



The New York State District Report Card

Accountability and Overview Report 2008 – 09

District **ELMIRA CITY SCHOOL DISTRICT**
District ID **07-06-00-01-0000**
Superintendent **JOSEPH HOCHREITER**
Telephone **(607) 735-3010**
Grades **PK-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
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Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

District **ELMIRA CITY SCHOOL DISTRICT**

District ID **07-06-00-01-0000**

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	290	299	337
Kindergarten	560	579	595
Grade 1	581	529	540
Grade 2	520	566	549
Grade 3	515	510	547
Grade 4	488	506	530
Grade 5	490	495	498
Grade 6	495	489	480
Ungraded Elementary	0	0	0
Grade 7	533	488	480
Grade 8	513	509	498
Grade 9	593	526	508
Grade 10	581	576	525
Grade 11	583	564	551
Grade 12	544	587	549
Ungraded Secondary	0	0	0
Total K-12	6996	6924	6850

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	19	19	19
Grade 8			
English	20	19	20
Mathematics	21	21	18
Science	20	19	19
Social Studies	20	20	19
Grade 10			
English	23	24	21
Mathematics	20	20	16
Science	22		
Social Studies	20	24	17

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 **ELMIRA CITY SCHOOL DISTRICT**District ID **07-06-00-01-0000**

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	3149	45%	2858	41%	2747	40%
Reduced-Price Lunch	825	12%	713	10%	687	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	16	0%	13	0%	13	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	13	0%	14	0%	19	0%
Black or African American	1221	17%	1211	17%	1218	18%
Hispanic or Latino	163	2%	166	2%	170	2%
Asian or Native Hawaiian/Other Pacific Islander	50	1%	47	1%	44	1%
White	5549	79%	5486	79%	5381	79%
Multiracial	0	0%	0	0%	18	0%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		93%		93%		92%
Student Suspensions	763	11%	814	12%	702	10%

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 ELMIRA CITY SCHOOL DISTRICT

District ID 07-06-00-01-0000

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	536	589	594
Percent with No Valid Teaching Certificate	1%	1%	0%
Percent Teaching Out of Certification	2%	1%	1%
Percent with Fewer Than Three Years of Experience	8%	9%	13%
Percentage with Master's Degree Plus 30 Hours or Doctorate	32%	34%	34%
Total Number of Core Classes	1389	1380	1360
Percent Not Taught by Highly Qualified Teachers	3%	1%	1%
Total Number of Classes	1952	1861	1828
Percent Taught by Teachers Without Appropriate Certification	2%	3%	2%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	17%	16%	16%
Turnover Rate of All Teachers	12%	12%	16%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	95	97	90
Total Paraprofessionals*	223	189	223
Assistant Principals	17	20	19
Principals	13	12	13

* 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:

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

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			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	—	—				
Black or African American						
Hispanic or Latino				—	—	
Asian or Native Hawaiian/Other Pacific Islander	—	—		—	—	
White						
Multiracial	—	—				
Other Groups						
Students with Disabilities	SH			SH		
Limited English Proficient	—	—				
Economically Disadvantaged						
Student groups making AYP in each subject	6 of 6	6 of 6	1 of 1	2 of 5	1 of 5	1 of 1


AYP Status


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

Accountability Status Levels

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




















Elementary/Middle-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2009–10)

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 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 (3068:2998)			100%		169	142	
Ethnicity							
American Indian or Alaska Native (6:5)	—	—	—	—	—	—	—
Black or African American (596:576)			99%		154	139	
Hispanic or Latino (77:74)			100%		162	133	
Asian or Native Hawaiian/Other Pacific Islander (20:20)	—	—	—	—	—	—	—
White (2368:2322)			100%		173	142	
Multiracial (1:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (509:491)	 SH		99%	 SH	114	139	109 123
Limited English Proficient ⁵ (9:7)	—	—	—	—	—	—	—
Economically Disadvantaged (1777:1732)			100%		160	141	
Final AYP Determination	 6 of 6						

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  Good Standing
for This Subject
(2009–10)

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 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 (3050:2955)			100%		179	117	
Ethnicity							
American Indian or Alaska Native (5:5)	—	—	—	—	—	—	—
Black or African American (594:566)			99%		165	114	
Hispanic or Latino (76:73)			99%		171	108	
Asian or Native Hawaiian/Other Pacific Islander (20:20)	—	—	—	—	—	—	—
White (2354:2290)			100%		182	117	
Multiracial (1:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (505:479)			99%		135	114	
Limited English Proficient ⁵ (10:9)	—	—	—	—	—	—	—
Economically Disadvantaged (1793:1723)			99%		171	116	
Final AYP Determination		6 of 6					

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 (1038:991)		Qualified		99%		168	100	
Ethnicity								
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—	—
Black or African American (202:187)		Qualified		99%		150	100	
Hispanic or Latino (29:27)	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (7:7)	—	—	—	—	—	—	—	—
White (798:768)		Qualified		99%		173	100	
Multiracial (0:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (155:144)		Qualified		99%		120	100	
Limited English Proficient ⁴ (3:3)	—	—	—	—	—	—	—	—
Economically Disadvantaged (608:576)		Qualified		99%		159	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  Good Standing
for This Subject
(2009–10)

Accountability Measures 2 of 5 Student groups making AYP in English language arts
 Did not make 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	AYP Status	Participation ²		Test Performance ³		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	Target 2009–10
(12th Graders: 2005 Cohort) ¹								
All Students (486:524)			100%		158	166	160	162
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (61:78)			98%		119	160	137‡	127
Hispanic or Latino (12:14)	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (6:6)	—	—	—	—	—	—	—	—
White (407:426)			100%		167	166		
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (45:84)			100%		88	160	86	99
Limited English Proficient ⁵ (0:0)								
Economically Disadvantaged (161:190)			100%		148	163	154	153
Final AYP Determination	 2 of 5							

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  Good Standing
for This Subject
(2009–10)

Accountability Measures 1 of 5 Student groups making AYP in mathematics
 Did not make 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	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
(12th Graders: 2005 Cohort) ¹								
All Students (486:524)			100%		159	161	161	163
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (61:78)			98%		122	155	140‡	130
Hispanic or Latino (12:14)	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (6:6)	—	—	—	—	—	—	—	—
White (407:426)			100%		165	161		
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (45:84)			100%		96	155	106	106
Limited English Proficient ⁵ (0:0)								
Economically Disadvantaged (161:190)			100%		151	158	156	156
Final AYP Determination	 1 of 5							

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		Graduation Rate ¹	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2008–09 2009–10	
All Students (613)			65%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (78)			46%	55%	47%	47%
Hispanic or Latino (16)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (3)		–	–	–		
White (516)			68%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (102)			28%	55%	24%	29%
Limited English Proficient ² (0)						
Economically Disadvantaged (201)			59%	55%		
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 **ELMIRA CITY SCHOOL DISTRICT**District ID **07-06-00-01-0000**

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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	67%			550
Grade 4	72%			536
Grade 5	79%			496
Grade 6	77%			483
Grade 7	77%			473
Grade 8	59%			498
Mathematics				
Grade 3	91%			551
Grade 4	82%			534
Grade 5	82%			495
Grade 6	75%			485
Grade 7	85%			471
Grade 8	73%			483
Science				
Grade 4	81%			537
Grade 8	65%			489

	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
Secondary Level				
English	66%			608
Mathematics	64%			608

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.

