade 8	93%			446

	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
Secondary Level				
English	91%			836
Mathematics	92%			836

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.

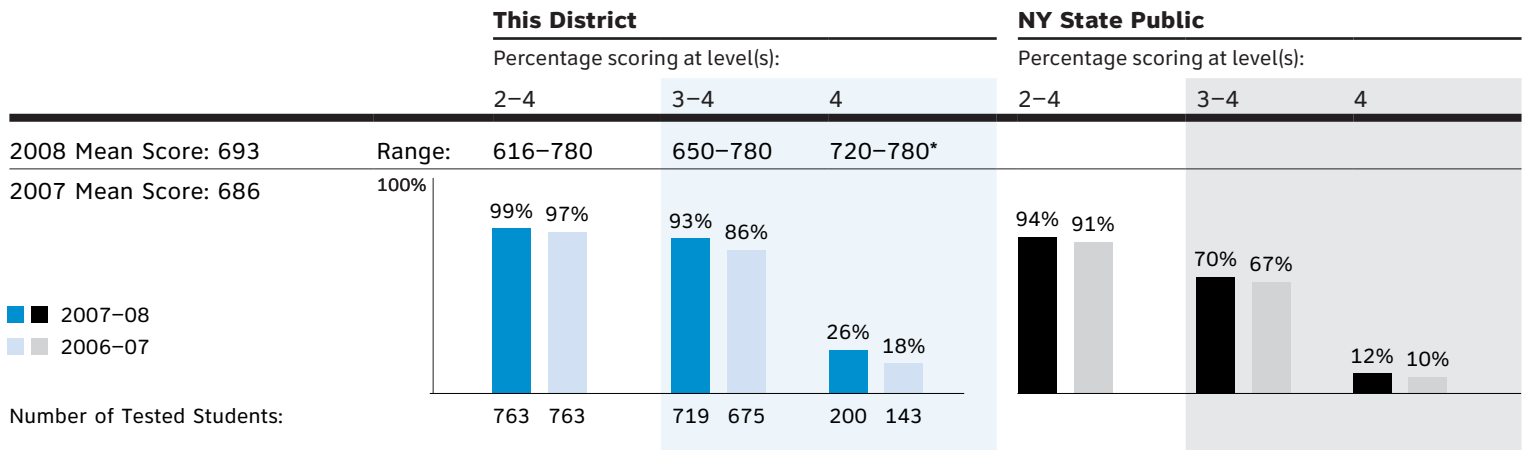
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Low Need Districts

This is a school district with low 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	773	99%	93%	26%	786	97%	86%	18%
Female	365	99%	95%	25%	330	98%	89%	21%
Male	408	98%	92%	27%	456	96%	84%	16%
American Indian or Alaska Native					1	-	-	-
Black or African American	85	99%	86%	13%	96	94%	79%	10%
Hispanic or Latino	38	100%	87%	16%	31	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	94	100%	95%	33%	65	97%	82%	23%
White	556	98%	94%	27%	593	98%	88%	20%
Multiracial								
Small Group Totals					32	97%	75%	6%
General-Education Students	705	100%	97%	28%	707	99%	90%	20%
Students with Disabilities	68	85%	56%	4%	79	81%	49%	1%
English Proficient	759	99%	94%	26%	761	97%	87%	19%
Limited English Proficient	14	93%	50%	0%	25	96%	52%	0%
Economically Disadvantaged	58	95%	84%	10%	73	90%	66%	3%
Not Disadvantaged	715	99%	94%	27%	713	98%	88%	20%
Migrant								
Not Migrant	773	99%	93%	26%	786	97%	86%	18%

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.

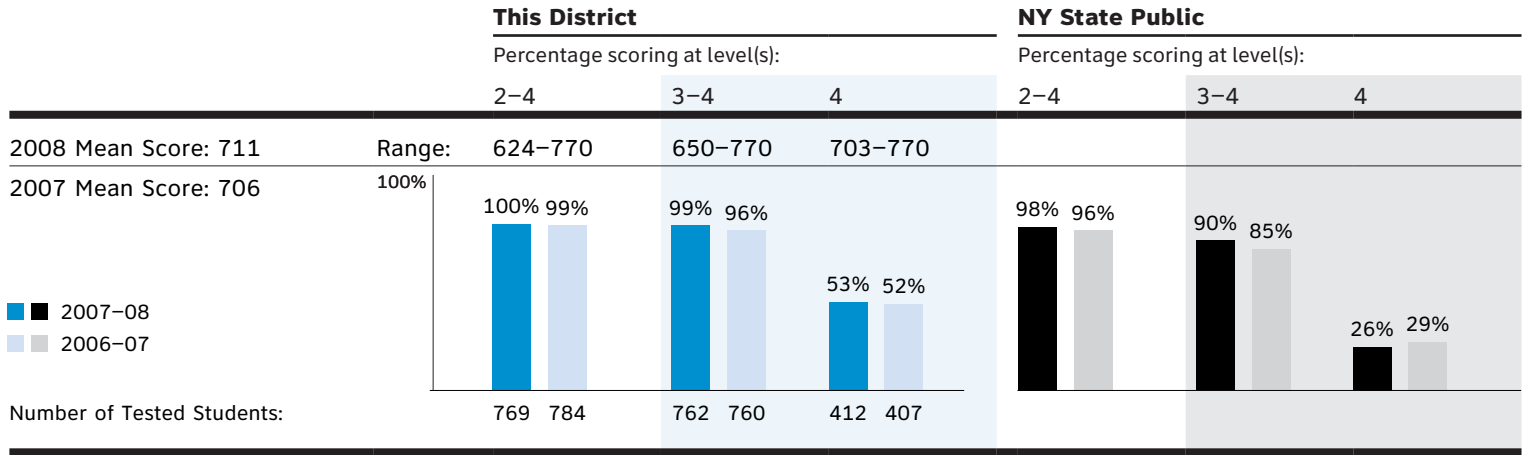
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

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	13	13	12	6	8	8	8	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	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 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	771	100%	99%	53%	790	99%	96%	52%
Female	365	100%	99%	49%	333	99%	96%	49%
Male	406	100%	99%	57%	457	99%	96%	54%
American Indian or Alaska Native					1	-	-	-
Black or African American	84	100%	96%	36%	97	98%	90%	44%
Hispanic or Latino	37	100%	100%	35%	34	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	96	100%	100%	70%	66	100%	98%	65%
White	554	100%	99%	55%	592	99%	98%	53%
Multiracial								
Small Group Totals					35	100%	80%	23%
General-Education Students	703	100%	100%	56%	711	100%	98%	55%
Students with Disabilities	68	97%	87%	22%	79	94%	82%	20%
English Proficient	756	100%	99%	54%	761	99%	96%	53%
Limited English Proficient	15	100%	93%	20%	29	100%	90%	24%
Economically Disadvantaged	57	100%	98%	33%	75	99%	84%	32%
Not Disadvantaged	714	100%	99%	55%	715	99%	97%	54%
Migrant								
Not Migrant	771	100%	99%	53%	790	99%	96%	52%

