



# The New York State District Report Card

**Accountability  
and Overview Report  
2005 – 06**

District **JOHNSON CITY CENTRAL SCHOOL  
DISTRICT**

District ID **031502060000**

Superintendent **MARY KAY FRY**

Telephone **(607) 763-1230**

Grades **K-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.

### For more information:

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

## Use this report to:

### **1** Get District Profile information.

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

### **2** Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

### **3** View School Accountability Status.

This section lists all schools in your district by 2006–07 accountability status.

### **4** Review an Overview of District Performance.

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

District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**

## 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

	2003-04	2004-05	2005-06
Pre-K	0	0	0
Kindergarten	197	196	198
Grade 1	158	194	196
Grade 2	194	179	189
Grade 3	173	198	168
Grade 4	173	183	195
Grade 5	209	179	184
Grade 6	191	211	179
Ungraded Elementary	0	0	0
Grade 7	216	210	213
Grade 8	206	203	213
Grade 9	205	221	220
Grade 10	250	208	220
Grade 11	189	245	204
Grade 12	220	169	222
Ungraded Secondary	0	0	8
<b>Total K-12</b>	2581	2596	2609

### Average Class Size

	2003-04	2004-05	2005-06
<b>Common Branch</b>	20	21	21
<b>Grade 8</b>			
English	20	18	21
Mathematics	17	18	20
Science	22	21	22
Social Studies	20	19	21
<b>Grade 10</b>			
English	20	20	22
Mathematics	18	19	20
Science	24	11	22
Social Studies	21	22	20

### 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 **JOHNSON CITY CENTRAL SCHOOL DISTRICT**

## Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	842	33%	1054	41%	953	37%
Reduced-Price Lunch	255	10%	205	8%	306	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	80	3%	110	4%	79	3%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	19	1%	20	1%	17	1%
Black or African American	221	9%	282	11%	299	11%
Hispanic or Latino	84	3%	122	5%	115	4%
Asian or Native Hawaiian/Other Pacific Islander	163	6%	156	6%	143	5%
White	2094	81%	2016	78%	2035	78%

\* Not available at the district level.

## Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		94%
Student Suspensions	197	N/A	199	8%	275	11%

## 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 **JOHNSON CITY CENTRAL SCHOOL DISTRICT**

## Teacher Qualifications

	2003-04	2004-05	2005-06
<b>Core Classes Not Taught by Highly Qualified Teachers</b>			
Total Number of Core Classes	576	632	788
Percent Not Taught by Highly Qualified Teachers	2%	3%	3%
<b>Teachers with No Valid Teaching Certificate</b>			
Total Number of Teachers	0	1	4
Percent with No Valid Teaching Certificate	0%	0%	2%
<b>Individuals Teaching Out of Certification</b>			
Number of Teachers	3	6	7
Percentage of Total	1%	3%	3%
<b>Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate</b>			
	8%	8%	8%

## Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	216	224	236
Total Other Professional Staff	28	27	24
Total Paraprofessionals*	162	145	142
Assistant Principals	5	5	5
Principals	4	4	4

\* Not available at the school level.

## Teacher Qualifications Information

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. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

## 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 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: [www.emsc.nysed.gov/irts/accountability/home.shtml](http://www.emsc.nysed.gov/irts/accountability/home.shtml).



### 1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

#### A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 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. At the secondary level, the PI of each group in the 2002 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 meet the qualification for Safe Harbor.

### 2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

### 3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

**Elementary/Middle-Level Science:** To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

#### A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

#### B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 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 2001 graduation-rate cohort earning a local diploma by August 31, 2005 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

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 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 secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

### Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group’s PI not to be considered significantly different from the AMO for that subject. If an accountability group’s PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### 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 (indicating no proficiency) to Level 4 (indicating advanced proficiency). 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.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Progress Target

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

### Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

### Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005\text{--}06 \text{ PI} + (200 - \text{the } 2005\text{--}06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target’s proportion of the 2004–05 AMO.

### Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

## Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: [www.emsc.nysed.gov/irts/school-accountability/about.shtml](http://www.emsc.nysed.gov/irts/school-accountability/about.shtml).

### Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

#### ▲ District in Good Standing

A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

#### ▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

### New York State Status

(Applies to New York State districts)

#### ■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

#### ■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

#### ■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

#### ■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

#### ■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.



District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**

## Summary

### Overall Accountability Status (2006–07)

#### ▲ Good Standing

##### Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

##### Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

**2004–05**

**2005–06**

**2006–07**

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
<b>All Students</b>	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	–	–	–	–	–	–
Black or African American	✓	✓	–	–	–	–
Hispanic or Latino	✓	✓	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	–	–	–	–
White	✓	✓	–	✓	✓	–
<b>Other Groups</b>						
Students with Disabilities	✓	✓	–	✓	✓	–
Limited English Proficient	–	–	–	–	–	–
Economically Disadvantaged	✓	✓	–	✓	✓	–
<b>Student groups making AYP in each subject</b>	✓ 7 of 7	✓ 7 of 7	✓ 1 of 1	✓ 4 of 4	✓ 4 of 4	✓ 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) ■ |



District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**























## Elementary/Middle-Level English Language Arts

**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 7 of 7 Student groups making AYP in English Language Arts  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

### How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (1190:1132)			99%		152	119	
<b>Ethnicity</b>							
American Indian or Alaska Native (8:7)	–	–	–	–	–	–	–
Black or African American (140:125)			99%		117	113	
Hispanic or Latino (63:53)			98%		111	109	
Asian or Native Hawaiian/Other Pacific Islander (67:66)			100%		158	110	
White (912:881)			99%		159	118	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (211:190)			98%		96	114	109    106
Limited English Proficient (30:29)	–	–	–	–	–	–	–
Economically Disadvantaged (634:584)			99%		134	117	
<b>Final AYP Determination</b>	 7 of 7						

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ 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

District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**























## Elementary/Middle-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 7 of 7 Student groups making AYP in Mathematics  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (1194:1123)			99%		159	83	
<b>Ethnicity</b>							
American Indian or Alaska Native (8:7)	–	–	–	–	–	–	–
Black or African American (141:124)			99%		121	77	
Hispanic or Latino (62:51)			100%		114	73	
Asian or Native Hawaiian/Other Pacific Islander (68:65)			99%		177	74	
White (915:876)			99%		165	82	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (212:191)			99%		103	78	
Limited English Proficient (30:29)	–	–	–	–	–	–	–
Economically Disadvantaged (636:575)			99%		142	81	
<b>Final AYP Determination</b>	 7 of 7						

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ 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

District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**













## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 1 of 1 Student groups making AYP in Science  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
<b>All Students</b> (427:401)		Qualified		99%		189	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–	–
Black or African American (51:46)		Qualified		98%		176	100	
Hispanic or Latino (23:19)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (26:23)	–	–	–	–	–	–	–	–
White (326:312)		Qualified		99%		191	100	
<b>Other Groups</b>								
Students with Disabilities (64:59)		Qualified		97%		169	100	
Limited English Proficient (4:4)	–	–	–	–	–	–	–	–
Economically Disadvantaged (216:200)		Qualified		99%		181	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

- <sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- <sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- <sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.


