



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **NORTH COLONIE CSD**
District ID **01-06-23-06-0000**
Superintendent **RANDY EHRENBERG**
Telephone **(518) 785-8591**
Grades **K-12**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.

3 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science.

For more information:

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

District **NORTH COLONIE CSD**District ID **01-06-23-06-0000**

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

	2006-07	2007-08	2008-09
Pre-K	0	0	0
Kindergarten	307	296	302
Grade 1	368	356	343
Grade 2	335	375	372
Grade 3	399	344	388
Grade 4	409	415	375
Grade 5	416	426	424
Grade 6	444	427	436
Ungraded Elementary	0	0	0
Grade 7	456	476	476
Grade 8	422	458	493
Grade 9	522	505	504
Grade 10	538	519	505
Grade 11	539	529	511
Grade 12	461	520	518
Ungraded Secondary	0	0	0
Total K-12	5616	5646	5647

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	23	23	22
Grade 8			
English	20	22	24
Mathematics	19	20	22
Science	22	25	24
Social Studies	21	23	23
Grade 10			
English	21	22	23
Mathematics	22	19	19
Science	19	19	18
Social Studies	23	22	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 **NORTH COLONIE CSD**District ID **01-06-23-06-0000**

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	275	5%	278	5%	282	5%
Reduced-Price Lunch	131	2%	151	3%	177	3%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	128	2%	124	2%	135	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	8	0%	5	0%	4	0%
Black or African American	285	5%	313	6%	325	6%
Hispanic or Latino	115	2%	124	2%	132	2%
Asian or Native Hawaiian/Other Pacific Islander	482	9%	509	9%	528	9%
White	4726	84%	4695	83%	4639	82%
Multiracial	0	0%	0	0%	19	0%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		96%
Student Suspensions	315	N/A	272	5%	234	4%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District **NORTH COLONIE CSD**District ID **01-06-23-06-0000**

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	402	436	452
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	2%	1%
Percent with Fewer Than Three Years of Experience	5%	7%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	14%	13%	15%
Total Number of Core Classes	1156	1307	1333
Percent Not Taught by Highly Qualified Teachers	0%	1%	2%
Total Number of Classes	1633	1661	1759
Percent Taught by Teachers Without Appropriate Certification	1%	2%	1%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	23%		
Turnover Rate of All Teachers	10%		

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	51	56	63
Total Paraprofessionals*	153	154	163
Assistant Principals	4	4	4
Principals	8	8	9

* 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. 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 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.



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 2008–09 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 2005 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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 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 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 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 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 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, 2009, are not included in the 2005 school accountability cohort. The 2005 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 AMOs 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 2008–09 safe harbor targets were calculated using the following equation:

$$2007-08 \text{ PI} + (200 - \text{the } 2007-08 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.

For the 2009–10 accountability status of component schools in your district, see <http://www.emsc.nysed.gov/irts/accountability/designations/>.

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 (2009–10)

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

2007–08	2008–09	2009–10
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 Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	—	—				
Black or African American	✓	✓		✓	✓	
Hispanic or Latino	✓	✓		—	—	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✓	
Multiracial	—	—				
Other Groups						
Students with Disabilities	✓	✓		✓	✓	
Limited English Proficient	✓	✓		—	—	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✓ 6 of 6	✓ 6 of 6	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

Federal

- Good Standing
- Improvement (Year 1)
- Improvement (Year 2)
- Improvement (Year 3)
- Improvement (Year 4)
- Improvement (Year 5 & Above)
- Pending – Requires Special Evaluation

State

- Good Standing
- Requiring Academic Progress (Year 1)
- Requiring Academic Progress (Year 2)
- Requiring Academic Progress (Year 3)
- Requiring Academic Progress (Year 4)
- Requiring Academic Progress (Year 5 & Above)

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2009–10)



Good Standing

Accountability Measures

8 of 8

Student groups making AYP in English language arts



Made AYP

Prospective Status

This district will be in good standing in 2010-11. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (2586:2552)	✓	✓	100%	✓	187	142	
Ethnicity							
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–
Black or African American (137:129)	✓	✓	100%	✓	176	135	
Hispanic or Latino (59:59)	✓	✓	100%	✓	163	131	
Asian or Native Hawaiian/Other Pacific Islander (236:228)	✓	✓	100%	✓	188	137	
White (2146:2131)	✓	✓	100%	✓	188	142	
Multiracial (6:3)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities ⁴ (351:347)	✓	✓	100%	✓	142	138	
Limited English Proficient ⁵ (58:72)	✓	✓	100%	✓	143	133	
Economically Disadvantaged (260:254)	✓	✓	100%	✓	167	137	
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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, 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 for This Subject (2009–10)



Good Standing

Accountability Measures

8 of 8

Student groups making AYP in mathematics



Made AYP

Prospective Status

This district will be in good standing in 2010-11. [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 2008–09 2009–10
All Students (2592:2542)	✓	✓	100%	✓	193	117	
Ethnicity							
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–
Black or African American (135:127)	✓	✓	100%	✓	192	110	
Hispanic or Latino (59:58)	✓	✓	100%	✓	178	106	
Asian or Native Hawaiian/Other Pacific Islander (238:228)	✓	✓	100%	✓	195	112	
White (2149:2124)	✓	✓	100%	✓	193	117	
Multiracial (9:3)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities ⁴ (350:345)	✓	✓	99%	✓	159	113	
Limited English Proficient ⁵ (58:74)	✓	✓	100%	✓	172	108	
Economically Disadvantaged (266:253)	✓	✓	100%	✓	182	112	
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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, 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
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [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 2008–09 2009–10
All Students (869:841)		Qualified		100%		191	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (48:44)		Qualified		100%		175	100	
Hispanic or Latino (25:24)		—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (85:79)		Qualified		100%		191	100	
White (707:692)		Qualified		100%		193	100	
Multiracial (4:2)		—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (112:108)		Qualified		98%		163	100	
Limited English Proficient ⁴ (22:21)		—	—	—	—	—	—	—
Economically Disadvantaged (86:78)		Qualified		99%		174	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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 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 for This Subject (2009–10)



Good Standing

Accountability Measures

6 of 6

Student groups making AYP in English language arts



Made AYP

Prospective Status

This district will be in good standing in 2010-11. [201]

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
All Students (496:506)	✓	✓	100%	✓	194	166		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (31:36)	✓	–	–	✓	167	155		
Hispanic or Latino (9:9)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (42:39)	✓	✓	100%	✓	195	155		
White (414:422)	✓	✓	100%	✓	196	166		
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (50:62)	✓	✓	98%	✓	173	159		
Limited English Proficient ⁵ (6:5)	–	–	–	–	–	–		–
Economically Disadvantaged (31:35)	✓	–	–	✓	189	155		
Final AYP Determination	✓ 6 of 6							

NOTES

¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort 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 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 for This Subject (2009–10)



Good Standing

Accountability Measures

6 of 6

Student groups making AYP in mathematics



Made AYP

Prospective Status

This district will be in good standing in 2010-11. [201]

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (496:506)	✓	✓	99%	✓	197	161	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (31:36)	✓	–	–	✓	186	150	
Hispanic or Latino (9:9)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (42:39)	✓	✓	100%	✓	200	150	
White (414:422)	✓	✓	99%	✓	198	161	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (50:62)	✓	✓	96%	✓	181	154	
Limited English Proficient ⁵ (6:5)	–	–	–	–	–	–	–
Economically Disadvantaged (31:35)	✓	–	–	✓	194	150	
Final AYP Determination	✓ 6 of 6						

NOTES

¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort 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 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
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [201]

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

Student Group (Cohort Count)	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ¹	State Standard	2008–09	2009–10
All Students (527)			93%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (30)			83%	55%		
Hispanic or Latino (7)	–	–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (51)			92%	55%		
White (439)			94%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (66)			74%	55%		
Limited English Proficient ² (5)	–	–	–	–		
Economically Disadvantaged (28)	–	–	–	–		
Final AYP Determination  1 of 1						

NOTES

¹ Percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008.

