



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **GLOVERSVILLE CITY SCHOOL
DISTRICT**

District ID **17-05-00-01-0000**

Superintendent **ROBERT DELILLI**

Telephone **(518) 775-5791**

Grades **PK-12, US**

This District's Report Card

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

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

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 View School Accountability Status.

This section lists all schools in your district by 2010–11 accountability status.

4 Review an Overview of District Performance.

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

For more information:

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

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

	2007-08	2008-09	2009-10
Pre-K	185	105	113
Kindergarten	262	249	210
Grade 1	267	241	231
Grade 2	238	244	241
Grade 3	231	229	251
Grade 4	235	233	222
Grade 5	262	229	230
Grade 6	242	251	222
Ungraded Elementary	0	0	0
Grade 7	260	227	235
Grade 8	225	250	236
Grade 9	297	273	307
Grade 10	243	224	240
Grade 11	189	214	192
Grade 12	210	190	201
Ungraded Secondary	69	61	36
Total K-12	3230	3115	3054

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	21	19	22
Grade 8			
English	16	21	22
Mathematics	20	22	23
Science	17	20	24
Social Studies	17	19	24
Grade 10			
English	21	18	28
Mathematics	26	22	20
Science		30	
Social Studies	26	24	24

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.

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	1420	44%	1341	43%	1566	51%
Reduced-Price Lunch	471	15%	389	12%	352	12%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	13	0%	7	0%	13	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	4	0%	6	0%	5	0%
Black or African American	148	5%	148	5%	176	6%
Hispanic or Latino	88	3%	87	3%	94	3%
Asian or Native Hawaiian/Other Pacific Islander	32	1%	27	1%	27	1%
White	2889	89%	2819	90%	2737	90%
Multiracial	69	2%	28	1%	15	0%

* Available only at the school level.

Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate	92%		92%		92%	
Student Suspensions	368	12%	283	9%	240	8%

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.

Teacher Qualifications

	2007-08	2008-09	2009-10
Total Number of Teachers	262	268	235
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	1%	0%
Percent with Fewer Than Three Years of Experience	9%	9%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	14%	13%	13%
Total Number of Core Classes	730	731	613
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	983	1008	869
Percent Taught by Teachers Without Appropriate Certification	1%	2%	1%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	16%	13%	47%
Turnover Rate of All Teachers	13%	14%	21%

Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	32	27	31
Total Paraprofessionals*	117	110	106
Assistant Principals	3	3	2
Principals	6	6	6

* 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. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

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 2009–10, 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.p12.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 2009–10 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 2006 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 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2005 graduation-rate total cohort earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2009–10 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2006 Cohort

The count of students in the 2006 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, who were enrolled on October 7, 2009 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, 2010, are not included in the 2006 school accountability cohort. The 2006 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 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.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

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 is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make 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.p12.nysed.gov/irts.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2005 cohort that earned a local or Regents diploma by August 31, 2009.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total 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, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at <http://www.p12.nysed.gov/irts/sirs>.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2009–10, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2008–09 and 2009–10 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A 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:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irts.

Progress Targets

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making AYP or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year’s performance.

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2009–10 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}) \times 0.20] + \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2009–10 safe harbor targets are calculated using the following equation:

$$2008-09 \text{ PI} + (200 - \text{the } 2008-09 \text{ PI}) \times 0.10$$

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2009–10 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2009–10, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2006 cohort (for secondary-level ELA and mathematics) in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2006 cohort members in the All Students group in 2009–10, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

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.p12.nysed.gov/irts/accountability/>.

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 (2010–11)

▲ Improvement (Year 1)

ELA	▲ Improvement (Year 1)	Science	▲ Good Standing
Math	▲ Good Standing	Graduation Rate	▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2008–09	2009–10	2010–11
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	✗ 5 of 6	✗ 5 of 6	✓ 1 of 1	✗ 0 of 4	✗ 2 of 4	✗ 0 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 for This Subject (2010–11)



Improvement (Year 1)

Accountability Measures

5 of 6

Student groups making AYP in English language arts



Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be In Need of Improvement (Year 2) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will remain In Need of Improvement (Year 1) in 2011-12. [206]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (1442:1358)	✓	✓	99%	✓	163	152	
Ethnicity							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (98:91)	✓	✓	99%	✓	160	145	
Hispanic or Latino (46:40)	✓	✓	96%	✓	153	140	
Asian or Native Hawaiian/Other Pacific Islander (16:15)	—	—	—	—	—	—	—
White (1279:1209)	✓	✓	99%	✓	163	152	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (304:285)	✗	✓	98%	✗	110	149	118 75
Limited English Proficient (4:2)	—	—	—	—	—	—	—
Economically Disadvantaged (972:905)	✓	✓	99%	✓	153	151	
Final AYP Determination	✗ 5 of 6						
Non-Accountability Groups							
Female (703:663)			99%		167	151	
Male (739:695)			99%		159	151	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2010–11)



Good Standing

Accountability Measures

5 of 6

Student groups making AYP in mathematics



Did not make AYP

Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (1443:1353)	✓	✓	99%	✓	176	132	
Ethnicity							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (99:90)	✓	✓	98%	✓	172	125	
Hispanic or Latino (46:41)	✓	✓	98%	✓	161	120	
Asian or Native Hawaiian/Other Pacific Islander (16:15)	—	—	—	—	—	—	—
White (1279:1204)	✓	✓	99%	✓	177	132	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (307:283)	✗	✓	97%	✗	123	129	125 92
Limited English Proficient (4:4)	—	—	—	—	—	—	—
Economically Disadvantaged (972:899)	✓	✓	99%	✓	169	131	
Final AYP Determination	✗ 5 of 6						
Non-Accountability Groups							
Female (700:660)			99%		178	131	
Male (743:693)			99%		175	131	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.












Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2010–11)

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

Prospective Status This district will be in good standing in 2011-12. [201]

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009–10 2010–11
Accountability Groups								
All Students (479:438)		Qualified		98%		172	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (35:33)		Qualified	—	—		161	100	
Hispanic or Latino (11:10)		—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (4:4)		—	—	—	—	—	—	—
White (429:391)		Qualified		98%		173	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (103:88)		Qualified		96%		127	100	
Limited English Proficient (2:2)		—	—	—	—	—	—	—
Economically Disadvantaged (320:293)		Qualified		98%		165	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (222:206)				99%		165	100	
Male (257:232)				98%		178	100	
Migrant (0:0)								

Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level Mathematics

Accountability Status for This Subject (2010–11)



Good Standing

Accountability Measures

2 of 4

Student groups making AYP in mathematics



Did not make AYP

Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10	2010–11
Accountability Groups								
All Students (202:210)	✓	✓	97%	✓	176	165		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (12:10)	—	—	—	—	—	—		—
Hispanic or Latino (3:3)	—	—	—	—	—	—		—
Asian or Native Hawaiian/Other Pacific Islander (1:1)	—	—	—	—	—	—		—
White (186:196)	✓	✓	97%	✓	177	165		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (26:46)	✗	—	—	✗	122	159	148‡	130
Limited English Proficient (0:0)								
Economically Disadvantaged (151:91)	✗	✓	95%	✗	157	163	163‡	161
Final AYP Determination	✗ 2 of 4							
Non-Accountability Groups								
Female (104:108)			95%		177	163		
Male (98:102)			99%		175	163		
Migrant (0:0)								


Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Graduation Rate

Accountability Status for This Indicator (2010–11)  Good Standing

Accountability Measures 0 of 1 Student groups making AYP in graduation rate
 Did not make AYP

Prospective Status A district that fails to make AYP in graduation rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP in 2010-11, the district will be in good standing in 2011-12. [203]

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives State Standard	Progress Target	
	AYP	Met Criterion	Graduation Rate		2009–10	2010–11
Accountability Groups						
All Students (226)	X	X	69%	80%	72%	71%
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (7)						
Hispanic or Latino (7)						
Asian or Native Hawaiian/Other Pacific Islander (2)						
White (210)		X	69%	80%	74%	71%
Multiracial (0)						
Other Groups						
Students with Disabilities (65)		X	38%	80%	50%	46%
Limited English Proficient (0)						
Economically Disadvantaged (99)		X	53%	80%	60%	58%
Final AYP Determination						
Non-Accountability Groups						
Female (101)						
Male (125)						
Migrant (0)						

Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **72%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

3 School Accountability Status

District **GLOVERSVILLE CITY SCHOOL DISTRICT**

District ID **17-05-00-01-0000**

2010–11 Accountability Status of Schools in Your District

This section lists all schools in your district by 2010–11 accountability status.