#### AYP Status

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

District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**













## Secondary-Level English Language Arts

**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 4 of 4 Student groups making AYP in English Language Arts  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]




### How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (211:217)			98%		190	146	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:3)	–	–	–	–	–	–	–
Black or African American (11:12)	–	–	–	–	–	–	–
Hispanic or Latino (3:3)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (17:16)	–	–	–	–	–	–	–
White (178:183)			98%		191	146	
<b>Other Groups</b>							
Students with Disabilities (27:32)		–	–		150	137	
Limited English Proficient (3:3)	–	–	–	–	–	–	–
Economically Disadvantaged (64:68)			95%		182	142	
<b>Final AYP Determination</b>	 4 of 4						

#### NOTES

- <sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
  - <sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
  - <sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ 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

District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**













## Secondary-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 4 of 4 Student groups making AYP in Mathematics  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]




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

Student Group (12th Graders: 2002 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (211:217)			98%		187	138	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:3)	–	–	–	–	–	–	–
Black or African American (11:12)	–	–	–	–	–	–	–
Hispanic or Latino (3:3)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (17:16)	–	–	–	–	–	–	–
White (178:183)			98%		188	138	
<b>Other Groups</b>							
Students with Disabilities (27:32)		–	–		141	129	
Limited English Proficient (3:3)	–	–	–	–	–	–	–
Economically Disadvantaged (64:68)			95%		169	134	
<b>Final AYP Determination</b>	 4 of 4						

#### NOTES


- <sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
  - <sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
  - <sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ 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

District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**







## Graduation Rate

**Accountability Status**  Good Standing  
**for This Indicator**  
**(2006–07)**

**Accountability Measures** 1 of 1 Student groups making AYP in Graduation Rate  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Graduation Rate <sup>2</sup>	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
<b>All Students</b> (171)			83%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (1)	–	–	–	–	–	–
Black or African American (5)	–	–	–	–	–	–
Hispanic or Latino (2)	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (11)	–	–	–	–	–	–
White (152)			84%	55%		
<b>Other Groups</b>						
Students with Disabilities (37)			49%	55%	55%	50%
Limited English Proficient (2)	–	–	–	–	–	–
Economically Disadvantaged (47)			79%	55%		
<b>Final AYP Determination</b>	 1 of 1					

#### NOTES

<sup>1</sup> Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

<sup>2</sup> Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

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 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

# 3 School Accountability Status

District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**

## 2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

### Federal Title I Status

### New York State Status

#### Good Standing

4 schools identified 100% of total

JOHNSON CITY ELEMENTARY/INTERMEDIATE SCHOOL

JOHNSON CITY ELEMENTARY/PRIMARY SCHOOL

JOHNSON CITY MIDDLE SCHOOL















JOHNSON CITY SENIOR HIGH SCHOOL


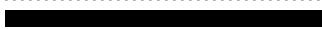



District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**

## Summary of 2005–06 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	63%			166
Grade 4	63%			195
Grade 5	56%			185
Grade 6	55%			172
Grade 7	57%			211
Grade 8	54%			215
<b>Mathematics</b>				
Grade 3	78%			169
Grade 4	73%			197
Grade 5	64%			189
Grade 6	66%			173
Grade 7	62%			212
Grade 8	60%			215
<b>Science</b>				
Grade 4	88%			198
Grade 8	87%			216

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	85%			244
Mathematics	84%			244

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
<b>Graduation Rate</b>				
2002 Cohort	82%			244

### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

#### Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

#### Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

#### Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

### How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

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

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

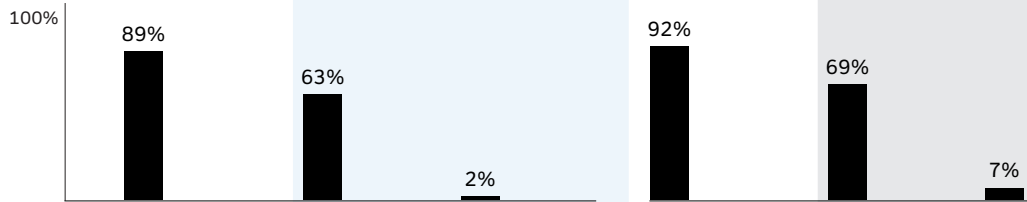
#### High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high student needs in relation to district resource capacity.

District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 661	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	148	105	3	92%	69%	7%



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>166</b>	<b>89%</b>	<b>63%</b>	<b>2%</b>				
Female	83	93%	63%	1%				
Male	83	86%	64%	2%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	25	80%	40%	0%				
Hispanic or Latino	9	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	12	83%	75%	0%				
White	119	92%	70%	3%	This test was not given in 2004-05.			
Small Group Totals	10	90%	30%	0%				
General-Education Students	143	94%	69%	2%				
Students with Disabilities	23	57%	26%	0%				
English Proficient	161	89%	64%	2%				
Limited English Proficient	5	80%	40%	0%				
Economically Disadvantaged	99	82%	53%	0%				
Not Disadvantaged	67	100%	79%	4%				
Migrant								
Not Migrant	166	89%	63%	2%				

### NOTES

The - symbol indicates that data for a group of students has 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.

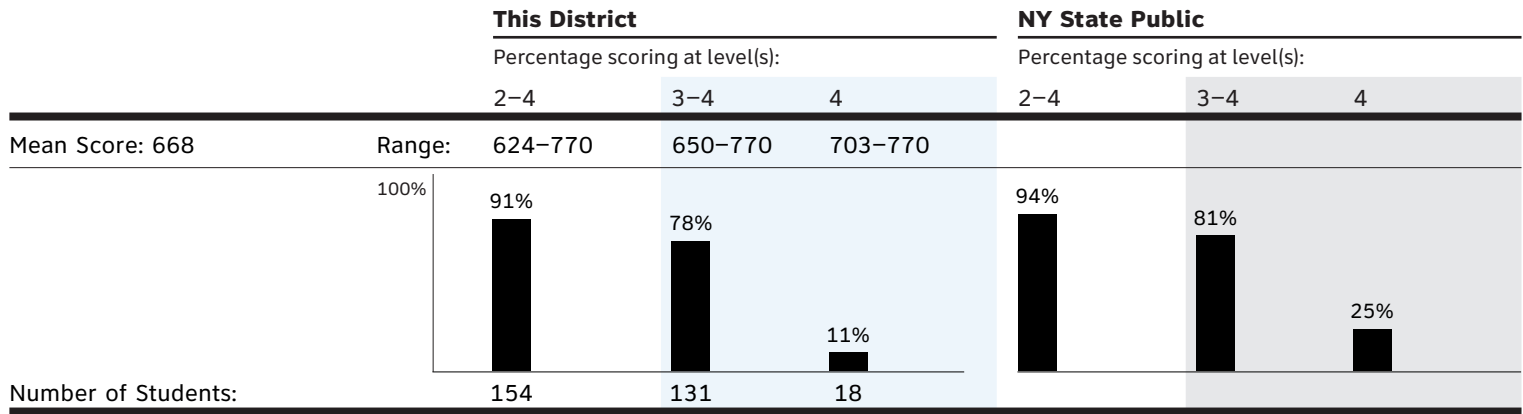
## Other Assessments

	2005-06 School Year				2004-05 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	5	5	5	4	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	3	-	-	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>169</b>	<b>91%</b>	<b>78%</b>	<b>11%</b>				
Female	84	90%	76%	11%				
Male	85	92%	79%	11%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	27	74%	56%	0%				
Hispanic or Latino	9	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	12	100%	92%	0%				
White	120	94%	81%	14%	This test was not given in 2004-05.			
Small Group Totals	10	90%	80%	10%				
General-Education Students	145	94%	81%	12%				
Students with Disabilities	24	71%	54%	4%				
English Proficient	161	91%	78%	11%				
Limited English Proficient	8	88%	63%	0%				
Economically Disadvantaged	103	86%	69%	5%				
Not Disadvantaged	66	98%	91%	20%				
Migrant								
Not Migrant	169	91%	78%	11%				