² 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 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.







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 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.







District **NORTH COLONIE CSD**District ID **01-06-23-06-0000**

Summary of 2008–09 District Performance



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



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	87%			386
Grade 4	84%			370
Grade 5	89%			413
Grade 6	92%			433
Grade 7	89%			470
Grade 8	85%			489

Mathematics

Grade 3	98%		387
Grade 4	92%		368
Grade 5	95%		417
Grade 6	93%		435
Grade 7	93%		474
Grade 8	95%		489

Science

Grade 4	93%		372
Grade 8	90%		487

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	96%			505
Mathematics	98%			505

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.

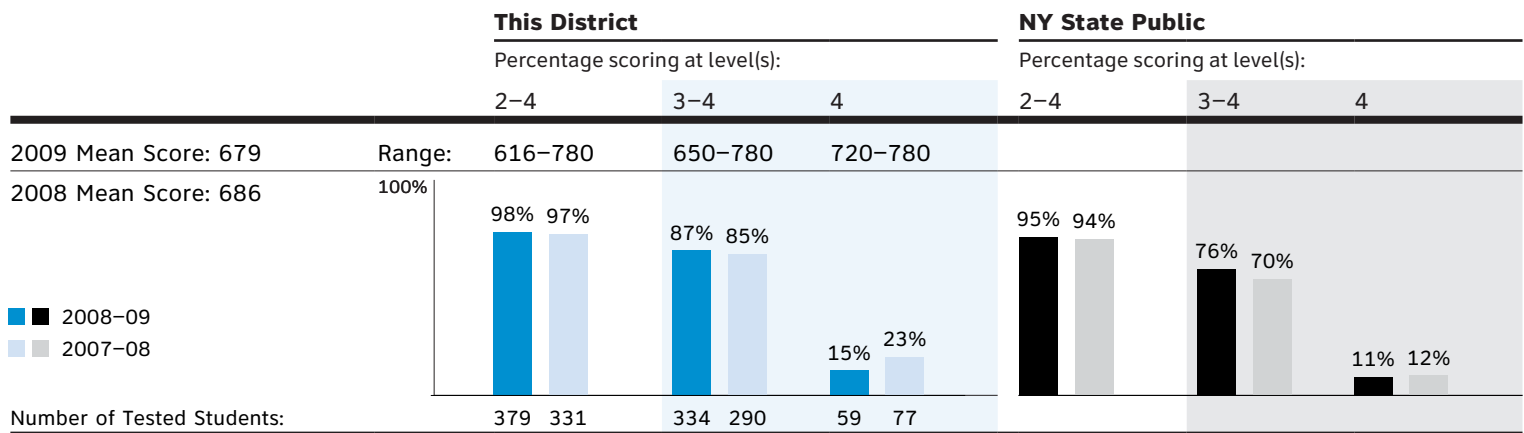
In this section, this district's performance is compared with that of public schools statewide.

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

	2008-09 School Year				2007-08 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	386	98%	87%	15%	341	97%	85%	23%
Female	193	99%	93%	19%	176	97%	85%	24%
Male	193	97%	80%	11%	165	97%	85%	21%
American Indian or Alaska Native								
Black or African American	17	94%	59%	0%	15	80%	73%	20%
Hispanic or Latino	12	92%	83%	8%	9	100%	89%	11%
Asian or Native Hawaiian/Other								
Pacific Islander	42	98%	88%	19%	33	100%	91%	39%
White	315	99%	88%	16%	284	98%	85%	21%
Multiracial								
Small Group Totals								
General-Education Students	337	99%	92%	17%	293	100%	91%	26%
Students with Disabilities	49	92%	51%	2%	48	79%	48%	2%
English Proficient	376	99%	88%	16%	330	97%	86%	23%
Limited English Proficient	10	80%	50%	0%	11	100%	64%	0%
Economically Disadvantaged	48	94%	67%	8%	25	88%	60%	4%
Not Disadvantaged	338	99%	89%	16%	316	98%	87%	24%
Migrant								
Not Migrant	386	98%	87%	15%	341	97%	85%	23%

NOTES

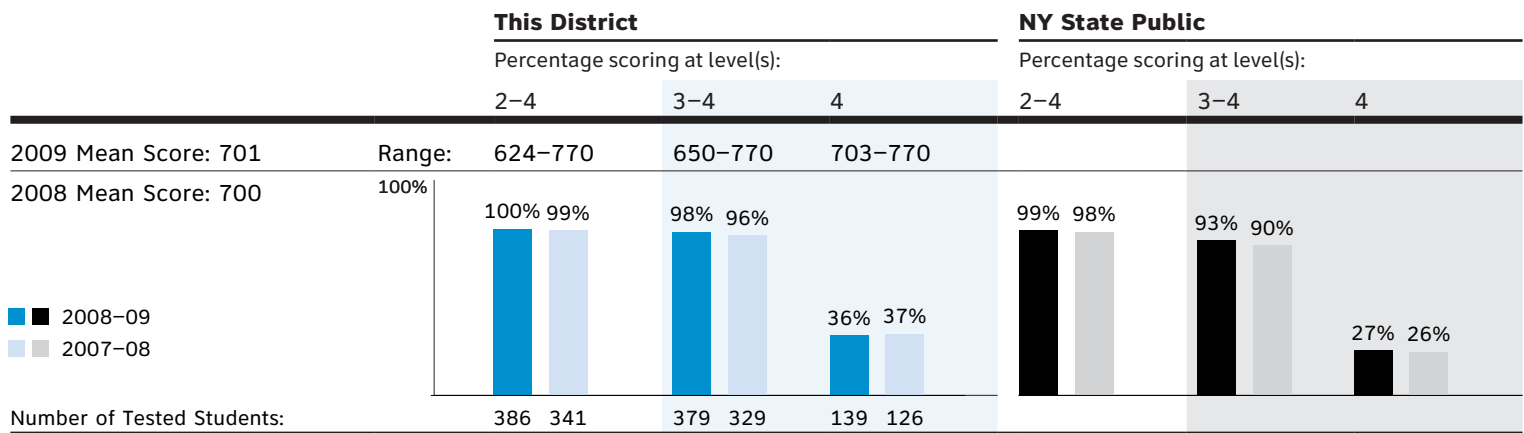
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2008-09 School Year				2007-08 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	–	–	–	3	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	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

	2008-09 School Year				2007-08 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	387	100%	98%	36%	344	99%	96%	37%
Female	193	100%	100%	36%	180	99%	96%	34%
Male	194	99%	96%	36%	164	99%	96%	39%
American Indian or Alaska Native								
Black or African American	17	100%	100%	12%	15	100%	93%	33%
Hispanic or Latino	13	-	-	-	9	-	-	-
Asian or Native Hawaiian/Other								
Pacific Islander	42	100%	98%	50%	34	97%	97%	44%
White	314	100%	98%	37%	285	99%	96%	37%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	14	93%	93%	7%	10	100%	90%	10%
General-Education Students	338	100%	99%	41%	296	100%	98%	40%
Students with Disabilities	49	100%	88%	4%	48	96%	79%	15%
English Proficient	376	100%	98%	37%	332	99%	96%	38%
Limited English Proficient	11	91%	91%	0%	12	92%	75%	8%
Economically Disadvantaged	49	98%	98%	14%	26	100%	92%	15%
Not Disadvantaged	338	100%	98%	39%	318	99%	96%	38%
Migrant								
Not Migrant	387	100%	98%	36%	344	99%	96%	37%

