

# The New York State District Report Card

Accountability and Overview Report 2005 – 06 District ONTEORA CENTRAL SCHOOL DISTRICT District ID 621201060000 Superintendent LESLIE FORD Telephone (845) 657-6383 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.

## Use this report to:

### Get District Profile information.

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

### 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.



### View School Accountability Status.

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

### 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.

### For more information:

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

## **District 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	110	124	103
Grade 1	127	121	116
Grade 2	136	122	108
Grade 3	144	138	125
Grade 4	159	147	142
Grade 5	164	164	149
Grade 6	153	158	167
Ungraded Elementary	28	0	0
Grade 7	186	167	168
Grade 8	203	220	209
Grade 9	202	209	211
Grade 10	192	212	195
Grade 11	168	177	198
Grade 12	142	152	167
Ungraded Secondary	58	0	10
Total K-12	2172	2111	2068

## 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**

	2003-04	2004-05	2005-06
Common Branch	20	19	19
Grade 8			
English	22	19	18
Mathematics	21	21	20
Science	23	20	18
Social Studies	22	21	19
Grade 10			
English	25	20	20
Mathematics	25	23	18
Science	23	21	26
Social Studies	23	22	18

## 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**

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	273	13%	303	14%	409	20%
Reduced-Price Lunch	155	7%	168	8%	238	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	28	1%	32	2%	32	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	3	0%	4	0%	7	0%
Black or African American	74	3%	59	3%	72	3%
Hispanic or Latino	88	4%	66	3%	72	3%
Asian or Native	56	3%	39	2%	55	3%
Hawaiian/Other Pacific Islander						
White	1951	90%	1943	92%	1862	90%

\* Not available at the district level.

## **Attendance and Suspensions**

	2003	2002-03		8-04	2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		93%		93%		93%
Student Suspensions	35	N/A	56	3%	145	7%

## 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**

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	473	512	683
Percent Not Taught by Highly Qualified Teachers	7%	9%	2%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	4	5	3
Percent with No Valid Teaching Certificate	2%	3%	2%
Individuals Teaching Out of Certification			
Number of Teachers	6	13	4
Percentage of Total	3%	7%	2%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	24%	25%	28%

## **Staff Counts**

	2003-04	2004-05	2005-06
Total Teachers	182	179	178
Total Other Professional Staff	19	14	8
Total Paraprofessionals*	115	104	97
Assistant Principals	3	1	1
Principals	6	5	5

\* 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.

### 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**.

### Performance Index (PI)

Performance Index is a value from o 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 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4)  $\div$  Count of All Continuously Enrolled Tested Students]

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

100 × [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4)  $\div$  Count of All Cohort Members]

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

### **Progress Target**

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

### **Safe Harbor**

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

### **Safe Harbor Targets**

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

2005–06 PI + (200 – the 2005–06 PI) × 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 Pl. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 Pl. 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.

### **Federal Title | Status**

**New York State Status** 

Applies to all New York State districts receiving Title I funds)	(Applies to New York State districts)				
<ul> <li>District in Good Standing</li> <li>A district is considered to be in good standing if it has not bee or a District Requiring Academic Progress.</li> </ul>	en identified as a District in Need of Improvement				
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 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 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 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 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 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 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 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 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.	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.				

# 2 District Accountability

District ONTEORA CENTRAL SCHOOL DISTRICT

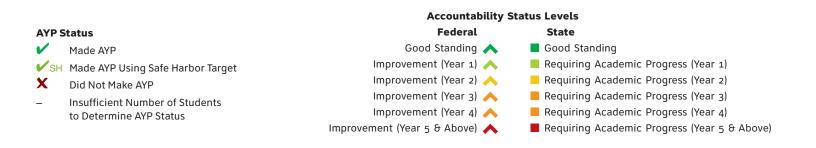
### Summary

Status (2006–07)		ood Standing tary/Middle Level	Secondary Leve	ગ
	ELA	▲ Good Standing	ELA	▲ Good Standing
	Math	Good Standing	Math	▲ Good Standing
	Science	Good Standing	Graduation Rate	▲ Good Standing
Title I Part A Funding	Years	the District Received T	itle I Part A Funding	

fitte i Part A Funding	fears the District Received little i Part A Funding					
	2004-05 2005-06 2006-		2006-07	06–07		
	YES	YES	YES			

### On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

	Elementary/Middle Level			Secondary Level				
Student Groups	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate		
All Students	<b>v</b>	<b>v</b>	<ul> <li></li> </ul>	X	X	<ul> <li></li> </ul>		
Ethnicity								
American Indian or Alaska Native	_	_						
Black or African American	<ul> <li>✓</li> </ul>	<	••••	–	–	••••••••••••••••••••••		
Hispanic or Latino	<ul> <li>✓</li> </ul>	<	••••	–	–	••••••••••••••••••••••••		
Asian or Native Hawaiian/Other Pacific Islander	-	–		-	–	••••		
White	<ul> <li></li> </ul>	<b>~</b>	••••	X	X	•••••••••••••••••••••••••••••		
Other Groups								
Students with Disabilities	<b>✓</b> SH	<b>v</b>		<b>✓</b> SH	<b>√</b> SH			
Limited English Proficient	–	–	••••	–	–	••••••••••••••••••••••••		
Economically Disadvantaged	<ul> <li></li> </ul>	✓	••••	–	-	••••••••••••••••••••••		
Student groups making AYP in each subject	🗸 6 of 6	🖌 6 of 6	🖌 1 of 1	<b>X</b> 1 of 3	<b>X</b> 1 of 3	✔ 1 of 1		



## Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2006–07)	^	Good Standing
Accountability Measures	6 of 6	Student groups making AYP in English Language Arts
	<ul> <li></li> </ul>	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?