### NOTES

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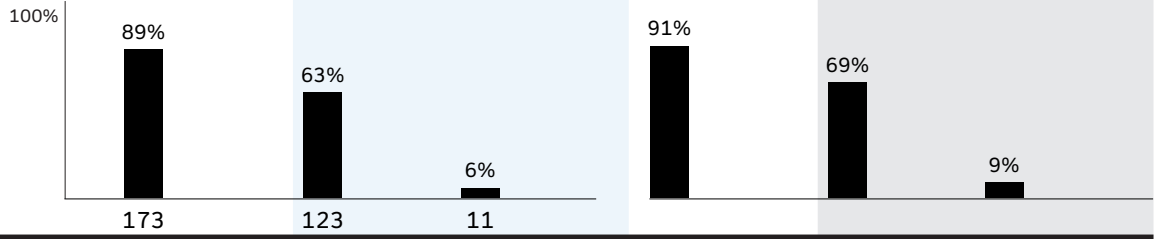
## Other Assessments

	2005-06 School Year				2004-05 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	5	5	4	3	This test was not given in 2004-05.			

District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 658	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	173	123	11	91%	69%	9%



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>195</b>	<b>89%</b>	<b>63%</b>	<b>6%</b>				
Female	103	91%	64%	10%				
Male	92	86%	62%	1%				
American Indian or Alaska Native								
Black or African American	25	80%	36%	0%				
Hispanic or Latino	11	73%	45%	0%				
Asian or Native Hawaiian/Other Pacific Islander	5	80%	80%	0%				
White	154	92%	68%	7%				
Small Group Totals								
General-Education Students	177	90%	64%	6%				
Students with Disabilities	18	78%	50%	0%				
English Proficient	192	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	98	84%	50%	4%				
Not Disadvantaged	97	94%	76%	7%				
Migrant								
Not Migrant	195	89%	63%	6%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

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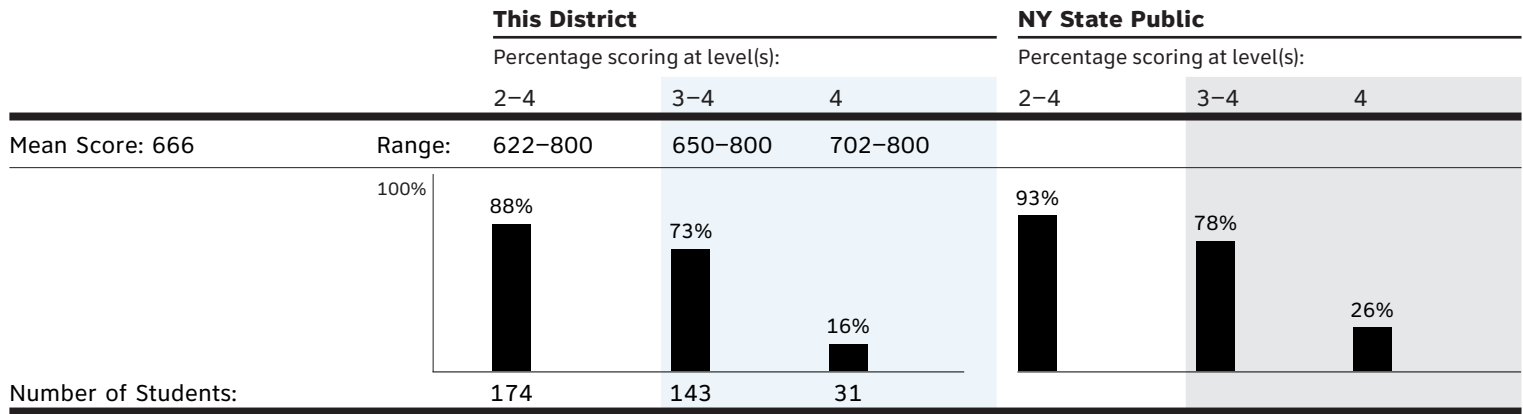
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	1	-	-	N/A	0			

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 4 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>197</b>	<b>88%</b>	<b>73%</b>	<b>16%</b>				
Female	103	85%	69%	14%				
Male	94	91%	77%	18%				
American Indian or Alaska Native								
Black or African American	26	65%	42%	0%				
Hispanic or Latino	12	75%	42%	8%				
Asian or Native Hawaiian/Other Pacific Islander	6	100%	83%	17%				
White	153	93%	80%	19%				
Small Group Totals								
General-Education Students	180	90%	74%	16%				
Students with Disabilities	17	71%	53%	12%				
English Proficient	193	-	-	-				
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	99	83%	60%	7%				
Not Disadvantaged	98	94%	86%	24%				
Migrant								
Not Migrant	197	88%	73%	16%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

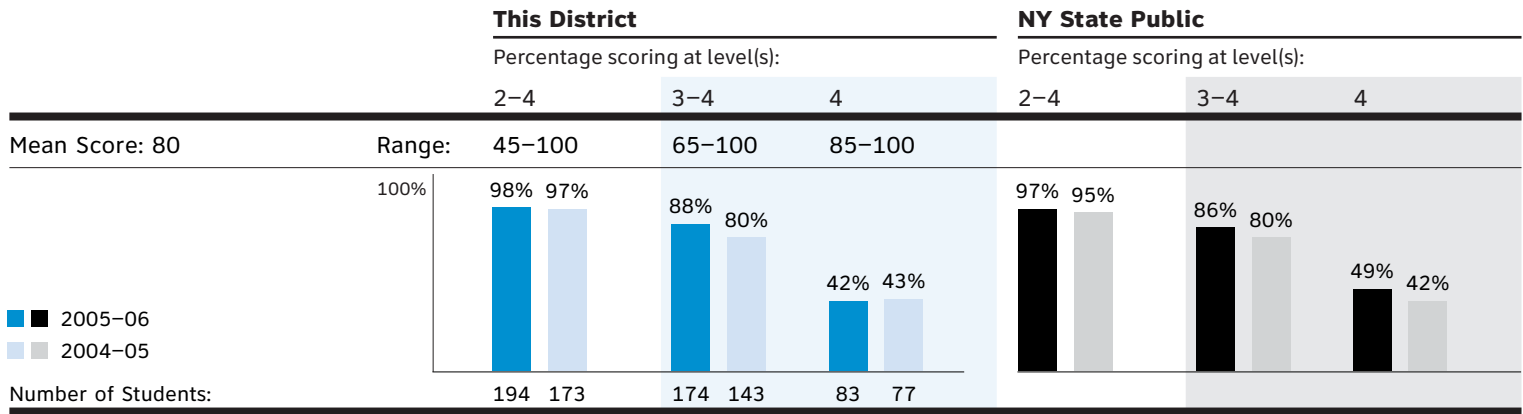
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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	4	-	-	-