In Good Standing

5 schools identified 83% of total

BOULEVARD SCHOOL
GLOVERSVILLE MIDDLE SCHOOL
KINGSBOROUGH SCHOOL
MCNAB-MECO SCHOOL
PARK TERRACE SCHOOL

Improvement (year 1) Comprehensive







1 school identified 17% of total

GLOVERSVILLE HIGH SCHOOL


District **GLOVERSVILLE CITY SCHOOL DISTRICT**District ID **17-05-00-01-0000**

Summary of 2009–10 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	53%			240
Grade 4	47%			232
Grade 5	39%			241
Grade 6	45%			220
Grade 7	39%			249
Grade 8	44%			237

Mathematics

Grade 3	48%		238
Grade 4	53%		232
Grade 5	49%		239
Grade 6	64%		222
Grade 7	34%		250
Grade 8	38%		236

Science

Grade 4	85%		235
Grade 8	61%		209

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	66%			258
Mathematics	72%			258

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.p12.nysed.gov/irts.

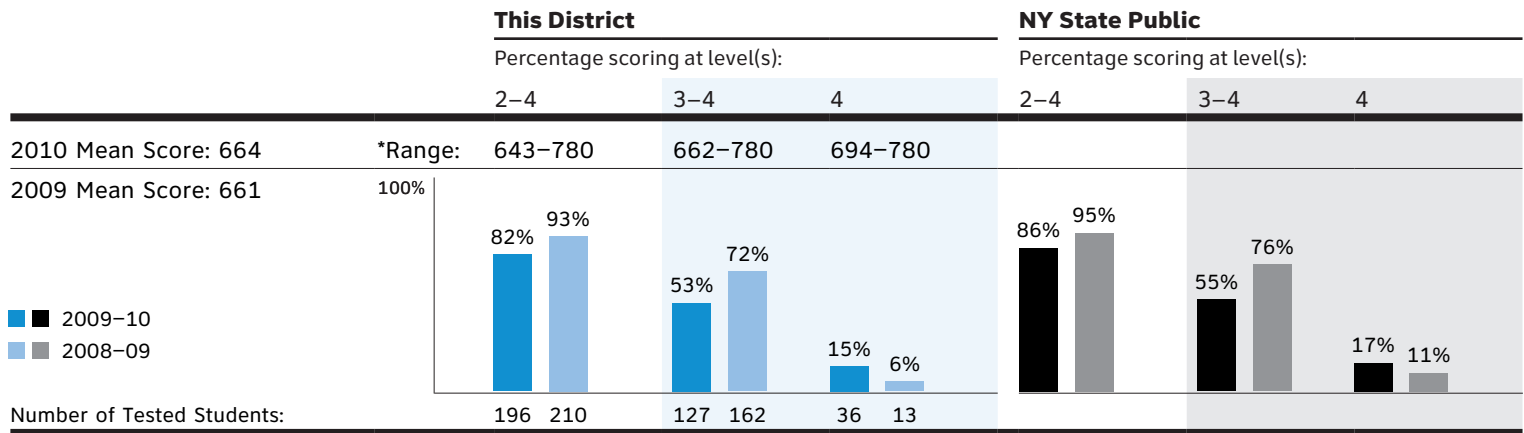
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

High Need/Resource Rural Districts

This is a rural 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

	2009-10 School Year				2008-09 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	240	82%	53%	15%	226	93%	72%	6%
Female	130	84%	51%	16%	106	93%	73%	8%
Male	110	79%	55%	14%	120	93%	71%	4%
American Indian or Alaska Native	1	—	—	—				
Black or African American	17	82%	47%	0%	14	100%	50%	0%
Hispanic or Latino	11	73%	45%	0%	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	2	—	—	—
White	207	82%	54%	16%	205	92%	72%	6%
Multiracial								
Small Group Totals	5	80%	60%	40%	7	100%	100%	0%
General-Education Students	200	92%	63%	18%	190	99%	82%	7%
Students with Disabilities	40	30%	5%	0%	36	58%	17%	0%
English Proficient	240	82%	53%	15%	225	—	—	—
Limited English Proficient					1	—	—	—
Economically Disadvantaged	176	77%	47%	11%	151	91%	68%	3%
Not Disadvantaged	64	95%	70%	27%	75	96%	79%	11%
Migrant								
Not Migrant	240	82%	53%	15%	226	93%	72%	6%

NOTES

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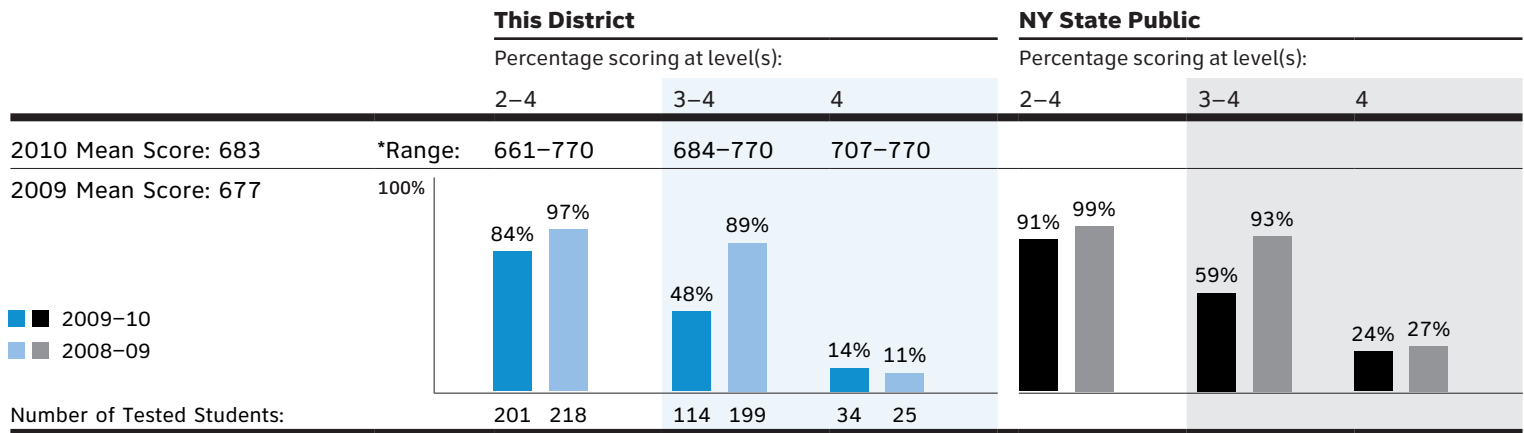
Other