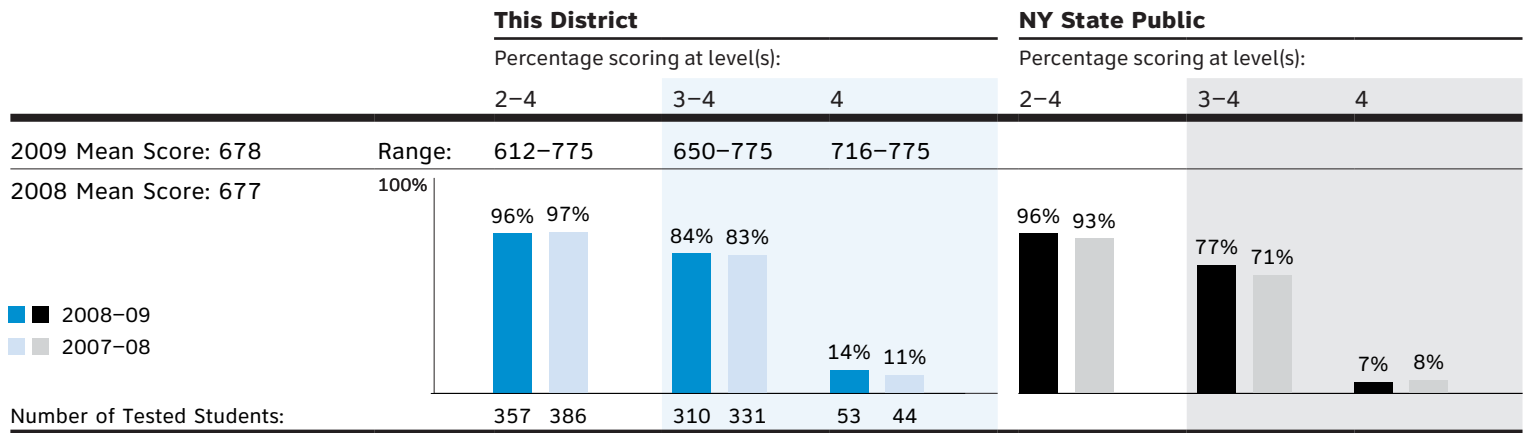
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Other Assessments

	2008-09 School Year				2007-08 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	-	-	-	3	-	-	-

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	370	96%	84%	14%	397	97%	83%	11%
Female	187	96%	85%	18%	186	97%	89%	14%
Male	183	97%	83%	10%	211	97%	78%	9%
American Indian or Alaska Native								
Black or African American	16	88%	69%	6%	19	—	—	—
Hispanic or Latino	9	—	—	—	2	—	—	—
Asian or Native Hawaiian/Other								
Pacific Islander	39	100%	87%	31%	37	97%	92%	22%
White	304	97%	84%	13%	339	97%	83%	11%
Multiracial	2	—	—	—				
Small Group Totals	11	91%	82%	9%	21	100%	76%	0%
General-Education Students	324	100%	90%	16%	357	99%	90%	11%
Students with Disabilities	46	74%	43%	0%	40	80%	25%	8%
English Proficient	358	97%	85%	15%	392	97%	84%	11%
Limited English Proficient	12	92%	42%	0%	5	80%	0%	0%
Economically Disadvantaged	32	81%	53%	3%	36	97%	61%	3%
Not Disadvantaged	338	98%	87%	15%	361	97%	86%	12%
Migrant								
Not Migrant	370	96%	84%	14%	397	97%	83%	11%

NOTES

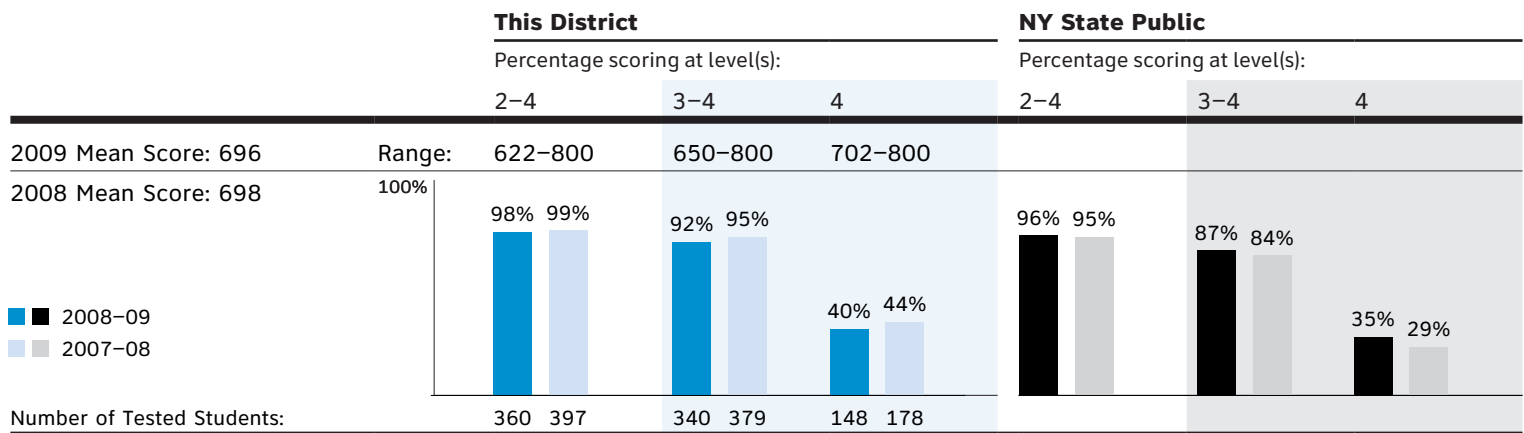
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Other Assessments

	2008-09 School Year				2007-08 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	3	—	—	—	5	5	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	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 4 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	368	98%	92%	40%	401	99%	95%	44%
Female	186	98%	92%	38%	189	98%	95%	40%
Male	182	98%	93%	43%	212	100%	94%	48%
American Indian or Alaska Native								
Black or African American	15	100%	87%	33%	19	—	—	—
Hispanic or Latino	9	—	—	—	3	—	—	—
Asian or Native Hawaiian/Other								
Pacific Islander	40	98%	95%	63%	39	100%	97%	69%
White	302	98%	93%	38%	340	99%	94%	43%
Multiracial	2	—	—	—				
Small Group Totals	11	91%	82%	18%	22	100%	91%	27%
General-Education Students	325	99%	96%	44%	360	100%	97%	48%
Students with Disabilities	43	86%	65%	9%	41	90%	71%	15%
English Proficient	355	98%	93%	41%	394	99%	95%	45%
Limited English Proficient	13	85%	77%	8%	7	86%	43%	29%
Economically Disadvantaged	33	94%	70%	15%	37	100%	89%	27%
Not Disadvantaged	335	98%	95%	43%	364	99%	95%	46%
Migrant								
Not Migrant	368	98%	92%	40%	401	99%	95%	44%

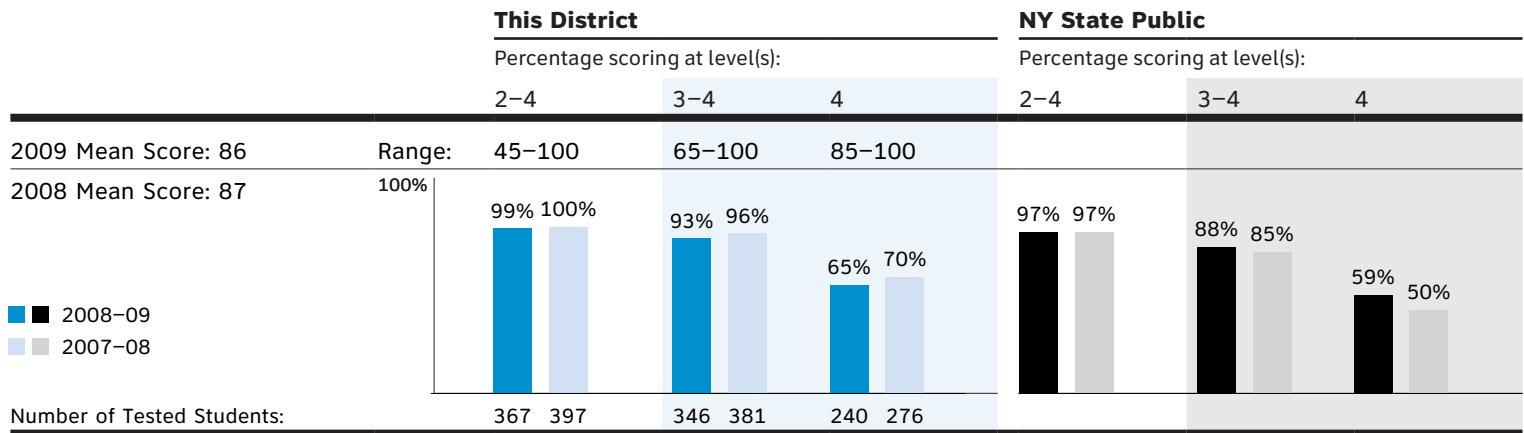
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	3	—	—	—	5	5	5	4