District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 4 Science



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>198</b>	<b>98%</b>	<b>88%</b>	<b>42%</b>	<b>179</b>	<b>97%</b>	<b>80%</b>	<b>43%</b>
Female	104	99%	85%	41%	94	96%	81%	39%
Male	94	97%	91%	43%	85	98%	79%	47%
American Indian or Alaska Native					2	-	-	-
Black or African American	27	96%	74%	11%	15	80%	33%	13%
Hispanic or Latino	12	83%	67%	42%	9	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	7	100%	86%	57%	10	100%	80%	50%
White	152	99%	92%	47%	143	98%	86%	48%
Small Group Totals					11	100%	64%	18%
General-Education Students	183	98%	88%	43%	163	97%	80%	44%
Students with Disabilities	15	100%	87%	33%	16	94%	75%	31%
English Proficient	194	-	-	-	169	96%	81%	45%
Limited English Proficient	4	-	-	-	10	100%	60%	10%
Economically Disadvantaged	96	97%	81%	27%	83	94%	64%	25%
Not Disadvantaged	102	99%	94%	56%	96	99%	94%	58%
Migrant								
Not Migrant	198	98%	88%	42%	179	97%	80%	43%

### NOTES

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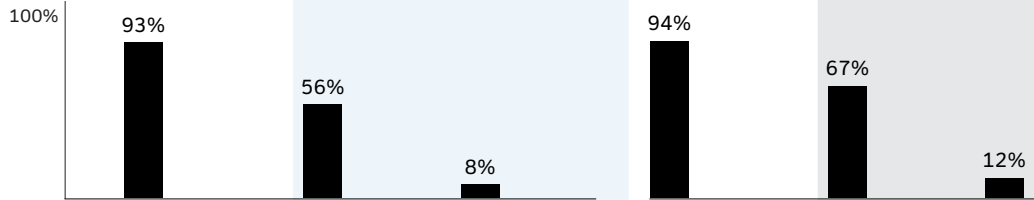
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	4	-	-	-

District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 654	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	172	104	15	94%	67%	12%



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>185</b>	<b>93%</b>	<b>56%</b>	<b>8%</b>				
Female	95	93%	60%	7%				
Male	90	93%	52%	9%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	18	78%	22%	0%				
Hispanic or Latino	11	55%	18%	0%				
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-				
White	145	97%	63%	9%	This test was not given in 2004-05.			
Small Group Totals	11	100%	55%	18%				
General-Education Students	155	96%	65%	9%				
Students with Disabilities	30	77%	13%	3%				
English Proficient	179	93%	58%	8%				
Limited English Proficient	6	83%	0%	0%				
Economically Disadvantaged	93	86%	42%	3%				
Not Disadvantaged	92	100%	71%	13%				
Migrant								
Not Migrant	185	93%	56%	8%				

### NOTES

The - symbol indicates that data for a group of students has 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

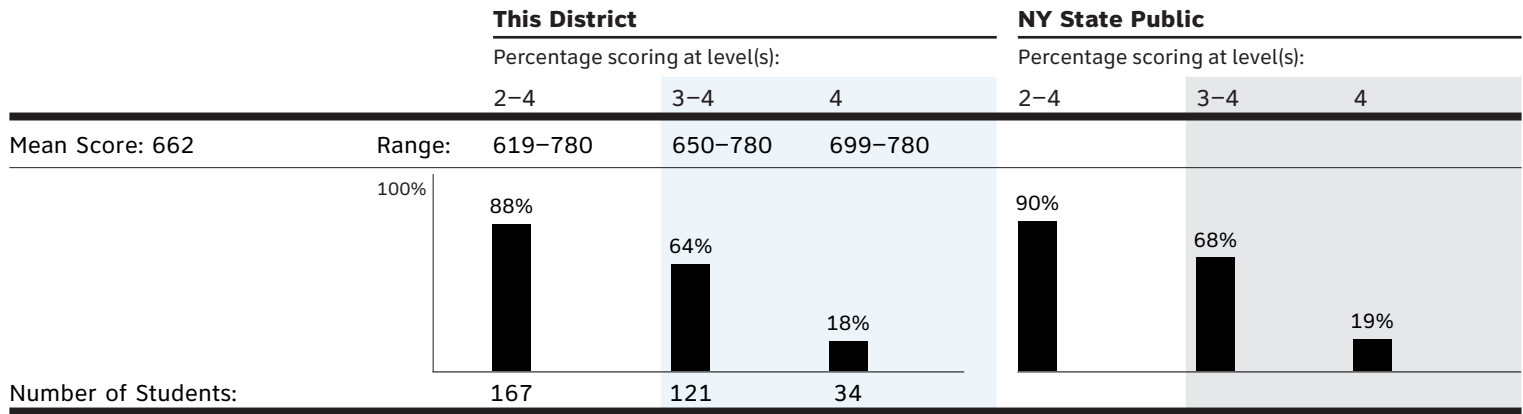
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	4	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0				N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.



District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>189</b>	<b>88%</b>	<b>64%</b>	<b>18%</b>				
Female	97	87%	60%	18%				
Male	92	90%	68%	18%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	18	83%	33%	0%				
Hispanic or Latino	12	50%	8%	8%				
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-				
White	148	93%	71%	20%	This test was not given in 2004-05.			
Small Group Totals	11	82%	82%	36%				
General-Education Students	158	92%	70%	20%				
Students with Disabilities	31	68%	32%	6%				
English Proficient	183	89%	65%	19%				
Limited English Proficient	6	67%	33%	0%				
Economically Disadvantaged	98	82%	47%	10%				
Not Disadvantaged	91	96%	82%	26%				
Migrant								
Not Migrant	189	88%	64%	18%				

### NOTES

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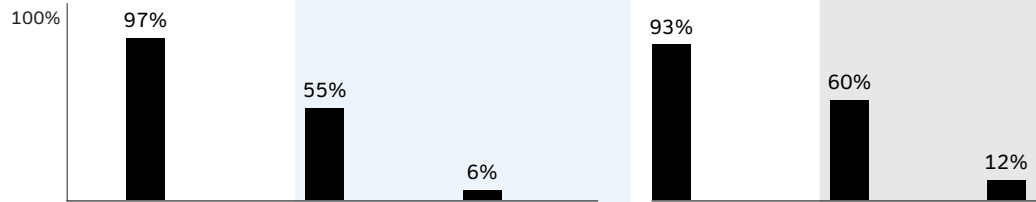
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	4	-	-	-	This test was not given in 2004-05.			