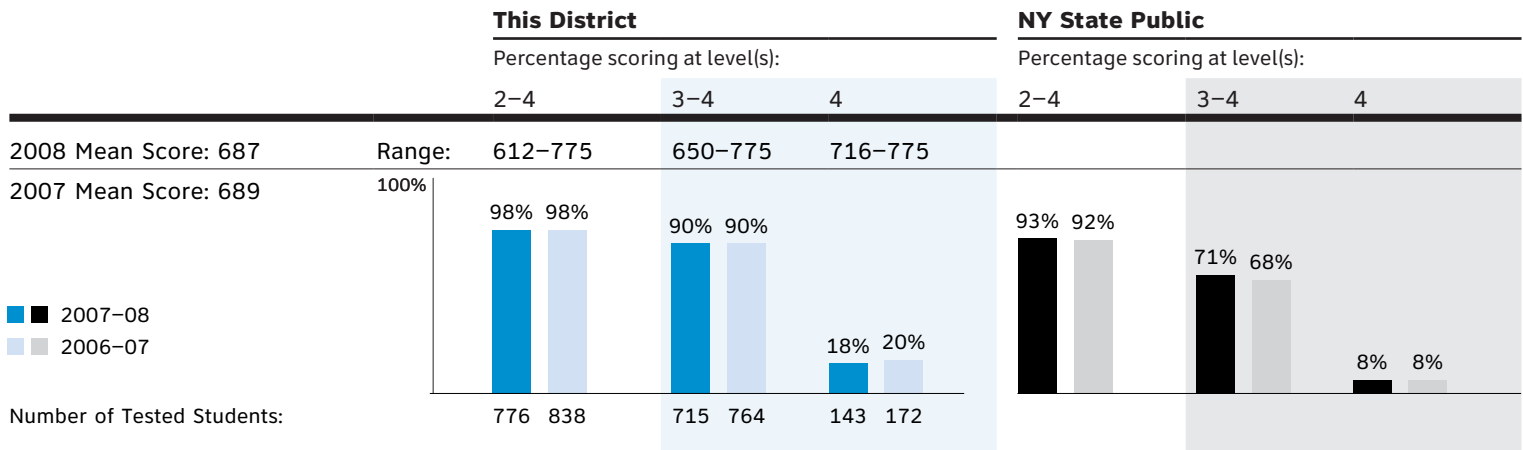
NOTES

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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	13	13	13	5	8	8	8	5

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	795	98%	90%	18%	852	98%	90%	20%
Female	339	98%	92%	22%	399	99%	92%	23%
Male	456	97%	88%	15%	453	98%	87%	17%
American Indian or Alaska Native					3	-	-	-
Black or African American	103	95%	79%	10%	116	97%	82%	8%
Hispanic or Latino	36	-	-	-	34	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	75	97%	88%	21%	91	100%	92%	32%
White	580	98%	93%	20%	608	99%	92%	22%
Multiracial	1	-	-	-				
Small Group Totals	37	100%	81%	8%	37	95%	68%	8%
General-Education Students	699	100%	95%	20%	770	100%	94%	22%
Students with Disabilities	96	80%	56%	2%	82	85%	48%	1%
English Proficient	775	98%	91%	18%	838	98%	91%	21%
Limited English Proficient	20	95%	60%	0%	14	93%	36%	0%
Economically Disadvantaged	77	91%	68%	6%	65	94%	66%	6%
Not Disadvantaged	718	98%	92%	19%	787	99%	92%	21%
Migrant								
Not Migrant	795	98%	90%	18%	852	98%	90%	20%

NOTES

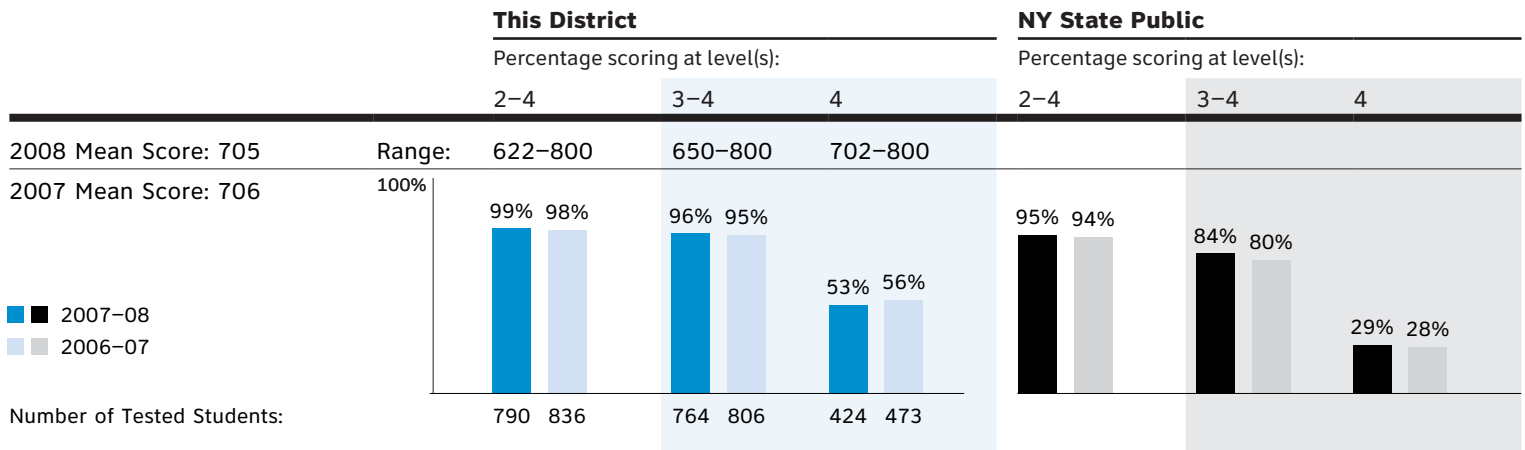
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Other Assessments

	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	9	9	7	4	12	12	12	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	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 4 Mathematics