<b>Student Group</b> (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 Harbo 2005–06	or Target 2006–07
All Students (926:895)	~	~	98%	<ul> <li>✓</li> </ul>	168	118		
Ethnicity								
American Indian or Alaska Native (5:5)	_	-	-	-	-	-		-
Black or African American (39:37)	~	-	-	~	165	106		
Hispanic or Latino (37:32)	<	-	-	<b>~</b>	166	105	• • • • • • • • • • • • • • • • • • • •	••••
Asian or Native Hawaiian/Other Pacific Islander (26:26)	-	-	-	-	-	-		-
White (819:795)	<	<	98%	<b>~</b>	168	118	• • • • • • • • • • • • • • • • • • • •	••••
Other Groups								
Students with Disabilities <sup>4</sup> (237:157)	<b>✓</b> SH	<ul> <li>Image: A start of the start of</li></ul>	95%	<b>✓</b> SH	111	114	94	120
Limited English Proficient (11:7)	_	-	-	-	-	-		-
Economically Disadvantaged (259:244)	~	<ul> <li></li> </ul>	97%	~	144	115		••••
Final AYP Determination	🖌 6 of 6							

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

## **Elementary/Middle-Level Mathematics**

Accountability Status for This Subject (2006–07)	^	Good Standing
Accountability Measures	6 of 6	Student groups making AYP in Mathematics
	~	Made AYP
Prospective Status		This district will be in good standing in 2007-08. [201]

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

	AYP Participat		ion <sup>2</sup>	Test Performance <sup>3</sup>		Performance Objectives		
<b>Student Group</b> (Total: Continuous Enrollment) <sup>1</sup>	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
All Students (925:890)	~	<ul> <li>✓</li> </ul>	98%	<ul> <li>✓</li> </ul>	161	82		
Ethnicity								
American Indian or Alaska Native (5:4)	-	-	-	-	-	-		-
Black or African American (39:36)	~	-	-	~	147	70		
Hispanic or Latino (36:33)	<	_	-	<ul> <li></li> </ul>	142	69	• • • • • • • • • • • • • • • • • • • •	••••
Asian or Native Hawaiian/Other Pacific Islander (26:26)	-	-	-	-	-	-		-
White (819:791)	<	<	98%	<b>~</b>	162	82	• • • • • • • • • • • • • • • • • • • •	••••
Other Groups								
Students with Disabilities <sup>4</sup> (236:157)	~	~	95%	~	104	78		
Limited English Proficient (10:10)	-	-	-	-	-	-		-
Economically Disadvantaged (258:242)	~	~	96%	~	139	79		
Final AYP Determination	🖌 6 of 6							

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

## **Elementary/Middle-Level Science**

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

	ΑΥΡ		Participat	ion <sup>2</sup>	Test Perfo	rmance <sup>3</sup>	Performance Objectives		
Student Group	Statuc	Safe Harbor	Met	Percentage Tested	Met Criterion	Performance Index	State	Progress Target	
(Total: Continuous Enrollment) <sup>1</sup>		Qualification	Criterion				Standard	2005-06	2006-07
All Students (311:284)	•	Qualified	•	94%	•	194	100		
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (13:12)		_	-	-	-	-	-		-
Hispanic or Latino (11:6)		-	_	-	-	-	-		-
Asian or Native Hawaiian/Other Pacific Islander (10:10)		-	-	-	-	-	-		-
White (277:256)	• • • • • • • • • • •	Qualified	~	95%	~	195	100		• • • • • • • • • • • • • • • • • • • •
Other Groups									
Students with Disabilities (49:44)		Qualified	~	92%	~	182	100		
Limited English Proficient (6:3)	•••••	-	-	-	-	-	-		-
Economically Disadvantaged (84:73)	• ••••	Qualified	~	90%	~	190	100		
Final AYP Determination	<b>/</b> 1 o	f 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.

- 2 Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 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.
  - 3 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
- ✓ SH Made AYP Using Safe Harbor Target
- X Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

## Secondary-Level English Language Arts

Accountability Status for This Subject (2006–07)	^	Good Standing
Accountability Measures	1 of 3	Student groups making AYP in English Language Arts
	X	Did not make AYP
Prospective Status		A district that fails to make AYP in English Language Arts 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 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

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

Student Group	AYP Participation		ion <sup>2</sup>	<b>Test Performance</b> <sup>3</sup>			Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbo	or Target 2006–07	
(12th Graders: 2002 Cohort) <sup>1</sup>		×					2005-06	2006-07	
All Students (331:163)	~	^	92%	•	177	146			
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (9:8)	-	-	-	-	-	-	-	-	
Hispanic or Latino (7:6)	_	_	-	_	-	-	–	–	
Asian or Native Hawaiian/Other Pacific Islander (4:4)	-	-	-	-	-	-	-	-	
White (295:145)	X	X	93%	<ul> <li>✓</li> </ul>	180	145	• • • • • • • • • • • • • • • • • • • •	••••	
Other Groups									
Students with Disabilities (35:34)	<b>✓</b> SH	-	-	<b>√</b> SH	118	137	20	126	
Limited English Proficient (1:0)	-	-	-	-	-	-	-	-	
Economically Disadvantaged (25:24)	–	-	-	-	-	-	–	-	
Final AYP Determination	<b>X</b> 1 of 3								

### NOTES

### AYP Status

Made AYP

✓ SH Made AYP Using Safe Harbor Target

X Did Not Make AYP

- Insufficient Number of Students to Determine AYP Status
- 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).
   Council to four the count of the count of the council to the coun

<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.

 $\ddagger$  This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

## **Secondary-Level Mathematics**

Accountability Status for This Subject (2006–07)	^	Good Standing
Accountability Measures	1 of 3	Student groups making AYP in Mathematics
	X	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 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

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

<b>Student Group</b> (12th Graders: 2002 Cohort) <sup>1</sup>	AYP Participation		ion <sup>2</sup>	n <sup>2</sup> Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbo	or Target 2006–07
All Students (331:163)	X	X	93%		172	138	2005 00	2000 07
 Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (9:8)	-	-	-	-	-	-	–	-
Hispanic or Latino (7:6)	_	_	-	_	-	-		-
Asian or Native Hawaiian/Other Pacific Islander (4:4)	-	-	-	-	-	-	-	-
White (295:145)	X	X	93%	<ul> <li></li> </ul>	176	137	• • • • • • • • • • • • • • • • • • • •	••••
Other Groups								
Students with Disabilities (35:34)	<b>✓</b> SH	-	-	<b>√</b> SH	106	129	20	115
Limited English Proficient (1:0)	-	-	-	-	-	–	_	-
Economically Disadvantaged (25:24)	–	-	-	-	-	-	_	-
Final AYP Determination	<b>X</b> 1 of 3							

### NOTES

- 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.

### **AYP Status**

Made AYP

✓ SH Made AYP Using Safe Harbor Target

X Did Not Make AYP

 Insufficient Number of Students to Determine AYP Status 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.

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

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

## **Graduation Rate**

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

	Grad	uation		Objectives	<b>i</b>	
Student Group		Met	Graduation	State	Progre	ss Target
(Cohort Count) <sup>1</sup>	AYP	Criterion	Rate <sup>2</sup>	Standard	2005-06	2006-07
All Students (169)	~	<b>v</b>	78%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (5)		-	-	-	-	-
Hispanic or Latino (4)		-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander (5)		_	-	-	-	-
White (155)		~	77%	55%		•••••
Other Groups						
Students with Disabilities (19)		-	-	-	-	-
Limited English Proficient (0)						
Economically Disadvantaged (13)		_	_	_	-	-
Final AYP Determination	<b>v</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.