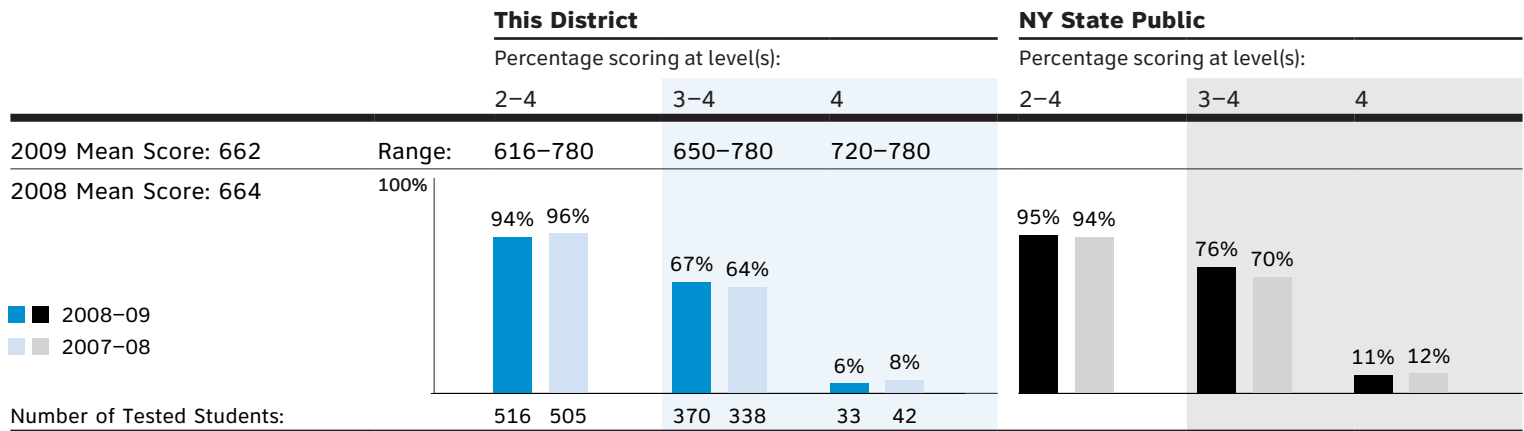
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high 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	550	94%	67%	6%	525	96%	64%	8%
Female	269	96%	78%	7%	253	98%	71%	10%
Male	281	91%	57%	5%	272	95%	58%	6%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	114	90%	54%	4%	113	94%	55%	5%
Hispanic or Latino	12	-	-	-	15	100%	40%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	4	-	-	-
White	420	95%	72%	7%	391	97%	68%	9%
Multiracial								
Small Group Totals	16	81%	50%	0%	6	100%	67%	0%
General-Education Students	469	99%	76%	7%	455	98%	70%	8%
Students with Disabilities	81	62%	16%	0%	70	84%	29%	6%
English Proficient	549	-	-	-	523	-	-	-
Limited English Proficient	1	-	-	-	2	-	-	-
Economically Disadvantaged	322	92%	60%	5%	315	95%	56%	5%
Not Disadvantaged	228	96%	77%	8%	210	98%	77%	13%
Migrant								
Not Migrant	550	94%	67%	6%	525	96%	64%	8%

NOTES

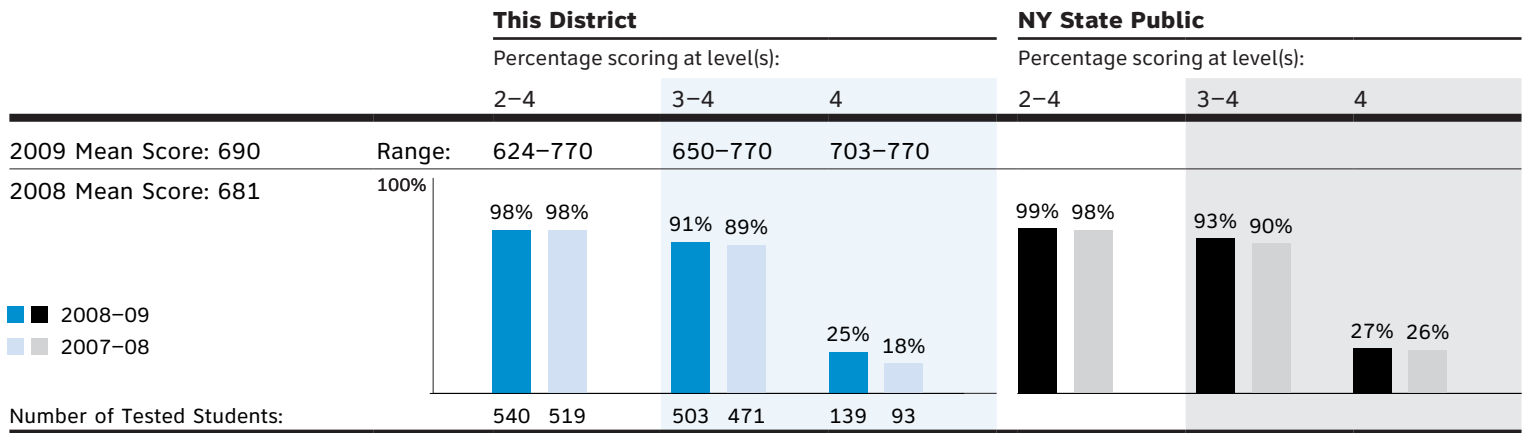
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	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 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	551	98%	91%	25%	529	98%	89%	18%
Female	270	99%	94%	26%	254	99%	91%	19%
Male	281	97%	88%	24%	275	97%	87%	16%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	115	98%	90%	17%	115	98%	83%	9%
Hispanic or Latino	13	-	-	-	15	100%	87%	27%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	4	-	-	-
White	420	98%	93%	28%	393	98%	91%	20%
Multiracial								
Small Group Totals	16	94%	63%	6%	6	100%	100%	33%
General-Education Students	470	100%	97%	28%	457	100%	94%	19%
Students with Disabilities	81	86%	59%	7%	72	89%	58%	7%
English Proficient	549	-	-	-	527	-	-	-
Limited English Proficient	2	-	-	-	2	-	-	-
Economically Disadvantaged	326	98%	90%	18%	319	98%	85%	12%
Not Disadvantaged	225	98%	94%	36%	210	99%	95%	27%
Migrant								
Not Migrant	551	98%	91%	25%	529	98%	89%	18%