Results by Student Group

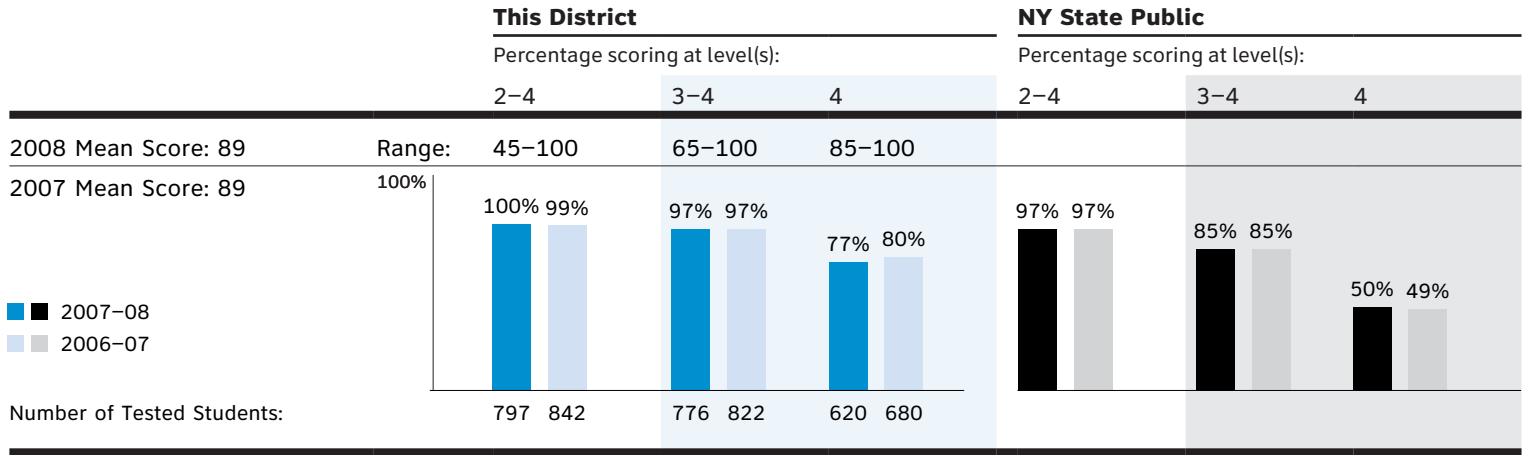
	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	800	99%	96%	53%	849	98%	95%	56%
Female	344	99%	96%	54%	398	97%	95%	52%
Male	456	98%	95%	52%	451	99%	95%	59%
American Indian or Alaska Native					3	-	-	-
Black or African American	103	95%	86%	32%	115	97%	90%	34%
Hispanic or Latino	37	-	-	-	33	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	76	99%	97%	70%	92	100%	99%	72%
White	583	99%	97%	56%	606	99%	96%	59%
Multiracial	1	-	-	-				
Small Group Totals	38	97%	92%	24%	36	92%	83%	28%
General-Education Students	703	100%	99%	58%	768	100%	98%	60%
Students with Disabilities	97	90%	73%	15%	81	85%	65%	19%
English Proficient	777	99%	96%	54%	834	99%	95%	56%
Limited English Proficient	23	100%	87%	9%	15	87%	80%	13%
Economically Disadvantaged	79	92%	80%	27%	64	94%	83%	30%
Not Disadvantaged	721	99%	97%	56%	785	99%	96%	58%
Migrant								
Not Migrant	800	99%	96%	53%	849	98%	95%	56%

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	9	9	8	1	12	12	11	10

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	801	100%	97%	77%	847	99%	97%	80%
Female	346	99%	97%	77%	398	99%	97%	79%
Male	455	100%	97%	77%	449	99%	97%	82%
American Indian or Alaska Native					3	-	-	-
Black or African American	104	98%	89%	63%	114	100%	95%	68%
Hispanic or Latino	37	-	-	-	33	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	75	100%	96%	76%	92	100%	99%	86%
White	583	100%	99%	82%	605	100%	97%	84%
Multiracial	2	-	-	-				
Small Group Totals	39	100%	90%	49%	36	94%	94%	50%
General-Education Students	704	100%	99%	81%	767	100%	99%	85%
Students with Disabilities	97	97%	81%	48%	80	95%	81%	39%
English Proficient	778	99%	97%	79%	832	100%	97%	81%
Limited English Proficient	23	100%	87%	30%	15	93%	87%	13%
Economically Disadvantaged	80	98%	83%	44%	63	97%	92%	60%
Not Disadvantaged	721	100%	98%	81%	784	100%	97%	82%
Migrant								
Not Migrant	801	100%	97%	77%	847	99%	97%	80%

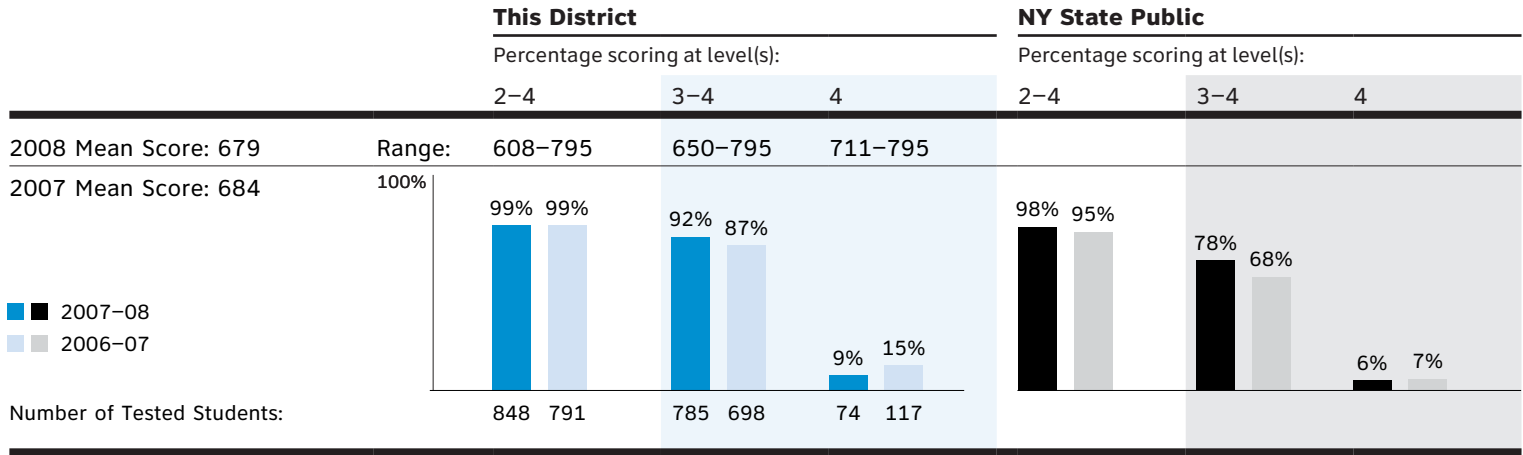
NOTES

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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	9	9	8	7	12	12	12	11