District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 652	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	166	95	11			



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>172</b>	<b>97%</b>	<b>55%</b>	<b>6%</b>				
Female	86	95%	65%	9%				
Male	86	98%	45%	3%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	25	96%	32%	0%				
Hispanic or Latino	9	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	9	100%	78%	0%				
White	128	96%	61%	9%	This test was not given in 2004-05.			
Small Group Totals	10	100%	20%	0%				
General-Education Students	142	99%	65%	8%				
Students with Disabilities	30	83%	7%	0%				
English Proficient	167	96%	56%	7%				
Limited English Proficient	5	100%	40%	0%				
Economically Disadvantaged	99	94%	39%	4%				
Not Disadvantaged	73	100%	77%	10%				
Migrant								
Not Migrant	172	97%	55%	6%				

### NOTES

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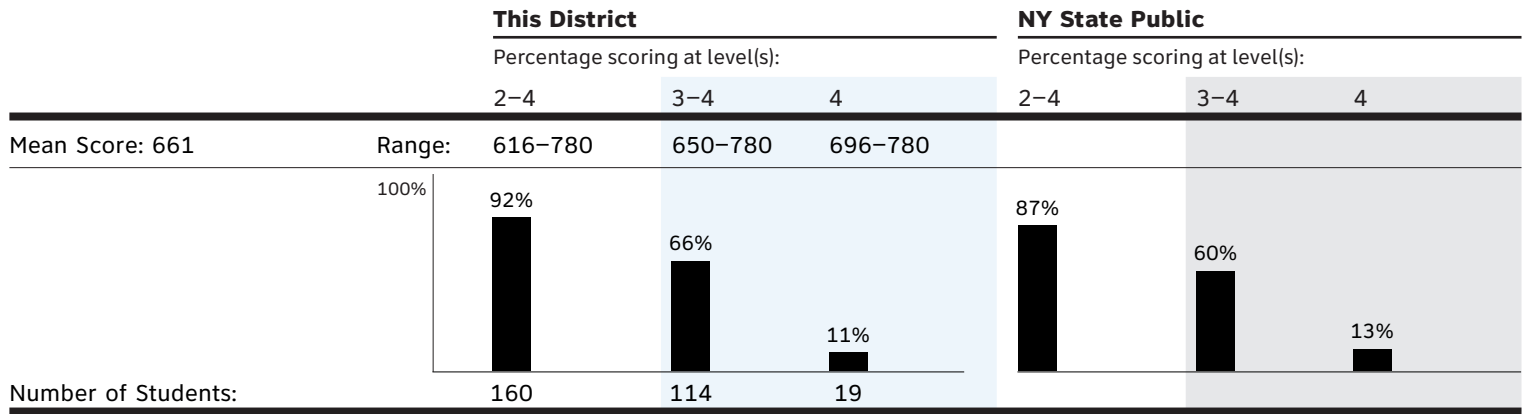
## Other Assessments

	2005-06 School Year				2004-05 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	7	7	6	6	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	1	-	-	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 6 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>173</b>	<b>92%</b>	<b>66%</b>	<b>11%</b>				
Female	87	91%	69%	11%				
Male	86	94%	63%	10%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	24	88%	29%	0%				
Hispanic or Latino	10	80%	30%	0%				
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-				
White	129	94%	74%	12%	This test was not given in 2004-05.			
Small Group Totals	10	100%	80%	30%				
General-Education Students	143	97%	74%	13%				
Students with Disabilities	30	73%	27%	0%				
English Proficient	167	93%	67%	11%				
Limited English Proficient	6	83%	33%	0%				
Economically Disadvantaged	100	89%	53%	4%				
Not Disadvantaged	73	97%	84%	21%				
Migrant								
Not Migrant	173	92%	66%	11%				

### NOTES

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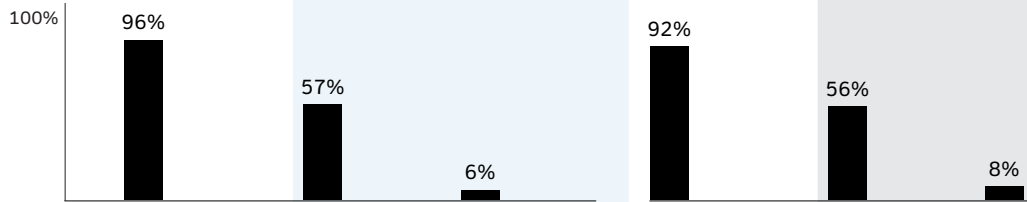
## Other Assessments

	2005-06 School Year				2004-05 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	7	7	5	4	This test was not given in 2004-05.			

District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 652	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	202	121	13	202	121	13



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>211</b>	<b>96%</b>	<b>57%</b>	<b>6%</b>				
Female	103	97%	64%	9%				
Male	108	94%	51%	4%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	18	100%	44%	0%				
Hispanic or Latino	7	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	13	100%	46%	0%				
White	170	96%	62%	8%	This test was not given in 2004-05.			
Small Group Totals	10	80%	20%	0%				
General-Education Students	174	99%	68%	7%				
Students with Disabilities	37	81%	8%	0%				
English Proficient	205	96%	59%	6%				
Limited English Proficient	6	100%	17%	0%				
Economically Disadvantaged	103	93%	39%	4%				
Not Disadvantaged	108	98%	75%	8%				
Migrant								
Not Migrant	211	96%	57%	6%				

### NOTES

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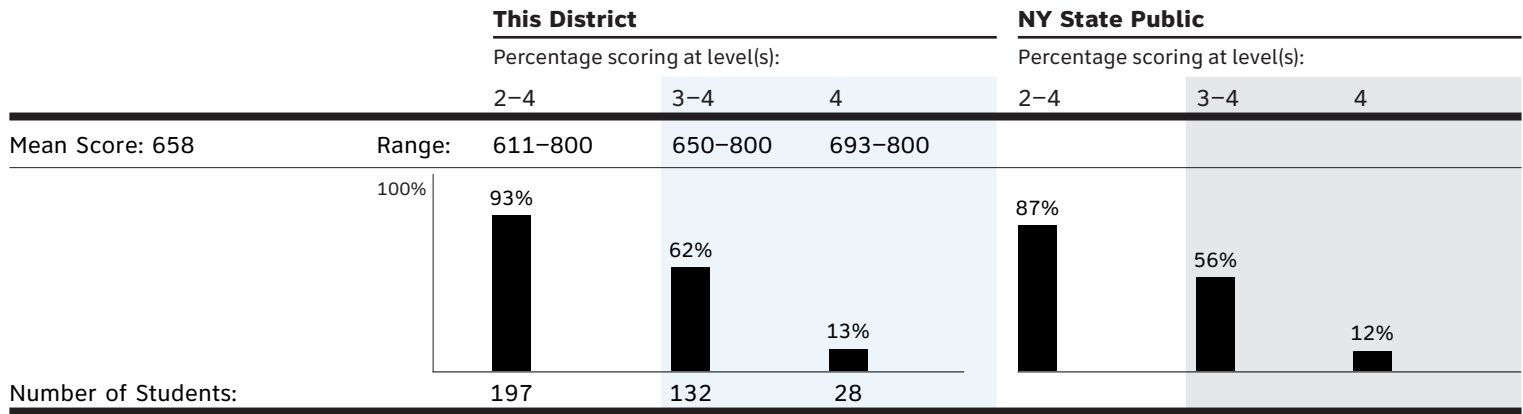
## Other Assessments

	2005-06 School Year				2004-05 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	8	6	6	6	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0				N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>212</b>	<b>93%</b>	<b>62%</b>	<b>13%</b>				
Female	106	94%	58%	16%				
Male	106	92%	67%	10%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	18	83%	39%	0%				
Hispanic or Latino	7	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	13	100%	77%	15%				
White	171	94%	66%	15%	This test was not given in 2004-05.			
Small Group Totals	10	90%	20%	0%				
General-Education Students	173	98%	71%	16%				
Students with Disabilities	39	72%	23%	0%				
English Proficient	206	93%	63%	14%				
Limited English Proficient	6	100%	50%	0%				
Economically Disadvantaged	103	87%	46%	8%				
Not Disadvantaged	109	98%	78%	18%				
Migrant								
Not Migrant	212	93%	62%	13%				

### NOTES

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## Other Assessments

	2005-06 School Year				2004-05 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	8	7	7	6	This test was not given in 2004-05.			