Assessments

	2009-10 School Year				2008-09 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	1	—	—	—	2	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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	238	84%	48%	14%	224	97%	89%	11%
Female	130	82%	45%	12%	106	98%	88%	10%
Male	108	87%	52%	17%	118	97%	90%	12%
American Indian or Alaska Native	1	—	—	—				
Black or African American	16	81%	25%	6%	14	100%	86%	7%
Hispanic or Latino	11	73%	36%	9%	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	2	—	—	—
White	206	85%	50%	15%	203	97%	89%	11%
Multiracial								
Small Group Totals	5	80%	80%	40%	7	100%	86%	14%
General-Education Students	198	93%	56%	17%	188	100%	96%	12%
Students with Disabilities	40	43%	10%	0%	36	83%	53%	6%
English Proficient	238	84%	48%	14%	223	—	—	—
Limited English Proficient					1	—	—	—
Economically Disadvantaged	173	80%	39%	8%	148	97%	88%	8%
Not Disadvantaged	65	97%	71%	31%	76	99%	91%	17%
Migrant								
Not Migrant	238	84%	48%	14%	224	97%	89%	11%

NOTES

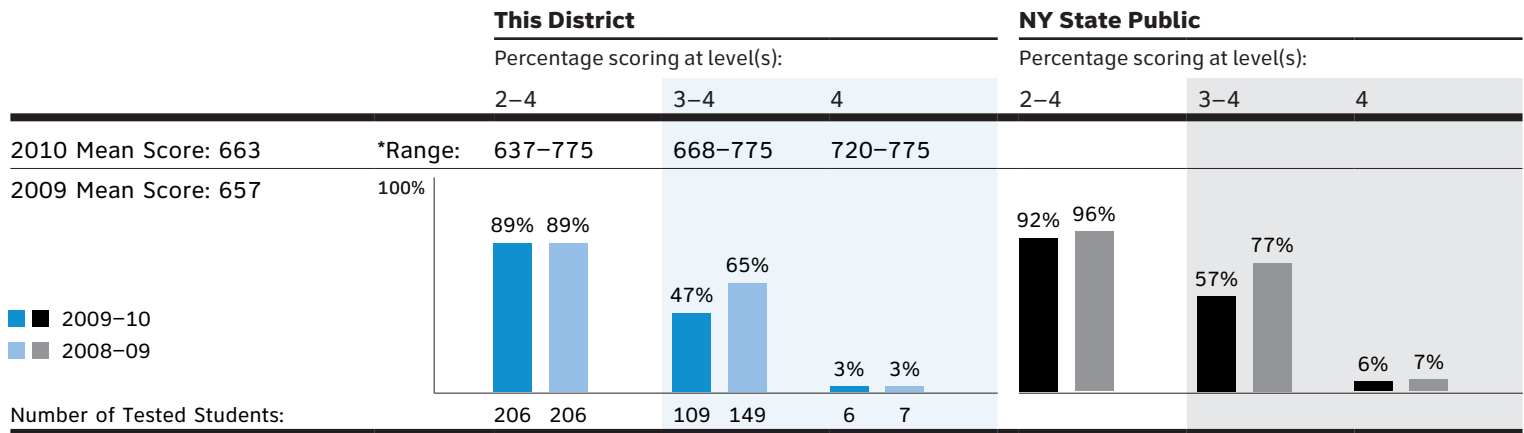
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Other Assessments

	2009-10 School Year				2008-09 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	1	—	—	—	2	—	—	—

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	232	89%	47%	3%	231	89%	65%	3%
Female	104	90%	53%	5%	109	89%	67%	5%
Male	128	88%	42%	1%	122	89%	62%	2%
American Indian or Alaska Native					2	—	—	—
Black or African American	17	88%	47%	0%	10	100%	90%	0%
Hispanic or Latino	6	—	—	—	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	1	—	—	—
White	207	88%	46%	3%	211	89%	64%	3%
Multiracial								
Small Group Totals	8	100%	63%	0%	10	80%	40%	0%
General-Education Students	190	97%	55%	3%	194	97%	74%	4%
Students with Disabilities	42	52%	12%	0%	37	46%	16%	0%
English Proficient	231	—	—	—	231	89%	65%	3%
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	164	86%	41%	1%	144	85%	57%	1%
Not Disadvantaged	68	96%	60%	6%	87	95%	77%	6%
Migrant								
Not Migrant	232	89%	47%	3%	231	89%	65%	3%

NOTES

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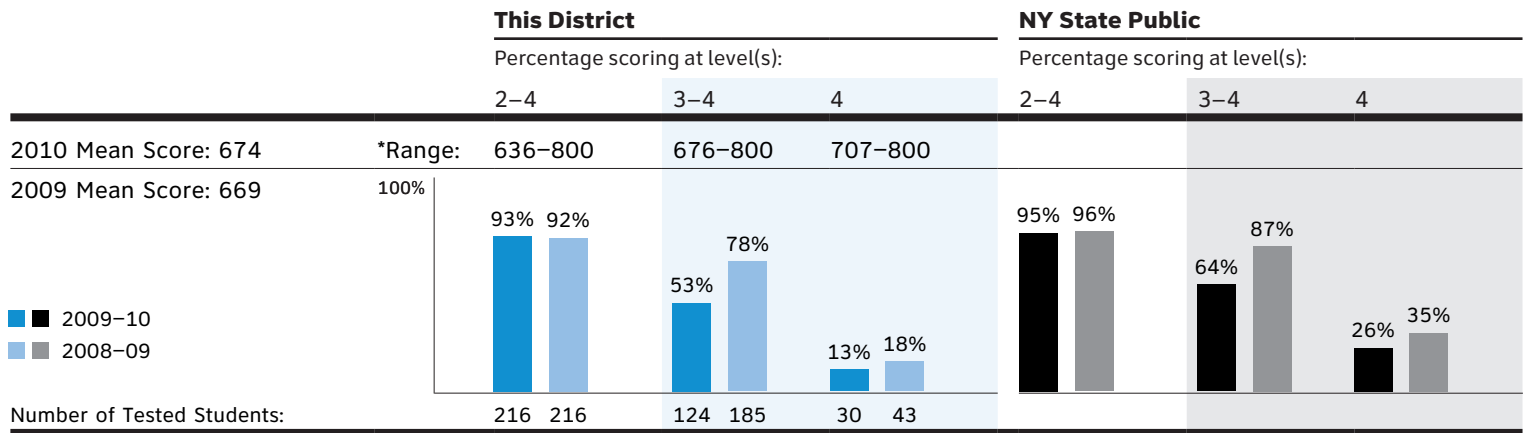
Other

Assessments

	2009-10 School Year				2008-09 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	—	—	—	0			
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
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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	232	93%	53%	13%	236	92%	78%	18%
Female	104	92%	52%	10%	110	95%	78%	19%
Male	128	94%	55%	16%	126	89%	79%	17%
American Indian or Alaska Native					2	-	-	-
Black or African American	17	88%	29%	0%	11	100%	100%	9%
Hispanic or Latino	6	-	-	-	8	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	207	93%	56%	14%	214	92%	79%	19%
Multiracial								
Small Group Totals	8	100%	50%	0%	11	82%	45%	9%
General-Education Students	190	98%	61%	15%	196	99%	88%	21%
Students with Disabilities	42	69%	21%	5%	40	55%	30%	5%
English Proficient	231	-	-	-	236	92%	78%	18%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	163	91%	45%	12%	144	88%	74%	18%
Not Disadvantaged	69	97%	74%	16%	92	97%	86%	18%
Migrant								
Not Migrant	232	93%	53%	13%	236	92%	78%	18%