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	854	99%	92%	9%	800	99%	87%	15%
Female	397	99%	93%	10%	368	99%	90%	14%
Male	457	99%	91%	8%	432	99%	85%	15%
American Indian or Alaska Native	2	-	-	-				
Black or African American	117	99%	86%	1%	110	97%	75%	7%
Hispanic or Latino	33	-	-	-	33	97%	67%	0%
Asian or Native Hawaiian/Other Pacific Islander	98	100%	96%	15%	84	99%	93%	20%
White	604	99%	93%	9%	573	99%	90%	16%
Multiracial								
Small Group Totals	35	100%	74%	3%				
General-Education Students	769	100%	96%	9%	715	100%	91%	16%
Students with Disabilities	85	93%	55%	1%	85	92%	52%	1%
English Proficient	843	99%	92%	9%	791	99%	88%	15%
Limited English Proficient	11	100%	55%	0%	9	89%	33%	0%
Economically Disadvantaged	62	98%	74%	3%	65	95%	62%	3%
Not Disadvantaged	792	99%	93%	9%	735	99%	90%	16%
Migrant								
Not Migrant	854	99%	92%	9%	800	99%	87%	15%

NOTES

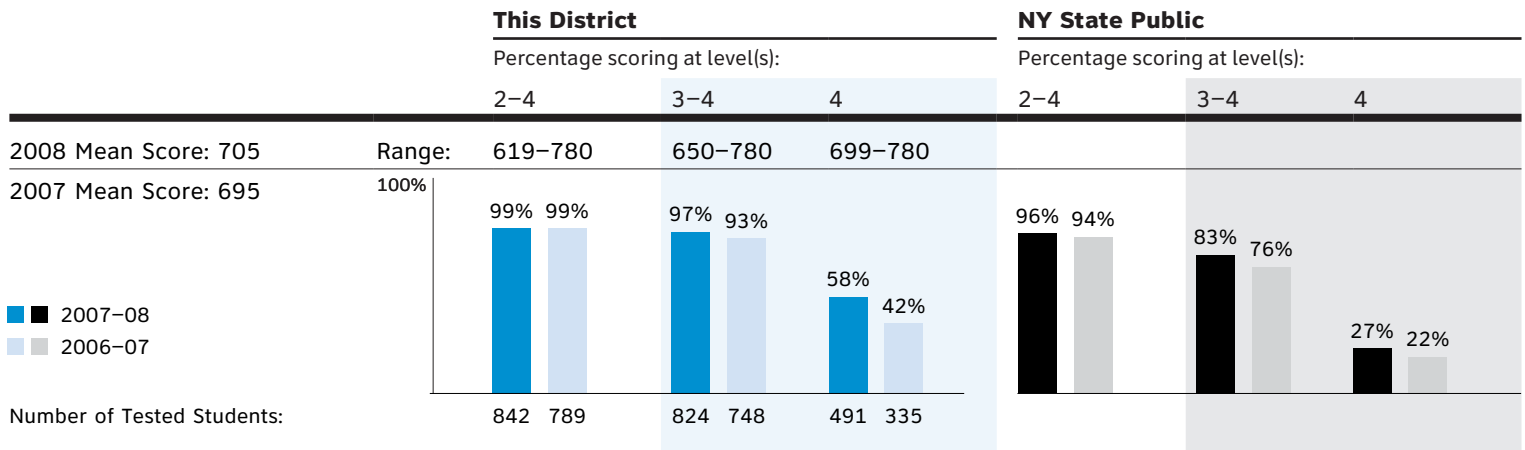
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Other Assessments

	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	14	14	14	7	4	-	-	-
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

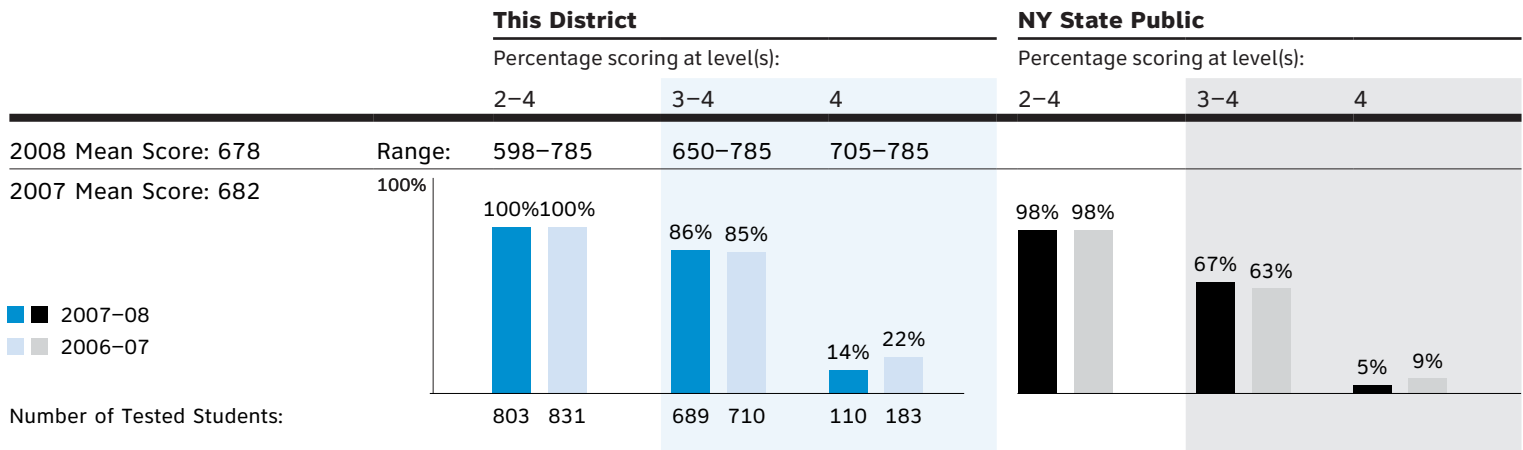
	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	852	99%	97%	58%	801	99%	93%	42%
Female	396	98%	96%	56%	371	99%	94%	40%
Male	456	99%	97%	59%	430	98%	93%	44%
American Indian or Alaska Native	2	-	-	-				
Black or African American	116	97%	93%	36%	111	96%	88%	22%
Hispanic or Latino	33	-	-	-	33	94%	73%	15%
Asian or Native Hawaiian/Other Pacific Islander	99	100%	100%	75%	84	99%	94%	56%
White	602	100%	98%	61%	573	99%	95%	45%
Multiracial								
Small Group Totals	35	89%	83%	29%				
General-Education Students	769	100%	99%	63%	717	100%	97%	46%
Students with Disabilities	83	89%	77%	12%	84	86%	63%	8%
English Proficient	841	99%	97%	58%	792	99%	94%	42%
Limited English Proficient	11	82%	82%	0%	9	89%	56%	0%
Economically Disadvantaged	60	93%	85%	37%	63	92%	78%	11%
Not Disadvantaged	792	99%	98%	59%	738	99%	95%	44%
Migrant								
Not Migrant	852	99%	97%	58%	801	99%	93%	42%

