The New York State District Report Card

Accountability and Overview Report 2006 – 07

District **CANASTOTA CENTRAL SCHOOL DISTRICT**
District ID **25-09-01-06-0000**
Superintendent **FREDERICK BRAGAN**
Telephone **(315) 697-2025**
Grades **K-12, UE, US**

This District's Report Card

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

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

Use this report to:

1 Get District Profile information.
This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.
This section indicates whether a district made adequate yearly progress (AYP) and identifies 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 2007–08 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.

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 **CANASTOTA CENTRAL SCHOOL DISTRICT**

District ID **25-09-01-06-0000**

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2004–05	2005–06	2006–07
Pre-K	0	0	0
Kindergarten	121	135	113
Grade 1	122	126	130
Grade 2	122	111	126
Grade 3	130	117	111
Grade 4	118	134	127
Grade 5	120	114	134
Grade 6	116	123	123
Ungraded Elementary	0	16	0
Grade 7	122	121	125
Grade 8	132	114	124
Grade 9	126	144	136
Grade 10	111	113	126
Grade 11	88	107	122
Grade 12	107	86	126
Ungraded Secondary	34	33	0
Total K–12	1569	1594	1623

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

	2004–05	2005–06	2006–07
Common Branch	20	21	20
Grade 8			
English	19	21	23
Mathematics	24	23	20
Science	23	11	24
Social Studies	23		23
Grade 10			
English	19		26
Mathematics	18	14	25
Science	22		25
Social Studies	22		24

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.

1 District Profile

District **CANASTOTA CENTRAL SCHOOL DISTRICT**

District ID **25-09-01-06-0000**

Demographic Factors

	2004–05		2005–06		2006–07	
	#	%	#	%	#	%
Eligible for Free Lunch	431	27%	351	22%	363	22%
Reduced-Price Lunch	104	7%	140	9%	185	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	0	0%	2	0%	0	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	8	1%	8	1%	5	0%
Black or African American	36	2%	30	2%	36	2%
Hispanic or Latino	13	1%	18	1%	12	1%
Asian or Native Hawaiian/Other Pacific Islander	13	1%	10	1%	9	1%
White	1499	96%	1528	96%	1561	96%
Multiracial**	N/A	N/A	N/A	N/A	0	0%

* Not available at the district level.

** Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

Attendance and Suspensions

	2003–04		2004–05		2005–06	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		95%
Student Suspensions	92	6%	77	5%	65	4%

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.

1 District Profile

District **CANASTOTA CENTRAL SCHOOL DISTRICT**

District ID **25-09-01-06-0000**

Teacher Qualifications

	2004–05	2005–06	2006–07
Total Number of Teachers	115	118	112
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	5%	1%	1%
Percent with Fewer Than Three Years of Experience	7%	7%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	13%	14%	13%
Total Number of Core Classes*	N/A	365	274
Percent Not Taught by Highly Qualified Teachers	N/A	0%	1%
Total Number of Classes	388	295	418
Percent Taught by Teachers Without Appropriate Certification	4%	1%	2%

* Data for 2004–05 were not weighted, so are not shown.

Teacher Turnover Rate

	2003–04	2004–05	2005–06
Turnover Rate of Teachers with Fewer than Five Years of Experience	6%	12%	5%
Turnover Rate of All Teachers	15%	10%	7%

Staff Counts

	2004–05	2005–06	2006–07
Total Other Professional Staff	10	10	14
Total Paraprofessionals*	21	21	23
Assistant Principals	1	1	2
Principals	3	3	3

* Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year that were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

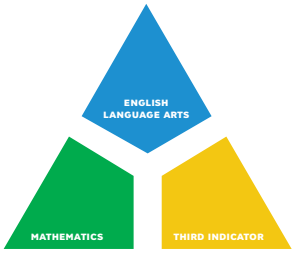
Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

2 District Accountability

District **CANASTOTA CENTRAL SCHOOL DISTRICT** District ID **25-09-01-06-0000**

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 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).



For more information about accountability in New York State, visit: **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 2006–07 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

The PI of the All Students group 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 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 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 2002 graduation-rate cohort earning a local diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

District **CANASTOTA CENTRAL SCHOOL DISTRICT** District ID **25-09-01-06-0000**

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 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 AMO's for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Cohort

This term is defined on the graduation-rate accountability page.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

100 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ 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) ÷ 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 2006–07 safe harbor targets were calculated using the following equation:

2005–06 PI + (200 – the 2005–06 PI) × 0.10

Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, 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.