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

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

Fe	deral Title I Status	New York State Status					
	Good Standing						
	4 schools identified 80% of total						
	ONTEORA HIGH SCHOOL						
	PHOENICIA ELEMENTARY SCHOOL						
	REGINALD BENNETT ELEMENTARY SCHOOL						
	WOODSTOCK ELEMENTARY SCHOOL						
		Requiring Academic Progress (Year 3)					
		1 school identified 20% of total					
		ONTEORA MIDDLE SCHOOL					

### 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.

	-	f students that above Level 3	Total Tested
English Language Arts	0%	50%	100%
Grade 3	76%		121
Grade 4	76%		139
Grade 5	79%		146
Grade 6	70%		161
Grade 7	72%		174
Grade 8	58%		158
Mathematics			
Grade 3	76%		120
Grade 4	79%		143
Grade 5	77%		146
Grade 6	57%		167
Grade 7	62%		168
Grade 8	57%		155
Science			
Grade 4	97%		137
Grade 8	91%		131
	-	f students that	2002
	-	above Level 3	Cohort
Secondary Level	0%	50%	100%
English	72%		210
Mathematics	67%		210
	Percentage o	f students	2002
	who graduate	ed	Cohort
Graduation Rate	0%	50%	100%
2002 Cohort	77%	l.	210

### About the Performance Level Descriptors

### Level 1: Not Meeting Learning Standards.

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

### Level 2: Partially Meeting Learning Standards.

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

### Level 3: Meeting Learning Standards.

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

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

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

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

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

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

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

### **Average Need Districts**

This is a school district with average student needs in relation to district resource capacity.

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

		This District				NY State Public					
		Percentage s	ge scoring at level(s):       Percentage scoring at level         3-4       4       2-4       3-4         0       650-780       730-780       92%         76%       92%       69%       69%         92       7       2004-05 School Year					(s):			
		2-4	3-4	4	Ļ	2-4	3-4	4			
Mean Score: 674	Range:	616-780	650-7	80 7	30-780						
	100%	93%				0.2%					
		3370	76%			5270	69%				
							007/0				
				e	5%			7%			
Number of Students:		113	92		7						
		115	52								
Results by Student Group		2005–06 <b>S</b> o	chool Year			2004-05	School Year				
		Total	Percentage	scoring at	t level(s):	Total	Percentage	scoring at le	vel(s):		
Student Group		Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students		121	93%	76%	6%						
Female			97%	72%	8%						
Male		57	89%	81%	4%						
American Indian or Alaska Nativ	ve	2	-								
Black or African American		1	-								
Hispanic or Latino		4									
Asian or Native Hawaiian/Other		2	_	_	_						
Pacific Islander		ے 				·····			05		
White		112	94%	76%	5%	I his tes	st was not giv	en in 2004	-05.		
Small Group Totals		9	89%	78%	11%						
General-Education Students		93	99%	88%	8%						
Students with Disabilities		28	75%	36%	0%						
English Proficient		121	93%	76%	6%						
Limited English Proficient											
Economically Disadvantaged		43	86%	58%	2%						
Not Disadvantaged		78	97%	86%	8%						
Migrant											
Not Migrant		121	93%	76%	6%						

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	2005-06	School Year			2004–05 School Year			
Assessments	Total	Number sco	oring at leve	el(s):	Total	Number sco	oring at leve	el(s):
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment	0 This test was not given in 200						1 05	
(NYSAA): Grade 3 Equivalent						was not giv	/en in 200	4-05.
New York State English as a Second								
Language Achievement Test (NYSESLAT)†:	1	-	-	N/A	N/A	N/A	N/A	N/A
Grade 3								

\* 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.

## This District's Results in Grade 3 Mathematics

		This Distric	t			NY State Public					
		Percentage s	coring at leve	l(s):		Percentage	scoring at level	(s):			
		2-4	3-4	4		2-4	3-4	4			
Mean Score: 671	Range:	624-770	650-7	70 7	03-770						
	100%	95%				94%					
		3370	76%			5470	81%				
								25%			
				1	5%			2370			
Number of Students:		114	91	1	.8						
Results by		2005-06 <b>S</b> o	hool Year			2004-05	School Yea				
		Total Percentage scoring at level(s):			Total	Percentage	e scoring at le	vel(s):			
Student Group		Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students		120	95%	76%	15%						
Female		64	95%	72%	19%						
Male		56	95%	80%	11%						
American Indian or Alaska Nati	ve	2									
Black or African American		1									
Hispanic or Latino		4									
Asian or Native Hawaiian/Othe	r	2	_	_	_						
Pacific Islander							st was not ai	(on in 2004	05		
White			95%	77%	15%		st was not giv	/en in 2004	-05.		
Small Group Totals		9	89%	56%	11%						
General-Education Students		93	98%	83%	16%						
Students with Disabilities		27	85%	52%	11%						
English Proficient		120	95%	76%	15%						
Limited English Proficient											
Economically Disadvantaged		42	90%	62%	5%						
Not Disadvantaged		78	97%	83%	21%	_					
Migrant											
Not Migrant		120	95%	76%	15%						

NOTES

Other	2005–06 <b>S</b>	chool Year	2004-05 School Year					
Assessments	Total		oring at level	(s):	Total	Number scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				This te	st was not giv	ven in 200	4-05.

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

		This District				NY State Public					
		Percentage s	coring at leve	el(s):		Percentage scoring at level(s): 2-4 3-4 4 91% 69% 91% 69% 9% 2004-05 School Year Total Percentage scoring at Tested 2-4 3-4 New assessments for elemen and middle-level English lang arts and mathematics were administered in 2006. Results these assessments cannot be					
		2-4	3-4	2	1	2-4	3-4	4			
Mean Score: 675	Range:	612-775	650-7	75 7	716-775						
	100%	98%				010/					
			76%			91%	60%				
							0970				
				9	9%			9%			
Number of Students		126	106		10						
Number of Students:		136	106		13						
Results by		2005-06 <b>S</b> e	chool Year			2004-05	School Year				
-		Total	Percentage	e scoring a	t level(s):	Total	Percentage	scoring at le	vel(s):		
Student Group		Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students		139	98%	76%	<b>9</b> %						
Female		66	98%	79%	14%						
Male		73	97%	74%	5%						
American Indian or Alaska Nati	ve										
Black or African American		7	100%	71%	0%						
Hispanic or Latino		1							-		
Asian or Native Hawaiian/Othe	r	4	_	_	-		-		age		
Pacific Islander									rom		
White		127	98%	76%	10%						
Small Group Totals		5	100%	100%	0%		ed to results				
General-Education Students		120	100%	84%	10%		tered assessr	•	,		
Students with Disabilities		19	84%	26%	5%						
English Proficient		138									
Limited English Proficient		1	-	-	-						
Economically Disadvantaged			95%	52%	5%						
Not Disadvantaged		95	99%	87%	12%						
Migrant											
Not Migrant		139	98%	76%	9%						

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	2005-06 <b>S</b> e	chool Year			2004–05 School Year			
Assessments	Total Tested	Number sco 2–4	oring at leve 3–4	el(s): 4	Total Tested	Number sco 2–4	oring at leve 3–4	el(s): 4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	-	-	N/A	1	-	-	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.

