



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **QUEENSBURY UNION FREE SCHOOL  
DISTRICT**

District ID **63-09-02-03-0000**

Superintendent **DOUGLAS HUNTLEY**

Telephone **(518) 824-5602**

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 QUEENSBURY UNION FREE SCHOOL DISTRICT

District ID 63-09-02-03-0000

## 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	262	265	252
Grade 1	297	288	281
Grade 2	254	277	260
Grade 3	292	266	268
Grade 4	299	302	265
Grade 5	302	300	298
Grade 6	287	297	295
Ungraded Elementary	2	0	7
Grade 7	324	291	290
Grade 8	334	328	288
Grade 9	353	356	331
Grade 10	334	320	313
Grade 11	294	327	305
Grade 12	288	277	309
Ungraded Secondary	32	13	25
<b>Total K-12</b>	<b>3954</b>	<b>3907</b>	<b>3787</b>

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	23	22	21
<b>Grade 8</b>			
English	24	25	23
Mathematics	22	21	20
Science	26	25	22
Social Studies	24	23	20
<b>Grade 10</b>			
English	22	21	20
Mathematics	23	22	23
Science	22	22	20
Social Studies	20	23	21

### 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 QUEENSBURY UNION FREE SCHOOL DISTRICT

District ID 63-09-02-03-0000

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	344	9%	392	10%	354	9%
Reduced-Price Lunch	180	5%	151	4%	156	4%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	0	0%	5	0%	8	0%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	7	0%	9	0%	6	0%
Black or African American	72	2%	69	2%	60	2%
Hispanic or Latino	78	2%	81	2%	56	1%
Asian or Native Hawaiian/Other Pacific Islander	59	1%	54	1%	60	2%
White	3738	95%	3689	94%	3588	95%
Multiracial**	N/A	N/A	5	0%	17	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	96%		96%		97%	
Student Suspensions	114	3%	135	3%	180	5%

## Demographic Factors Information

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

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District QUEENSBURY UNION FREE SCHOOL DISTRICT

District ID 63-09-02-03-0000

## Teacher Qualifications

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	271	266	282
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	2%	1%
Percent with Fewer Than Three Years of Experience	6%	6%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	13%	14%	17%
<b>Total Number of Core Classes</b>	1030	698	725
Percent Not Taught by Highly Qualified Teachers	0%	1%	1%
<b>Total Number of Classes</b>	966	989	963
Percent Taught by Teachers Without Appropriate Certification	0%	1%	1%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	6%	13%	12%
Turnover Rate of All Teachers	6%	6%	6%

## Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	29	21	31
Total Paraprofessionals*	52	58	61
Assistant Principals	4	4	5
Principals	4	4	4

\* 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](http://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](http://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](http://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](http://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
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American			—	—	—	—
Hispanic or Latino			—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander			—	—	—	—
White			—			—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities			—	SH		—
Limited English Proficient	—	—	—	—	—	—
Economically Disadvantaged			—	—	—	—
<b>Student groups making AYP in each subject</b>	7 of 7	7 of 7	1 of 1	3 of 3	3 of 3	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 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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08    2008–09
<b>All Students</b> (1754:1713)			100%		181	130	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (33:33)		—	—		176	116	
Hispanic or Latino (33:33)		—	—		170	116	
Asian or Native Hawaiian/Other Pacific Islander (33:30)		—	—		190	116	
White (1654:1616)			100%		181	130	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (230:217)			98%		114	125	116    123
Limited English Proficient <sup>5</sup> (3:1)	—	—	—	—	—	—	—
Economically Disadvantaged (314:294)			100%		161	127	
<b>Final AYP Determination</b>		7 of 7					

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
<b>All Students</b> (1760:1708)			100%		188	99	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (33:33)		—	—		188	85	
Hispanic or Latino (34:33)		—	—		185	85	
Asian or Native Hawaiian/Other Pacific Islander (33:31)		—	—		200	85	
White (1659:1610)			100%		188	99	
Multiracial (0:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (232:217)			99%		130	94	
Limited English Proficient <sup>5</sup> (2:2)	—	—	—	—	—	—	—
Economically Disadvantaged (315:288)			100%		173	96	
<b>Final AYP Determination</b>	 7 of 7						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
<b>All Students</b> (567:546)		Qualified		99%		192	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (12:12)	–		–	–	–	–	–	–
Hispanic or Latino (14:14)	–		–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (9:9)	–		–	–	–	–	–	–
White (532:511)		Qualified		99%		192	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (78:75)		Qualified		100%		161	100	
Limited English Proficient <sup>4</sup> (1:1)	–		–	–	–	–	–	–
Economically Disadvantaged (100:94)		Qualified		100%		184	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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 3 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 secondary-level English language arts accountability measures?

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08    2008–09
(12th Graders: 2004 Cohort) <sup>1</sup>							
<b>All Students</b> (318:305)			100%		191	159	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:1)	—	—	—	—	—	—	—
Black or African American (1:0)	—	—	—	—	—	—	—
Hispanic or Latino (8:9)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (1:0)	—	—	—	—	—	—	—
White (300:288)			100%		191	159	
Multiracial (8:7)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (27:30)		—	—		137	148	20    143
Limited English Proficient <sup>4</sup> (0:0)	—	—	—	—	—	—	—
Economically Disadvantaged (31:25)	—	—	—	—	—	—	—
<b>Final AYP Determination</b>		3 of 3					

#### NOTES

<sup>1</sup> 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).

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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 3 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 Status	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) <sup>1</sup>							
<b>All Students</b> (318:305)			100%		193	153	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:1)	—	—	—	—	—	—	—
Black or African American (1:0)	—	—	—	—	—	—	—
Hispanic or Latino (8:9)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (1:0)	—	—	—	—	—	—	—
White (300:288)			100%		193	153	
Multiracial (8:7)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (27:30)		—	—		157	142	
Limited English Proficient <sup>4</sup> (0:0)	—	—	—	—	—	—	—
Economically Disadvantaged (31:25)	—	—	—	—	—	—	—
<b>Final AYP Determination</b>		3 of 3					

#### NOTES

<sup>1</sup> 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).

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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) <sup>1</sup>	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2007–08	2008–09
<b>All Students</b> (307)			84%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (0)						
Black or African American (2)						
Hispanic or Latino (8)						
Asian or Native Hawaiian/Other Pacific Islander (5)						
White (292)			85%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (40)			58%	55%		
Limited English Proficient <sup>3</sup> (0)						
Economically Disadvantaged (26)						
<b>Final AYP Determination</b>	 1 of 1					

#### NOTES

<sup>1</sup> 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.