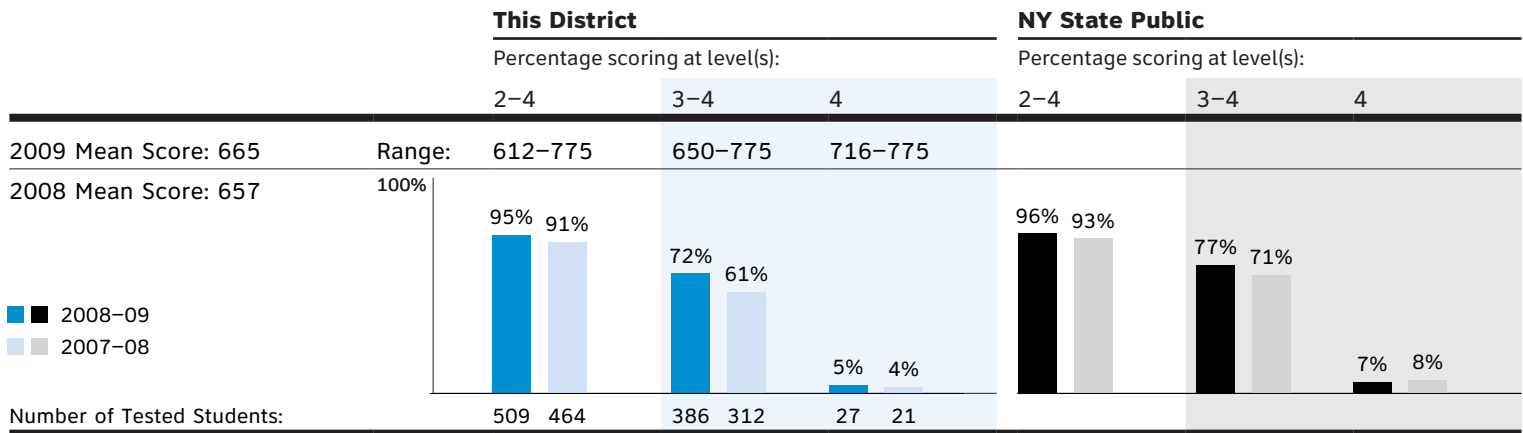
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Other Assessments

	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	-	-	-	0			

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	536	95%	72%	5%	508	91%	61%	4%
Female	262	99%	79%	6%	238	94%	66%	6%
Male	274	91%	65%	4%	270	89%	57%	3%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	116	93%	60%	6%	106	84%	43%	1%
Hispanic or Latino	13	100%	54%	0%	11	91%	55%	0%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	5	-	-	-
White	401	95%	76%	5%	385	94%	67%	5%
Multiracial								
Small Group Totals	6	100%	100%	0%	6	83%	50%	0%
General-Education Students	465	98%	79%	6%	431	96%	69%	5%
Students with Disabilities	71	75%	24%	0%	77	64%	18%	1%
English Proficient	535	-	-	-	508	91%	61%	4%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	317	92%	64%	3%	309	89%	53%	3%
Not Disadvantaged	219	99%	84%	8%	199	95%	75%	7%
Migrant								
Not Migrant	536	95%	72%	5%	508	91%	61%	4%

NOTES

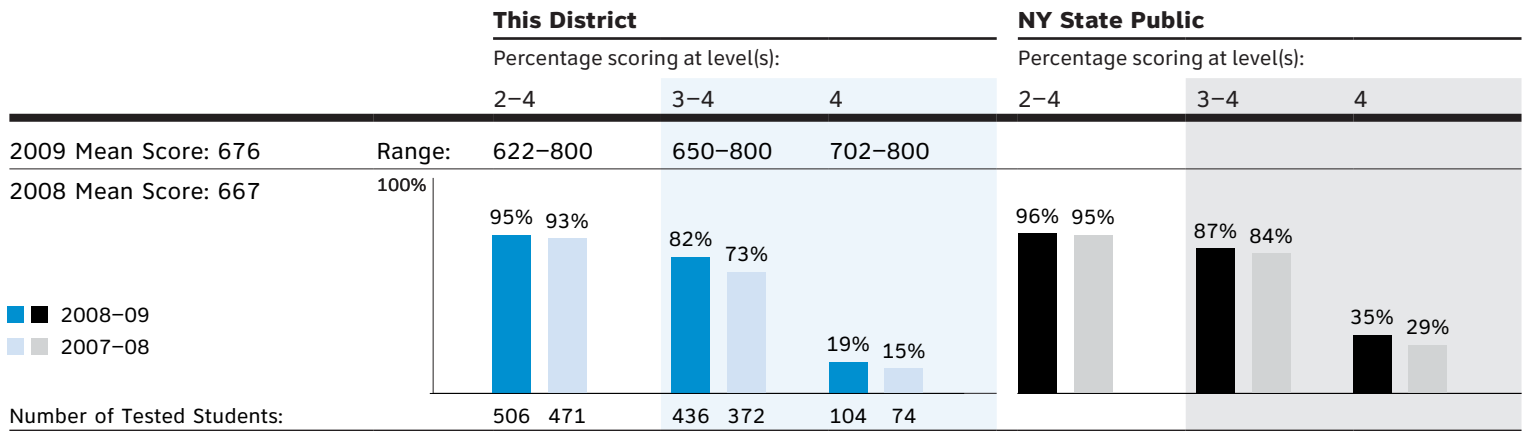
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Other Assessments

	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	0				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

	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	534	95%	82%	19%	509	93%	73%	15%
Female	261	98%	85%	20%	237	93%	74%	8%
Male	273	92%	78%	19%	272	92%	72%	20%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	116	93%	74%	9%	105	86%	52%	4%
Hispanic or Latino	12	100%	67%	17%	11	91%	55%	18%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	6	-	-	-
White	400	95%	84%	23%	386	94%	79%	17%
Multiracial								
Small Group Totals	6	100%	100%	33%	7	100%	71%	14%
General-Education Students	465	97%	87%	22%	433	95%	79%	17%
Students with Disabilities	69	77%	48%	4%	76	78%	38%	1%
English Proficient	533	-	-	-	509	93%	73%	15%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	318	92%	77%	13%	310	91%	68%	7%
Not Disadvantaged	216	98%	88%	30%	199	95%	80%	26%
Migrant								
Not Migrant	534	95%	82%	19%	509	93%	73%	15%

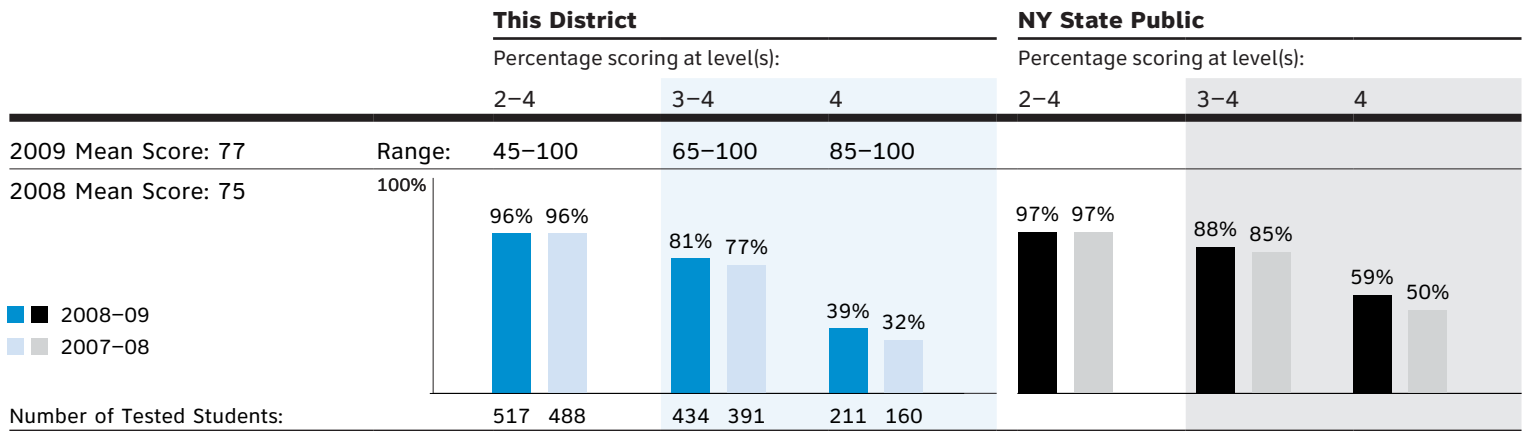
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Other Assessments