NOTES

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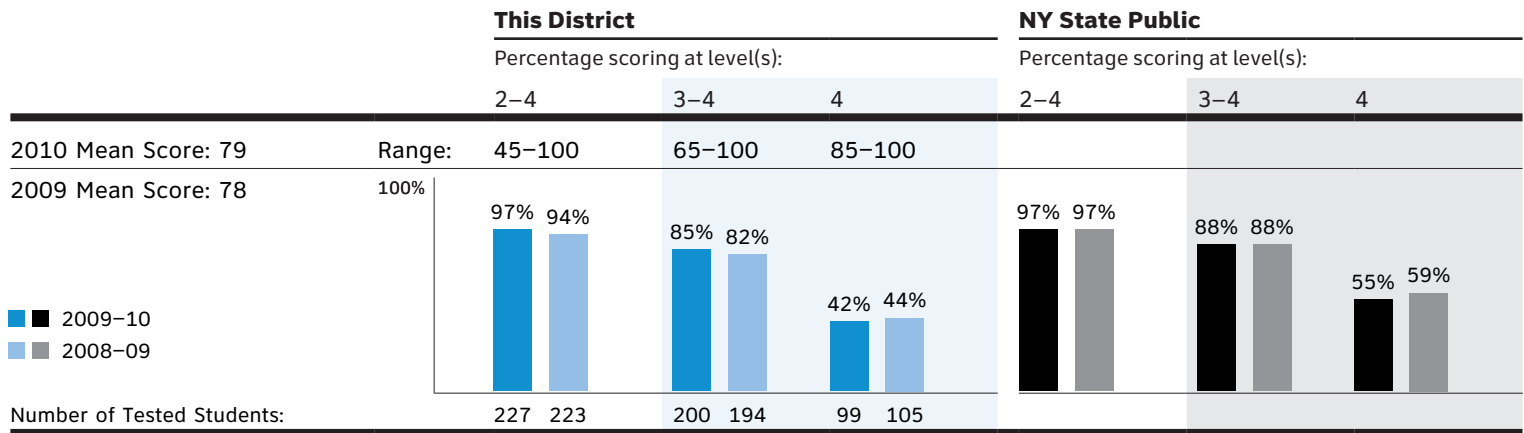
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 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	-	-	-	0			

This District's Results in Grade 4 Science



Results by Student Group

	2009-10 School Year				2008-09 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	235	97%	85%	42%	236	94%	82%	44%
Female	106	95%	85%	36%	112	95%	82%	45%
Male	129	98%	85%	47%	124	94%	82%	44%
American Indian or Alaska Native					2	—	—	—
Black or African American	17	94%	82%	6%	11	100%	91%	36%
Hispanic or Latino	6	—	—	—	9	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	1	—	—	—
White	210	97%	85%	45%	213	95%	84%	47%
Multiracial								
Small Group Totals	8	100%	100%	50%	12	75%	50%	8%
General-Education Students	190	99%	93%	48%	195	99%	91%	50%
Students with Disabilities	45	87%	51%	16%	41	71%	41%	20%
English Proficient	234	—	—	—	236	94%	82%	44%
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	163	96%	85%	36%	140	92%	81%	43%
Not Disadvantaged	72	99%	85%	57%	96	98%	84%	47%
Migrant								
Not Migrant	235	97%	85%	42%	236	94%	82%	44%

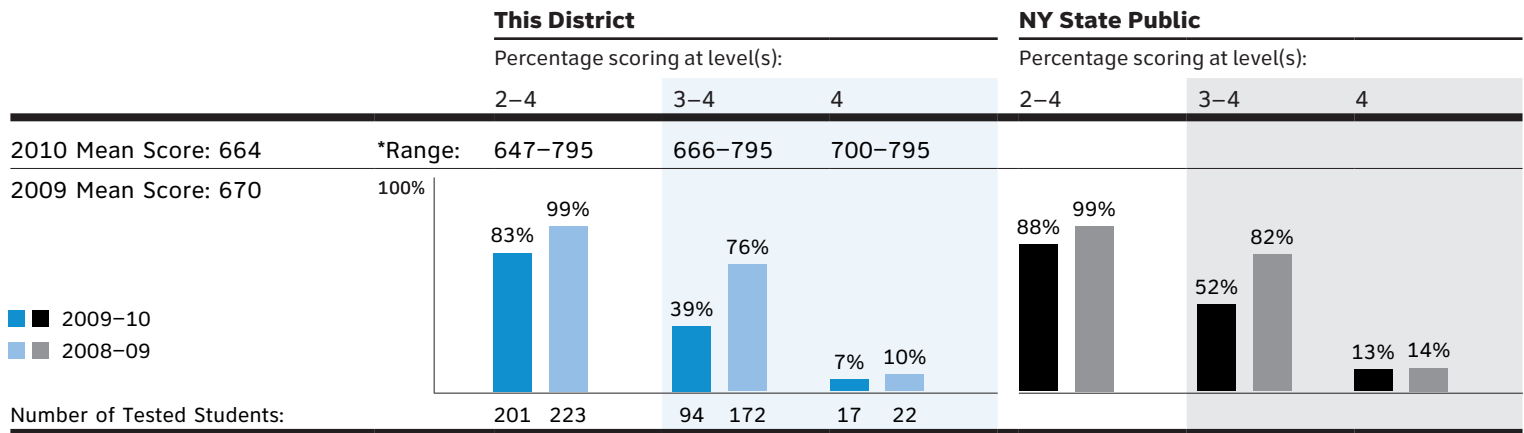
NOTES

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

	2009-10 School Year				2008-09 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	—	—	—	0			

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	241	83%	39%	7%	225	99%	76%	10%
Female	112	88%	46%	13%	106	100%	79%	8%
Male	129	80%	33%	2%	119	98%	74%	11%
American Indian or Alaska Native	2	—	—	—				
Black or African American	12	100%	75%	8%	18	100%	78%	11%
Hispanic or Latino	9	—	—	—	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	3	—	—	—
White	217	82%	38%	7%	198	99%	77%	10%
Multiracial								
Small Group Totals	12	83%	25%	8%	9	100%	67%	11%
General-Education Students	191	92%	48%	8%	179	100%	89%	12%
Students with Disabilities	50	52%	6%	2%	46	96%	28%	0%
English Proficient	241	83%	39%	7%	224	—	—	—
Limited English Proficient					1	—	—	—
Economically Disadvantaged	166	81%	33%	4%	148	99%	73%	7%
Not Disadvantaged	75	89%	53%	15%	77	99%	83%	16%
Migrant								
Not Migrant	241	83%	39%	7%	225	99%	76%	10%

NOTES

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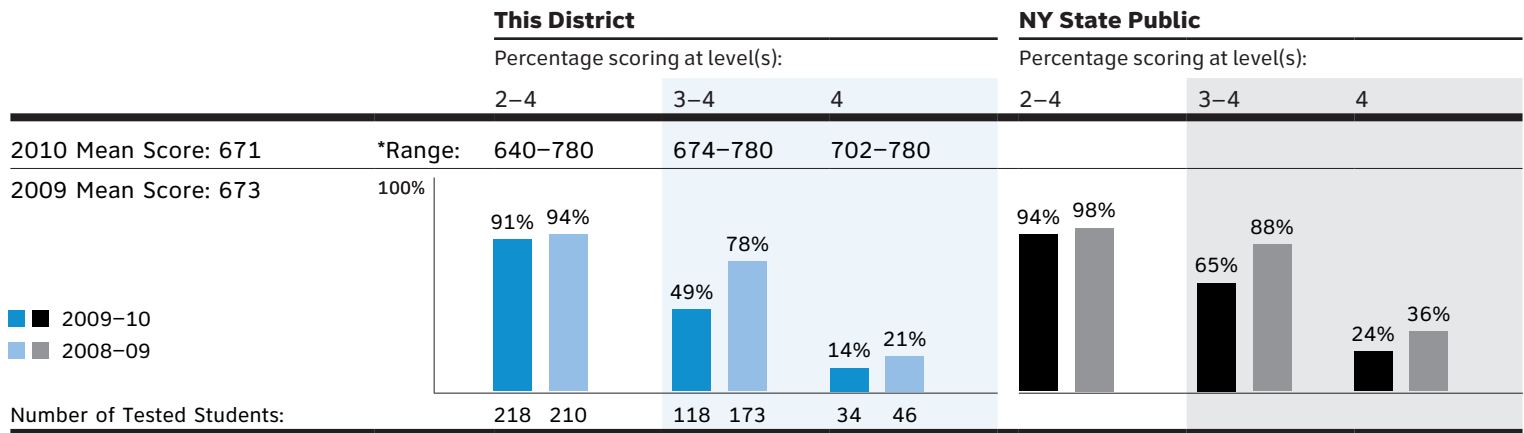
Other