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

<sup>3</sup> 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 **QUEENSBURY UNION FREE SCHOOL DISTRICT**

District ID **63-09-02-03-0000**

## 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

2 schools identified 50% of total

QUEENSBURY ELEMENTARY SCHOOL

WILLIAM H BARTON INTERMEDIATE SCHOOL

### New York State Status

#### Good Standing

2 schools identified 50% of total















QUEENSBURY MIDDLE SCHOOL



QUEENSBURY SENIOR HIGH SCHOOL

District **QUEENSBURY UNION FREE SCHOOL DISTRICT**District ID **63-09-02-03-0000**

## 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%	
<b>English Language Arts</b>				
Grade 3	91%			270
Grade 4	82%			268
Grade 5	90%			307
Grade 6	80%			299
Grade 7	84%			299
Grade 8	70%			288
<b>Mathematics</b>				
Grade 3	97%			274
Grade 4	89%			267
Grade 5	94%			304
Grade 6	85%			303
Grade 7	90%			302
Grade 8	91%			291
<b>Science</b>				
Grade 4	94%			269
Grade 8	92%			288

	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	84%			335
Mathematics	87%			335

### 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](http://www.emsc.nysed.gov/irts).

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

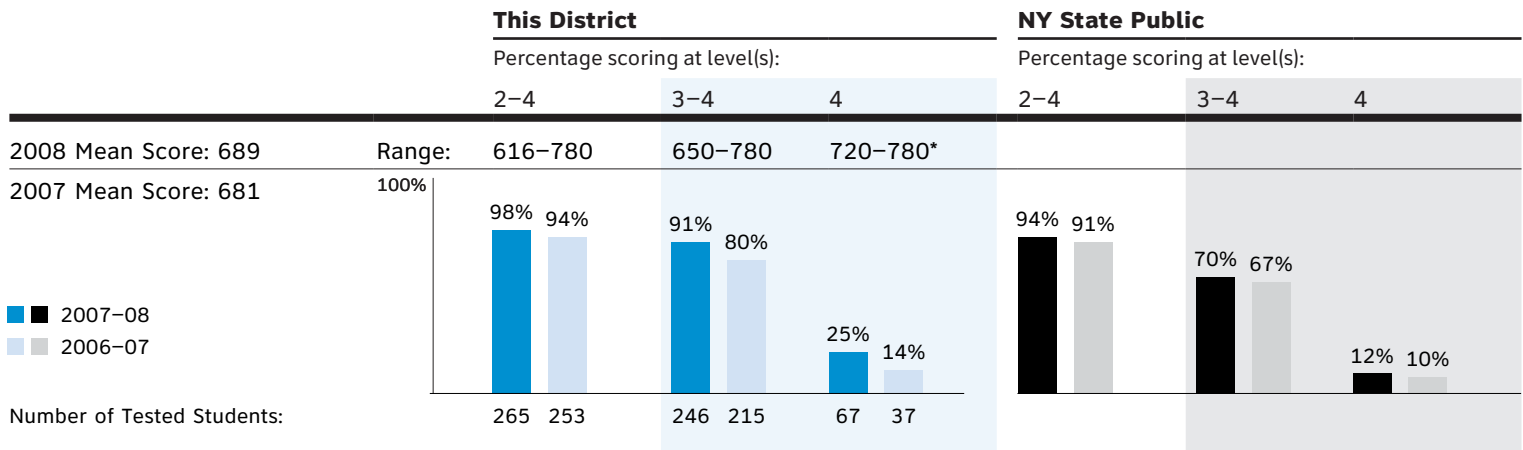
### This District's N/RC Category:

#### 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
<b>All Students</b>	<b>270</b>	<b>98%</b>	<b>91%</b>	<b>25%</b>	<b>268</b>	<b>94%</b>	<b>80%</b>	<b>14%</b>
Female	124	99%	96%	24%	129	98%	83%	19%
Male	146	97%	87%	25%	139	91%	78%	9%
American Indian or Alaska Native	1	-	-	-				
Black or African American	5	100%	100%	0%	8	100%	75%	25%
Hispanic or Latino	4	-	-	-	5	100%	60%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	5	100%	100%	0%
White	258	98%	91%	26%	250	94%	80%	14%
Multiracial								
Small Group Totals	7	86%	86%	14%				
General-Education Students	240	100%	95%	27%	230	99%	88%	16%
Students with Disabilities	30	83%	57%	10%	38	68%	32%	0%
English Proficient	270	98%	91%	25%	268	94%	80%	14%
Limited English Proficient								
Economically Disadvantaged	38	95%	79%	5%	50	86%	62%	2%
Not Disadvantaged	232	99%	93%	28%	218	96%	84%	17%
Migrant								
Not Migrant	270	98%	91%	25%	268	94%	80%	14%

#### 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.

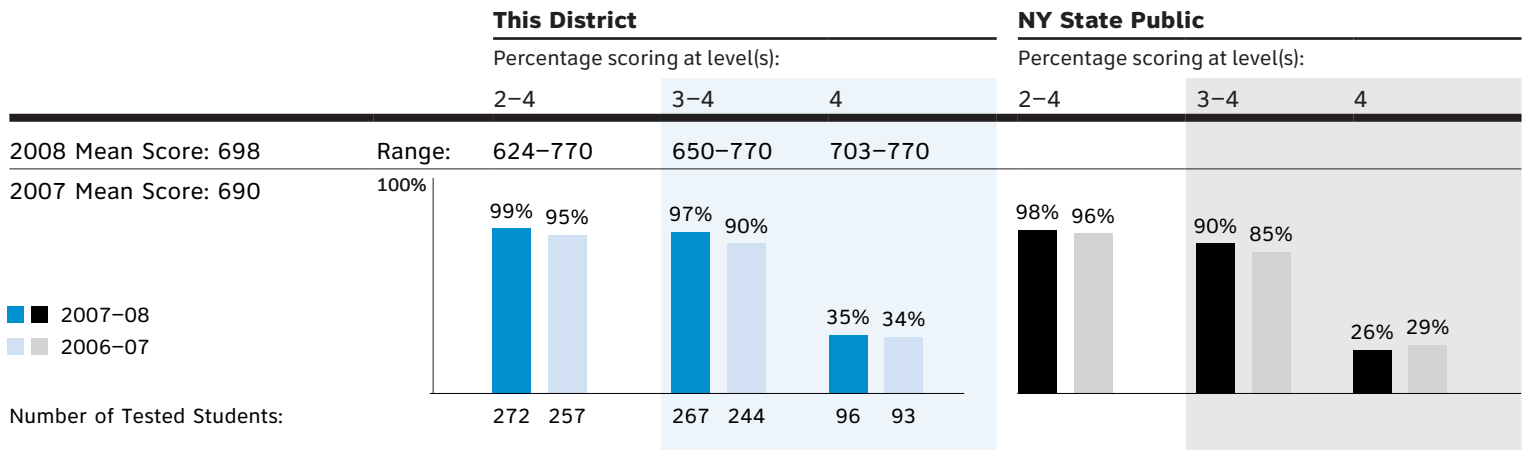
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### 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
<b>All Students</b>	<b>274</b>	<b>99%</b>	<b>97%</b>	<b>35%</b>	<b>270</b>	<b>95%</b>	<b>90%</b>	<b>34%</b>
Female	128	99%	98%	37%	131	98%	94%	35%
Male	146	99%	97%	34%	139	93%	87%	34%
American Indian or Alaska Native	1	-	-	-				
Black or African American	5	100%	100%	40%	8	100%	100%	25%
Hispanic or Latino	4	-	-	-	5	100%	80%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	5	100%	100%	20%
White	262	99%	98%	35%	252	95%	90%	36%
Multiracial								
Small Group Totals	7	100%	86%	14%				
General-Education Students	242	100%	100%	39%	231	100%	96%	39%
Students with Disabilities	32	94%	81%	6%	39	67%	59%	10%
English Proficient	274	99%	97%	35%	270	95%	90%	34%
Limited English Proficient								
Economically Disadvantaged	40	95%	93%	13%	51	86%	78%	10%
Not Disadvantaged	234	100%	98%	39%	219	97%	93%	40%
Migrant								
Not Migrant	274	99%	97%	35%	270	95%	90%	34%