This District's Results in Grade 4 Science



Results by Student Group

	2008-09 School Year				2007-08 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	372	99%	93%	65%	397	100%	96%	70%
Female	187	98%	91%	61%	187	100%	97%	68%
Male	185	99%	95%	68%	210	100%	95%	71%
American Indian or Alaska Native								
Black or African American	16	94%	81%	38%	19	-	-	-
Hispanic or Latino	9	-	-	-	3	-	-	-
Asian or Native Hawaiian/Other								
Pacific Islander	40	98%	93%	70%	38	100%	97%	82%
White	305	99%	94%	66%	337	100%	97%	69%
Multiracial	2	-	-	-				
Small Group Totals	11	100%	82%	36%	22	100%	77%	50%
General-Education Students	328	99%	95%	69%	357	100%	99%	74%
Students with Disabilities	44	93%	75%	32%	40	100%	73%	30%
English Proficient	359	99%	94%	66%	390	100%	97%	70%
Limited English Proficient	13	92%	62%	15%	7	100%	57%	29%
Economically Disadvantaged	34	91%	68%	29%	36	100%	83%	44%
Not Disadvantaged	338	99%	96%	68%	361	100%	97%	72%
Migrant								
Not Migrant	372	99%	93%	65%	397	100%	96%	70%

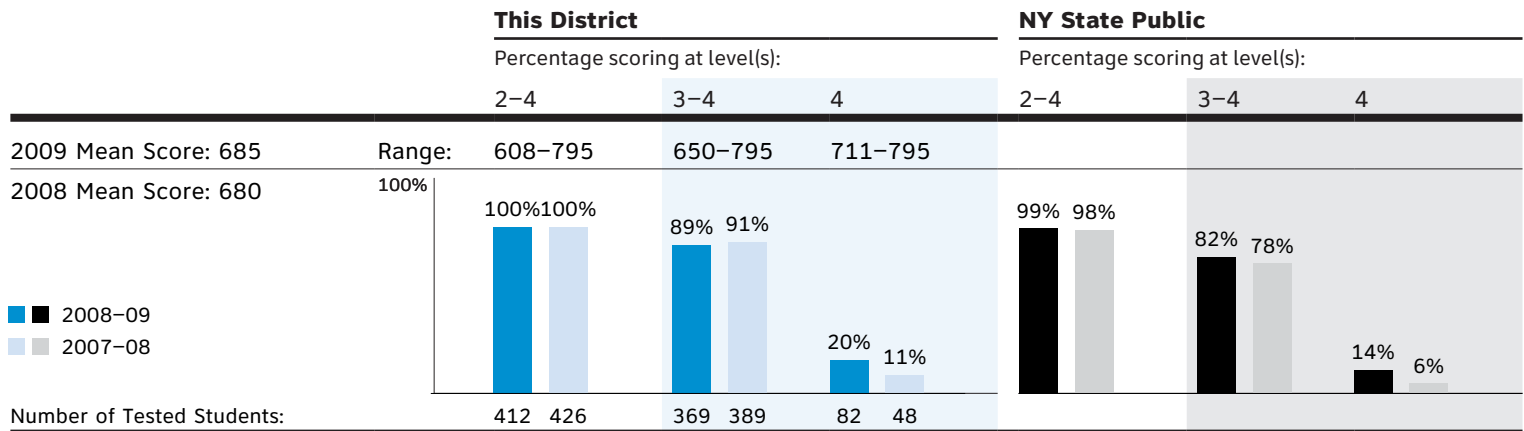
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	3	-	-	-	5	5	5	5

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	413	100%	89%	20%	427	100%	91%	11%
Female	194	99%	90%	21%	191	100%	92%	14%
Male	219	100%	89%	19%	236	100%	90%	9%
American Indian or Alaska Native	1	—	—	—				
Black or African American	21	100%	86%	19%	25	100%	76%	0%
Hispanic or Latino	5	—	—	—	10	100%	70%	0%
Asian or Native Hawaiian/Other Pacific Islander	37	100%	95%	30%	34	100%	97%	12%
White	349	100%	90%	19%	358	100%	92%	12%
Multiracial								
Small Group Totals	6	100%	50%	0%				
General-Education Students	369	100%	95%	22%	377	100%	96%	13%
Students with Disabilities	44	98%	45%	5%	50	98%	52%	0%
English Proficient	407	100%	91%	20%	422	100%	92%	11%
Limited English Proficient	6	100%	0%	0%	5	100%	40%	0%
Economically Disadvantaged	39	100%	74%	13%	42	100%	76%	2%
Not Disadvantaged	374	100%	91%	21%	385	100%	93%	12%
Migrant								
Not Migrant	413	100%	89%	20%	427	100%	91%	11%

NOTES

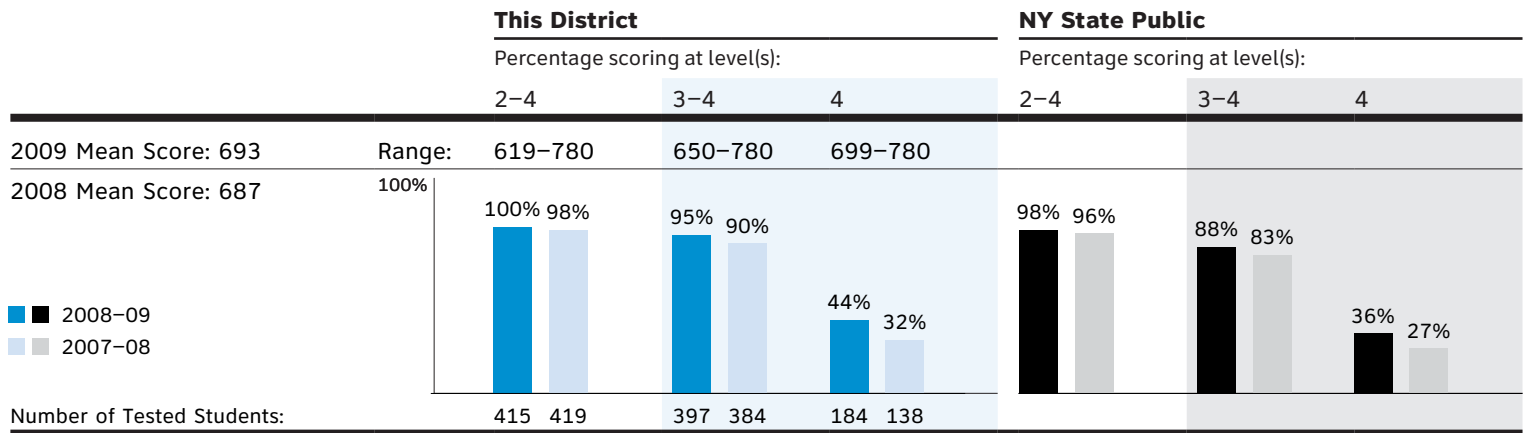
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	5	5	5	3	6	5	5	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	0	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	417	100%	95%	44%	426	98%	90%	32%
Female	196	99%	94%	44%	192	97%	91%	31%
Male	221	100%	96%	44%	234	99%	90%	34%
American Indian or Alaska Native	1	—	—	—				
Black or African American	21	100%	95%	33%	25	100%	88%	12%
Hispanic or Latino	5	—	—	—	10	80%	70%	20%
Asian or Native Hawaiian/Other								
Pacific Islander	39	100%	97%	69%	34	100%	94%	50%
White	351	99%	95%	43%	357	99%	90%	32%
Multiracial								
Small Group Totals	6	100%	100%	0%				
General-Education Students	372	100%	98%	48%	377	100%	96%	36%
Students with Disabilities	45	96%	69%	11%	49	88%	43%	4%
English Proficient	409	100%	96%	45%	421	99%	91%	33%
Limited English Proficient	8	88%	63%	13%	5	60%	40%	20%
Economically Disadvantaged	40	98%	85%	13%	42	93%	74%	7%
Not Disadvantaged	377	100%	96%	47%	384	99%	92%	35%
Migrant								
Not Migrant	417	100%	95%	44%	426	98%	90%	32%