## This District's Results in Grade 4 Mathematics

		This Distric	t			NY State Public					
		Percentage so	coring at leve	el(s):		Percentage so	coring at level(	s):			
		2-4	3-4	4		2-4	3-4	4			
Mean Score: 676	Range:	622-800	650-8	300 7	02-800						
	100%	95%				93%					
			79%			5570	78%				
				2.	3%			26%			
				2.	3%			2070			
Number of Chudents		126	112		2						
Number of Students:		136	113	3	33						
Results by		2005–06 <b>Sc</b>	hool Yea	r		2004-05 \$	School Year				
-		Total	Percentage	e scoring at	level(s):	Total	Percentage	scoring at le	vel(s):		
Student Group		Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students		143	95%	<b>79%</b>	23%						
Female		67	96%	78%	16%						
Male		76	95%	80%	29%						
American Indian or Alaska	Native										
Black or African American		7	86%	71%	14%						
Hispanic or Latino		3	_		_		sessments fo		-		
Asian or Native Hawaiian/C	Other	4	_	_	_		dle-level En		age		
Pacific Islander				•••••			mathematic				
White		129	96%	80%	24%		tered in 200 ssessments c				
Small Group Totals		7	86%	71%	14%		ed to results		-		
General-Education Students	5	122	98%	85%	27%		tered assessi	•			
Students with Disabilities		21	76%	43%	0%						
English Proficient		140									
Limited English Proficient		3	-	-	-						
Economically Disadvantage	d	47	91%	68%	17%						
Not Disadvantaged		96	97%	84%	26%						
Migrant											
Not Migrant		143	95%	79%	23%						

NOTES

Other	2005-06 <b>S</b>	School Year	2004-05 School Year					
Assessments	Total	Number scoring at level(s):			Total	Number sco	oring at leve	l(s):
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	-	-	0			

## This District's Results in Grade 4 Science

		This Distri	ct			NY State P	ublic		
		Percentage s	coring at lev	vel(s):		Percentage s	coring at leve	l(s):	
		2-4	3-4	4		2-4	3-4	4	
Mean Score: 86	Range:	45-100	65-1	8 00	5-100				
■ 2005-06	100%	100%100%	97% {	38% 6	1% 58%	97% 95%	86% 80	9% 49'	<sup>%</sup> 42%
2004-05						_			
Number of Students:		137 139	133	122 8	34 80				
Results by		2005–06 School Year         Total       Percentage scoring at level(s):			2004–05 School Year				
Student Grou	n	Total	Percentag	je scoring at	level(s):	Total	Percentag	e scoring a	t level(s):
Student Grou	P	Tested	2-4	3-4	4	Tested	2-4	3-4	4
All Students		137	100%	97%	61%	139	100%	88%	58%
Female		64	100%	97%	56%	63	100%	81%	44%
Male		73	100%	97%	66%	76	100%	93%	68%
American Indian or Alaska N	ative								
Black or African American		7	100%	86%	71%	6			
Hispanic or Latino		2	-	-	-	7	100%	71%	43%
Asian or Native Hawaiian/Otl Pacific Islander	her	4	-	-	-	4	-	-	-
White	••••••	124	100%	98%	62%	122	100%	88%	58%
Small Group Totals	• • • • • • • • • • • • • • • • • • • •	6	100%	100%	33%	10	100%	100%	60%
General-Education Students		118	100%	97%	67%	118	100%	92%	62%
Students with Disabilities	• • • • • • • • • • • • • • • • • • • •	19	100%	100%	26%	21	100%	62%	33%
English Proficient		135	-	_	-	138	-	-	-
Limited English Proficient	• • • • • • • • • • • • • • • • • • • •	2	-	-	-	1	-	-	-
Economically Disadvantaged		45	100%	93%	44%	25	100%	84%	56%
Not Disadvantaged	• • • • • • • • • • • • • • • • • • • •	92	100%	99%	70%	114	100%	89%	58%
Migrant									
		<b>.</b>	• • • • • • • • • • • • • •			• • • • • • • • • • • • • • • • • • • •	<b>.</b>		

NOTES

Other	2005–06 <b>S</b>	chool Year	2004–05 School Year						
Assessments	Total	Number scoring at level(s):			Total	Number scoring at level(s):			
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment	1	_		_	0				
(NYSAA): Grade 4 Equivalent	T	_	_	_	0				

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

		This Distrie	ct			NY State Public					
		Percentage s	coring at leve	el(s):		Percentage s	coring at level(	bring at level(s): 3-4 4 67% 12%			
		2-4	3-4	4	Ļ	2-4	3-4	4			
Mean Score: 673	Range:	608-795	650-7	95 7	11-795						
	100%	97%				94%					
			79%				670/				
							67%				
				1	4%			12%			
Number of Students:		141	116		20						
		1.11	110				_				
Results by		2005-06 <b>S</b>				2004-05 \$	School Year				
<b>Student Group</b>		Total	Percentage	scoring a	t level(s):	Total	Percentage	scoring at le	vel(s):		
		Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students		146	97%	<b>79</b> %	14%						
Female		63	100%	81%	13%						
Male		83	94%	78%	14%						
American Indian or Alaska Nat	ve										
Black or African American		8	100%	63%	13%						
Hispanic or Latino		6	-	-	-						
Asian or Native Hawaiian/Othe	r	4									
Pacific Islander		4									
White		128	96%	80%	13%	This tes	t was not giv	en in 2004	-05.		
Small Group Totals		10	100%	80%	20%						
General-Education Students		123	99%	86%	16%						
Students with Disabilities	• • • • • • • • • • • • • • • • • • • •	23	83%	43%	0%						
English Proficient		146	97%	79%	14%						
Limited English Proficient											
Economically Disadvantaged		34	91%	56%	6%						
Not Disadvantaged	• • • • • • • • • • • • • • • • • • • •	112	98%	87%	16%		••••				
Migrant											
Not Migrant	• • • • • • • • • • • • • • • • • • • •	146	97%	79%	14%		••••				
NOTES											

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	2005-06 <b>S</b>	chool Year			2004–05 School Year				
Assessments	Total	Number scoring at level(s):			Total	Number scoring at level(s):			
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	1	-	-	-	This test	was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	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.