Assessments

	2009-10 School Year				2008-09 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	0				5	4	4	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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	239	91%	49%	14%	223	94%	78%	21%
Female	111	90%	51%	14%	104	94%	78%	18%
Male	128	92%	48%	14%	119	94%	77%	23%
American Indian or Alaska Native	2	—	—	—				
Black or African American	13	92%	62%	23%	18	100%	83%	17%
Hispanic or Latino	9	—	—	—	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	3	—	—	—
White	214	92%	49%	14%	197	93%	78%	21%
Multiracial								
Small Group Totals	12	75%	42%	17%	8	100%	63%	25%
General-Education Students	188	98%	60%	17%	178	99%	89%	25%
Students with Disabilities	51	65%	10%	4%	45	73%	33%	2%
English Proficient	239	91%	49%	14%	222	—	—	—
Limited English Proficient					1	—	—	—
Economically Disadvantaged	163	90%	39%	12%	144	92%	74%	15%
Not Disadvantaged	76	95%	71%	18%	79	97%	85%	32%
Migrant								
Not Migrant	239	91%	49%	14%	223	94%	78%	21%

NOTES

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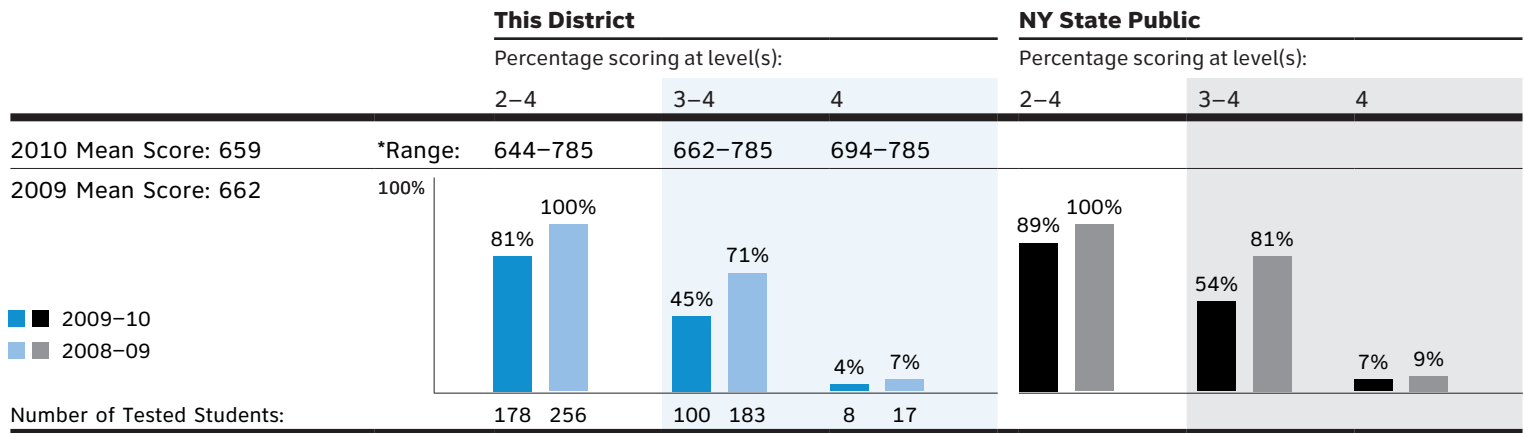
Other

Assessments

	2009-10 School Year				2008-09 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	0				5	5	4	1

District **GLOVERSVILLE CITY SCHOOL DISTRICT**District ID **17-05-00-01-0000**

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	220	81%	45%	4%	256	100%	71%	7%
Female	105	86%	53%	4%	126	100%	77%	9%
Male	115	77%	38%	3%	130	100%	66%	5%
American Indian or Alaska Native								
Black or African American	19	74%	37%	5%	16	100%	69%	6%
Hispanic or Latino	5	—	—	—	8	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	4	—	—	—
White	193	82%	47%	4%	228	100%	72%	7%
Multiracial								
Small Group Totals	8	75%	38%	0%	12	100%	67%	8%
General-Education Students	169	92%	55%	5%	204	100%	83%	8%
Students with Disabilities	51	43%	14%	0%	52	100%	27%	0%
English Proficient	220	81%	45%	4%	256	100%	71%	7%
Limited English Proficient								
Economically Disadvantaged	148	76%	39%	3%	144	100%	63%	2%
Not Disadvantaged	72	90%	60%	6%	112	100%	83%	13%
Migrant								
Not Migrant	220	81%	45%	4%	256	100%	71%	7%

NOTES

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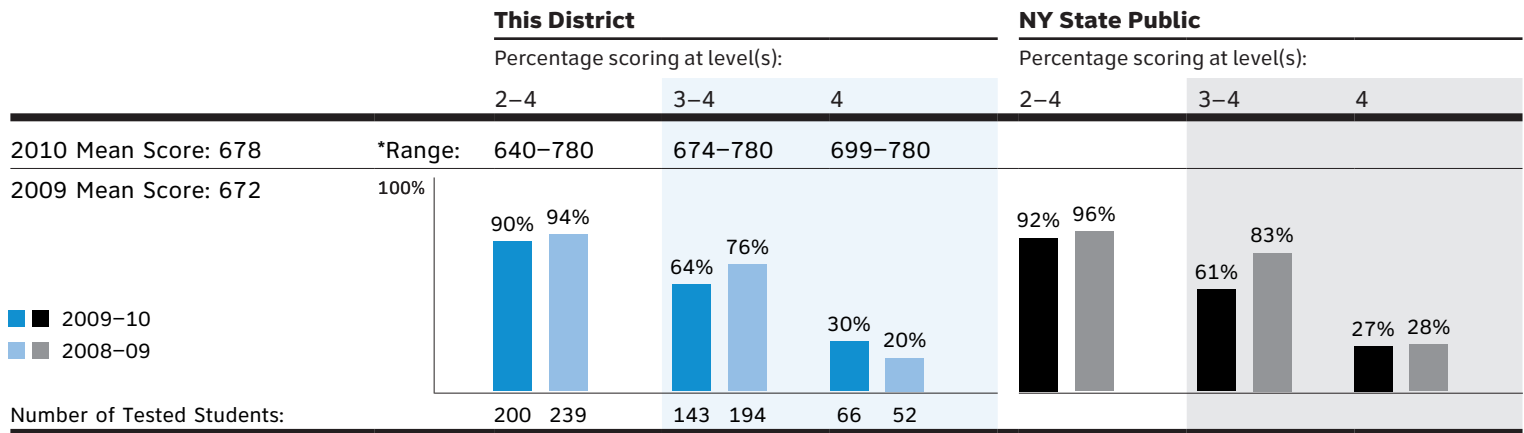
Other

Assessments

	2009-10 School Year				2008-09 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	3	—	—	—	4	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	1	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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	222	90%	64%	30%	255	94%	76%	20%
Female	106	93%	73%	32%	124	94%	79%	26%
Male	116	87%	57%	28%	131	94%	73%	15%
American Indian or Alaska Native								
Black or African American	19	95%	63%	11%	17	76%	59%	6%
Hispanic or Latino	6	-	-	-	9	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	4	-	-	-
White	194	90%	65%	31%	225	96%	77%	22%
Multiracial								
Small Group Totals	9	89%	44%	33%	13	85%	85%	15%
General-Education Students	171	98%	80%	38%	202	100%	88%	26%
Students with Disabilities	51	65%	12%	2%	53	72%	30%	0%
English Proficient	220	-	-	-	255	94%	76%	20%
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	149	89%	56%	19%	142	92%	68%	13%
Not Disadvantaged	73	93%	82%	51%	113	96%	87%	29%
Migrant								
Not Migrant	222	90%	64%	30%	255	94%	76%	20%