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	14	14	14	6	4	-	-	-

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	805	100%	86%	14%	832	100%	85%	22%
Female	374	100%	89%	17%	386	100%	88%	26%
Male	431	100%	83%	11%	446	100%	83%	18%
American Indian or Alaska Native								
Black or African American	116	99%	78%	4%	114	100%	72%	4%
Hispanic or Latino	36	100%	56%	3%	24	100%	75%	8%
Asian or Native Hawaiian/Other Pacific Islander	86	100%	91%	27%	98	100%	92%	33%
White	567	100%	88%	14%	596	100%	87%	24%
Multiracial								
Small Group Totals								
General-Education Students	712	100%	91%	15%	759	100%	91%	24%
Students with Disabilities	93	98%	42%	0%	73	99%	27%	0%
English Proficient	801	-	-	-	828	-	-	-
Limited English Proficient	4	-	-	-	4	-	-	-
Economically Disadvantaged	66	98%	53%	3%	72	100%	65%	4%
Not Disadvantaged	739	100%	88%	15%	760	100%	87%	24%
Migrant								
Not Migrant	805	100%	86%	14%	832	100%	85%	22%

NOTES

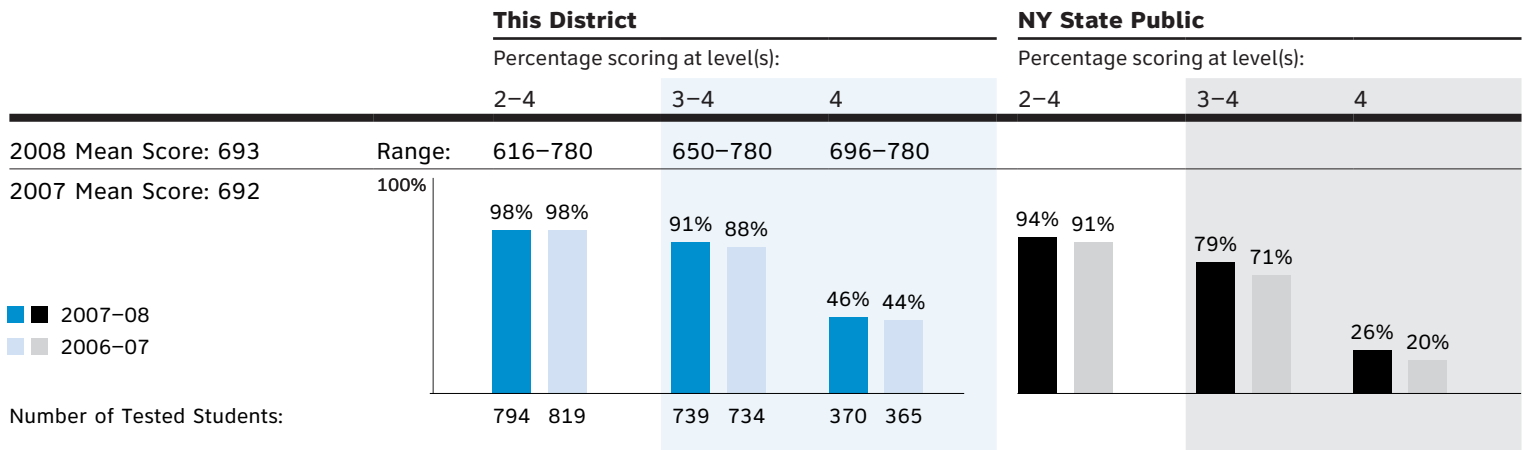
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Other Assessments

	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	4	-	-	-	8	7	7	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	2	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	810	98%	91%	46%	832	98%	88%	44%
Female	377	99%	93%	43%	387	98%	88%	40%
Male	433	97%	90%	48%	445	98%	88%	47%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	118	95%	84%	24%	114	96%	77%	18%
Hispanic or Latino	37	92%	68%	16%	25	96%	80%	28%
Asian or Native Hawaiian/Other Pacific Islander	85	99%	98%	62%	99	99%	95%	58%
White	570	99%	93%	50%	594	99%	90%	47%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	715	100%	96%	51%	760	100%	92%	48%
Students with Disabilities	95	85%	53%	6%	72	86%	46%	6%
English Proficient	805	98%	92%	46%	826	99%	88%	44%
Limited English Proficient	5	80%	40%	0%	6	67%	50%	0%
Economically Disadvantaged	68	90%	71%	9%	70	94%	66%	16%
Not Disadvantaged	742	99%	93%	49%	762	99%	90%	46%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	810	98%	91%	46%	832	98%	88%	44%