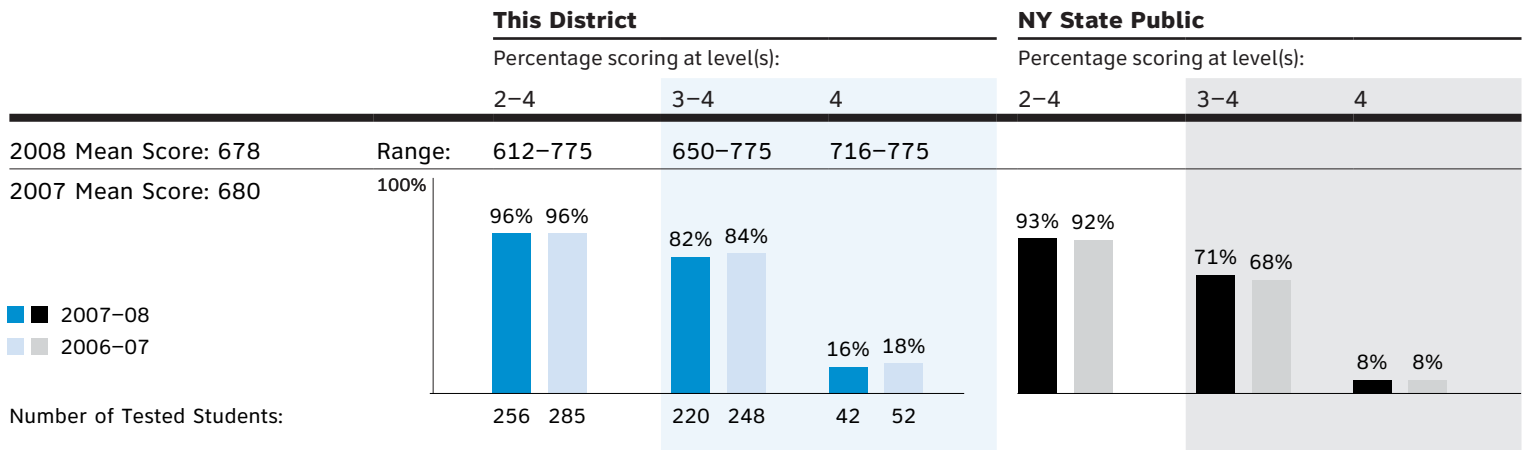
#### NOTES

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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 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
<b>All Students</b>	<b>268</b>	<b>96%</b>	<b>82%</b>	<b>16%</b>	<b>296</b>	<b>96%</b>	<b>84%</b>	<b>18%</b>
Female	134	98%	87%	22%	148	99%	89%	22%
Male	134	93%	77%	10%	148	94%	78%	14%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	7	100%	71%	0%	7	86%	57%	14%
Hispanic or Latino	5	100%	60%	0%	5	100%	100%	20%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	80%	40%	6	100%	100%	33%
White	251	95%	83%	16%	278	96%	84%	17%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	233	100%	90%	18%	266	100%	89%	20%
Students with Disabilities	35	66%	29%	0%	30	63%	37%	0%
English Proficient	268	96%	82%	16%	296	96%	84%	18%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	50	90%	64%	4%	53	91%	66%	0%
Not Disadvantaged	218	97%	86%	18%	243	98%	88%	21%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	268	96%	82%	16%	296	96%	84%	18%

#### NOTES

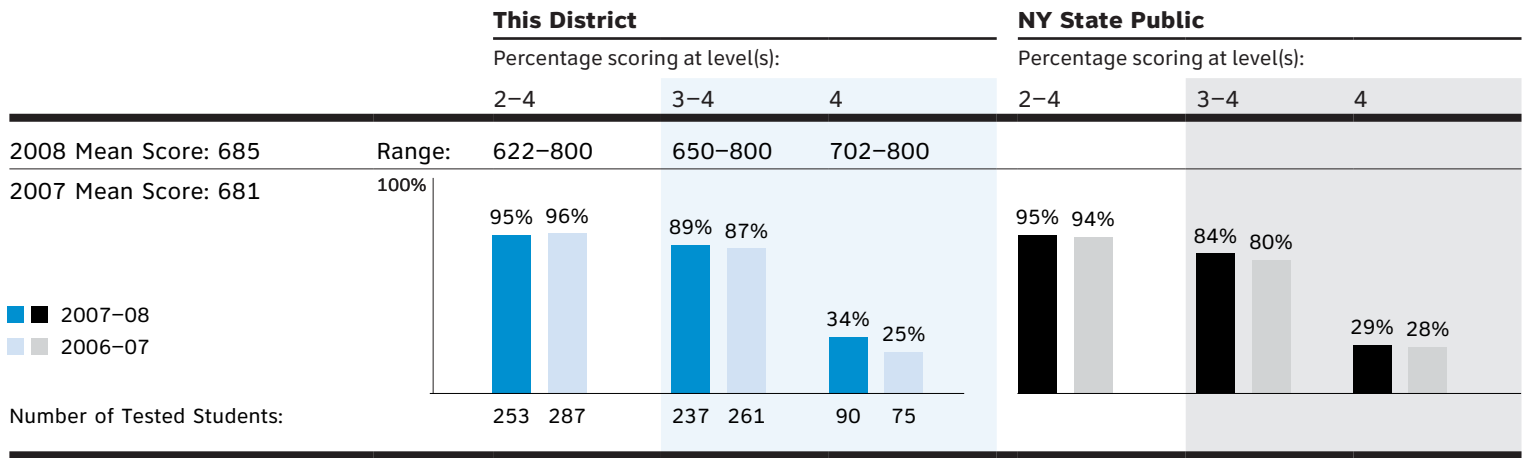
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### Other Assessments

	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 4 Equivalent	2	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	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 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
<b>All Students</b>	<b>267</b>	<b>95%</b>	<b>89%</b>	<b>34%</b>	<b>299</b>	<b>96%</b>	<b>87%</b>	<b>25%</b>
Female	134	96%	92%	34%	147	98%	89%	27%
Male	133	93%	86%	34%	152	94%	86%	24%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	7	100%	86%	29%	7	86%	86%	14%
Hispanic or Latino	5	80%	80%	0%	5	100%	80%	40%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	60%	6	100%	100%	50%
White	250	95%	89%	34%	281	96%	87%	25%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	233	100%	94%	39%	271	100%	92%	28%
Students with Disabilities	34	62%	50%	0%	28	61%	39%	0%
English Proficient	267	95%	89%	34%	299	96%	87%	25%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	50	90%	76%	8%	54	85%	76%	13%
Not Disadvantaged	217	96%	92%	40%	245	98%	90%	28%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	267	95%	89%	34%	299	96%	87%	25%

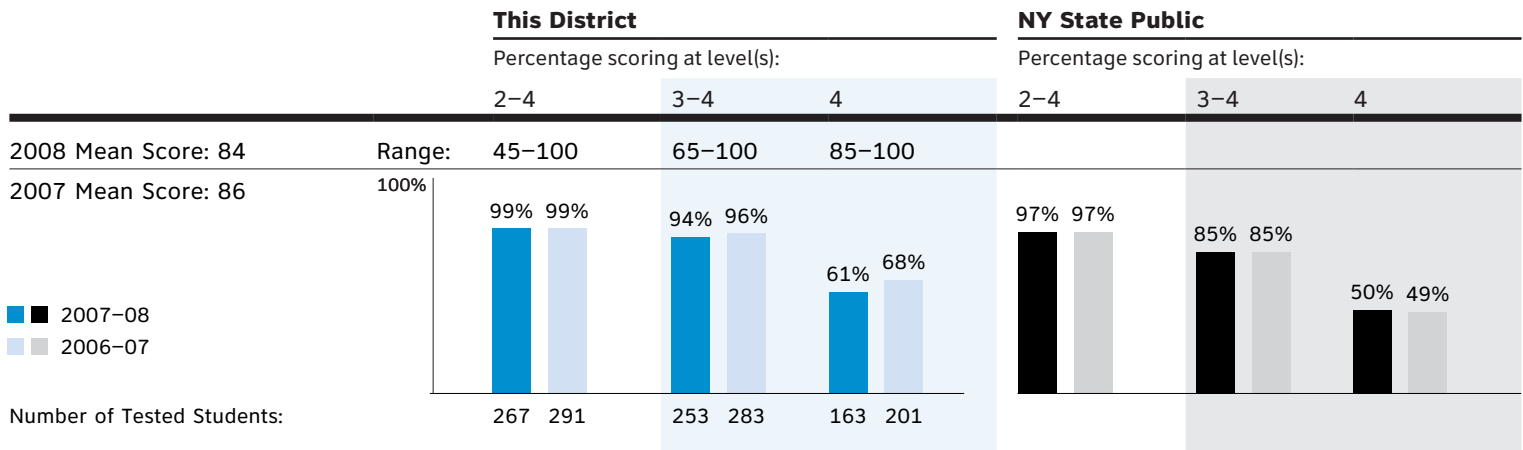
#### NOTES

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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	-	-	-	2	-	-	-