	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	0				2	-	-	-

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	537	96%	81%	39%	506	96%	77%	32%
Female	261	99%	82%	41%	235	98%	77%	27%
Male	276	94%	80%	38%	271	95%	78%	36%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	117	91%	71%	22%	103	89%	55%	14%
Hispanic or Latino	11	100%	82%	18%	12	92%	75%	25%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	6	-	-	-
White	403	98%	84%	45%	384	99%	83%	37%
Multiracial								
Small Group Totals	6	100%	83%	50%	7	86%	86%	29%
General-Education Students	466	98%	83%	43%	431	98%	81%	35%
Students with Disabilities	71	86%	65%	14%	75	88%	53%	9%
English Proficient	536	-	-	-	506	96%	77%	32%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	321	95%	75%	29%	313	95%	71%	22%
Not Disadvantaged	216	99%	89%	54%	193	99%	88%	48%
Migrant								
Not Migrant	537	96%	81%	39%	506	96%	77%	32%

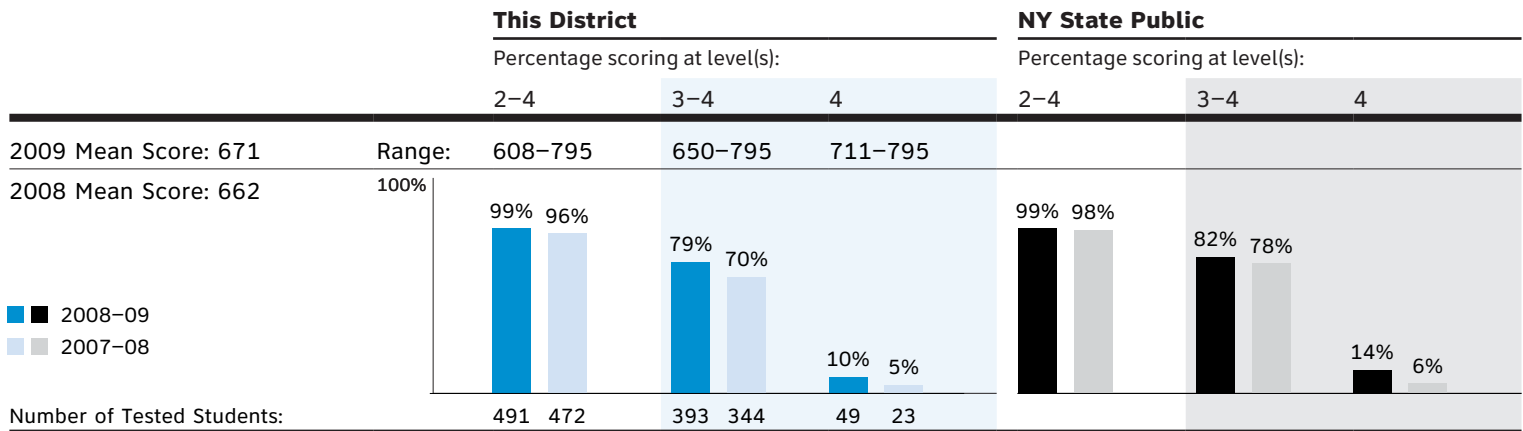
NOTES

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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 4 Equivalent	0				2	-	-	-

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	496	99%	79%	10%	493	96%	70%	5%
Female	229	99%	81%	8%	233	97%	70%	7%
Male	267	99%	78%	11%	260	95%	69%	3%
American Indian or Alaska Native								
Black or African American	101	98%	63%	4%	97	98%	56%	2%
Hispanic or Latino	12	-	-	-	11	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	1	-	-	-
White	379	99%	84%	12%	384	96%	74%	5%
Multiracial								
Small Group Totals	16	100%	75%	6%	12	75%	33%	0%
General-Education Students	417	100%	88%	11%	407	99%	80%	6%
Students with Disabilities	79	94%	33%	3%	86	79%	20%	0%
English Proficient	496	99%	79%	10%	490	-	-	-
Limited English Proficient					3	-	-	-
Economically Disadvantaged	296	99%	76%	7%	293	95%	60%	2%
Not Disadvantaged	200	100%	85%	14%	200	98%	85%	8%
Migrant								
Not Migrant	496	99%	79%	10%	493	96%	70%	5%

NOTES

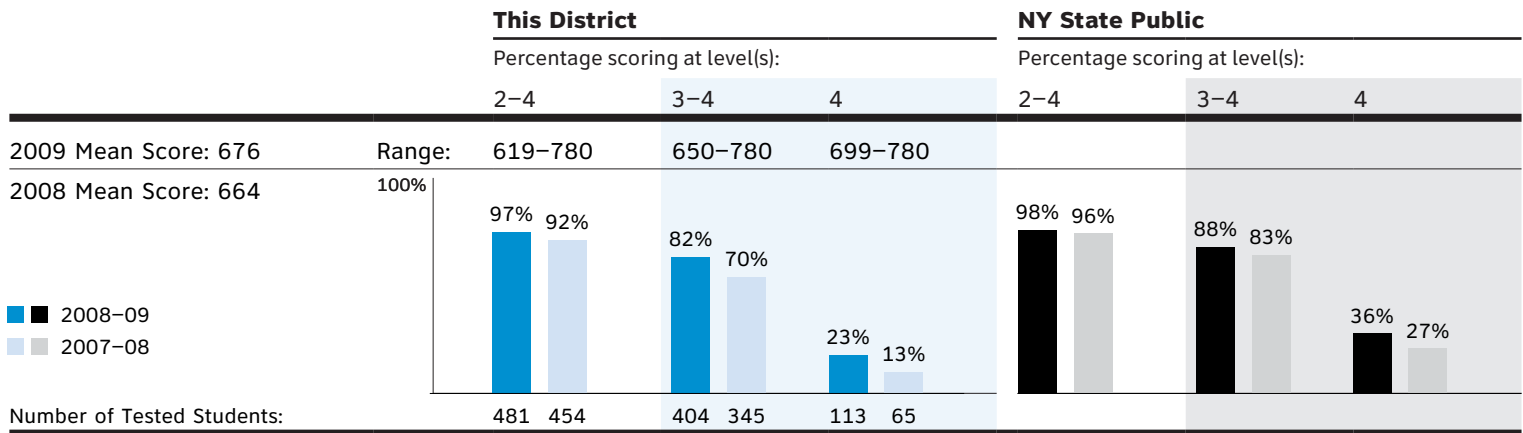
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Other Assessments