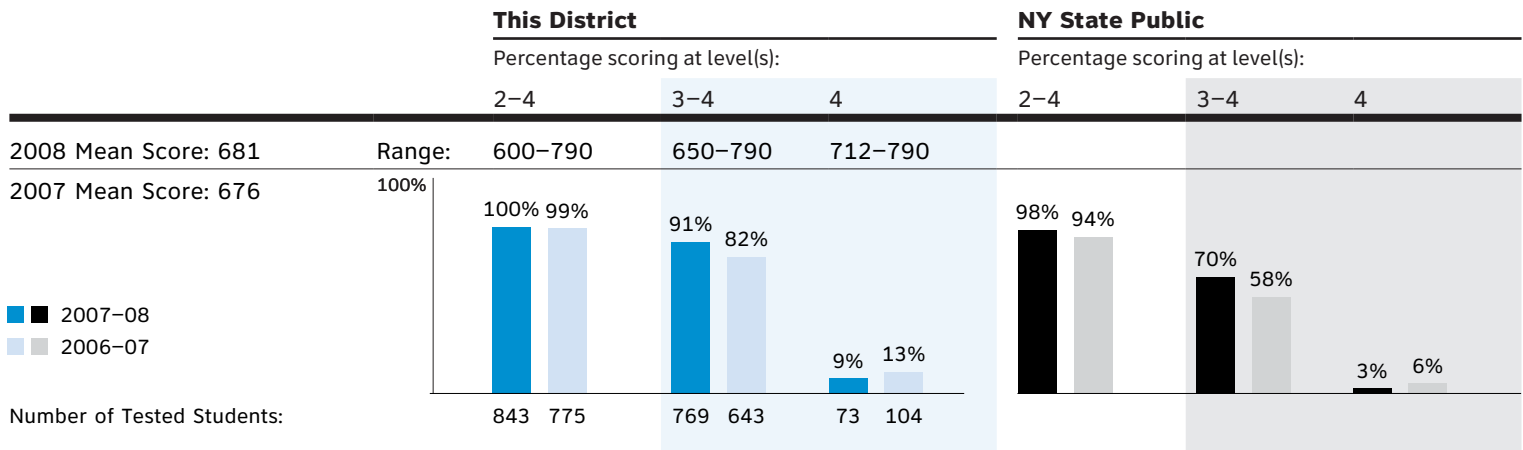
NOTES

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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	4	-	-	-	8	8	7	5

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	846	100%	91%	9%	784	99%	82%	13%
Female	389	100%	94%	9%	379	99%	85%	15%
Male	457	100%	88%	8%	405	98%	79%	12%
American Indian or Alaska Native								
Black or African American	120	100%	79%	3%	101	97%	57%	3%
Hispanic or Latino	27	96%	85%	4%	29	93%	69%	14%
Asian or Native Hawaiian/Other Pacific Islander	104	99%	92%	19%	91	100%	88%	16%
White	595	100%	93%	8%	563	99%	86%	15%
Multiracial								
Small Group Totals								
General-Education Students	759	100%	94%	10%	695	100%	88%	15%
Students with Disabilities	87	99%	63%	0%	89	93%	37%	0%
English Proficient	840	100%	91%	9%	781	-	-	-
Limited English Proficient	6	67%	33%	0%	3	-	-	-
Economically Disadvantaged	69	100%	80%	0%	69	100%	59%	6%
Not Disadvantaged	777	100%	92%	9%	715	99%	84%	14%
Migrant								
Not Migrant	846	100%	91%	9%	784	99%	82%	13%

NOTES

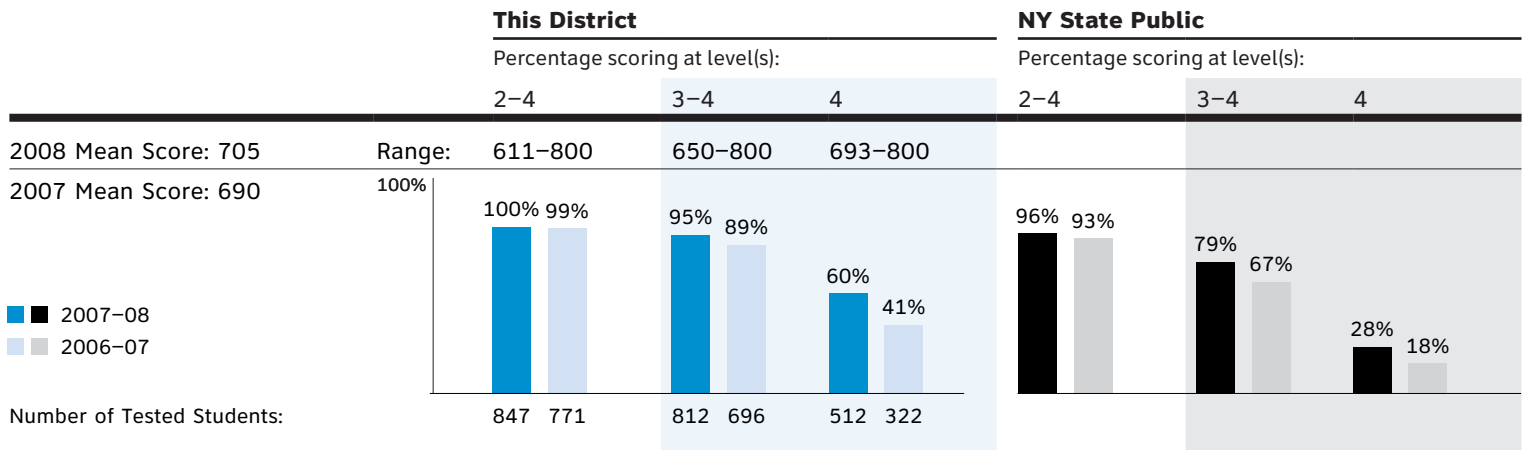
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Other Assessments

	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	8	8	8	5	6	6	4	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	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 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	851	100%	95%	60%	780	99%	89%	41%
Female	392	100%	97%	60%	377	99%	90%	37%
Male	459	99%	94%	60%	403	99%	89%	45%
American Indian or Alaska Native								
Black or African American	120	98%	89%	29%	102	98%	74%	13%
Hispanic or Latino	28	100%	89%	43%	29	100%	86%	14%
Asian or Native Hawaiian/Other Pacific Islander	107	100%	100%	77%	92	100%	93%	63%
White	596	100%	96%	64%	557	99%	92%	44%
Multiracial								
Small Group Totals								
General-Education Students	764	100%	98%	66%	693	100%	94%	46%
Students with Disabilities	87	97%	71%	9%	87	92%	49%	6%
English Proficient	843	100%	96%	60%	776	-	-	-
Limited English Proficient	8	100%	75%	38%	4	-	-	-
Economically Disadvantaged	69	96%	84%	23%	68	96%	75%	13%
Not Disadvantaged	782	100%	96%	63%	712	99%	91%	44%
Migrant								
Not Migrant	851	100%	95%	60%	780	99%	89%	41%