## This District's Results in Grade 5 Mathematics

		This Distri	ct			NY State Public					
		Percentage s	coring at leve	el(s):		Percentage	scoring at level	s):			
		2-4	3-4	4		2-4	3-4	4			
Mean Score: 666	Range:	619-780	650-7	80 6	99–780						
	100%	93%				0.00%					
		9370	77%			90%	60%				
							68%				
				1	2%			19%			
Number of Students:		136	112	1	L8						
Results by		2005-06 <b>S</b>	chool Year			2004-05	School Year				
Student Group		Total	Percentage	e scoring at	tlevel(s):	Total	Percentage	scoring at le	vel(s):		
Student Group		Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students		146	93%	77%	12%						
Female		63	94%	73%	14%						
Male		83	93%	80%	11%						
American Indian or Alaska Nat	ive										
Black or African American		8	100%	75%	13%						
Hispanic or Latino		6	_		-						
Asian or Native Hawaiian/Othe	r	4	_	_	_						
Pacific Islander									<u> </u>		
White		128	92%	76%	11%	This te	st was not giv	en in 2004	-05.		
Small Group Totals		10	100%	90%	30%						
General-Education Students		123	98%	85%	15%						
Students with Disabilities		23	70%	30%	0%						
English Proficient		145	-	_	_						
Limited English Proficient		1									
Economically Disadvantaged		35	83%	66%	9%						
Not Disadvantaged		111	96%	80%	14%						
Migrant											
Not Migrant		146	93%	77%	12%						

NOTES

Other	2005-06 <b>S</b>	chool Year	2004-05 School Year						
Assessments	Total	Number sco	oring at level	(s):	Total	Number scoring at level(s):			
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	-	-	-	This test	This test was not given in 2004-05.			

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

		This District				NY State Public					
		Percentage s	coring at leve	el(s):		Percentage s	scoring at level	s):			
		2-4	3-4	4		2-4	3-4	4			
Mean Score: 665	Range:	598-785	650-7	85 7	05-785						
	100%	96%				93%					
			70%								
							60%				
				13	3%			12%			
Number of Students:		154	113		21						
		101	110	-			_				
Number of Students: Results by Student Group All Students Female		2005–06 <b>S</b>				2004-05	School Year				
		Total	Total Percentage s		level(s):	Total	Percentage	scoring at le	vel(s):		
•		Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students		161	96%	70%	13%						
Female			97%	75%	14%						
Male		85	94%	66%	12%						
American Indian or Alaska Nativ	/e	2	-								
Black or African American		7	100%	43%	0%						
Hispanic or Latino		2	_								
Asian or Native Hawaiian/Other		3	_	_	_						
Pacific Islander		د 									
White		147	95%	70%	13%	This tes	st was not giv	en in 2004	-05.		
Small Group Totals		7	100%	100%	29%						
General-Education Students		133	100%	79%	16%						
Students with Disabilities		28	75%	29%	0%						
English Proficient		161	96%	70%	13%						
imited English Proficient	•••••	•••••••••••••••••••••			••••••						
Economically Disadvantaged		48	92%	56%	4%						
Not Disadvantaged	•••••	113	97%	76%	17%			•••••••			
Migrant											
Not Migrant	••••	161	96%	70%	13%		• • • • • • • • • • • • • • • • • •	••••••••••••••••			

NOTES

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data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students. 2005-06 School Year 2004-05 School Year Other Total Number scoring at level(s): Total Number scoring at level(s): Assessments Tested Tested 2-4 3-4 4 2-4 3-4 4 New York State Alternate Assessment 0 This test was not given in 2004-05. (NYSAA): Grade 6 Equivalent New York State English as a Second Language Achievement Test (NYSESLAT)<sup>†</sup>: 0 N/A N/A N/A N/A Grade 6

\* 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.

## This District's Results in Grade 6 Mathematics

		This Distric	ct		NY State Public					
		Percentage s	coring at leve	el(s):		Percentage	scoring at level	(s):		
		2-4	3-4	4		2-4	3-4	4		
Mean Score: 653	Range:	616-780	650-7	80 69	96-780					
	100%	92%								
		92 %				87%				
			57%				60%			
				79	%			13%		
Number of Students:		153	95	1	<b>_</b> 1					
				_	_					
Results by		2005–06 <b>S</b> o				2004-05	School Yea			
Student Group		Total	Percentage sc			Total		scoring at le	vel(s):	
•		Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students		167	92%	57%	7%					
-emale		78	92%	54%	6%					
Male		89	91%	60%	7%					
American Indian or Alaska Nativ	ve	2		<u>-</u>						
Black or African American		7	86%	29%	14%					
Hispanic or Latino		3			-					
Asian or Native Hawaiian/Other		3	_	_	_					
Pacific Islander									05	
Nhite		152	91%	58%	7%		st was not giv	/en in 2004	-05.	
Small Group Totals		8	100%	63%	0%					
General-Education Students		137	98%	66%	8%					
Students with Disabilities		30	63%	13%	0%					
English Proficient		166	_		-					
imited English Proficient		1	-		_					
Economically Disadvantaged		52	85%	38%	4%					
Not Disadvantaged		115	95%	65%	8%					
Migrant										
Not Migrant		167	92%	57%	7%					

NOTES

Other	2005-06	School Year		2004–05 School Year					
Assessments	Total Tested	Number sco 2–4	oring at level 3–4	(s): 4	Total Tested	Number sc 2–4	oring at leve 3–4	l(s): 4	
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				This test	t was not giv	ven in 2004	4-05.	