District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 652	602-790	650-790	715-790			
Number of Students:	198	117	12			

## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>215</b>	<b>92%</b>	<b>54%</b>	<b>6%</b>				
Female	111	92%	55%	6%				
Male	104	92%	54%	5%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	22	68%	9%	5%				
Hispanic or Latino	8	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	18	100%	50%	17%				
White	166	95%	61%	5%				
Small Group Totals	9	89%	44%	0%				
General-Education Students	175	98%	64%	7%				
Students with Disabilities	40	65%	13%	0%				
English Proficient	215	92%	54%	6%				
Limited English Proficient								
Economically Disadvantaged	115	88%	37%	3%				
Not Disadvantaged	100	97%	75%	9%				
Migrant								
Not Migrant	215	92%	54%	6%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

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## Other Assessments

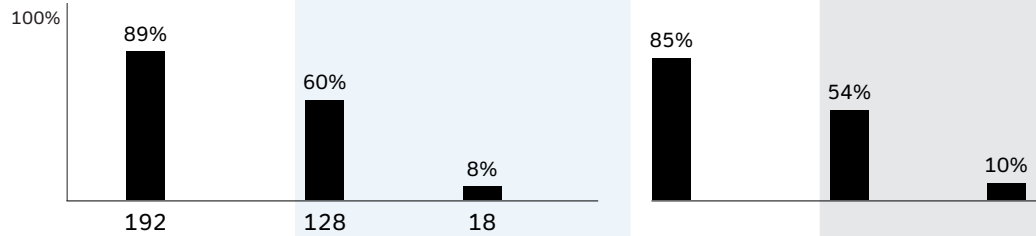
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	5	5	4	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0				2	-	-	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 8 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 655	616-775	650-775	701-775			
Range:						
Number of Students:	192	128	18			



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>215</b>	<b>89%</b>	<b>60%</b>	<b>8%</b>				
Female	111	86%	55%	6%				
Male	104	92%	64%	11%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	22	77%	32%	5%				
Hispanic or Latino	8	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	17	94%	71%	24%				
White	167	90%	63%	8%				
Small Group Totals	9	100%	44%	0%				
General-Education Students	174	94%	71%	10%				
Students with Disabilities	41	68%	12%	0%				
English Proficient	215	89%	60%	8%				
Limited English Proficient								
Economically Disadvantaged	114	84%	46%	6%				
Not Disadvantaged	101	95%	75%	11%				
Migrant								
Not Migrant	215	89%	60%	8%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

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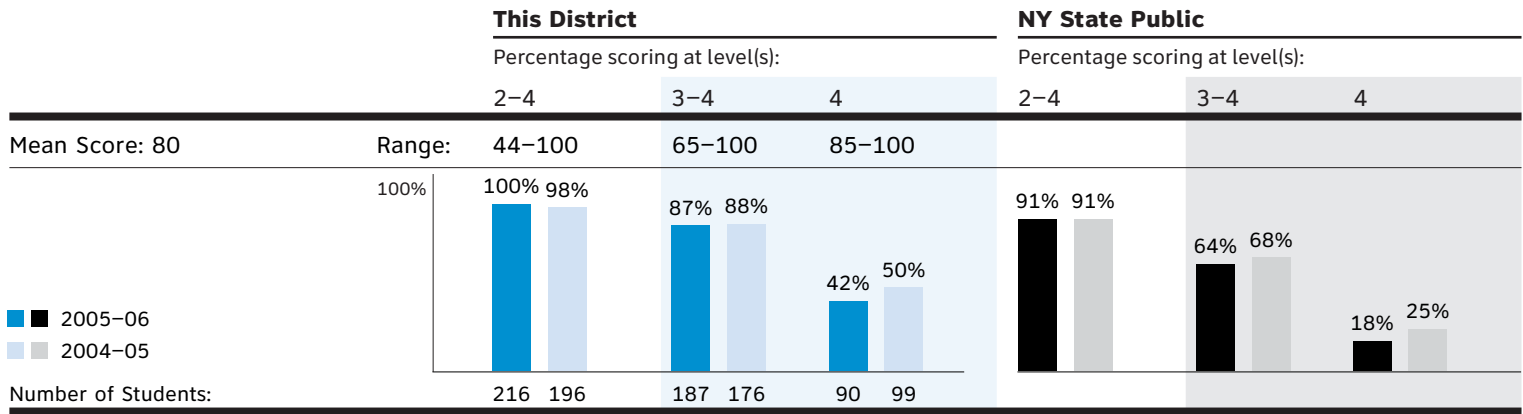
## Other Assessments

	2005-06 School Year				2004-05 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	5	5	5	5	4	-	-	-



District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 8 Science



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>216</b>	<b>100%</b>	<b>87%</b>	<b>42%</b>	<b>199</b>	<b>98%</b>	<b>88%</b>	<b>50%</b>
Female	110	100%	82%	37%	99	100%	90%	51%
Male	106	100%	92%	46%	100	97%	87%	49%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	21	100%	62%	14%	22	95%	68%	14%
Hispanic or Latino	8	-	-	-	10	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	19	100%	84%	42%	11	100%	82%	55%
White	167	100%	90%	46%	155	99%	94%	57%
Small Group Totals	9	100%	89%	33%	11	91%	55%	18%
General-Education Students	175	100%	94%	49%	160	100%	94%	57%
Students with Disabilities	41	100%	54%	10%	39	92%	67%	21%
English Proficient	216	100%	87%	42%	198	-	-	-
Limited English Proficient					1	-	-	-
Economically Disadvantaged	114	100%	76%	30%	83	98%	77%	29%
Not Disadvantaged	102	100%	98%	55%	116	99%	97%	65%
Migrant								
Not Migrant	216	100%	87%	42%	199	98%	88%	50%

### NOTES

The - symbol indicates that data for a group of students has 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

	2005-06 School Year				2004-05 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	5	5	4	3	4	-	-	-
Regents Science	0				0			

District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**

## Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

### Grade 4

#### This District

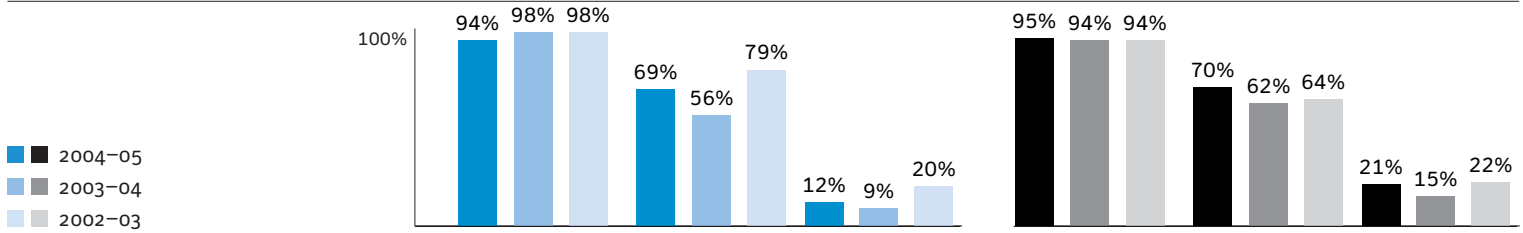
Percentage scoring at level(s):