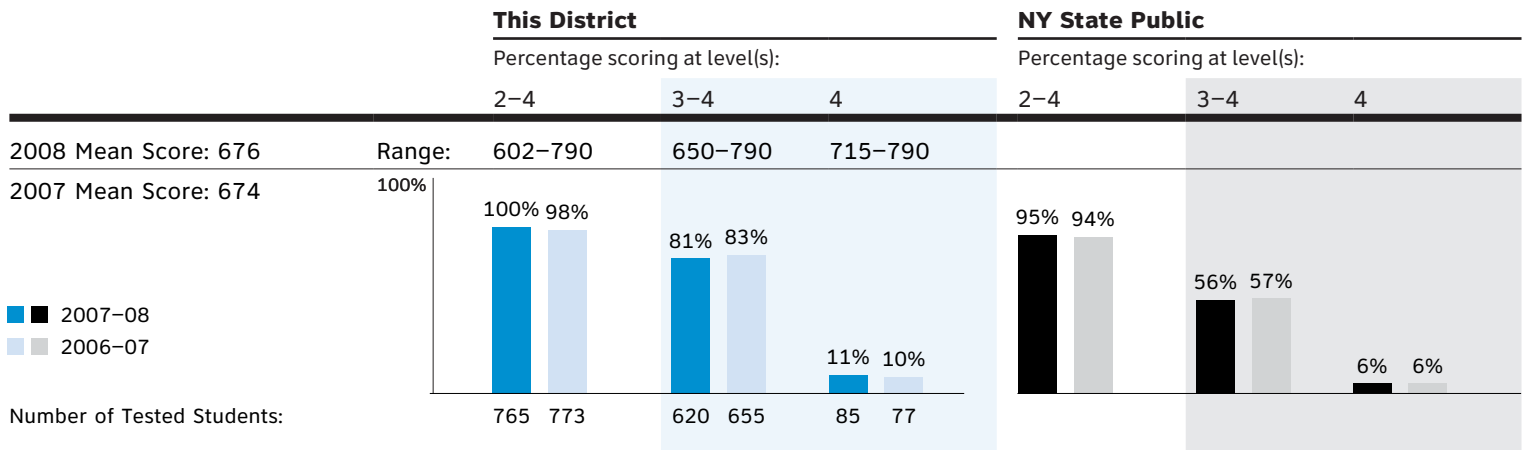
NOTES

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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	8	8	5	4	6	6	6	6

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	768	100%	81%	11%	786	98%	83%	10%
Female	372	100%	84%	15%	364	99%	89%	12%
Male	396	99%	78%	7%	422	97%	79%	8%
American Indian or Alaska Native					2	-	-	-
Black or African American	101	99%	57%	3%	83	94%	66%	1%
Hispanic or Latino	34	94%	68%	6%	36	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	92	100%	91%	17%	78	100%	87%	24%
White	541	100%	84%	12%	587	99%	86%	9%
Multiracial								
Small Group Totals					38	92%	71%	8%
General-Education Students	666	100%	90%	13%	671	99%	90%	11%
Students with Disabilities	102	99%	23%	0%	115	92%	43%	1%
English Proficient	766	-	-	-	782	-	-	-
Limited English Proficient	2	-	-	-	4	-	-	-
Economically Disadvantaged	70	97%	54%	6%	68	88%	50%	9%
Not Disadvantaged	698	100%	83%	12%	718	99%	86%	10%
Migrant								
Not Migrant	768	100%	81%	11%	786	98%	83%	10%

NOTES

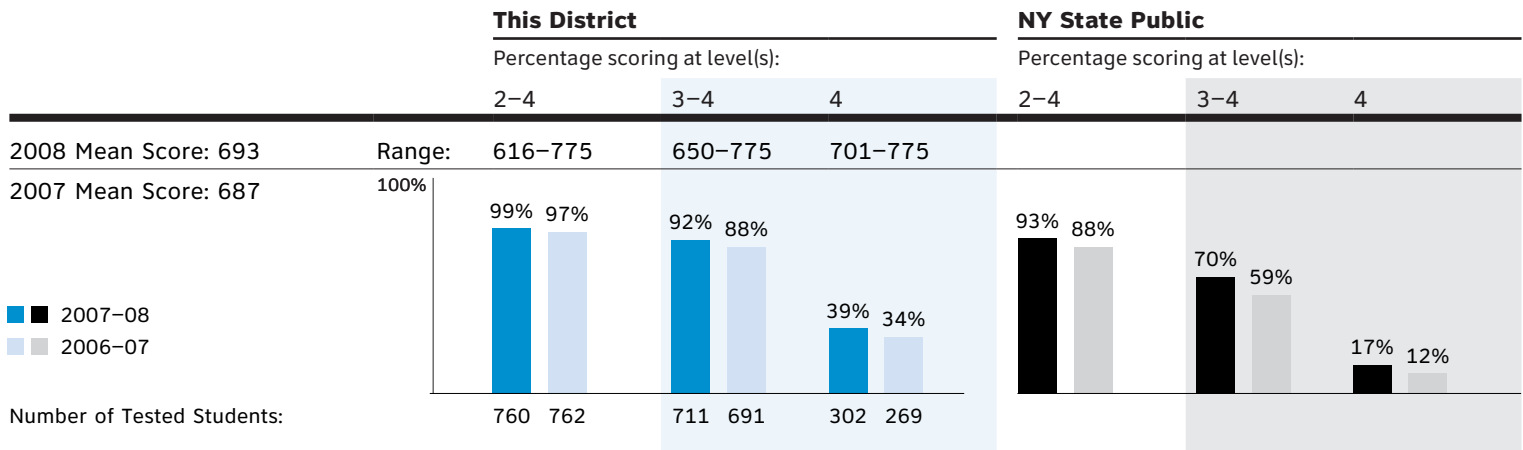
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Other Assessments

	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 8 Equivalent	6	6	6	4	12	12	12	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	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 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	769	99%	92%	39%	786	97%	88%	34%
Female	373	100%	95%	36%	362	99%	90%	35%
Male	396	98%	90%	42%	424	95%	87%	34%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	102	97%	75%	13%	86	91%	73%	14%
Hispanic or Latino	33	100%	91%	27%	35	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	92	100%	97%	64%	79	99%	91%	59%
White	542	99%	95%	41%	584	98%	91%	35%
Multiracial								
Small Group Totals					37	86%	70%	22%
General-Education Students	668	100%	97%	44%	673	99%	93%	39%
Students with Disabilities	101	92%	60%	7%	113	85%	60%	4%
English Proficient	767	-	-	-	782	-	-	-
Limited English Proficient	2	-	-	-	4	-	-	-
Economically Disadvantaged	69	99%	77%	16%	69	77%	51%	12%
Not Disadvantaged	700	99%	94%	42%	717	99%	91%	36%
Migrant								
Not Migrant	769	99%	92%	39%	786	97%	88%	34%