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

		This Distrie	ct			NY State Public					
		Percentage s	coring at leve	el(s):		Percentage s	scoring at level(	s):			
		2-4	3-4	2	1	2-4	3-4	4			
Mean Score: 668	Range:	600-790	650-7	90	712-790						
	100%	99%				92%					
			72%			92 %					
							56%				
				1	.2%			8%			
Number of Students:		172	125		21	_					
		172	125		21						
Results by		2005-06 <b>S</b> e	chool Year	1		2004-05	School Year				
Student Group		Total	Percentage	scoring a	t level(s):	Total	Percentage	scoring at le	vel(s):		
Student Grou	<u>р</u>	Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students		174	99%	72%	12%						
Female		81	99%	83%	17%						
Male		93	99%	62%	8%						
American Indian or Alaska N	ative	1	-								
Black or African American		10	100%	60%	10%						
Hispanic or Latino		12	100%	75%	17%	•••••					
Asian or Native Hawaiian/Ot	her	6	_	_	_						
Pacific Islander		-				This too	st was not giv	on in 2004	-05		
White		145	99%	72%	12%		si was nui yiv	en in 2004	-05.		
Small Group Totals		7	100%	71%	14%						
General-Education Students		140	100%		14%						
Students with Disabilities		34	94%	24%	3%						
English Proficient		173									
Limited English Proficient		1	-	-	_						
Economically Disadvantaged		42	98%	60%	0%						
Not Disadvantaged		132	99%	76%	16%						
Migrant											
Not Migrant		174	99%	72%	12%						

NOTES

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data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other	2005-06 S	chool Year			2004–05 School Year				
Accoccmonte	Total	Number sco	oring at leve	l(s):	Total	Number sco	oring at leve	el(s):	
Assessments	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment	0				This test was not given in 2004-05.				
(NYSAA): Grade 7 Equivalent							200		
New York State English as a Second									
Language Achievement Test (NYSESLAT)†:	1	-	-	N/A	N/A	N/A	N/A	N/A	
Grade 7									

\* 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.

## This District's Results in Grade 7 Mathematics

		This Distric	ct			NY State P	ublic		
		Percentage so	coring at leve	l(s):		Percentage s	coring at level(	s):	
		2-4	3-4	4		2-4	3-4	4	
Mean Score: 655	Range:	611-800	650-80	00 6	93-800				
	100%	92%				87%			
			62%	1:	1%		56%	12%	
Number of Students:		154	104	1	.9				
Results by		2005-06 <b>S</b> o	chool Year			2004-05	School Year		
	_	Total	Percentage	scoring at	level(s):	Total	Percentage	scoring at le	evel(s):
Student Grou	)	Tested	2-4	3-4	4	Tested	2-4	3-4	4
All Students		168	<b>92</b> %	<b>62</b> %	11%				
Female		79	91%	70%	10%				
Male		89	92%	55%	12%				
American Indian or Alaska Na	tive								
Black or African American		10	70%	30%	10%				
Hispanic or Latino		9	89%	67%	11%				
Asian or Native Hawaiian/Oth Pacific Islander	er	7	71%	57%	0%				
White		142	94%	64%	12%	This tes	t was not giv	en in 2004	1-05.
Small Group Totals		•••••••••	• • • • • • • • • • • • • • • • • • • •						
General-Education Students		138	96%	71%	14%				
Students with Disabilities		30	70%	20%	0%				
English Proficient		166	-	-	-				
Limited English Proficient		2	-	-	–				
Economically Disadvantaged		37	81%	43%	3%				
Not Disadvantaged	• • • • • • • • • • • • • • • • • • • •	131	95%	67%	14%		••••	••••••	• • • • • • • • • • • • • • • •
Migrant									
Not Migrant		168	92%	62%	11%		•••••••••••••••••••••••••••••••••••••••	••••••	

Other	2005-06 <b>Sc</b>	2004–05 School Year							
Assessments	Total	Number sco	oring at level	(s):	Total	Number scoring at level(s):			
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				This test	This test was not given in 2004-05.			

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

		This Distric	ct		NY State Public					
		Percentage s	coring at leve	el(s):		Percentage so	coring at level	s):		
		2-4	3-4	4		2-4	3-4	4		
Mean Score: 660	Range:	602-790	650-7	90 7	15-790					
	100%	97%				91%				
						51%				
			58%				49%			
				4	%			5%		
Number of Students:		153	92		7					
Results by		2005–06 <b>S</b> o				2004-05 \$	School Year			
<b>Student Group</b>		Total	Percentage sco		level(s):	Total	-	scoring at le	vel(s):	
<b>_</b>		Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students		158	97%	58%	4%					
Female		80	96%	71%	9%					
Male		78	97%	45%	0%					
American Indian or Alaska Nativ	ve									
Black or African American		6	100%	67%	33%					
Hispanic or Latino		5	80%	80%	0%		essments fo		-	
Asian or Native Hawaiian/Other		6	83%	67%	0%		dle-level En		age	
Pacific Islander							mathematic			
White		141	98%	57%	4%		tered in 200			
Small Group Totals							sessments c ed to results		-	
General-Education Students		133	100%	67%	5%		tered assess	•	ously	
Students with Disabilities		25	80%	12%	0%			nents.		
English Proficient		158	97%	58%	4%					
Limited English Proficient										
Economically Disadvantaged		35	89%	20%	0%					
Not Disadvantaged		123	99%	69%	6%					
Migrant										
Not Migrant		158	97%	58%	4%					

NOTES

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data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other	2005-06 <b>S</b>	chool Year			2004–05 School Year				
Assessments	Total	Number sco	oring at leve	l(s):	Total	Number scoring at level(s):			
ASSESSILLEILS	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment	1	_			0				
(NYSAA): Grade 8 Equivalent	т	_		-	0				
New York State English as a Second									
Language Achievement Test (NYSESLAT)†:	2	-	-	N/A	0				
Grade 8									

\* 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.

## This District's Results in Grade 8 Mathematics

		This Distric	t			NY State Public					
		Percentage so	coring at leve	l(s):		Percentage s	coring at level(	s):			
		2-4	3-4	2	ļ	2-4	3-4	4			
Mean Score: 652	Range:	616-775	650-7	75	701-775						
	100%	94%									
						85%					
			57%				54%				
					2%			10%			
Number of Students:		146	89		3						
Number of Students.		140	09		3						
Results by		2005–06 <b>Sc</b>	hool Year			2004-05	School Year				
-	<b>n</b>	Total	Percentage	scoring a	t level(s):	Total	Percentage	scoring at lev	vel(s):		
Student Grou	P	Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students		155	94%	57%	2%						
Female		79	96%	61%	1%						
Male		76	92%	54%	3%						
American Indian or Alaska Na	ative										
Black or African American		5	100%	100%	0%						
Hispanic or Latino		8	75%	38%	0%		sessments fo		•		
Asian or Native Hawaiian/Oth	her	6	83%	67%	0%		Idle-level Eng	, ,	age		
Pacific Islander							l mathematic				
White	•••••	136	96%	57%	2%		tered in 2000 ssessments c				
Small Group Totals			0.00/				ed to results		-		
General-Education Students		131	98%	63%	2%		tered assessr	•	susty		
Students with Disabilities		24	71%	25%	0%						
English Proficient		152	-								
Limited English Proficient		3	-	-	-						
Economically Disadvantaged		34	88%	35%	0%						
Not Disadvantaged		121	96%	64%	2%						
Migrant											
Not Migrant		155	94%	57%	2%						