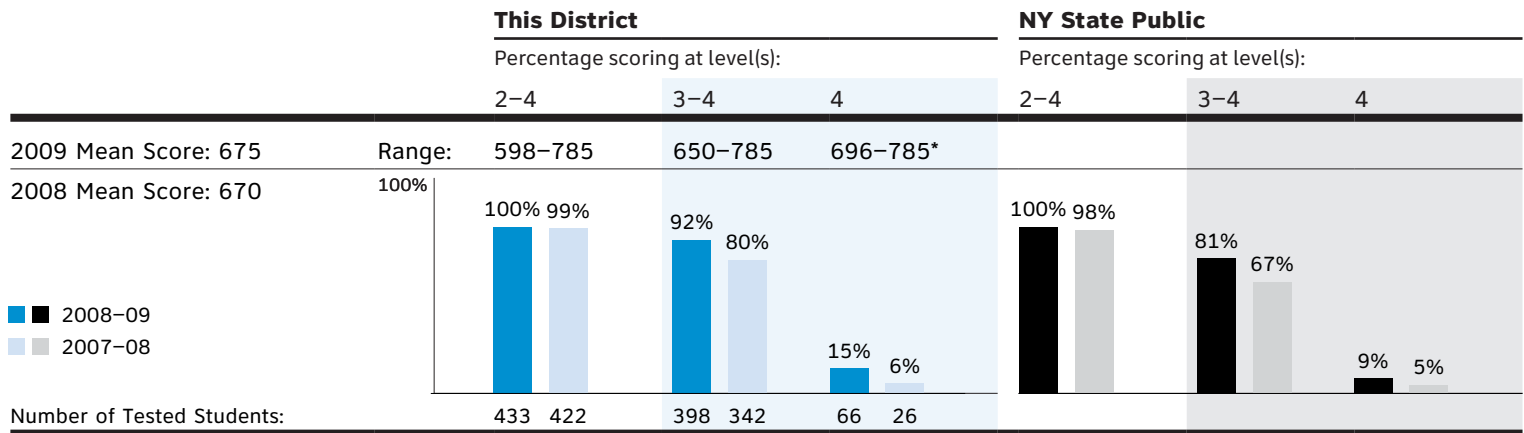
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	5	5	5	5	6	6	6	5

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	433	100%	92%	15%	425	99%	80%	6%
Female	201	100%	94%	18%	205	99%	81%	9%
Male	232	100%	91%	13%	220	100%	80%	4%
American Indian or Alaska Native					1	-	-	-
Black or African American	24	100%	88%	17%	19	100%	68%	0%
Hispanic or Latino	9	-	-	-	7	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	34	100%	97%	32%	32	100%	81%	6%
White	365	100%	92%	14%	366	99%	82%	7%
Multiracial	1	-	-	-				
Small Group Totals	10	100%	70%	0%	8	88%	50%	0%
General-Education Students	373	100%	98%	18%	359	100%	90%	7%
Students with Disabilities	60	100%	55%	0%	66	97%	30%	2%
English Proficient	427	100%	93%	15%	419	100%	82%	6%
Limited English Proficient	6	100%	50%	0%	6	83%	0%	0%
Economically Disadvantaged	46	100%	87%	2%	32	97%	47%	0%
Not Disadvantaged	387	100%	93%	17%	393	99%	83%	7%
Migrant								
Not Migrant	433	100%	92%	15%	425	99%	80%	6%

NOTES

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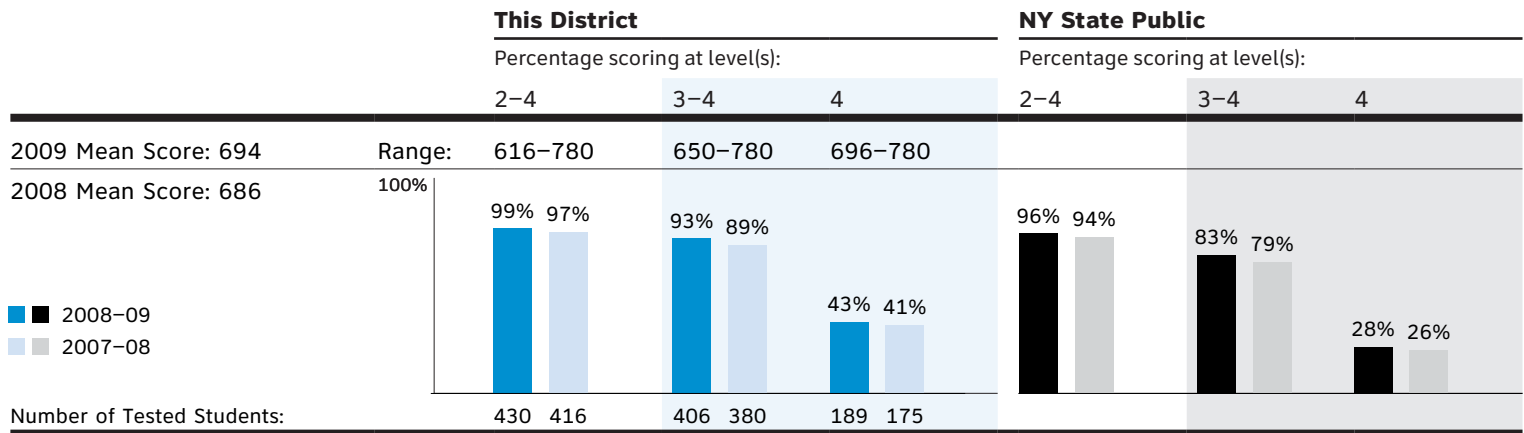
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

Other Assessments

	2008-09 School Year				2007-08 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	5	4	4	4	0			
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

	2008-09 School Year				2007-08 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	435	99%	93%	43%	428	97%	89%	41%
Female	203	99%	94%	42%	205	97%	88%	38%
Male	232	99%	93%	44%	223	98%	89%	43%
American Indian or Alaska Native					1	-	-	-
Black or African American	24	100%	92%	29%	18	100%	72%	17%
Hispanic or Latino	9	-	-	-	7	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	34	100%	97%	68%	35	94%	89%	57%
White	366	99%	94%	43%	367	98%	91%	41%
Multiracial	2	-	-	-				
Small Group Totals	11	91%	73%	18%	8	63%	38%	0%
General-Education Students	375	100%	99%	49%	364	99%	96%	48%
Students with Disabilities	60	92%	60%	10%	64	84%	48%	2%
English Proficient	429	99%	94%	44%	419	98%	90%	42%
Limited English Proficient	6	83%	50%	17%	9	67%	44%	11%
Economically Disadvantaged	48	96%	77%	10%	32	91%	81%	19%
Not Disadvantaged	387	99%	95%	48%	396	98%	89%	43%
Migrant								
Not Migrant	435	99%	93%	43%	428	97%	89%	41%