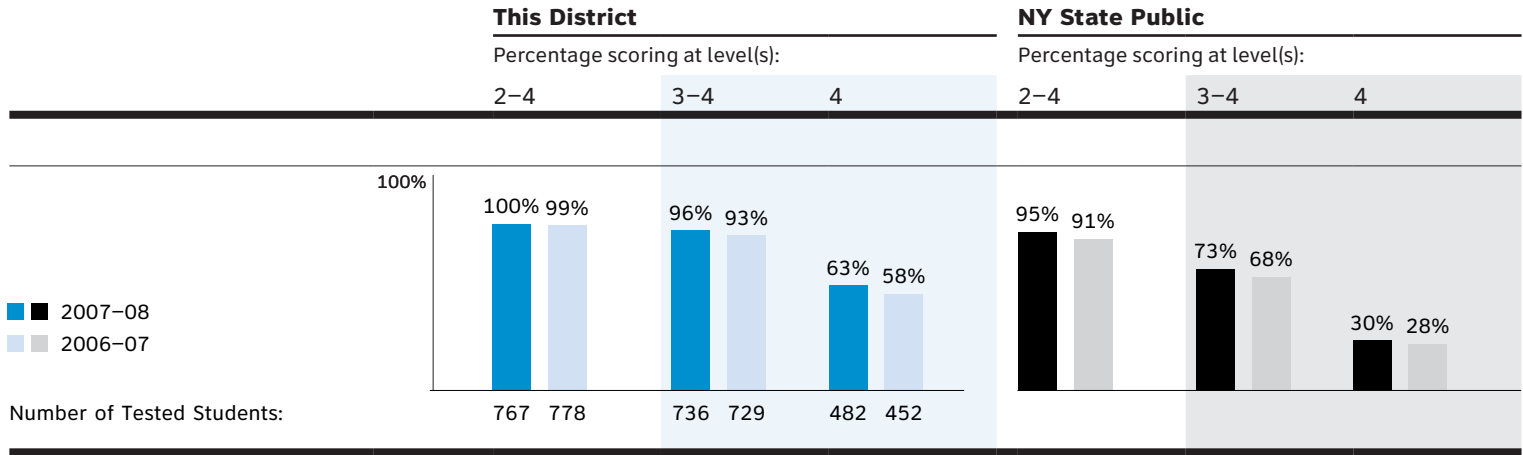
NOTES

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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	6	6	6	4	12	12	11	8

This District's Results in Grade 8 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	446	100%	93%	40%	495	99%	89%	39%
Female	224	100%	92%	36%	229	99%	91%	35%
Male	222	100%	94%	45%	266	98%	87%	42%
American Indian or Alaska Native					2	-	-	-
Black or African American	91	100%	86%	21%	73	96%	82%	27%
Hispanic or Latino	27	100%	93%	22%	29	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	34	100%	100%	50%	37	100%	89%	49%
White	294	100%	95%	47%	354	99%	91%	40%
Multiracial								
Small Group Totals					31	100%	84%	35%
General-Education Students	348	100%	98%	47%	388	100%	93%	44%
Students with Disabilities	98	100%	77%	16%	107	95%	73%	19%
English Proficient	444	-	-	-	491	-	-	-
Limited English Proficient	2	-	-	-	4	-	-	-
Economically Disadvantaged	62	100%	87%	27%	60	93%	67%	8%
Not Disadvantaged	384	100%	94%	42%	435	100%	92%	43%
Migrant								
Not Migrant	446	100%	93%	40%	495	99%	89%	39%

NOTES

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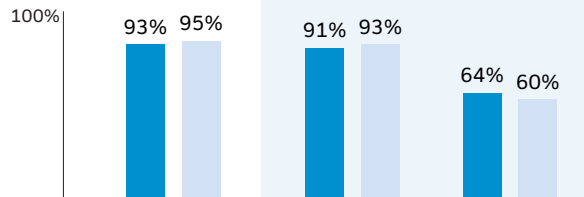
Other Assessments	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	6	6	4	2	12	12	12	10
Regents Science	321	321	321	303	289	289	289	260

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

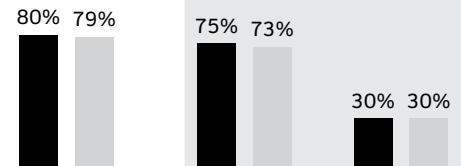


■ 2004 Cohort
■ 2003 Cohort

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	836	93%	91%	64%	707	95%	93%	60%
Female	397	95%	94%	72%	361	97%	97%	65%
Male	439	92%	89%	57%	346	92%	89%	54%
American Indian or Alaska Native					2	-	-	-
Black or African American	134	88%	83%	40%	86	90%	87%	36%
Hispanic or Latino	48	83%	77%	33%	41	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	94	96%	96%	71%	80	98%	98%	71%
White	560	95%	94%	71%	498	96%	94%	62%
Multiracial								
Small Group Totals					43	91%	86%	51%
General-Education Students	708	98%	98%	74%	593	99%	98%	68%
Students with Disabilities	128	66%	55%	9%	114	75%	67%	13%
English Proficient	827	93%	92%	65%	704	-	-	-
Limited English Proficient	9	89%	67%	0%	3	-	-	-
Economically Disadvantaged	67	79%	79%	30%	53	85%	79%	30%
Not Disadvantaged	769	95%	92%	67%	654	96%	94%	62%
Migrant								
Not Migrant	836	93%	91%	64%				

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

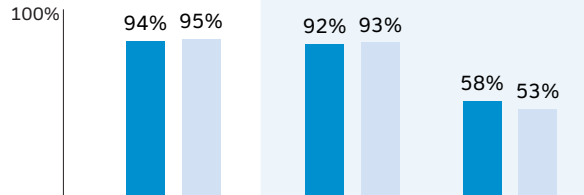
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2004 Cohort
■ 2003 Cohort

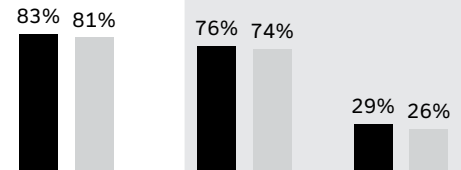
NY State Public

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	836	94%	92%	58%	707	95%	93%	53%
Female	397	96%	94%	62%	361	98%	96%	53%
Male	439	92%	89%	55%	346	93%	90%	52%
American Indian or Alaska Native					2	-	-	-
Black or African American	134	88%	84%	30%	86	92%	86%	22%
Hispanic or Latino	48	83%	77%	40%	41	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	94	98%	96%	71%	80	98%	96%	78%
White	560	96%	94%	65%	498	96%	95%	56%
Multiracial								
Small Group Totals					43	93%	88%	30%
General-Education Students	708	99%	98%	66%	593	99%	98%	61%
Students with Disabilities	128	66%	55%	16%	114	75%	68%	11%
English Proficient	827	94%	92%	59%	704	-	-	-
Limited English Proficient	9	89%	89%	0%	3	-	-	-
Economically Disadvantaged	67	82%	76%	31%	53	87%	77%	25%
Not Disadvantaged	769	95%	93%	61%	654	96%	95%	55%
Migrant								
Not Migrant	836	94%	92%	58%				

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

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.