## 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
<b>All Students</b>	<b>269</b>	<b>99%</b>	<b>94%</b>	<b>61%</b>	<b>295</b>	<b>99%</b>	<b>96%</b>	<b>68%</b>
Female	137	99%	95%	60%	145	99%	98%	72%
Male	132	99%	93%	61%	150	98%	94%	65%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	7	100%	100%	57%	7	100%	86%	71%
Hispanic or Latino	5	100%	80%	60%	5	100%	100%	80%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	80%	6	100%	100%	100%
White	252	99%	94%	60%	277	99%	96%	67%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	235	100%	98%	68%	268	100%	99%	72%
Students with Disabilities	34	94%	65%	9%	27	85%	63%	30%
English Proficient	269	99%	94%	61%	295	99%	96%	68%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	49	98%	90%	31%	53	96%	87%	51%
Not Disadvantaged	220	100%	95%	67%	242	99%	98%	72%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	269	99%	94%	61%	295	99%	96%	68%

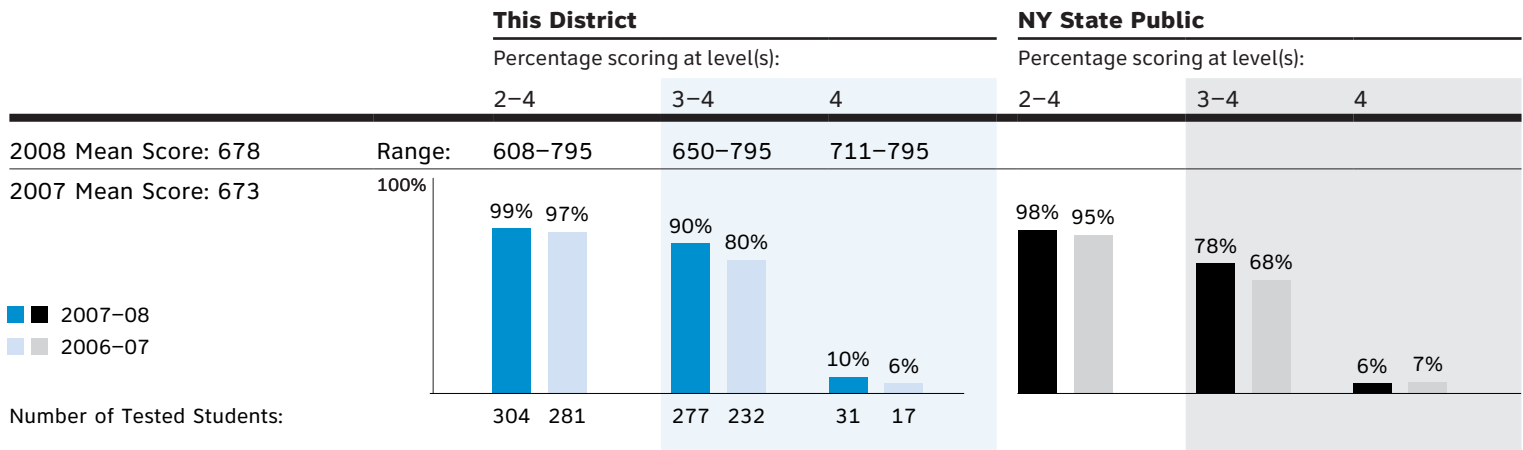
### NOTES

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	-	-	-	2	-	-	-

## 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
<b>All Students</b>	<b>307</b>	<b>99%</b>	<b>90%</b>	<b>10%</b>	<b>290</b>	<b>97%</b>	<b>80%</b>	<b>6%</b>
Female	153	99%	93%	10%	142	99%	83%	4%
Male	154	99%	87%	10%	148	95%	77%	7%
American Indian or Alaska Native								
Black or African American	6	-	-	-	7	100%	86%	0%
Hispanic or Latino	4	-	-	-	6	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	10	100%	100%	10%	3	-	-	-
White	287	99%	90%	10%	274	97%	80%	6%
Multiracial								
Small Group Totals	10	100%	80%	10%	9	100%	78%	11%
General-Education Students	281	100%	95%	11%	256	100%	87%	7%
Students with Disabilities	26	88%	38%	0%	34	76%	29%	0%
English Proficient	307	99%	90%	10%	290	97%	80%	6%
Limited English Proficient								
Economically Disadvantaged	69	99%	80%	1%	51	92%	55%	0%
Not Disadvantaged	238	99%	93%	13%	239	98%	85%	7%
Migrant								
Not Migrant	307	99%	90%	10%	290	97%	80%	6%

#### NOTES

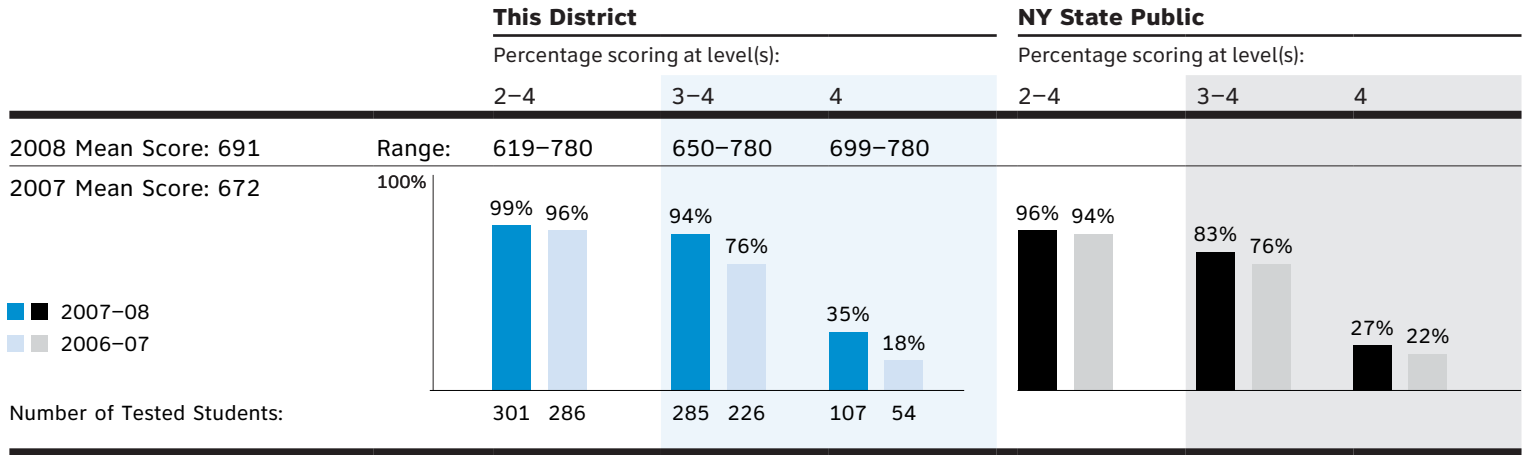
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	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	4	-	-	-	1	-	-	-
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
<b>All Students</b>	<b>304</b>	<b>99%</b>	<b>94%</b>	<b>35%</b>	<b>297</b>	<b>96%</b>	<b>76%</b>	<b>18%</b>
Female	151	99%	95%	38%	146	97%	75%	12%
Male	153	99%	92%	32%	151	96%	77%	24%
American Indian or Alaska Native								
Black or African American	6	-	-	-	8	100%	88%	13%
Hispanic or Latino	4	-	-	-	6	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	10	100%	100%	40%	3	-	-	-
White	284	99%	94%	36%	280	96%	75%	18%
Multiracial								
Small Group Totals	10	100%	80%	20%	9	89%	89%	22%
General-Education Students	278	100%	98%	38%	262	99%	83%	21%
Students with Disabilities	26	88%	50%	0%	35	74%	26%	0%
English Proficient	304	99%	94%	35%	297	96%	76%	18%
Limited English Proficient								
Economically Disadvantaged	66	97%	88%	15%	52	92%	58%	2%
Not Disadvantaged	238	100%	95%	41%	245	97%	80%	22%
Migrant								
Not Migrant	304	99%	94%	35%	297	96%	76%	18%