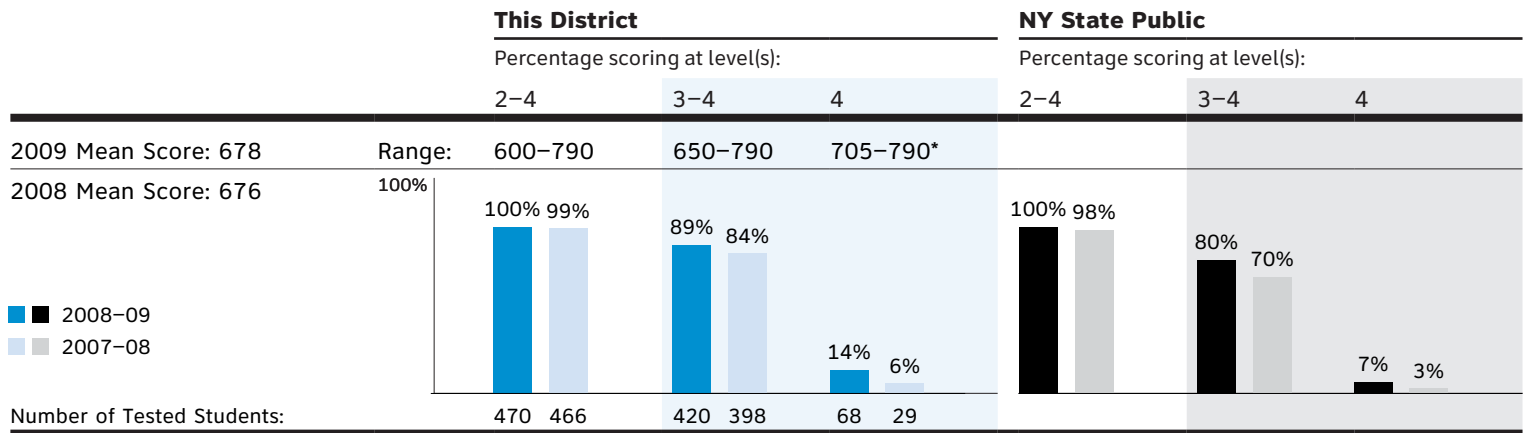
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	5	5	4	4	0			

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	470	100%	89%	14%	472	99%	84%	6%
Female	232	100%	91%	17%	231	99%	89%	8%
Male	238	100%	88%	12%	241	98%	80%	4%
American Indian or Alaska Native	1	-	-	-				
Black or African American	22	100%	82%	0%	29	93%	72%	0%
Hispanic or Latino	8	-	-	-	13	100%	69%	0%
Asian or Native Hawaiian/Other Pacific Islander	35	100%	89%	17%	39	100%	82%	10%
White	402	100%	91%	15%	391	99%	86%	6%
Multiracial	2	-	-	-				
Small Group Totals	11	100%	64%	0%				
General-Education Students	401	100%	98%	16%	415	100%	91%	7%
Students with Disabilities	69	100%	39%	3%	57	91%	39%	0%
English Proficient	463	100%	90%	15%	463	99%	86%	6%
Limited English Proficient	7	100%	43%	0%	9	89%	22%	0%
Economically Disadvantaged	41	100%	68%	2%	45	96%	58%	2%
Not Disadvantaged	429	100%	91%	16%	427	99%	87%	7%
Migrant								
Not Migrant	470	100%	89%	14%	472	99%	84%	6%

NOTES

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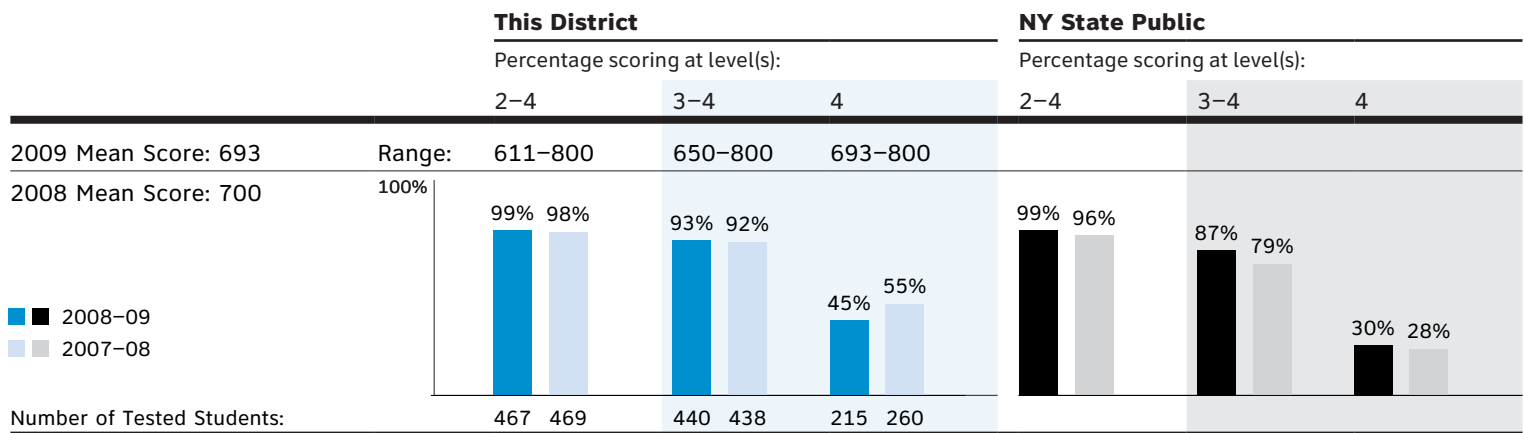
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

Other Assessments

Other Assessments	2008-09 School Year				2007-08 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	0				3	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	2	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 7 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	474	99%	93%	45%	477	98%	92%	55%
Female	235	99%	93%	47%	232	99%	93%	55%
Male	239	98%	92%	44%	245	98%	91%	54%
American Indian or Alaska Native	1	—	—	—				
Black or African American	22	100%	95%	5%	30	90%	77%	33%
Hispanic or Latino	8	—	—	—	14	93%	71%	29%
Asian or Native Hawaiian/Other Pacific Islander	36	94%	89%	75%	41	100%	95%	66%
White	404	99%	94%	46%	392	99%	93%	56%
Multiracial	3	—	—	—				
Small Group Totals	12	100%	75%	0%				
General-Education Students	405	100%	99%	53%	420	100%	96%	60%
Students with Disabilities	69	90%	58%	3%	57	88%	63%	16%
English Proficient	465	99%	93%	46%	466	98%	92%	55%
Limited English Proficient	9	89%	67%	22%	11	91%	73%	27%
Economically Disadvantaged	42	95%	88%	12%	47	98%	79%	36%
Not Disadvantaged	432	99%	93%	49%	430	98%	93%	57%
Migrant								
Not Migrant	474	99%	93%	45%	477	98%	92%	55%