NOTES

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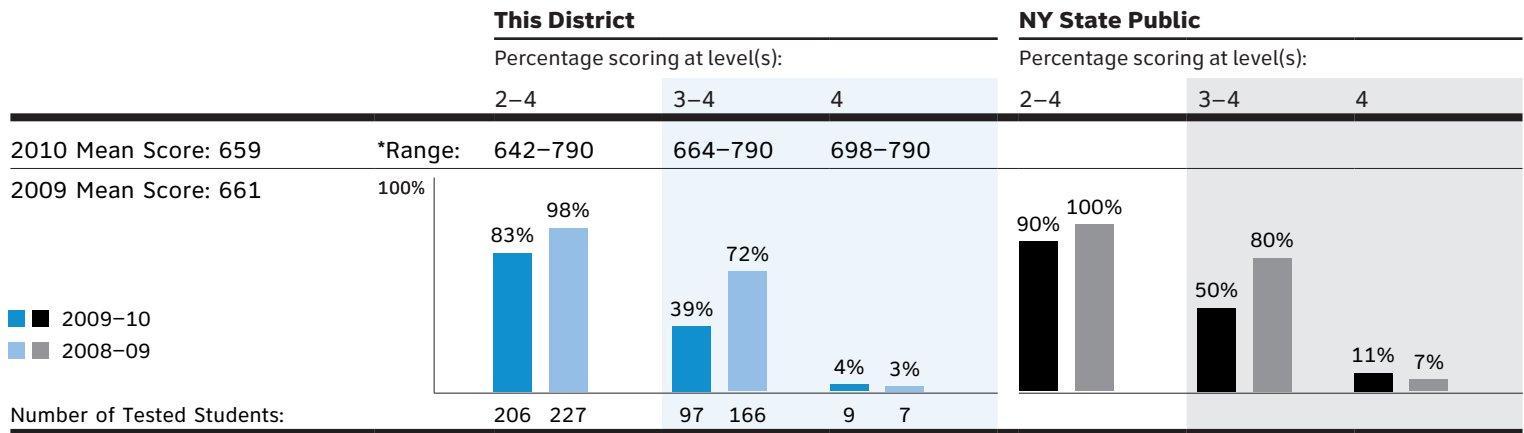
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 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	3	-	-	-	4	-	-	-

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	249	83%	39%	4%	231	98%	72%	3%
Female	124	88%	47%	5%	118	98%	74%	5%
Male	125	78%	31%	2%	113	98%	70%	1%
American Indian or Alaska Native								
Black or African American	14	79%	50%	7%	17	94%	65%	0%
Hispanic or Latino	8	-	-	-	6	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	2	-	-	-
White	223	83%	38%	4%	206	99%	74%	3%
Multiracial								
Small Group Totals	12	75%	42%	0%	8	100%	38%	0%
General-Education Students	197	94%	49%	5%	182	99%	85%	4%
Students with Disabilities	52	40%	2%	0%	49	94%	22%	0%
English Proficient	249	83%	39%	4%	230	-	-	-
Limited English Proficient					1	-	-	-
Economically Disadvantaged	156	77%	28%	1%	142	98%	61%	2%
Not Disadvantaged	93	92%	58%	9%	89	99%	90%	4%
Migrant								
Not Migrant	249	83%	39%	4%	231	98%	72%	3%

NOTES

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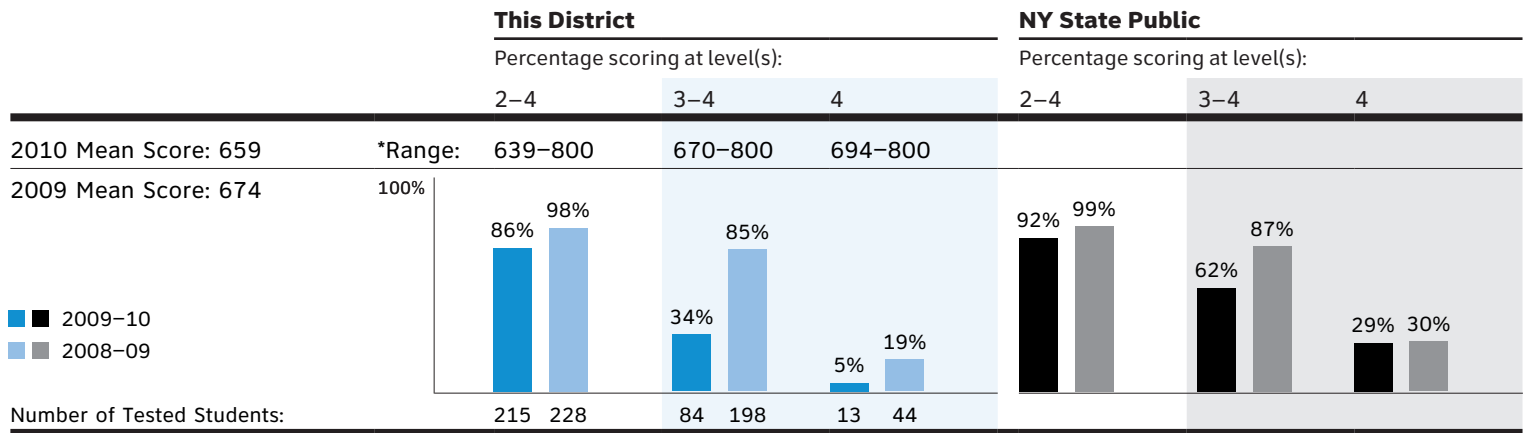
Other

Assessments

	2009-10 School Year				2008-09 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	3	-	-	-	1	-	-	-
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
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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	250	86%	34%	5%	232	98%	85%	19%
Female	124	89%	38%	6%	121	98%	84%	17%
Male	126	83%	29%	5%	111	98%	86%	21%
American Indian or Alaska Native								
Black or African American	14	86%	21%	0%	16	100%	63%	6%
Hispanic or Latino	8	-	-	-	6	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	2	-	-	-
White	224	86%	35%	6%	208	99%	88%	21%
Multiracial								
Small Group Totals	12	83%	17%	0%	8	88%	75%	0%
General-Education Students	197	93%	41%	7%	182	99%	96%	24%
Students with Disabilities	53	58%	8%	0%	50	94%	48%	2%
English Proficient	250	86%	34%	5%	231	-	-	-
Limited English Proficient					1	-	-	-
Economically Disadvantaged	156	82%	20%	1%	141	98%	80%	12%
Not Disadvantaged	94	93%	56%	12%	91	99%	93%	30%
Migrant								
Not Migrant	250	86%	34%	5%	232	98%	85%	19%