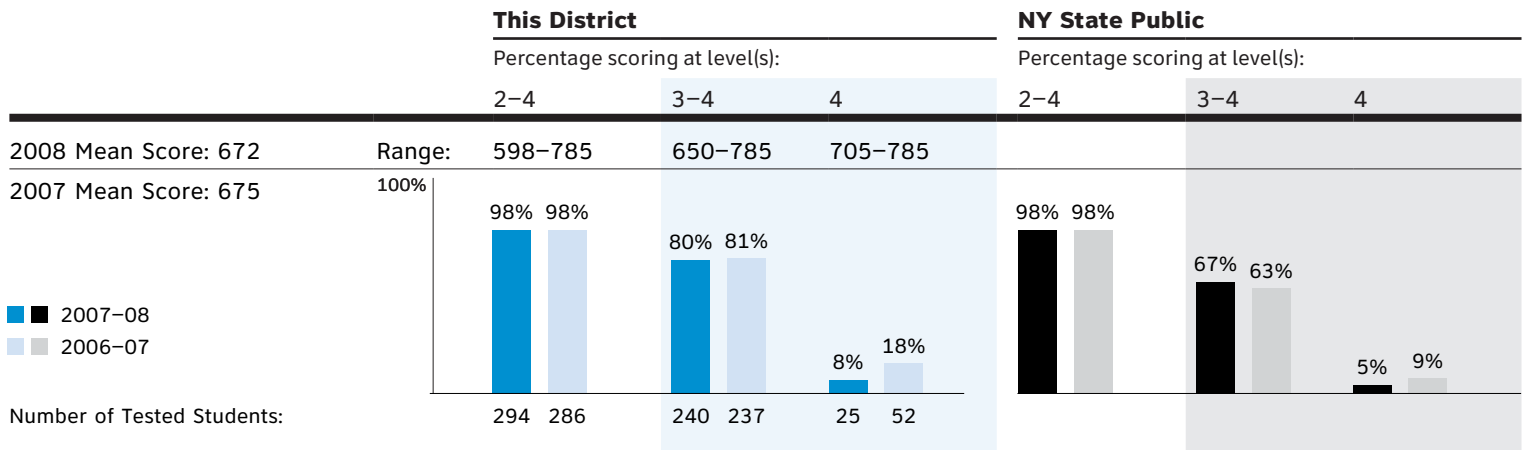
#### NOTES

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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 5 Equivalent	4	-	-	-	1	-	-	-

## 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
<b>All Students</b>	<b>299</b>	<b>98%</b>	<b>80%</b>	<b>8%</b>	<b>292</b>	<b>98%</b>	<b>81%</b>	<b>18%</b>
Female	144	100%	85%	7%	140	100%	90%	22%
Male	155	97%	75%	10%	152	96%	73%	14%
American Indian or Alaska Native								
Black or African American	9	100%	78%	0%				
Hispanic or Latino	5	-	-	-	5	100%	100%	20%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	6	100%	100%	17%
White	282	98%	80%	9%	281	98%	80%	18%
Multiracial								
Small Group Totals	8	100%	88%	13%				
General-Education Students	256	100%	90%	10%	251	100%	89%	21%
Students with Disabilities	43	88%	23%	0%	41	85%	34%	0%
English Proficient	299	98%	80%	8%	292	98%	81%	18%
Limited English Proficient								
Economically Disadvantaged	62	95%	60%	0%	32	88%	59%	13%
Not Disadvantaged	237	99%	86%	11%	260	99%	84%	18%
Migrant								
Not Migrant	299	98%	80%	8%	292	98%	81%	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.

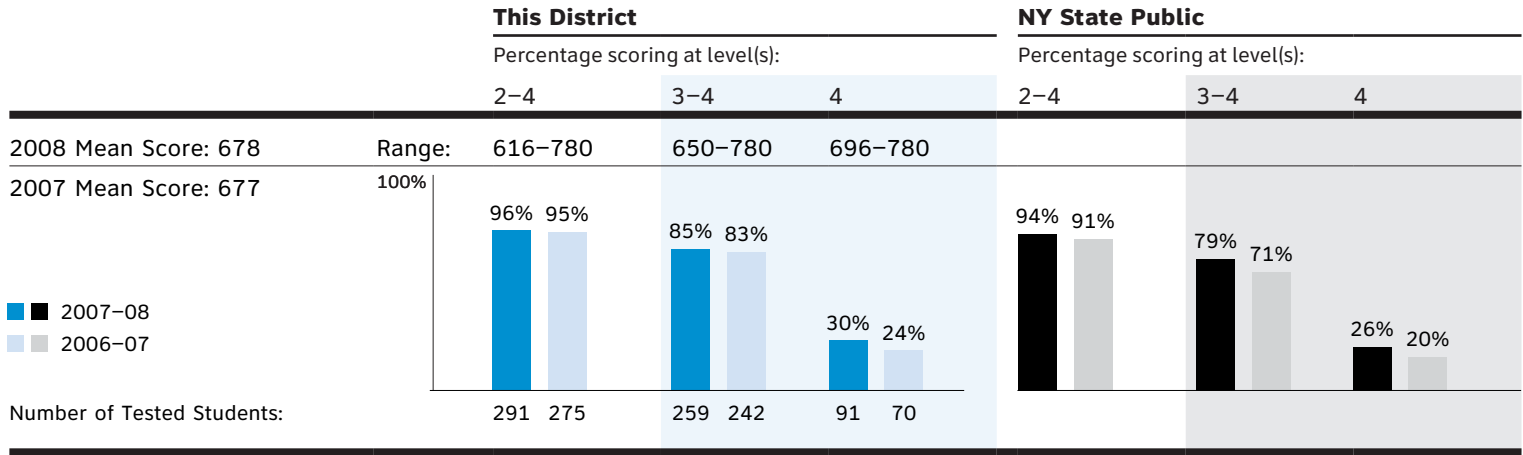
### Other Assessments

	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	2	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	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 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
<b>All Students</b>	<b>303</b>	<b>96%</b>	<b>85%</b>	<b>30%</b>	<b>291</b>	<b>95%</b>	<b>83%</b>	<b>24%</b>
Female	148	97%	84%	28%	139	98%	88%	22%
Male	155	95%	86%	32%	152	91%	78%	26%
American Indian or Alaska Native								
Black or African American	9	100%	100%	0%				
Hispanic or Latino	5	-	-	-	5	100%	100%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	6	100%	100%	50%
White	286	96%	85%	31%	280	94%	83%	24%
Multiracial								
Small Group Totals	8	100%	88%	13%				
General-Education Students	258	100%	94%	35%	250	100%	92%	28%
Students with Disabilities	45	73%	36%	2%	41	63%	32%	2%
English Proficient	303	96%	85%	30%	291	95%	83%	24%
Limited English Proficient								
Economically Disadvantaged	63	95%	76%	10%	32	75%	69%	13%
Not Disadvantaged	240	96%	88%	35%	259	97%	85%	25%
Migrant								
Not Migrant	303	96%	85%	30%	291	95%	83%	24%