	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	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	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	495	97%	82%	23%	492	92%	70%	13%
Female	231	97%	81%	18%	232	91%	72%	13%
Male	264	97%	82%	27%	260	93%	68%	14%
American Indian or Alaska Native	1	-	-	-				
Black or African American	102	92%	62%	8%	97	82%	56%	1%
Hispanic or Latino	12	92%	75%	0%	11	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	1	-	-	-
White	376	99%	87%	28%	383	96%	75%	17%
Multiracial								
Small Group Totals	5	100%	100%	20%	12	58%	25%	0%
General-Education Students	417	99%	86%	25%	405	97%	81%	16%
Students with Disabilities	78	86%	56%	10%	87	70%	20%	0%
English Proficient	495	97%	82%	23%	489	-	-	-
Limited English Proficient					3	-	-	-
Economically Disadvantaged	303	96%	76%	15%	293	90%	61%	4%
Not Disadvantaged	192	98%	90%	35%	199	96%	84%	26%
Migrant								
Not Migrant	495	97%	82%	23%	492	92%	70%	13%

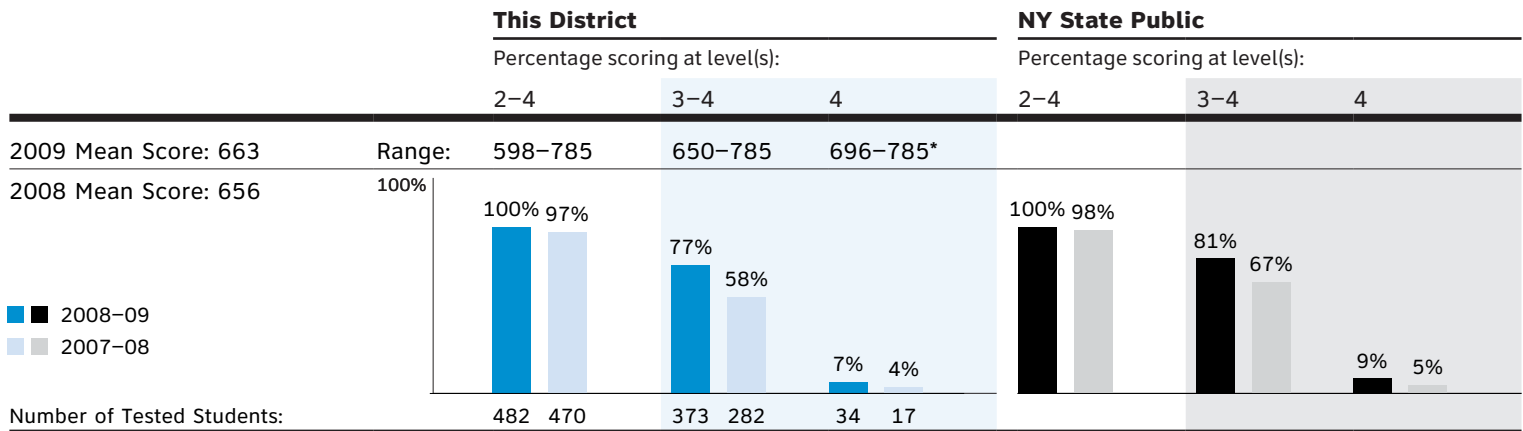
NOTES

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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 5 Equivalent	5	5	5	5	4	-	-	-

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	483	100%	77%	7%	484	97%	58%	4%
Female	217	100%	83%	9%	217	98%	63%	5%
Male	266	100%	72%	6%	267	97%	55%	3%
American Indian or Alaska Native					1	-	-	-
Black or African American	97	100%	66%	3%	80	96%	43%	0%
Hispanic or Latino	12	-	-	-	7	100%	71%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	5	-	-	-
White	372	100%	81%	8%	391	97%	61%	4%
Multiracial	1	-	-	-				
Small Group Totals	14	100%	64%	0%	6	100%	67%	0%
General-Education Students	397	100%	87%	9%	400	100%	67%	4%
Students with Disabilities	86	99%	34%	0%	84	85%	17%	0%
English Proficient	480	-	-	-	483	-	-	-
Limited English Proficient	3	-	-	-	1	-	-	-
Economically Disadvantaged	290	100%	70%	2%	281	96%	44%	0%
Not Disadvantaged	193	99%	88%	15%	203	99%	77%	8%
Migrant								
Not Migrant	483	100%	77%	7%	484	97%	58%	4%

NOTES

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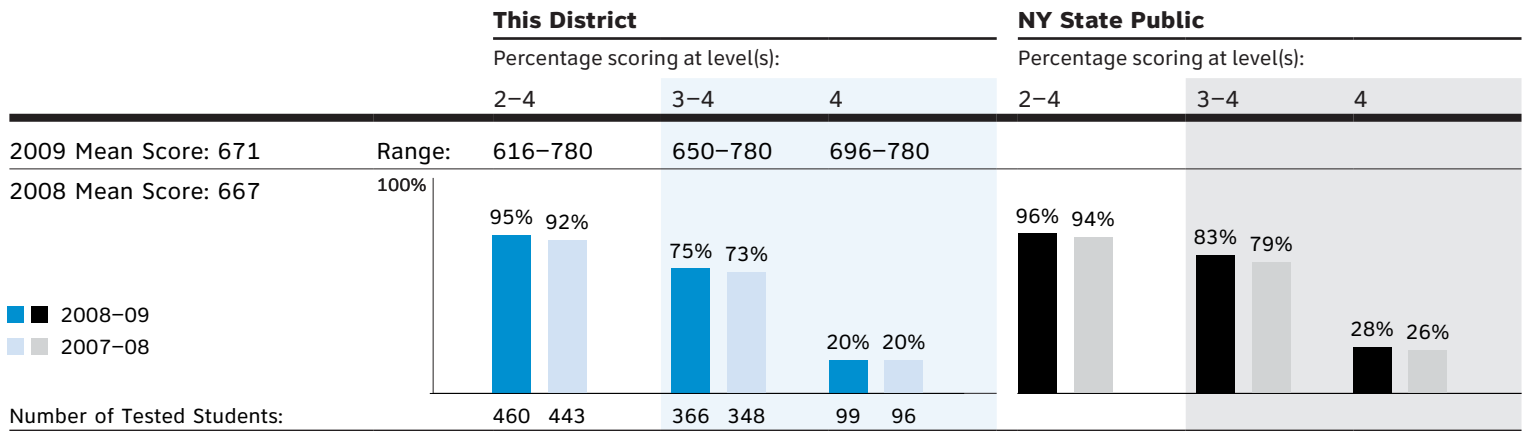
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

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	4	-	-	-	4	-	-	-
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