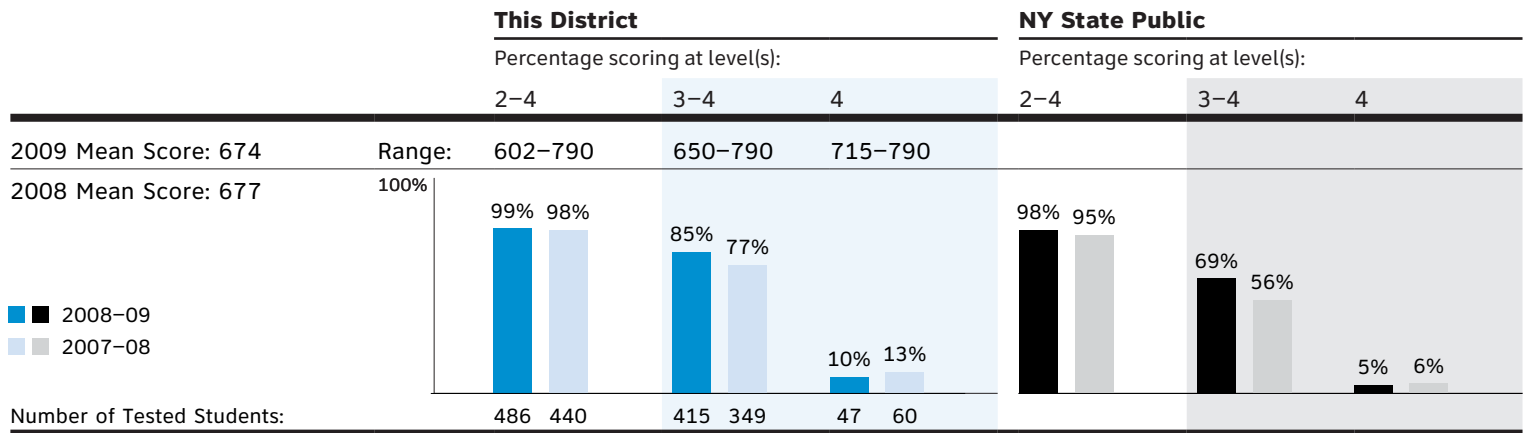
NOTES

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Other Assessments

	2008-09 School Year			2007-08 School Year		
	Total Tested	Number scoring at level(s):		Total Tested	Number scoring at level(s):	
		2-4	3-4		2-4	3-4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0			3	—	—

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	489	99%	85%	10%	451	98%	77%	13%
Female	247	100%	89%	12%	207	100%	83%	20%
Male	242	99%	81%	7%	244	96%	73%	8%
American Indian or Alaska Native								
Black or African American	34	97%	76%	3%	19	100%	68%	0%
Hispanic or Latino	15	—	—	—	9	89%	44%	0%
Asian or Native Hawaiian/Other								
Pacific Islander	42	100%	81%	14%	39	100%	90%	21%
White	397	99%	87%	10%	384	97%	77%	14%
Multiracial	1	—	—	—				
Small Group Totals	16	100%	56%	0%				
General-Education Students	425	100%	92%	11%	388	100%	87%	15%
Students with Disabilities	64	97%	41%	0%	63	84%	16%	0%
English Proficient	479	100%	86%	10%	446	98%	78%	13%
Limited English Proficient	10	90%	20%	0%	5	80%	40%	0%
Economically Disadvantaged	52	98%	69%	4%	40	98%	55%	3%
Not Disadvantaged	437	100%	87%	10%	411	98%	80%	14%
Migrant								
Not Migrant	489	99%	85%	10%	451	98%	77%	13%

NOTES

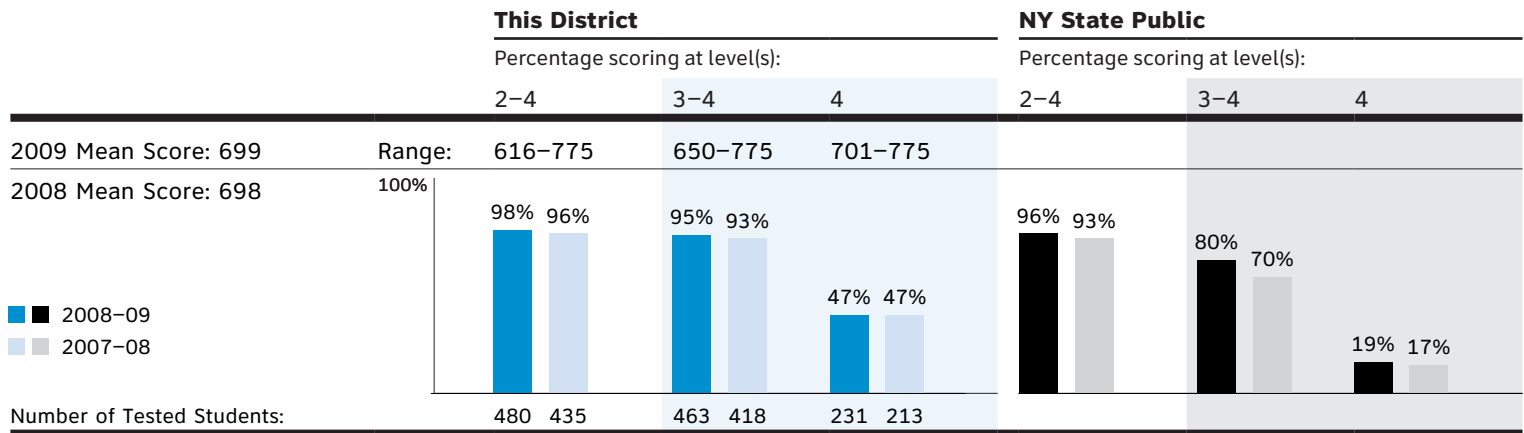
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Other Assessments

	2008-09 School Year				2007-08 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	3	—	—	—	4	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	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 8 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	489	98%	95%	47%	451	96%	93%	47%
Female	248	98%	96%	47%	208	97%	92%	52%
Male	241	98%	93%	47%	243	96%	93%	43%
American Indian or Alaska Native								
Black or African American	33	97%	85%	27%	19	100%	95%	21%
Hispanic or Latino	14	—	—	—	9	100%	89%	11%
Asian or Native Hawaiian/Other								
Pacific Islander	44	100%	100%	57%	41	100%	100%	68%
White	397	98%	95%	49%	382	96%	92%	47%
Multiracial	1	—	—	—				
Small Group Totals	15	100%	87%	13%				
General-Education Students	425	100%	99%	53%	391	100%	98%	54%
Students with Disabilities	64	86%	64%	8%	60	73%	60%	2%
English Proficient	480	98%	95%	48%	444	96%	93%	48%
Limited English Proficient	9	100%	89%	11%	7	100%	100%	29%
Economically Disadvantaged	52	98%	85%	23%	40	100%	90%	25%
Not Disadvantaged	437	98%	96%	50%	411	96%	93%	49%
Migrant								
Not Migrant	489	98%	95%	47%	451	96%	93%	47%

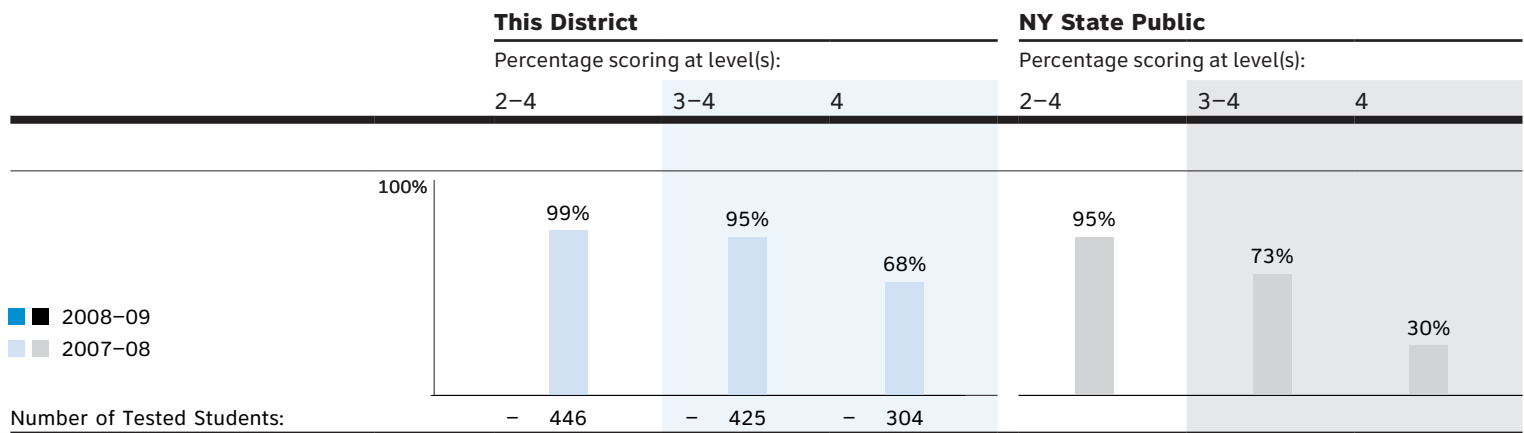
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	3	—	—	—	4	—	—	—