NOTES

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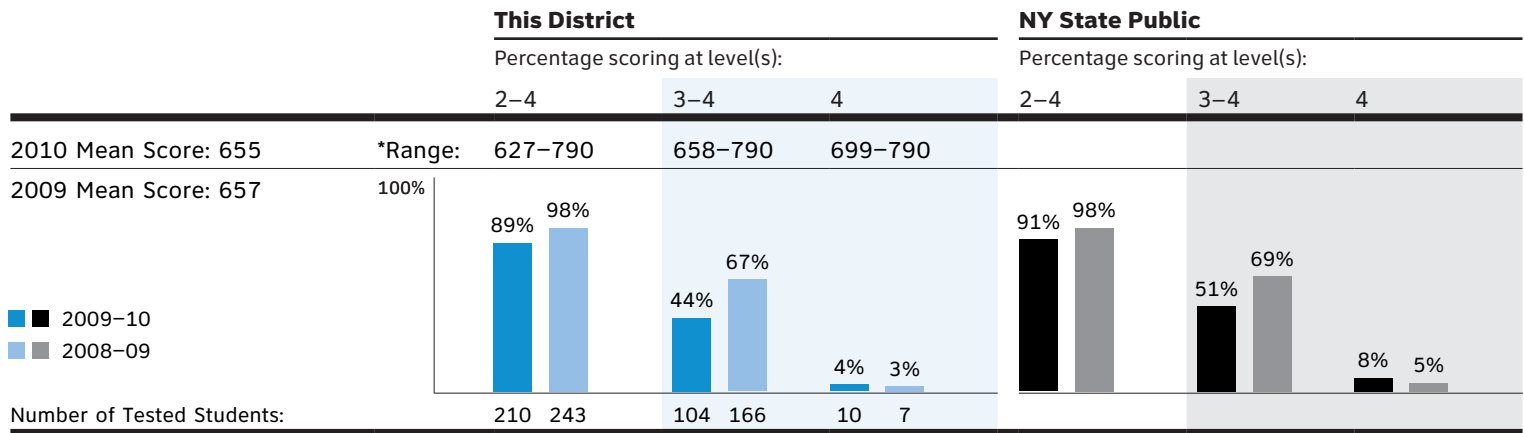
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 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	3	-	-	-	1	-	-	-

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	237	89%	44%	4%	247	98%	67%	3%
Female	115	86%	42%	5%	120	100%	75%	5%
Male	122	91%	46%	3%	127	97%	60%	1%
American Indian or Alaska Native					1	—	—	—
Black or African American	18	78%	50%	0%	7	100%	86%	0%
Hispanic or Latino	5	—	—	—	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	3	—	—	—
White	212	90%	43%	5%	230	98%	68%	3%
Multiracial								
Small Group Totals	7	71%	43%	0%	10	100%	30%	0%
General-Education Students	186	97%	54%	5%	198	100%	78%	4%
Students with Disabilities	51	57%	8%	0%	49	92%	24%	0%
English Proficient	236	—	—	—	246	—	—	—
Limited English Proficient	1	—	—	—	1	—	—	—
Economically Disadvantaged	153	85%	31%	3%	120	99%	56%	3%
Not Disadvantaged	84	95%	68%	7%	127	98%	78%	3%
Migrant								
Not Migrant	237	89%	44%	4%	247	98%	67%	3%

NOTES

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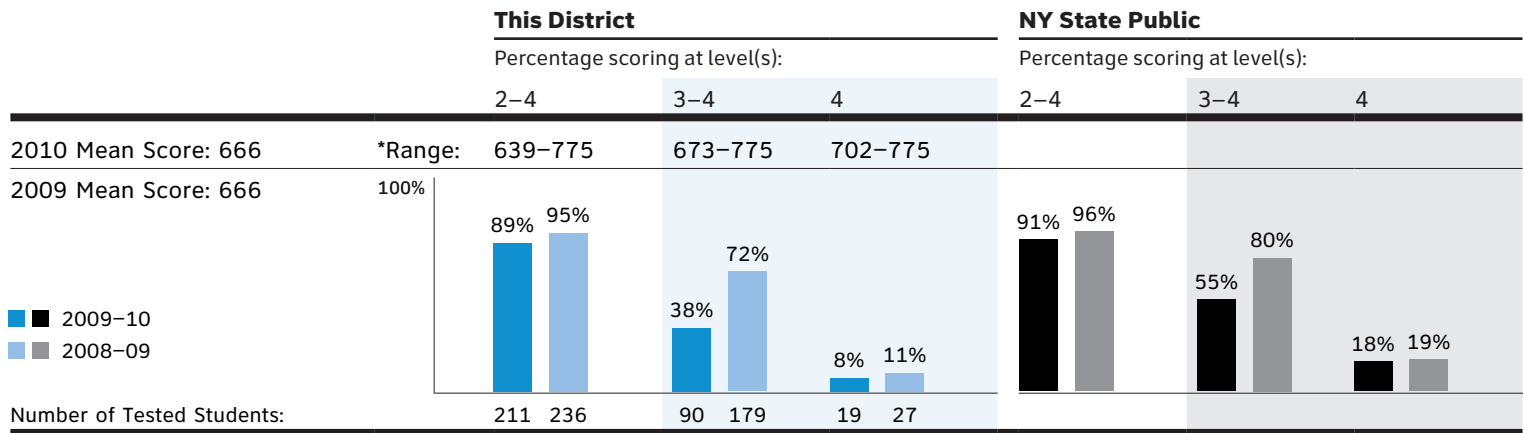
Other

Assessments

	2009-10 School Year				2008-09 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	1	—	—	—	3	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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	236	89%	38%	8%	248	95%	72%	11%
Female	115	90%	36%	6%	120	96%	76%	13%
Male	121	88%	40%	10%	128	95%	69%	9%
American Indian or Alaska Native					1	-	-	-
Black or African American	18	83%	39%	11%	8	88%	75%	13%
Hispanic or Latino	5	-	-	-	7	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	3	-	-	-
White	211	90%	38%	8%	229	95%	73%	11%
Multiracial								
Small Group Totals	7	86%	29%	0%	11	100%	55%	9%
General-Education Students	185	96%	47%	10%	197	98%	78%	13%
Students with Disabilities	51	65%	6%	0%	51	84%	49%	2%
English Proficient	235	-	-	-	247	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	153	86%	28%	5%	118	94%	63%	3%
Not Disadvantaged	83	96%	57%	13%	130	96%	81%	18%
Migrant								
Not Migrant	236	89%	38%	8%	248	95%	72%	11%

NOTES

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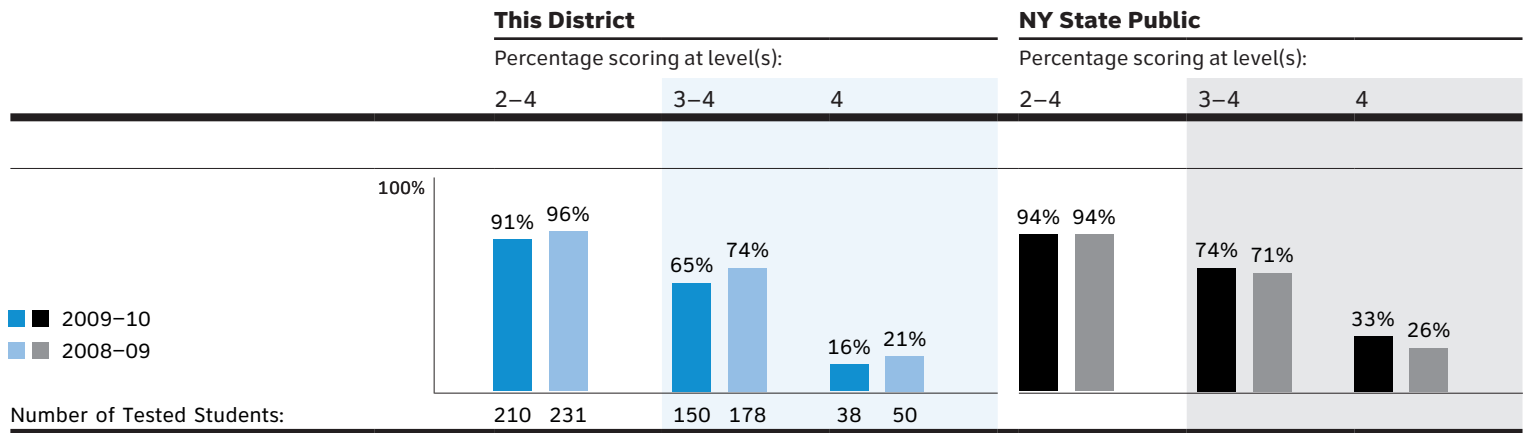
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 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	1	-	-	-	2	-	-	-