	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	485	95%	75%	20%	480	92%	73%	20%
Female	216	96%	79%	24%	217	93%	72%	20%
Male	269	94%	72%	18%	263	92%	73%	20%
American Indian or Alaska Native					1	-	-	-
Black or African American	99	89%	65%	13%	77	83%	51%	6%
Hispanic or Latino	12	-	-	-	7	86%	71%	14%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	5	-	-	-
White	372	97%	79%	23%	390	94%	76%	22%
Multiracial	1	-	-	-				
Small Group Totals	14	93%	64%	0%	6	100%	100%	67%
General-Education Students	394	98%	85%	25%	397	98%	80%	24%
Students with Disabilities	91	80%	34%	1%	83	65%	35%	1%
English Proficient	481	-	-	-	479	-	-	-
Limited English Proficient	4	-	-	-	1	-	-	-
Economically Disadvantaged	296	93%	69%	13%	282	89%	62%	10%
Not Disadvantaged	189	97%	86%	33%	198	97%	87%	35%
Migrant								
Not Migrant	485	95%	75%	20%	480	92%	73%	20%

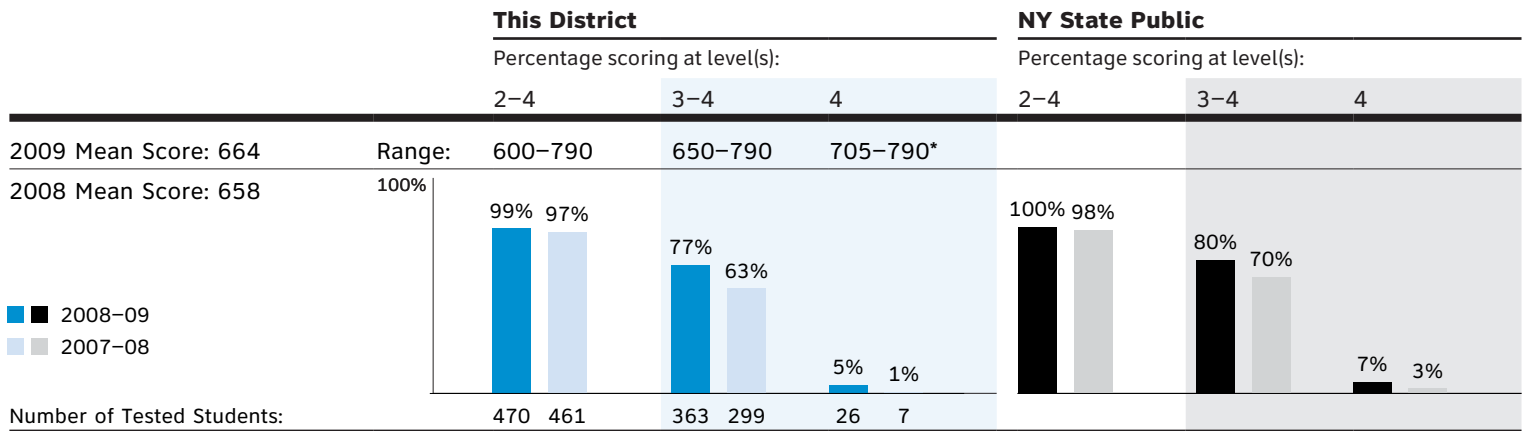
NOTES

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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	4	-	-	-	4	-	-	-

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	473	99%	77%	5%	473	97%	63%	1%
Female	222	100%	81%	5%	213	99%	69%	2%
Male	251	99%	73%	6%	260	96%	59%	1%
American Indian or Alaska Native	1	-	-	-				
Black or African American	75	99%	60%	3%	79	96%	56%	1%
Hispanic or Latino	10	100%	70%	0%	14	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	2	-	-	-
White	382	99%	80%	6%	378	98%	65%	1%
Multiracial								
Small Group Totals	6	100%	100%	0%	16	100%	69%	6%
General-Education Students	386	100%	86%	7%	386	99%	73%	2%
Students with Disabilities	87	97%	34%	0%	87	89%	22%	0%
English Proficient	472	-	-	-	471	-	-	-
Limited English Proficient	1	-	-	-	2	-	-	-
Economically Disadvantaged	261	99%	67%	2%	267	97%	55%	1%
Not Disadvantaged	212	100%	89%	10%	206	99%	73%	2%
Migrant								
Not Migrant	473	99%	77%	5%	473	97%	63%	1%

NOTES

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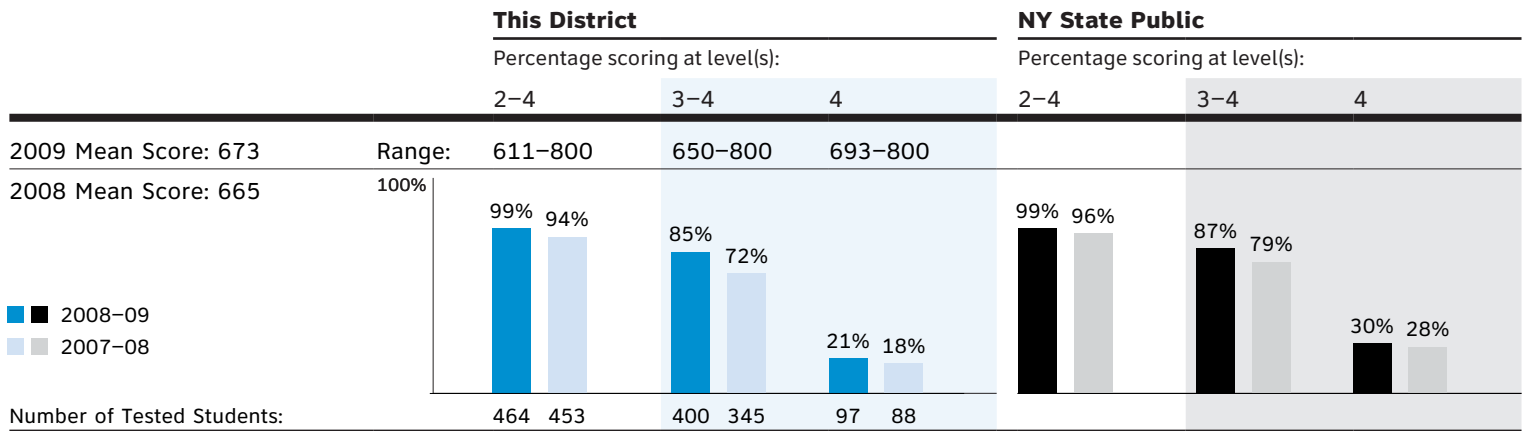
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

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	4	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	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	471	99%	85%	21%	480	94%	72%	18%
Female	218	98%	86%	18%	214	97%	77%	19%
Male	253	99%	84%	23%	266	92%	68%	18%
American Indian or Alaska Native	1	-	-	-				
Black or African American	76	97%	74%	9%	78	90%	55%	5%
Hispanic or Latino	9	100%	78%	56%	13	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	2	-	-	-
White	380	99%	87%	22%	387	95%	75%	20%
Multiracial								
Small Group Totals	6	100%	83%	33%	15	100%	87%	40%
General-Education Students	384	100%	93%	25%	390	99%	81%	22%
Students with Disabilities	87	92%	51%	0%	90	76%	33%	2%
English Proficient	470	-	-	-	479	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	263	98%	78%	10%	274	92%	63%	12%
Not Disadvantaged	208	100%	93%	34%	206	98%	84%	27%
Migrant								
Not Migrant	471	99%	85%	21%	480	94%	72%	18%