This District's Results in Grade 8 Science



Results by Student Group

	2008-09 School Year				2007-08 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	487	100%	90%	54%	449	99%	95%	68%
Female	247	100%	89%	51%	206	100%	95%	67%
Male	240	100%	92%	57%	243	99%	94%	68%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	32	100%	75%	38%	19	100%	95%	53%
Hispanic or Latino	16	-	-	-	9	100%	89%	11%
Asian or Native Hawaiian/Other Pacific Islander	44	100%	91%	57%	41	100%	100%	80%
White	393	100%	93%	57%	380	99%	94%	68%
Multiracial	2	-	-	-	-	-	-	-
Small Group Totals	18	100%	67%	11%	-	-	-	-
General-Education Students	427	100%	95%	59%	390	100%	99%	76%
Students with Disabilities	60	100%	60%	13%	59	95%	66%	15%
English Proficient	478	100%	92%	55%	442	99%	95%	68%
Limited English Proficient	9	100%	22%	0%	7	100%	86%	29%
Economically Disadvantaged	51	100%	82%	24%	39	100%	95%	38%
Not Disadvantaged	436	100%	91%	57%	410	99%	95%	70%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	487	100%	90%	54%	449	99%	95%	68%

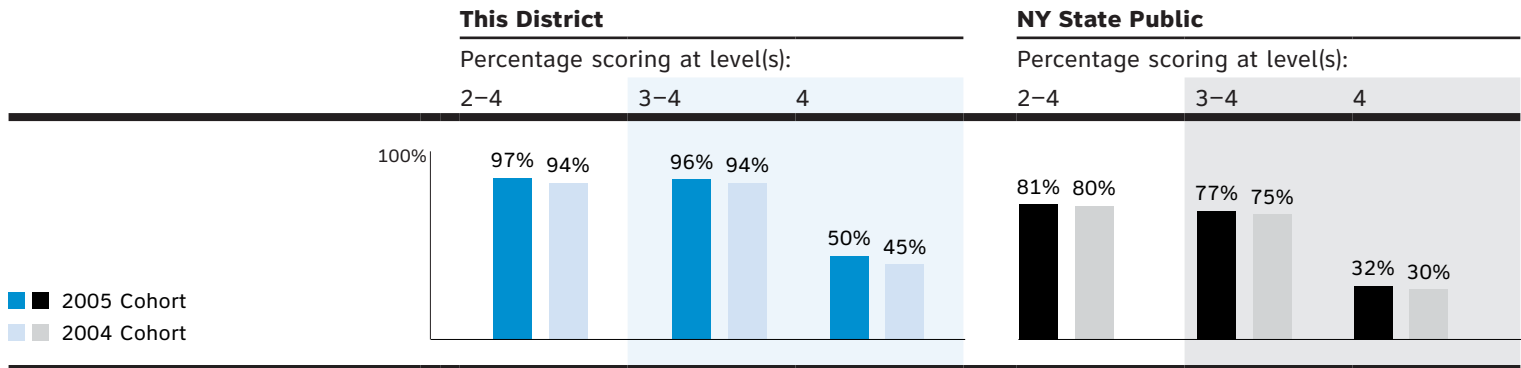
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	3	-	-	-	4	-	-	-
Regents Science	1	-	-	-	0	-	-	-

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



Results by Student Group

	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	505	97%	96%	50%	527	94%	94%	45%
Female	259	98%	97%	58%	267	96%	96%	52%
Male	246	96%	95%	43%	260	92%	91%	38%
American Indian or Alaska Native								
Black or African American	35	89%	83%	20%	30	87%	87%	20%
Hispanic or Latino	9	89%	89%	22%	7	100%	100%	43%
Asian or Native Hawaiian/Other Pacific Islander	38	100%	100%	47%	51	94%	92%	63%
White	423	98%	97%	54%	439	94%	94%	45%
Multiracial								
Small Group Totals								
General-Education Students	442	99%	99%	56%	461	97%	97%	51%
Students with Disabilities	63	83%	79%	11%	66	73%	71%	3%
English Proficient	500	97%	96%	51%	522	94%	94%	46%
Limited English Proficient	5	80%	80%	0%	5	100%	80%	0%
Economically Disadvantaged	34	97%	97%	44%	28	82%	79%	36%
Not Disadvantaged	471	97%	96%	51%	499	95%	94%	46%
Migrant								
Not Migrant	505	97%	96%	50%	527	94%	94%	45%

NOTES

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Other Assessments

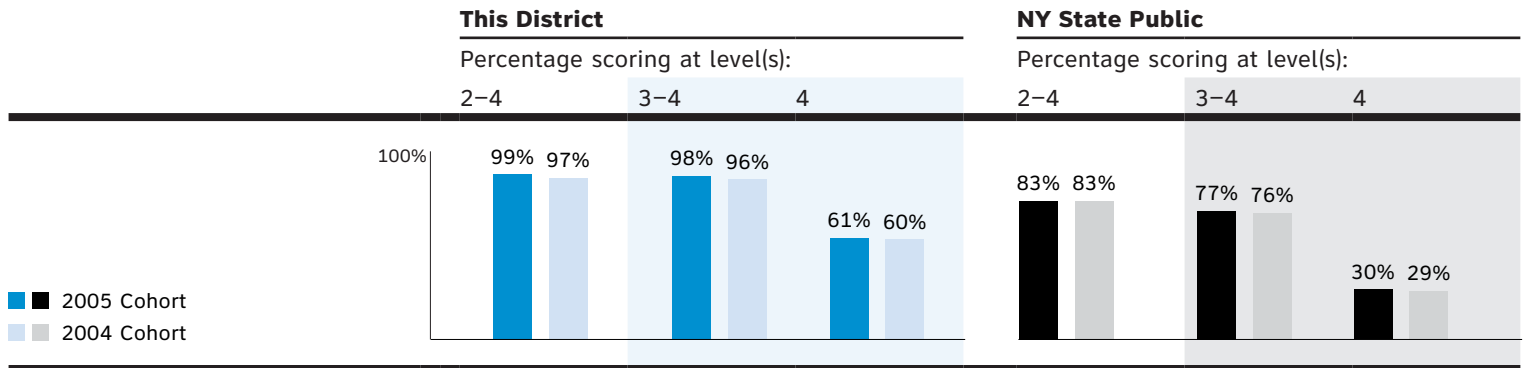
	2005 Cohort				2004 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***								

* 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.

** 2004 cohort data are those reported in the 2007-08 Accountability and Overview Report.

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

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



Results by Student Group

Results by Student Group	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	505	99%	98%	61%	527	97%	96%	60%
Female	259	98%	98%	64%	267	98%	98%	63%
Male	246	99%	98%	58%	260	95%	94%	57%
American Indian or Alaska Native								
Black or African American	35	100%	91%	23%	30	97%	93%	30%
Hispanic or Latino	9	89%	89%	22%	7	100%	100%	71%
Asian or Native Hawaiian/Other Pacific Islander	38	100%	100%	76%	51	94%	92%	69%
White	423	99%	98%	64%	439	97%	96%	61%
Multiracial								
Small Group Totals								
General-Education Students	442	100%	100%	68%	461	98%	98%	66%
Students with Disabilities	63	90%	84%	13%	66	86%	82%	18%
English Proficient	500	99%	98%	62%	522	97%	96%	60%
Limited English Proficient	5	80%	80%	0%	5	100%	100%	40%
Economically Disadvantaged	34	97%	97%	47%	28	89%	89%	36%
Not Disadvantaged	471	99%	98%	62%	499	97%	96%	61%
Migrant								
Not Migrant	505	99%	98%	61%	527	97%	96%	60%

NOTES

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Other Assessments

Other Assessments	2005 Cohort				2004 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 ***								

* 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.

** 2004 cohort data are those reported in the 2007-08 Accountability and Overview Report.

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