NOTES

Other	2005-06 S	2004–05 School Year						
Assessments	Total	Number sco	Number scoring at level(s):			Number scoring at level(s):		
Assessments	Tested	2-4 3-4 4			Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	_	_	_	0			

## This District's Results in Grade 8 Science

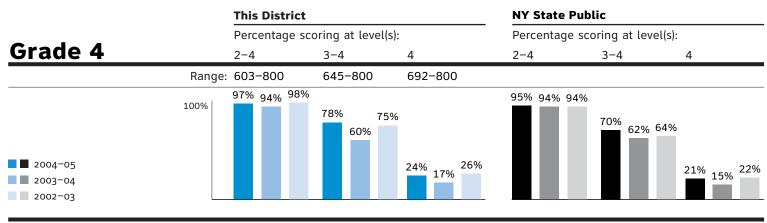
		This Distri	ct			NY State P	ublic		
		Percentage s	coring at lev	vel(s):		Percentage s	coring at leve	l(s):	
		2-4	3-4	4		2-4	3-4	4	
Mean Score: 78	Range:	44-100	65-10	8 00	5-100				
<ul> <li>■ 2005-06</li> <li>2004-05</li> </ul>	100%	100% 97%	91% g		7% 30%	91% 91%	64% 68	18	% 25%
Number of Students:		131 183	119 1	164	36 57				
Results by		2005-06 <b>S</b>				2004–05 School Year			
		Total	Percentag	e scoring a	level(s):	Total	Percentag	e scoring a	t level(s):
Student Grou		Tested	2-4	3-4	4	Tested	2-4	3-4	4
All Students		131	100%	<b>91</b> %	27%	188	97%	87%	<b>30</b> %
Female		66	100%	89%	32%	88	97%	85%	26%
Male		65	100%	92%	23%	100	98%	89%	34%
American Indian or Alaska Na	ative					2			
Black or African American		5	100%	100%	20%	7	86%	43%	29%
Hispanic or Latino		4	-			5	-	_	_
Asian or Native Hawaiian/Oth Pacific Islander	ier	5	-	-	-	1	-	-	-
White		117	100%	92%	28%	173	98%	90%	31%
Small Group Totals		9	100%	78%	33%	8	88%	75%	25%
General-Education Students		107	100%	95%	33%	147	100%	97%	36%
Students with Disabilities		24	100%	71%	4%	41	88%	51%	10%
English Proficient		130	-	-	-	188	97%	87%	30%
Limited English Proficient		1	_	_	_				
Economically Disadvantaged		31	100%	81%	10%	56	93%	75%	21%
Not Disadvantaged		100	100%	94%	33%	132	99%	92%	34%
Migrant									
Not Migrant		131	100%	91%	27%	188	97%	87%	30%

NOTES

Other	2005-06 Sc	hool Year			2004–05 School Year			
-	Total	Number scoring at level(s):			Total Number scorir		oring at leve	l(s):
Assessments	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment	1	_	_	_	0			
(NYSAA): Grade 8 Equivalent	±							
Regents Science	22	22	22	19	14	14	14	12

## **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.



	Number o	el:					
Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score	
Feb 2005	4	27	78	35	144	671	
Feb 2004	9	55	70	28	162	660	
Feb 2003	3	38	82	44	167	670	

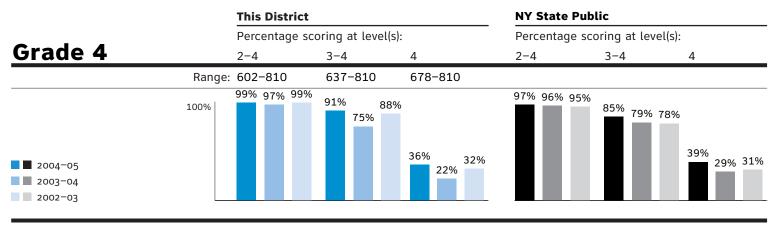
	This School			NY State Pub	olic			
	Percentage so	Percentage scoring at level(s):			Percentage scoring at level(s):			
Grade 8	2-4	3-4	4	2-4	3-4	4		
	Range: 658–830	697-830	737-830					
<ul> <li>2004-05</li> <li>2003-04</li> <li>2002-03</li> </ul>	95% 96% 95%	670 47% 53%	% 7% 10% 11%	93% 93% 91%	48% 47% 459	% 9% 11% 8%		

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

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score	
Jan 2005	11	98	82	15	206	697	
Jan 2004	9	94	94	22	219	703	
Jan 2003	10	58	119	22	209	705	

## **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.



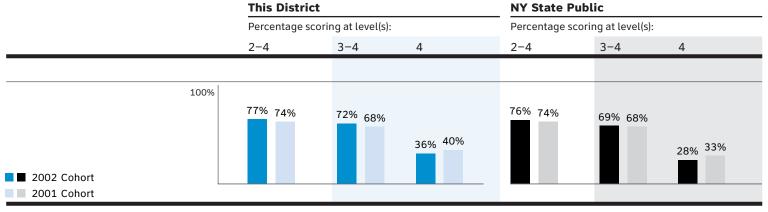
	Number o	f students sco	ring at each p	:			
Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score	
May 2005	1	12	78	52	143	669	
May 2004	5	36	86	35	162	656	
May 2003	2	18	93	52	165	667	

	This School			NY State Pub	olic	
Grade 8	Percentage so	coring at level(s	;):	Percentage sc	oring at level(s	):
	2-4	3-4	4	2-4	3-4	4
	Range: 681–882	716-882	760-882			
<ul> <li>2004-05</li> <li>2003-04</li> <li>2002-03</li> </ul>	100% 89% 86% 90%	49% 57% 60'	% 5% <sup>12%</sup> 9%	87% 86% 83%	55% 58% 519	% 9% 13% 9%

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

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score	
May 2005	23	82	88	11	204	713	
May 2004	30	64	99	26	219	719	
May 2003	22	62	108	19	211	720	