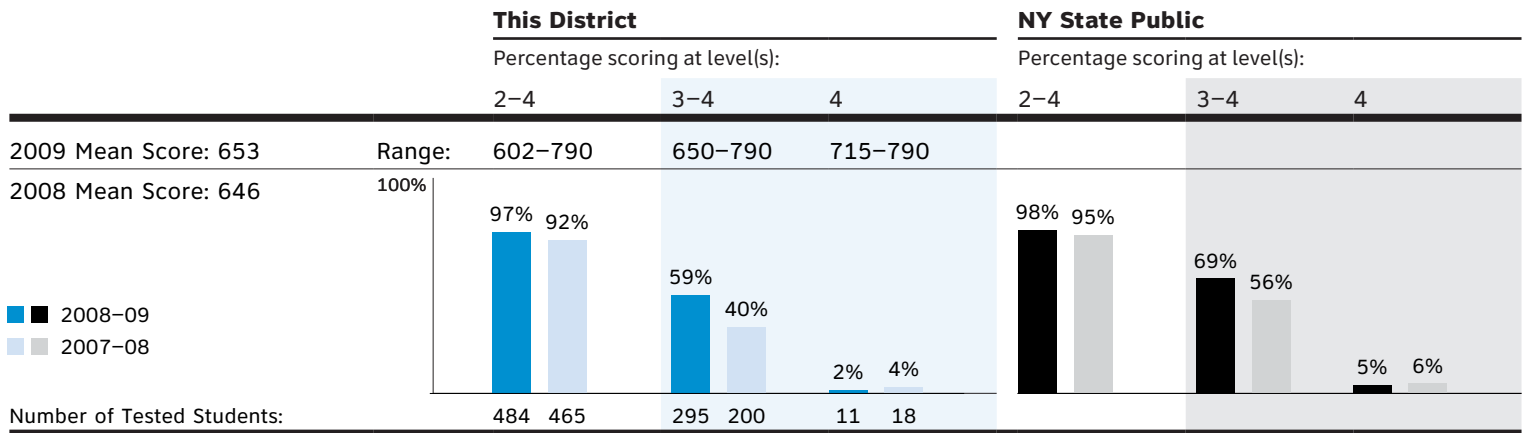
NOTES

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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 7 Equivalent	4	-	-	-	2	-	-	-

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	498	97%	59%	2%	505	92%	40%	4%
Female	219	98%	61%	2%	248	96%	51%	6%
Male	279	96%	58%	2%	257	89%	29%	2%
American Indian or Alaska Native					3	-	-	-
Black or African American	86	99%	41%	1%	96	91%	26%	1%
Hispanic or Latino	16	-	-	-	11	100%	27%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	6	-	-	-
White	393	97%	62%	3%	389	92%	43%	4%
Multiracial								
Small Group Totals	19	100%	79%	0%	9	100%	67%	11%
General-Education Students	415	100%	70%	3%	426	98%	47%	4%
Students with Disabilities	83	84%	7%	0%	79	59%	1%	0%
English Proficient	497	-	-	-	505	92%	40%	4%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	280	97%	48%	1%	278	90%	26%	1%
Not Disadvantaged	218	98%	73%	4%	227	95%	57%	6%
Migrant								
Not Migrant	498	97%	59%	2%	505	92%	40%	4%

NOTES

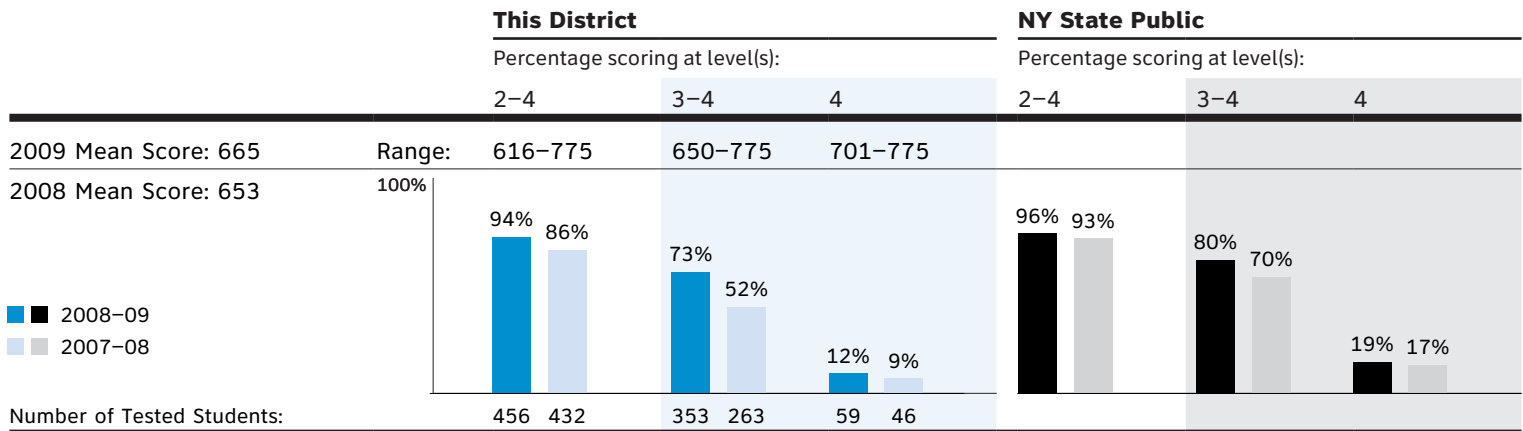
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Other Assessments

	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	-	-	-	6	6	6	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	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 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	483	94%	73%	12%	502	86%	52%	9%
Female	216	96%	74%	14%	246	89%	54%	8%
Male	267	93%	73%	11%	256	84%	50%	11%
American Indian or Alaska Native					3	-	-	-
Black or African American	80	89%	54%	10%	92	84%	41%	3%
Hispanic or Latino	17	-	-	-	11	82%	45%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	6	-	-	-
White	383	95%	77%	13%	390	86%	55%	11%
Multiracial								
Small Group Totals	20	100%	85%	15%	9	100%	78%	11%
General-Education Students	405	98%	80%	14%	423	92%	59%	11%
Students with Disabilities	78	74%	38%	1%	79	54%	15%	0%
English Proficient	481	-	-	-	502	86%	52%	9%
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	273	92%	64%	8%	280	83%	42%	5%
Not Disadvantaged	210	97%	85%	18%	222	90%	66%	14%
Migrant								
Not Migrant	483	94%	73%	12%	502	86%	52%	9%