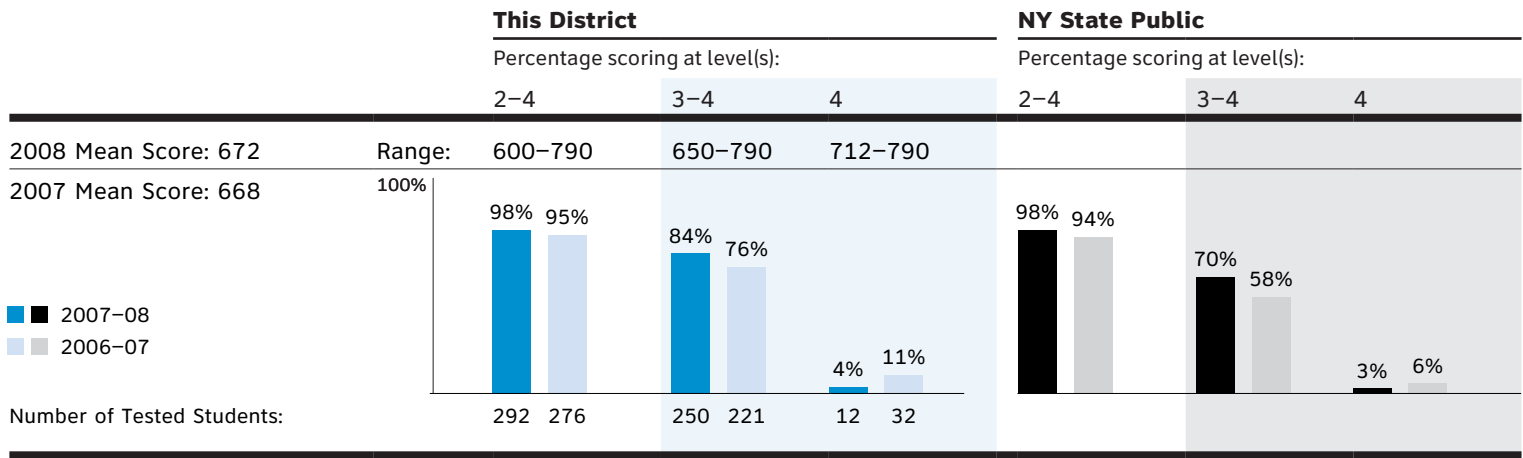
### NOTES

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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 6 Equivalent	2	-	-	-	3	-	-	-

## 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
<b>All Students</b>	<b>299</b>	<b>98%</b>	<b>84%</b>	<b>4%</b>	<b>291</b>	<b>95%</b>	<b>76%</b>	<b>11%</b>
Female	143	100%	92%	3%	136	97%	78%	11%
Male	156	96%	76%	4%	155	93%	74%	11%
American Indian or Alaska Native								
Black or African American	1	-	-	-	4	-	-	-
Hispanic or Latino	5	-	-	-	8	100%	75%	25%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	13%	3	-	-	-
White	285	98%	83%	4%	276	95%	76%	11%
Multiracial								
Small Group Totals	6	100%	100%	17%	7	86%	57%	14%
General-Education Students	261	100%	92%	5%	252	100%	83%	13%
Students with Disabilities	38	82%	26%	0%	39	62%	28%	0%
English Proficient	299	98%	84%	4%	291	95%	76%	11%
Limited English Proficient								
Economically Disadvantaged	43	88%	72%	2%	55	82%	58%	2%
Not Disadvantaged	256	99%	86%	4%	236	98%	80%	13%
Migrant								
Not Migrant	299	98%	84%	4%	291	95%	76%	11%

#### NOTES

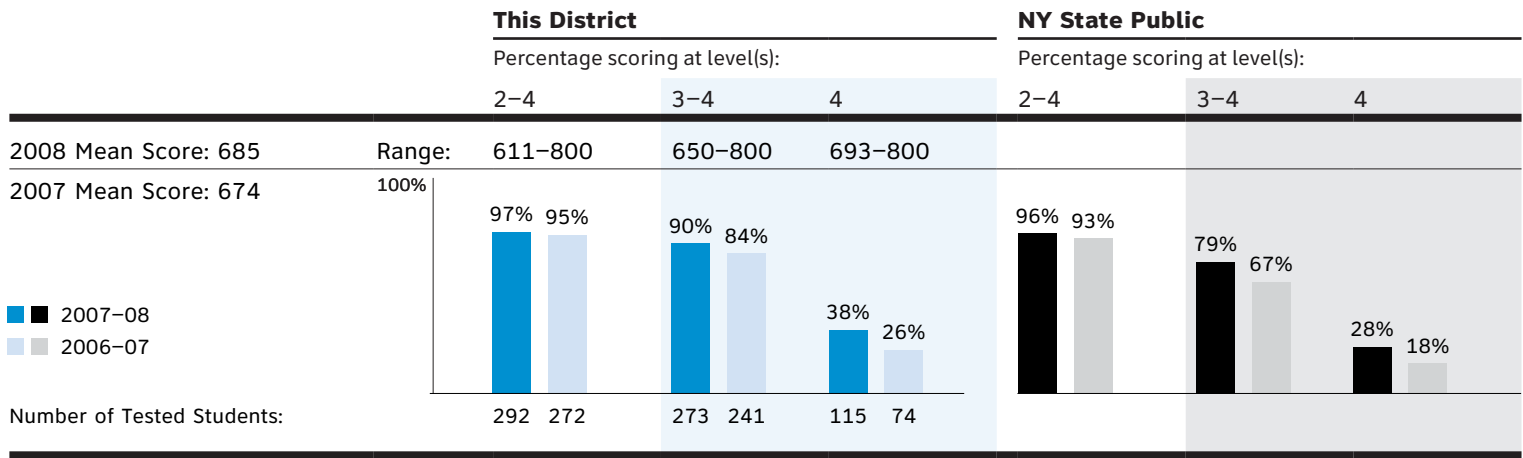
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### Other Assessments

	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 7 Equivalent	2	-	-	-	5	4	3	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	2	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
<b>All Students</b>	<b>302</b>	<b>97%</b>	<b>90%</b>	<b>38%</b>	<b>287</b>	<b>95%</b>	<b>84%</b>	<b>26%</b>
Female	143	99%	97%	43%	136	96%	84%	26%
Male	159	94%	85%	33%	151	93%	84%	26%
American Indian or Alaska Native								
Black or African American	1	-	-	-	4	-	-	-
Hispanic or Latino	6	-	-	-	8	100%	100%	13%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	44%	3	-	-	-
White	286	97%	90%	38%	272	95%	85%	26%
Multiracial								
Small Group Totals	7	100%	100%	14%	7	86%	43%	14%
General-Education Students	263	100%	97%	42%	248	100%	93%	29%
Students with Disabilities	39	74%	44%	10%	39	62%	28%	5%
English Proficient	301	-	-	-	287	95%	84%	26%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	43	84%	72%	16%	55	84%	60%	9%
Not Disadvantaged	259	99%	93%	42%	232	97%	90%	30%
Migrant								
Not Migrant	302	97%	90%	38%	287	95%	84%	26%