2-4	3-4	4
Range: 603-800	645-800	692-800

#### NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	11	45	102	21	179	658
Feb 2004	4	68	78	14	164	653
Feb 2003	3	34	106	36	179	666

### Grade 8

#### This School

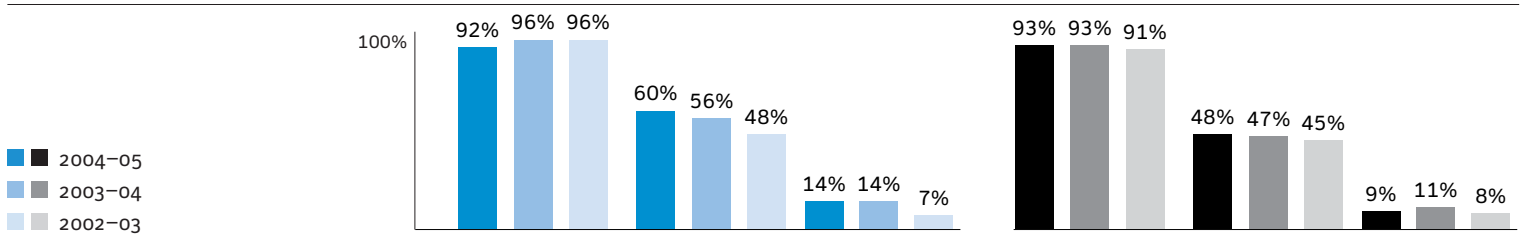
Percentage scoring at level(s):

2-4	3-4	4
Range: 658-830	697-830	737-830

#### NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	16	70	98	29	213	702
Jan 2004	8	82	87	28	205	703
Jan 2003	8	87	74	13	182	697

District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**

## Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

### Grade 4

#### This District

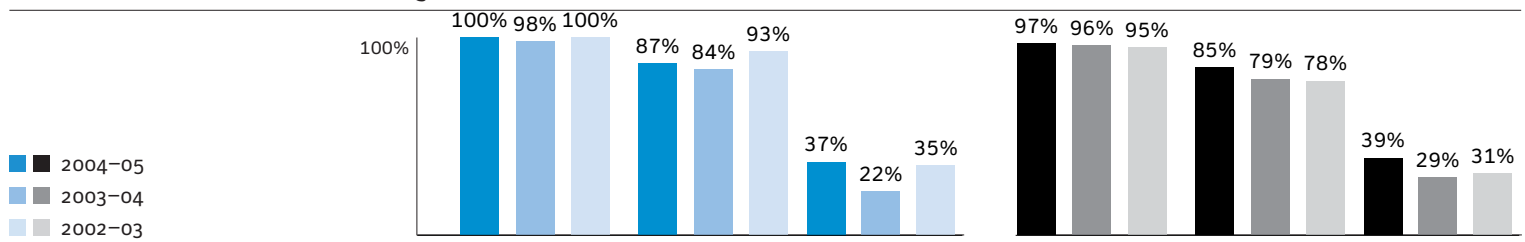
Percentage scoring at level(s):

2-4                      3-4                      4  
 Range: 602-810      637-810              678-810

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	0	23	89	67	179	669
May 2004	3	25	105	38	171	659
May 2003	0	14	110	68	192	669

### Grade 8

#### This School

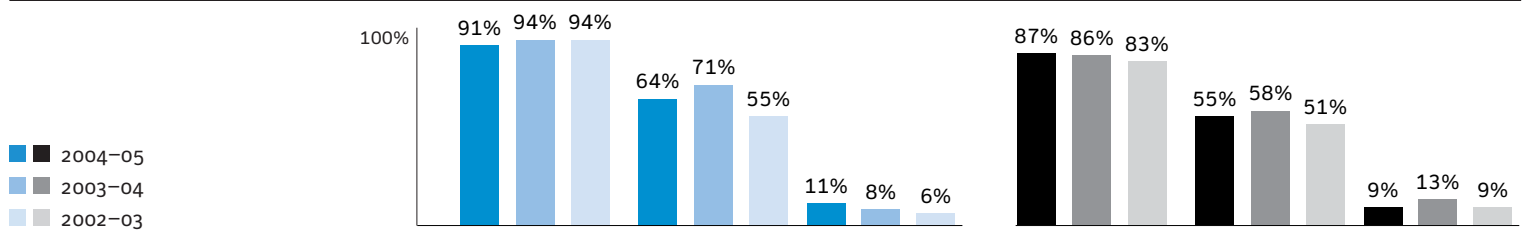
Percentage scoring at level(s):

2-4                      3-4                      4  
 Range: 681-882      716-882              760-882

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	20	58	113	24	215	723
May 2004	12	51	134	17	214	726
May 2003	11	74	93	11	189	718

District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**

## 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

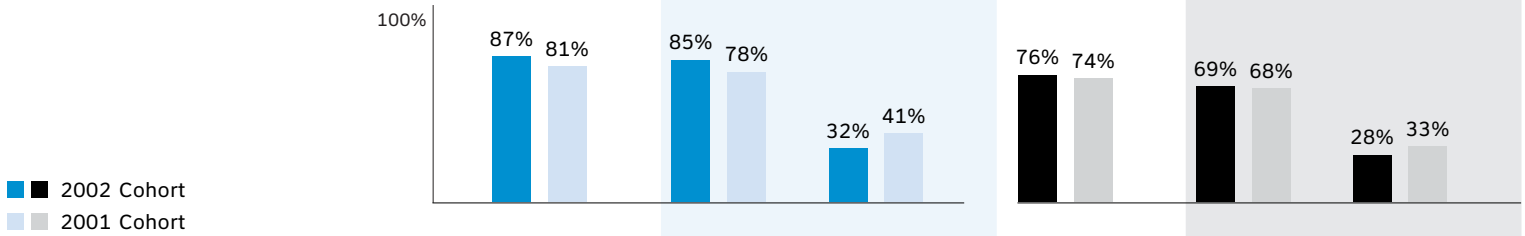
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>244</b>	<b>87%</b>	<b>85%</b>	<b>32%</b>	<b>185</b>	<b>81%</b>	<b>78%</b>	<b>41%</b>
Female	122	88%	86%	37%	78	85%	81%	50%
Male	122	86%	84%	28%	107	79%	76%	34%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	14	93%	93%	14%	7	-	-	-
Hispanic or Latino	4	-	-	-	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	18	89%	78%	17%	11	100%	100%	45%
White	204	88%	86%	36%	163	82%	79%	42%
Small Group Totals	8	50%	50%	0%	11	55%	36%	9%
General-Education Students	206	92%	90%	37%	143	92%	90%	51%
Students with Disabilities	38	58%	58%	8%	42	43%	38%	5%
English Proficient	241	-	-	-	183	-	-	-
Limited English Proficient	3	-	-	-	2	-	-	-
Economically Disadvantaged	76	86%	83%	16%				
Not Disadvantaged	168	88%	86%	40%				
Migrant								
Not Migrant	244	87%	85%	32%				

### NOTES

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## Other Assessments

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	4	4

\* 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.