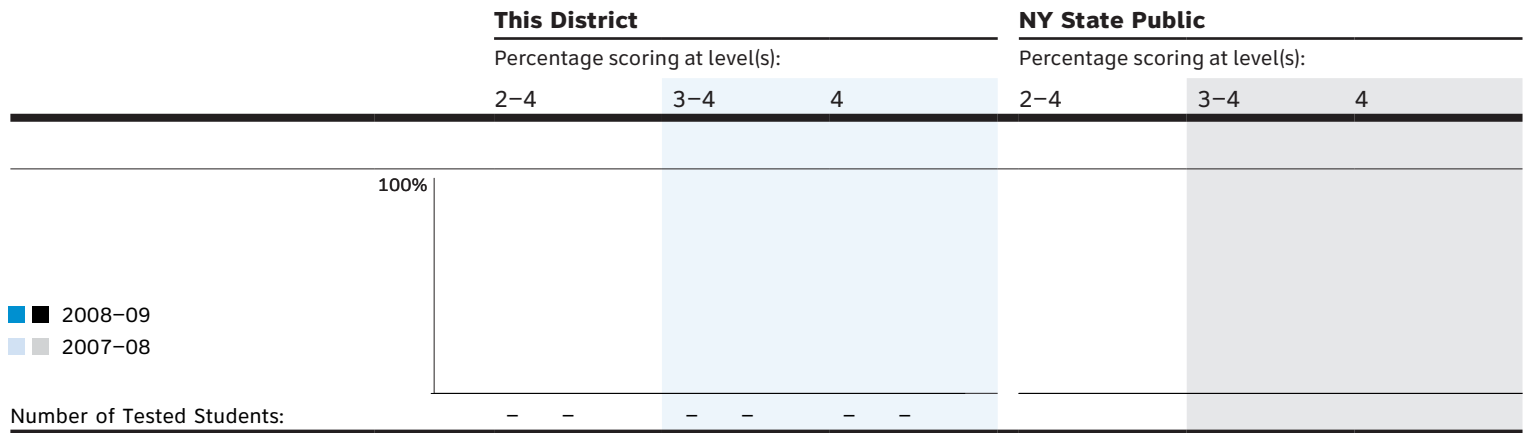
NOTES

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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	-	-	-	6	6	6	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	489	93%	65%	17%	495	95%	65%	18%
Female	218	92%	61%	13%	246	97%	62%	19%
Male	271	94%	68%	20%	249	93%	67%	17%
American Indian or Alaska Native					3	-	-	-
Black or African American	82	87%	46%	5%	93	92%	52%	3%
Hispanic or Latino	17	-	-	-	9	100%	67%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	6	-	-	-
White	387	94%	69%	20%	384	95%	68%	22%
Multiracial								
Small Group Totals	20	95%	65%	10%	9	100%	67%	22%
General-Education Students	410	97%	74%	20%	422	97%	70%	21%
Students with Disabilities	79	73%	15%	3%	73	82%	32%	3%
English Proficient	487	-	-	-	495	95%	65%	18%
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	278	91%	57%	10%	280	93%	56%	9%
Not Disadvantaged	211	96%	75%	26%	215	97%	76%	30%
Migrant								
Not Migrant	489	93%	65%	17%	495	95%	65%	18%

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	-	-	-	6	6	6	6
Regents Science	1	-	-	-	1	-	-	-

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

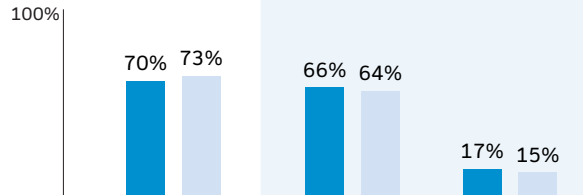
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort
■ 2004 Cohort

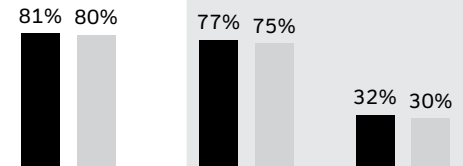
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

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

2004 Cohort**

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

	2005 Cohort	2005 Cohort			2004 Cohort**	2004 Cohort**		
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	608	70%	66%	17%	613	73%	64%	15%
Female	280	76%	73%	22%	292	77%	69%	19%
Male	328	66%	61%	13%	321	70%	59%	12%
American Indian or Alaska Native								
Black or African American	100	52%	45%	5%	78	56%	42%	8%
Hispanic or Latino	19	42%	37%	0%	16	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	6	83%	83%	33%	3	-	-	-
White	483	75%	71%	20%	516	76%	68%	17%
Multiracial								
Small Group Totals					19	58%	47%	5%
General-Education Students	492	81%	76%	21%	511	83%	74%	18%
Students with Disabilities	116	27%	22%	1%	102	22%	14%	1%
English Proficient	608	70%	66%	17%	613	73%	64%	15%
Limited English Proficient								
Economically Disadvantaged	212	69%	65%	9%	201	72%	58%	11%
Not Disadvantaged	396	71%	67%	21%	412	74%	67%	17%
Migrant								
Not Migrant	608	70%	66%	17%	613	73%	64%	15%

NOTES

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Other Assessments

2005 Cohort

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

2004 Cohort

Number of Students Number scoring at level(s):
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

This District

Percentage scoring at level(s):

2-4

3-4

4

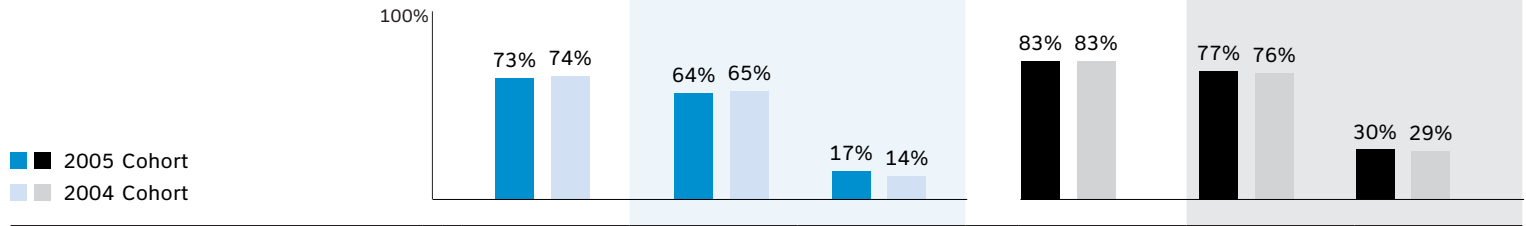
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

Number of Students Percentage scoring at level(s):

2-4

3-4

4

2004 Cohort**

Number of Students Percentage scoring at level(s):

2-4

3-4

4

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	608	73%	64%	17%	613	74%	65%	14%
Female	280	78%	67%	20%	292	77%	66%	12%
Male	328	69%	62%	14%	321	71%	64%	16%
American Indian or Alaska Native								
Black or African American	100	54%	46%	8%	78	58%	40%	5%
Hispanic or Latino	19	58%	53%	5%	16	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	6	100%	83%	50%	3	-	-	-
White	483	77%	68%	19%	516	77%	69%	16%
Multiracial								
Small Group Totals					19	53%	47%	11%
General-Education Students	492	83%	74%	21%	511	83%	74%	17%
Students with Disabilities	116	29%	23%	2%	102	28%	18%	2%
English Proficient	608	73%	64%	17%	613	74%	65%	14%
Limited English Proficient								
Economically Disadvantaged	212	73%	63%	13%	201	72%	58%	13%
Not Disadvantaged	396	73%	65%	19%	412	75%	68%	15%
Migrant								
Not Migrant	608	73%	64%	17%	613	74%	65%	14%

NOTES

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Other Assessments

2005 Cohort

Number of Students Number scoring at level(s):

2-4

3-4

4

2004 Cohort

Number of Students Number scoring at level(s):

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.