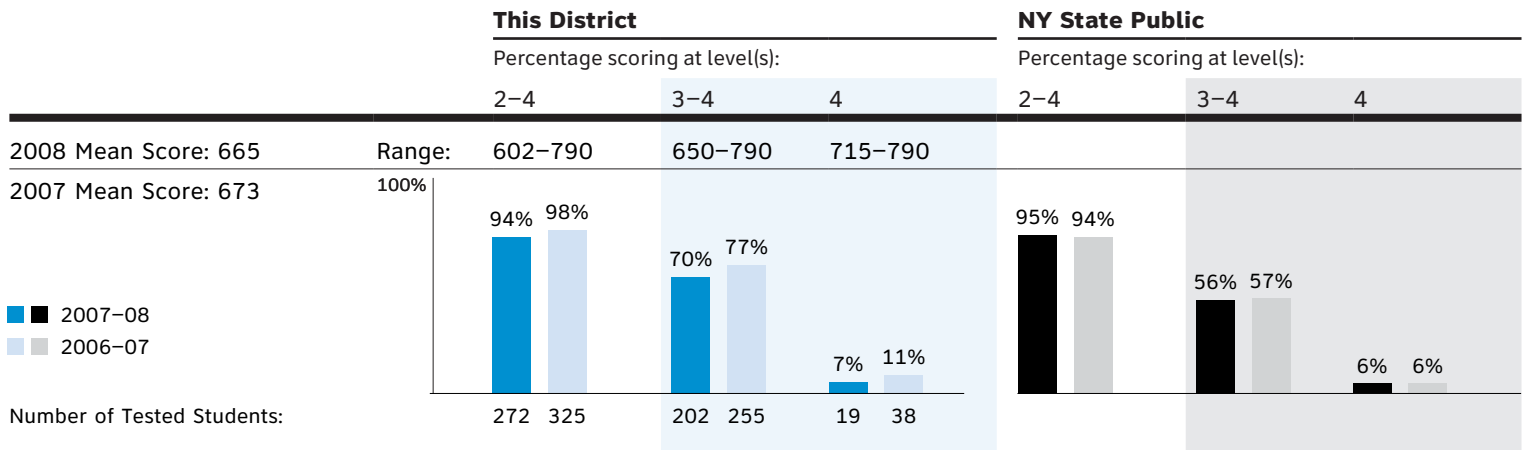
#### NOTES

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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	2	-	-	-	5	5	5	4

## 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
<b>All Students</b>	<b>288</b>	<b>94%</b>	<b>70%</b>	<b>7%</b>	<b>331</b>	<b>98%</b>	<b>77%</b>	<b>11%</b>
Female	135	97%	76%	10%	170	100%	82%	15%
Male	153	92%	65%	4%	161	96%	71%	8%
American Indian or Alaska Native								
Black or African American	5	-	-	-	6	-	-	-
Hispanic or Latino	9	100%	67%	0%	9	100%	67%	11%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	4	-	-	-
White	270	94%	71%	7%	312	98%	78%	12%
Multiracial								
Small Group Totals	9	89%	44%	0%	10	100%	70%	10%
General-Education Students	251	100%	79%	8%	290	100%	84%	13%
Students with Disabilities	37	59%	8%	0%	41	85%	27%	0%
English Proficient	287	-	-	-	331	98%	77%	11%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	47	81%	49%	4%	46	89%	52%	2%
Not Disadvantaged	241	97%	74%	7%	285	100%	81%	13%
Migrant								
Not Migrant	288	94%	70%	7%	331	98%	77%	11%

#### NOTES

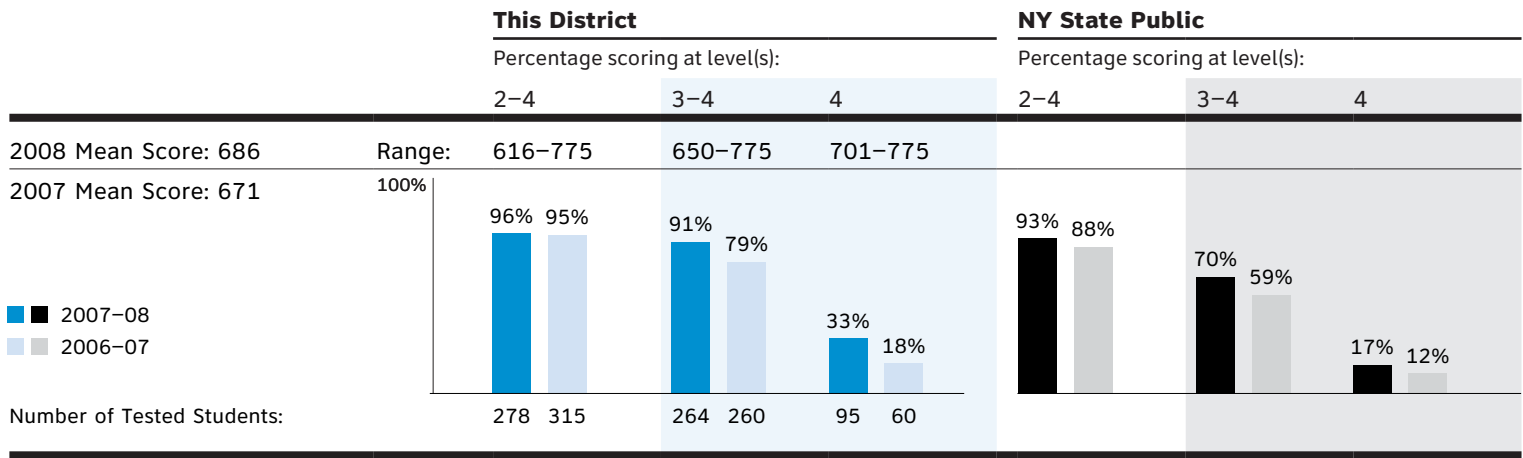
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### Other Assessments

	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 8 Equivalent	4	-	-	-	1	-	-	-
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
<b>All Students</b>	<b>291</b>	<b>96%</b>	<b>91%</b>	<b>33%</b>	<b>331</b>	<b>95%</b>	<b>79%</b>	<b>18%</b>
Female	136	98%	90%	32%	169	97%	82%	20%
Male	155	94%	91%	33%	162	93%	75%	17%
American Indian or Alaska Native								
Black or African American	5	-	-	-	6	-	-	-
Hispanic or Latino	9	100%	100%	22%	9	89%	67%	0%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	4	-	-	-
White	273	96%	90%	33%	312	95%	79%	19%
Multiracial								
Small Group Totals	9	89%	89%	22%	10	100%	80%	20%
General-Education Students	253	100%	98%	37%	290	100%	87%	21%
Students with Disabilities	38	68%	42%	3%	41	61%	22%	0%
English Proficient	290	-	-	-	331	95%	79%	18%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	48	85%	79%	21%	46	85%	48%	2%
Not Disadvantaged	243	98%	93%	35%	285	97%	84%	21%
Migrant								
Not Migrant	291	96%	91%	33%	331	95%	79%	18%