This District's Results in Grade 8 Science



Results by Student Group

	2009-10 School Year				2008-09 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	209	90%	61%	12%	241	96%	74%	21%
Female	103	88%	52%	6%	118	97%	72%	18%
Male	106	92%	70%	18%	123	94%	76%	24%
American Indian or Alaska Native					1	—	—	—
Black or African American	17	82%	65%	6%	9	100%	67%	0%
Hispanic or Latino	4	—	—	—	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	2	—	—	—
White	186	91%	62%	13%	222	96%	75%	23%
Multiracial								
Small Group Totals	6	83%	33%	0%	10	90%	50%	0%
General-Education Students	160	95%	73%	16%	193	99%	82%	24%
Students with Disabilities	49	73%	24%	0%	48	83%	42%	6%
English Proficient	208	—	—	—	240	—	—	—
Limited English Proficient	1	—	—	—	1	—	—	—
Economically Disadvantaged	143	87%	55%	12%	114	92%	64%	9%
Not Disadvantaged	66	97%	76%	12%	127	99%	83%	31%
Migrant								
Not Migrant	209	90%	61%	12%	241	96%	74%	21%

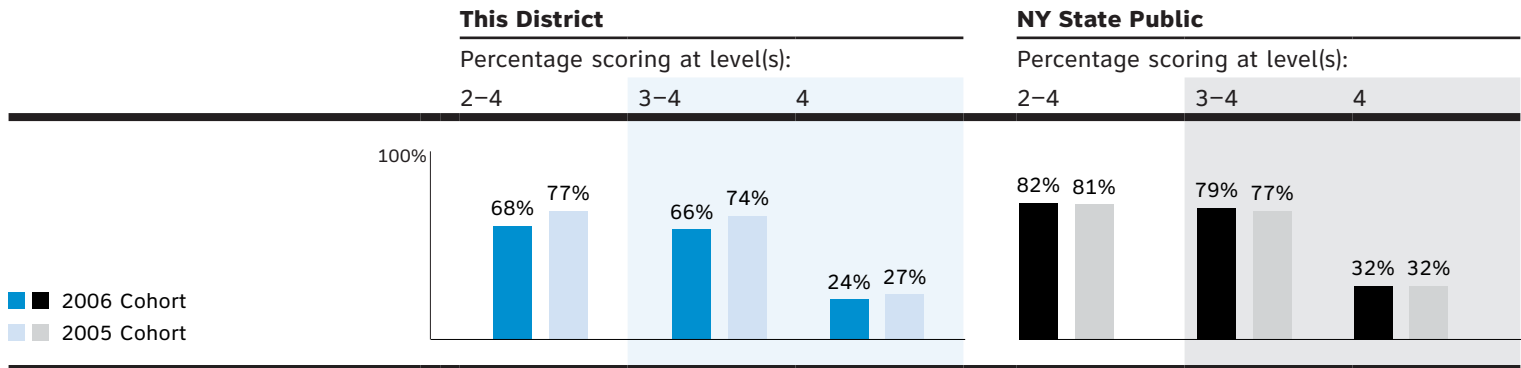
NOTES

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Other Assessments

	2009-10 School Year				2008-09 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	1	—	—	—	2	—	—	—
Regents Science	22	22	22	13	0			

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



Results by Student Group

	2006 Cohort				2005 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	258	68%	66%	24%	222	77%	74%	27%
Female	132	70%	67%	30%	97	78%	76%	30%
Male	126	66%	64%	17%	125	75%	73%	26%
American Indian or Alaska Native								
Black or African American	13	85%	69%	0%	7	—	—	—
Hispanic or Latino	5	—	—	—	7	43%	43%	14%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	2	—	—	—
White	238	68%	66%	26%	206	77%	74%	29%
Multiracial								
Small Group Totals	7	57%	43%	0%	9	100%	100%	11%
General-Education Students	193	83%	80%	31%	160	88%	87%	36%
Students with Disabilities	65	25%	23%	2%	62	48%	42%	5%
English Proficient	258	68%	66%	24%	222	77%	74%	27%
Limited English Proficient								
Economically Disadvantaged	122	59%	55%	14%	97	66%	63%	15%
Not Disadvantaged	136	76%	75%	32%	125	85%	83%	37%
Migrant								
Not Migrant	258	68%	66%	24%	222	77%	74%	27%

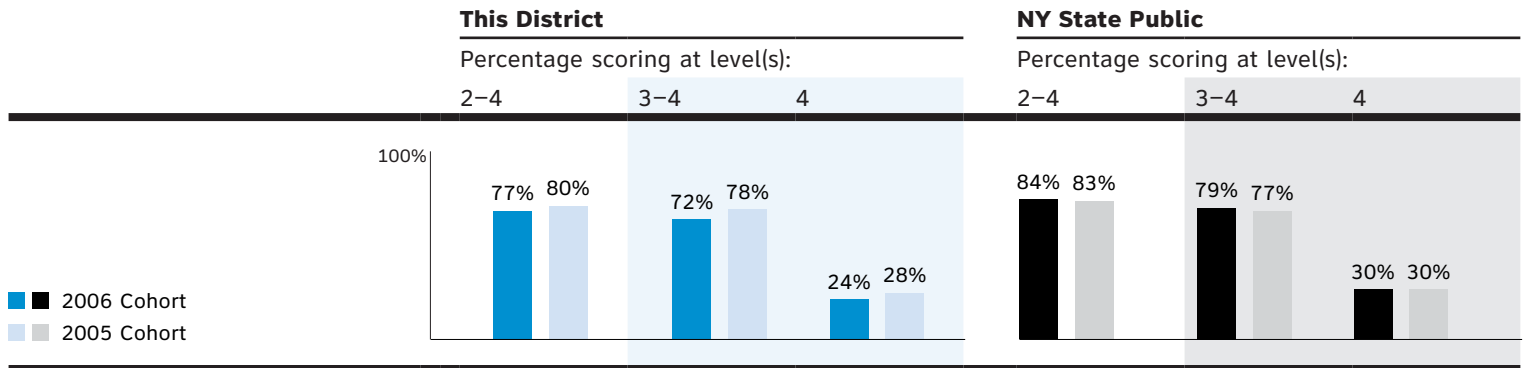
NOTES

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* 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.

** 2005 cohort data are those reported in the 2008–09 *Accountability and Overview Report*.

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



Results by Student Group

	2006 Cohort				2005 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	258	77%	72%	24%	222	80%	78%	28%
Female	132	79%	73%	23%	97	81%	79%	25%
Male	126	75%	71%	25%	125	79%	77%	31%
American Indian or Alaska Native								
Black or African American	13	77%	62%	23%	7	—	—	—
Hispanic or Latino	5	—	—	—	7	43%	43%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	2	—	—	—
White	238	78%	73%	25%	206	81%	78%	30%
Multiracial								
Small Group Totals	7	57%	57%	0%	9	100%	100%	22%
General-Education Students	193	89%	85%	32%	160	91%	89%	36%
Students with Disabilities	65	42%	32%	2%	62	53%	48%	8%
English Proficient	258	77%	72%	24%	222	80%	78%	28%
Limited English Proficient								
Economically Disadvantaged	122	66%	59%	15%	97	71%	68%	16%
Not Disadvantaged	136	88%	84%	33%	125	87%	86%	38%
Migrant								
Not Migrant	258	77%	72%	24%	222	80%	78%	28%

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.

* 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.

** 2005 cohort data are those reported in the 2008–09 *Accountability and Overview Report*.