# New York State School Report Card Comprehensive Information Report 

BEDS Code:
Name:
58-08-01-06-0013
Principal:
Accompsett Elementary School
Jeanne Kull
Grade Range : K-5

Fall Enrollment

| Grade | $\mathbf{2 0 0 2 - 0 3}$ | $\mathbf{2 0 0 3 - 0 4}$ | $\mathbf{2 0 0 4 - 0 5}$ |
| :--- | :---: | :---: | :---: |
| Pre-K | 0 | 0 | 0 |
| Kindergarten | 107 | 134 | 150 |
| First | 136 | 141 | 148 |
| Second | 144 | 143 | 144 |
| Third | 117 | 150 | 143 |
| Fourth | 113 | 116 | 150 |
| Fifth | 116 | 113 | 119 |
| Sixth | 0 | 0 | 0 |
| Ungraded Elementary | 24 | 0 | 0 |
| Seventh | 0 | 0 | 0 |
| Eighth | 0 | 0 | 0 |
| Ninth | 0 | 0 | 0 |
| Tenth | 0 | 0 | 0 |
| Eleventh | 0 | 0 | 0 |
| Twelfth | 0 | 0 | 0 |
| Ungraded Secondary | 0 | 0 | 0 |
| Total K-12 Enrollment | 757 | 797 | 854 |

## Student Racial/Ethnic Origin

| Race/Ethnicity | 2002-03 |  | 2003-04 |  | 2004-05 |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  | No. of <br> Students | \% of Enroll. | No. of <br> Students | \% of Enroll. | No. of <br> Students | \% of Enroll. |
| American Indian, Alaskan, Asian, <br> or Pacific Islander | 23 | $3.0 \%$ | 24 | $3.0 \%$ | 31 | $3.6 \%$ |
| Black (Not Hispanic) | 5 | $0.7 \%$ | 9 | $1.1 \%$ | 3 | $0.4 \%$ |
| Hispanic | 11 | $1.5 \%$ | 23 | $2.9 \%$ | 19 | $2.2 \%$ |
| White (Not Hispanic) | 718 | $94.8 \%$ | 741 | $93.0 \%$ | 801 | $93.8 \%$ |

Average Class Size

| Grade Level | $\mathbf{2 0 0 2 - 0 3}$ | $\mathbf{2 0 0 3 - 0 4}$ | $\mathbf{2 0 0 4 - 0 5}$ |
| :--- | :---: | :---: | :---: |
| Kindergarten | 21 | 22 | 25 |
| Common Branch | 23 | 24 | 24 |
| English Grade 8 | 0 | 0 | 0 |
| Mathematics Grade 8 | 0 | 0 | 0 |
| Science Grade 8 | 0 | 0 | 0 |
| Social Studies Grade 8 | 0 | 0 | 0 |
| English Grade 10 | 0 | 0 | 0 |
| Mathematics Grade 10 | 0 | 0 | 0 |
| Science Grade 10 | 0 | 0 | 0 |
| Social Studies Grade 10 | 0 | 0 | 0 |

(Form - A)

District Need to Resource Capacity Category

| N/RC Category | Description |
| :---: | :--- |
| 6 | This is a school district with low student needs in relation to district <br> resource capacity. |

Similar School Group and Description

| Similar School Group | Description |
| :---: | :--- |
| 16 | All schools in this group are elementary level schools in school <br> districts with low student needs in relation to district resource <br> capacity. The schools in this group are in the lower range of <br> student needs for elementary level schools in these districts. |

All schools within the same $\mathrm{N} / \mathrm{RC}$ category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

## Student Demographics Used To Determine Similar Schools Group

|  | $\mathbf{2 0 0 2 - 0 3}$ |  | 2003-04 |  | 2004-05 |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Count | Percent | Count | Percent | Count | Percent |
| Limited English Proficient | 6 | $0.8 \%$ | 4 | $0.5 \%$ | 10 | $1.2 \%$ |
| Eligible for Free Lunch | 17 | $2.6 \%$ | 7 | $0.9 \%$ | 6 | $0.7 \%$ |

## Attendance and Suspension

|  | 2001-02 |  | 2002-03 |  | 2003-04 |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  | No. of <br> Students | \% of <br> Enroll. | No. of <br> Students | \% of <br> Enroll. | No. of <br> Students | \% of <br> Enroll. |
|  |  | $96.3 \%$ |  | $95.6 \%$ |  | $96.1 \%$ |
| Student Suspensions | 0 | $0.0 \%$ | 0 | $0.0 \%$ | 2 | $0.3 \%$ |

## Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

|  | $\mathbf{2 0 0 2 - 0 3}$ | $\mathbf{2 0 0 3 - 0 4}$ | $\mathbf{2 0 0 4 - 0 5}$ |
| :--- | :---: | :---: | :---: |
| Reduced Lunch | $0.9 \%$ | $0.5 \%$ | $1.2 \%$ |
| Public Assistance | $1-10 \%$ | $1-10 \%$ | $1-10 \%$ |
| Student Stability | $98 \%$ | $98 \%$ | $92 \%$ |

Staff Counts

| Staff | 2004-05 |
| :--- | :---: |
| Total Teachers | 49 |
| Total Other Professional Staff | 4 |
| Total Paraprofessionals | NA |
| Teaching Out of Certification* | 0 |

*Teaching out of certification more than on an incidental basis.

## Elementary-Level Social Studies

|  |  | Number <br> Tested | \% at Level 1 | \% at Level 2 | \% at Level 3 | \% at Level 4 |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: |
| Nov 2004 | General-Education Students | 108 | $0 \%$ | $1 \%$ | $42 \%$ | $57 \%$ |
|  | Students with Disabilities | 10 | $0 \%$ | $20 \%$ | $80 \%$ | $0 \%$ |
|  | All Students | 118 | $0 \%$ | $3 \%$ | $45 \%$ | $53 \%$ |

## Middle-Level Social Studies

|  |  | Number <br> Tested | \% at Level 1 | \% at Level 2 | \% at Level 3 | \% at Level 4 |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: |
| June 2005 | General-Education Students | 0 | $0 \%$ | $0 \%$ | $0 \%$ | $0 \%$ |
|  | Students with Disabilities | 0 | $0 \%$ | $0 \%$ | $0 \%$ | $0 \%$ |
|  | All Students | 0 | $0 \%$ | $0 \%$ | $0 \%$ | $0 \%$ |

(Form - I)

# New York State English as a Second Language Achievement Tests (NYSESLAT)* 

|  | All Students |  |  | Students with Disabilities |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2002-03 | 2003-04 | 2004-05 | 2002-03 | 2003-04 | 2004-05 |
| Listening and Speaking (Grade K-1) |  |  |  |  |  |  |
| Number Tested |  | 3 | 5 |  | 0 | 0 |
| Beginning |  | \# | 0 |  | 0 | 0 |
| Intermediate |  | \# | 0 |  | 0 | 0 |
| Advanced |  | \# | 3 |  | 0 | 0 |
| Proficient |  | \# | 2 |  | 0 | 0 |
| Reading and Writing (Grade K-1) |  |  |  |  |  |  |
| Number Tested |  | 3 | 5 |  | 0 | 0 |
| Beginning |  | \# | 0 |  | 0 | 0 |
| Intermediate |  | \# | 3 |  | 0 | 0 |
| Advanced |  | \# | 2 |  | 0 | 0 |
| Proficient |  | \# | 0 |  | 0 | 0 |
| Listening and Speaking (Grade 2-4) |  |  |  |  |  |  |
| Number Tested |  | 2 | 3 |  | 1 | 1 |
| Beginning |  | \# | \# |  | \# | \# |
| Intermediate |  | \# | \# |  | \# | \# |
| Advanced |  | \# | \# |  | \# | \# |
| Proficient |  | \# | \# |  | \# | \# |
| Reading and Writing (Grade 2-4) |  |  |  |  |  |  |
| Number Tested |  | 2 | 3 |  | 1 | 1 |
| Beginning |  | \# | \# |  | \# | \# |
| Intermediate |  | \# | \# |  | \# | \# |
| Advanced |  | \# | \# |  | \# | \# |
| Proficient |  | \# | \# |  | \# | \# |
| Listening and Speaking (Grade 5-6) |  |  |  |  |  |  |
| Number Tested |  | 0 | 1 |  | 0 | 0 |
| Beginning |  | 0 | \# |  | 0 | 0 |
| Intermediate |  | 0 | \# |  | 0 | 0 |
| Advanced |  | 0 | \# |  | 0 | 0 |
| Proficient |  | 0 | \# |  | 0 | 0 |
| Reading and Writing (Grade 5-6) |  |  |  |  |  |  |
| Number Tested |  | 0 | 1 |  | 0 | 0 |
| Beginning |  | 0 | \# |  | 0 | 0 |
| Intermediate |  | 0 | \# |  | 0 | 0 |
| Advanced |  | 0 | \# |  | 0 | 0 |
| Proficient |  | 0 | \# |  | 0 | 0 |

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