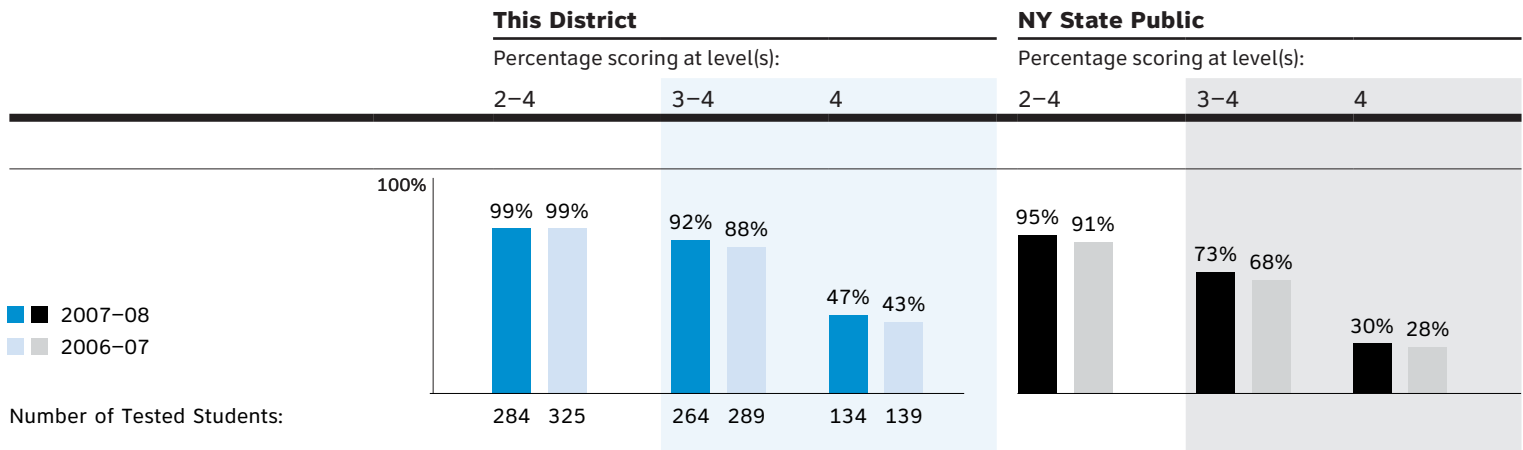
#### NOTES

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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 8 Equivalent	4	-	-	-	1	-	-	-

## 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
<b>All Students</b>	<b>288</b>	<b>99%</b>	<b>92%</b>	<b>47%</b>	<b>293</b>	<b>99%</b>	<b>87%</b>	<b>38%</b>
Female	135	100%	90%	39%	149	100%	85%	33%
Male	153	97%	93%	54%	144	99%	90%	42%
American Indian or Alaska Native								
Black or African American	5	-	-	-	6	-	-	-
Hispanic or Latino	9	100%	89%	56%	9	100%	78%	44%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	3	-	-	-
White	270	99%	92%	47%	275	99%	87%	37%
Multiracial								
Small Group Totals	9	89%	78%	33%	9	100%	89%	44%
General-Education Students	250	100%	95%	52%	253	100%	92%	42%
Students with Disabilities	38	89%	68%	13%	40	95%	55%	8%
English Proficient	287	-	-	-	293	99%	87%	38%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	48	96%	83%	38%	47	96%	68%	19%
Not Disadvantaged	240	99%	93%	48%	246	100%	91%	41%
Migrant								
Not Migrant	288	99%	92%	47%	293	99%	87%	38%

#### NOTES

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### Other Assessments

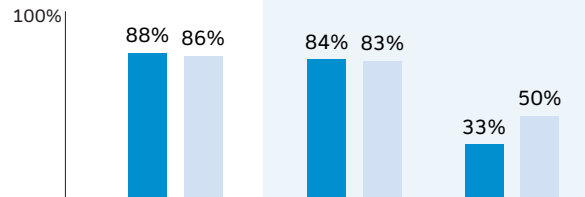
	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	-	-	-	1	-	-	-
Regents Science	0				34	34	34	29

## 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

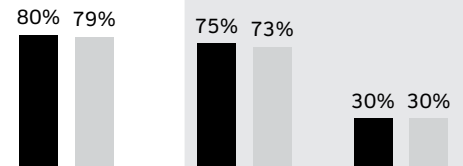


■ 2004 Cohort  
■ 2003 Cohort

### 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
<b>All Students</b>	<b>335</b>	<b>88%</b>	<b>84%</b>	<b>33%</b>	<b>310</b>	<b>86%</b>	<b>83%</b>	<b>50%</b>
Female	164	89%	86%	40%	165	91%	88%	58%
Male	171	87%	82%	26%	145	81%	77%	41%
American Indian or Alaska Native	1	-	-	-				
Black or African American					2	-	-	-
Hispanic or Latino	10	80%	80%	30%	7	100%	86%	43%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	5	-	-	-
White	316	88%	84%	33%	296	85%	83%	51%
Multiracial	7	-	-	-				
Small Group Totals	9	100%	100%	22%	7	100%	100%	43%
General-Education Students	294	94%	92%	37%	270	91%	89%	57%
Students with Disabilities	41	46%	29%	0%	40	53%	45%	5%
English Proficient	335	88%	84%	33%	310	86%	83%	50%
Limited English Proficient								
Economically Disadvantaged	28	89%	79%	21%	26	73%	65%	23%
Not Disadvantaged	307	88%	85%	34%	284	87%	85%	53%
Migrant								
Not Migrant	335	88%	84%	33%				

### 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.

## 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

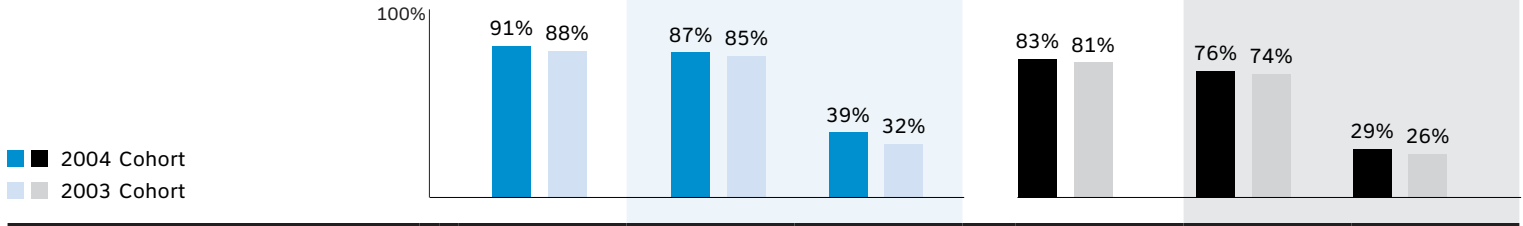
### NY State Public

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
<b>All Students</b>	<b>335</b>	<b>91%</b>	<b>87%</b>	<b>39%</b>	<b>310</b>	<b>88%</b>	<b>85%</b>	<b>32%</b>
Female	164	92%	87%	41%	165	93%	88%	34%
Male	171	91%	87%	37%	145	83%	81%	29%
American Indian or Alaska Native	1	-	-	-				
Black or African American					2	-	-	-
Hispanic or Latino	10	90%	90%	30%	7	100%	86%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	5	-	-	-
White	316	91%	87%	40%	296	88%	85%	32%
Multiracial	7	-	-	-				
Small Group Totals	9	100%	89%	22%	7	100%	100%	29%
General-Education Students	294	97%	94%	45%	270	94%	90%	36%
Students with Disabilities	41	54%	39%	2%	40	53%	50%	5%
English Proficient	335	91%	87%	39%	310	88%	85%	32%
Limited English Proficient								
Economically Disadvantaged	28	86%	82%	25%	26	81%	73%	8%
Not Disadvantaged	307	92%	87%	41%	284	89%	86%	34%
Migrant								
Not Migrant	335	91%	87%	39%				

### 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			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.