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



Results by	2002 <b>Coho</b> i	·t*		2001 Cohort*				
-	Number	Percentage scoring at level(s):			Number	Percentage scoring at level(s):		
Student Group	of Students	2-4	3-4	4	of Students	2-4	3-4	4
All Students	210	77%	72%	36%	187	74%	68%	40%
Female	104	81%	78%	44%	97	79%	74%	48%
Male	106	73%	66%	28%	90	69%	61%	31%
American Indian or Alaska Native								
Black or African American	10	60%	50%	0%	8	50%	38%	13%
Hispanic or Latino	7	86%	71%	14%	5	60%	40%	0%
Asian or Native Hawaiian/Other Pacific Islander	5	80%	80%	40%	6	100%	83%	83%
White	188	77%	73%	39%	168	75%	70%	41%
Small Group Totals	••••••	• • • • • • • • • • • • • • • •		••••••		• • • • • • • • • • • • • •		
General-Education Students	150	89%	87%	50%	165	81%	75%	45%
Students with Disabilities	60	45%	33%	2%	22	27%	14%	0%
English Proficient	210	77%	72%	36%	186	-	-	-
Limited English Proficient	••••••	• • • • • • • • • • • • • • • • • • •		••••••	1	-	-	-
Economically Disadvantaged	27	74%	74%	30%				
Not Disadvantaged	183	77%	72%	37%			•••••	
Migrant								
Not Migrant	210	77%	72%	36%				

NOTES

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Other	2002 <b>Coho</b> r	rt*		2001 Cohort*				
Assossments	Number	Number sco	oring at level	(s):	Number	Number sco	oring at leve	l(s):
Assessments	of Students	2-4	3-4	4	of Students	2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	0				0			

\* 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.

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

		This District			NY State Pub	olic		
		Percentage scoring at level(s):			Percentage scoring at level(s):			
		2-4	3-4	4	2-4	3-4	4	
<ul> <li>2002 Cohort</li> <li>2001 Cohort</li> </ul>	100%	70% 76%	67% 72%	21% 19%	78% 75%	71% 67%	23% 21%	

Results by	2002 <b>Coho</b> i	·t*			2001 <b>Coho</b> i	ort*			
Student Group	Number of Students	Percentage scoring at level(s):			Number	Percentage scoring at level(s):			
		2-4	3-4	4	of Students	2-4	3-4	4	
All Students	210	<b>70</b> %	67%	21%	187	76%	72%	<b>19</b> %	
Female	104	75%	73%	22%	97	81%	76%	24%	
Male	106	65%	60%	21%	90	70%	67%	14%	
American Indian or Alaska Native									
Black or African American	10	50%	40%	10%	8	50%	50%	25%	
Hispanic or Latino	7	29%	29%	0%	5	80%	40%	0%	
Asian or Native Hawaiian/Other Pacific Islander	5	80%	80%	60%	6	100%	100%	33%	
White	188	72%	69%	22%	168	76%	73%	19%	
Small Group Totals	••••••	• • • • • • • • • • • • • • • • • •		••••••			•••••••••	••••••	
General-Education Students	150	87%	87%	29%	165	84%	79%	22%	
Students with Disabilities	60	27%	17%	2%	22	14%	14%	0%	
English Proficient	210	70%	67%	21%	186	-	-	-	
Limited English Proficient	•••••			•••••	1	-	-	-	
Economically Disadvantaged	27	70%	67%	11%					
Not Disadvantaged	183	70%	67%	23%					
Migrant									
Not Migrant	210	70%	67%	21%					

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Other	2002 Cohor	ʻt*			2001 Cohort*			
Accoccmonts	Number	Number scoring at level(s):			Number	Number scoring at level(s):		
Assessments	of Students	2-4	3-4	4	of Students	2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	0				0			

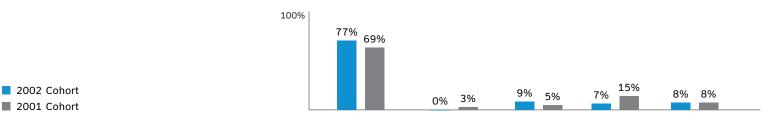
\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred 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.

## **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
All Students	2002	210	77%	0%	9%	7%	8%
	2001	187	69%	3%	5%	<b>15</b> %	8%
Female	2002	104	78%	1%	10%	4%	8%
	2001	97	75%	1%	5%	14%	4%
Male	2002	106	75%	0%	8%	9%	8%
	2001	90	62%	6%	4%	16%	12%
American Indian	2002	0	N/A	N/A	N/A	N/A	N/A
or Alaska Native							
Black or	2002	10	60%	0%	0%	20%	20%
African American	2001	8	50%	0%	0%	13%	38%
Hispanic or Latino	2002	7	100%	0%	0%	0%	0%
	2001	5	60%	0%	0%	20%	20%
Asian or Native	2002	5	80%	0%	0%	0%	20%
Hawaiian/Other Pacific Islander	2001	6	100%	0%	0%	0%	0%
White	2002	188	77%	1%	10%	6%	7%
	2001	168	69%	4%	5%	15%	7%
Small Group Totals	••••••••••			••••	••••		
General-Education Students	2002	150	85%	0%	5%	4%	5%
	2001	165	77%	0%	4%	12%	7%
Students with Disabilities	2002	60	55%	2%	17%	13%	13%
	2001	22	9%	27%	9%	36%	18%
English Proficient	2002	210	77%	0%	9%	7%	8%
2	2001	186	_	_	_	_	_
Limited English Proficient	2002	0	N/A	N/A	N/A	N/A	N/A
5	2001	1	· _	-	· -	-	_
Economically Disadvantaged	2002	27	63%	0%	4%	22%	11%
Not Disadvantaged	2002	183	79%	1%	9%	4%	7%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	210	77%	0%	9%	7%	8%

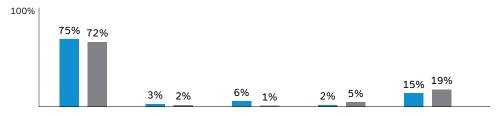
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## **Total 2001 Cohort Outcomes after Five Years of School**

Percentage of students who:



DistrictNY State Public

	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	185	75%	3%	6%	2%	15%
Female	97	79%	2%	5%	3%	10%
Male	88	70%	3%	7%	0%	19%
American Indian	0	N/A	N/A	N/A	N/A	N/A
or Alaska Native						
Black or	8	50%	0%	13%	0%	38%
African American						
Hispanic or Latino	5	60%	0%	0%	20%	20%
Asian or Native	6	100%	0%	0%	0%	0%
Hawaiian/Other Pacific Islander						
White	166	76%	3%	6%	1%	14%
Small Group Totals	•••••••••••••••••••••••••••••	• • • • • • • • • • • • • • • • • • • •	•••••••••••••••••	••••••••••••••••••	• • • • • • • • • • • • • • • • • • • •	•••••
General-Education Students	163	82%	0%	5%	1%	12%
Students with Disabilities	22	27%	23%	14%	5%	32%
English Proficient	184	-	-	-	-	-
Limited English Proficient	1			-		
Economically Disadvantaged	13	77%	0%	8%	0%	15%
Not Disadvantaged	172	75%	3%	6%	2%	15%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	185	75%	3%	6%	2%	15%

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