District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**

## 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

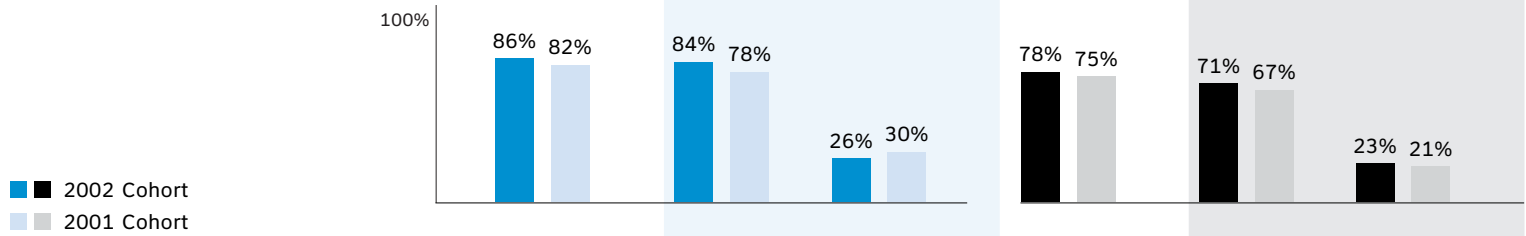
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>244</b>	<b>86%</b>	<b>84%</b>	<b>26%</b>	<b>185</b>	<b>82%</b>	<b>78%</b>	<b>30%</b>
Female	122	86%	84%	28%	78	83%	81%	27%
Male	122	87%	84%	24%	107	80%	76%	33%
American Indian or Alaska Native	4	–	–	–	1	–	–	–
Black or African American	14	71%	64%	14%	7	–	–	–
Hispanic or Latino	4	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	18	89%	89%	22%	11	91%	91%	18%
White	204	88%	85%	27%	163	83%	80%	32%
Small Group Totals	8	63%	63%	13%	11	45%	36%	18%
General-Education Students	206	91%	90%	30%	143	93%	90%	36%
Students with Disabilities	38	61%	50%	3%	42	43%	36%	10%
English Proficient	241	–	–	–	183	–	–	–
Limited English Proficient	3	–	–	–	2	–	–	–
Economically Disadvantaged	76	82%	78%	20%				
Not Disadvantaged	168	89%	86%	29%				
Migrant								
Not Migrant	244	86%	84%	26%				

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## Other Assessments

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	5	4

\* 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.

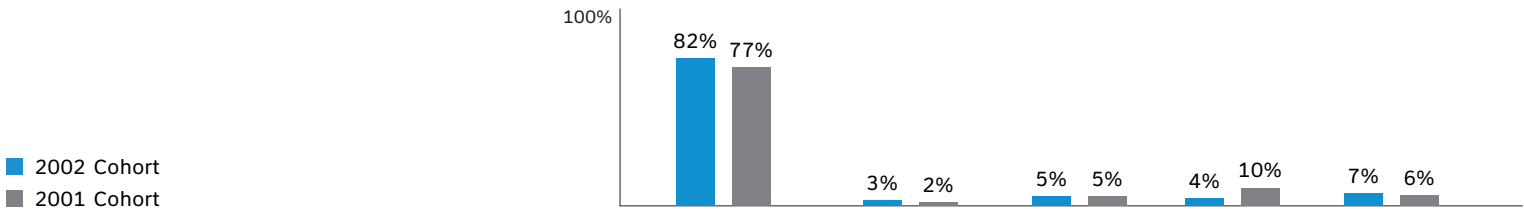
District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**

## Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

## Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	<b>2002</b>	<b>244</b>	<b>82%</b>	<b>3%</b>	<b>5%</b>	<b>4%</b>	<b>7%</b>
	<b>2001</b>	<b>185</b>	<b>77%</b>	<b>2%</b>	<b>5%</b>	<b>10%</b>	<b>6%</b>
Female	2002	122	86%	2%	6%	1%	5%
	2001	78	78%	3%	5%	5%	9%
Male	2002	122	77%	3%	4%	7%	8%
	2001	107	77%	1%	5%	13%	5%
American Indian or Alaska Native	2002	4	–	–	–	–	–
	2001	1	–	–	–	–	–
Black or African American	2002	14	71%	0%	7%	14%	7%
	2001	7	–	–	–	–	–
Hispanic or Latino	2002	4	–	–	–	–	–
	2001	3	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2002	18	83%	0%	6%	0%	11%
	2001	11	82%	0%	0%	18%	0%
White	2002	204	84%	3%	4%	3%	5%
	2001	163	80%	1%	5%	9%	6%
Small Group Totals	2002	8	38%	13%	13%	13%	25%
	2001	11	36%	9%	9%	18%	27%
General-Education Students	2002	206	87%	0%	5%	3%	5%
	2001	143	87%	0%	3%	5%	4%
Students with Disabilities	2002	38	53%	18%	5%	8%	16%
	2001	42	43%	7%	10%	26%	14%
English Proficient	2002	241	–	–	–	–	–
	2001	183	–	–	–	–	–
Limited English Proficient	2002	3	–	–	–	–	–
	2001	2	–	–	–	–	–
Economically Disadvantaged	2002	76	70%	4%	9%	9%	8%
	2001	168	87%	2%	3%	2%	6%
Not Disadvantaged	2002	168	87%	2%	3%	2%	6%
	2001	0	N/A	N/A	N/A	N/A	N/A
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	244	82%	3%	5%	4%	7%

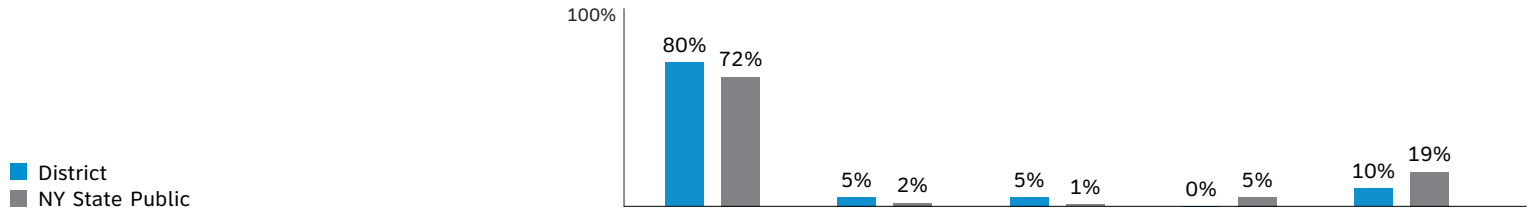
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District **JOHNSON CITY CENTRAL SCHOOL DISTRICT**

## Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	<b>187</b>	<b>80%</b>	<b>5%</b>	<b>5%</b>	<b>0%</b>	<b>10%</b>
Female	81	79%	2%	6%	0%	12%
Male	106	80%	7%	5%	0%	8%
American Indian or Alaska Native	1	–	–	–	–	–
Black or African American	7	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	11	100%	0%	0%	0%	0%
White	165	81%	4%	5%	0%	9%
Small Group Totals	11	36%	18%	9%	0%	36%
General-Education Students	145	90%	0%	3%	0%	6%
Students with Disabilities	42	43%	21%	12%	0%	24%
English Proficient	185	–	–	–	–	–
Limited English Proficient	2	–	–	–	–	–
Economically Disadvantaged	48	81%	4%	4%	0%	10%
Not Disadvantaged	139	79%	5%	6%	0%	10%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	187	80%	5%	5%	0%	10%

### NOTES

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