2 District Accountability

District **CANASTOTA CENTRAL SCHOOL DISTRICT** District ID **25-09-01-06-0000**

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

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

2 District Accountability

District **CANASTOTA CENTRAL SCHOOL DISTRICT** District ID **25-09-01-06-0000**

Summary

Overall Accountability Status (2007–08)

Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2005–06	2006–07	2007–08
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	✔	✔	✔	✔	✔	✔
Ethnicity						
American Indian or Alaska Native	–	–				
Black or African American	–	–		–	–	
Hispanic or Latino	–	–				
Asian or Native Hawaiian/Other Pacific Islander	–	–				
White	✔	✔		✔	✔	
Multiracial						
Other Groups						
Students with Disabilities	✔SH	✔				
Limited English Proficient						
Economically Disadvantaged	✔	✔				
Student groups making AYP in each subject	✔ 4 of 4	✔ 4 of 4	✔ 1 of 1	✔ 2 of 2	✔ 2 of 2	✔ 1 of 1

AYP Status

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

Accountability Status Levels

Federal	State
Good Standing	Good Standing
Improvement (Year 1)	Requiring Academic Progress (Year 1)
Improvement (Year 2)	Requiring Academic Progress (Year 2)
Improvement (Year 3)	Requiring Academic Progress (Year 3)
Improvement (Year 4)	Requiring Academic Progress (Year 4)
Improvement (Year 5 & Above)	Requiring Academic Progress (Year 5 & Above)

Pending – Requires Special Evaluation

2 District Accountability

District **CANASTOTA CENTRAL SCHOOL DISTRICT** District ID **25-09-01-06-0000**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2007–08)	^	Good Standing
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 2008-09. [201]

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

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2006–07	Safe Harbor Target 2007–08
All Students (767:746)	✔	✔	100%	✔	156	118		
Ethnicity								
American Indian or Alaska Native (5:5)	–	–	–	–	–	–		–
Black or African American (19:19)	–	–	–	–	–	–		–
Hispanic or Latino (7:5)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (5:5)	–	–	–	–	–	–		–
White (731:712)	✔	✔	100%	✔	156	118		
Multiracial (0:0)								
Other Groups								
Students with Disabilities[4] (142:133)	✔SH	✔	99%	✔SH	86	113	80	97
Limited English Proficient[5] (0:0)								
Economically Disadvantaged (284:267)	✔	✔	100%	✔	140	115		
Final AYP Determination	✔ 4 of 4							

AYP Status

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

NOTES

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

2 Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006–07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

5 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

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

2 District Accountability

District **CANASTOTA CENTRAL SCHOOL DISTRICT** District ID **25-09-01-06-0000**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2007–08)	^	Good Standing
Accountability Measures	4 of 4	Student groups making AYP in Mathematics
	✔	Made AYP
Prospective Status		This district will be in good standing in 2008-09. [201]

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

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2006–07	Safe Harbor Target 2007–08
All Students (769:735)	✔	✔	100%	✔	159	82		
Ethnicity								
American Indian or Alaska Native (5:5)	–	–	–	–	–	–		–
Black or African American (20:18)	–	–	–	–	–	–		–
Hispanic or Latino (7:5)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (5:5)	–	–	–	–	–	–		–
White (732:702)	✔	✔	100%	✔	160	82		
Multiracial (0:0)								
Other Groups								
Students with Disabilities[4] (139:129)	✔	✔	99%	✔	97	77		
Limited English Proficient[5] (0:0)								
Economically Disadvantaged (282:259)	✔	✔	100%	✔	144	79		
Final AYP Determination	✔ 4 of 4							

AYP Status

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

NOTES

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

2 Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006–07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

5 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

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

2 District Accountability

District **CANASTOTA CENTRAL SCHOOL DISTRICT** District ID **25-09-01-06-0000**

Elementary/Middle-Level Science

Accountability Status for This Subject (2007–08)	✔	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 2008-09. [201]

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

Student Group (Total: Continuous Enrollment)[1]	AYP		Participation[2]		Test Performance[3]		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006–07	Progress Target 2007–08
All Students (255:232)	✔	Qualified	✔	97%	✔	183	100		
Ethnicity									
American Indian or Alaska Native (1:1)		–	–	–	–	–	–		–
Black or African American (8:8)		–	–	–	–	–	–		–
Hispanic or Latino (4:1)		–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (2:2)		–	–	–	–	–	–		–
White (240:220)		Qualified	✔	98%	✔	184	100		
Multiracial (0:0)									
Other Groups									
Students with Disabilities (46:37)		Qualified	✔	91%	✔	146	100		
Limited English Proficient[4] (0:0)									
Economically Disadvantaged (101:84)		Qualified	✔	95%	✔	175	100		
Final AYP Determination	✔	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

NOTES

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

2 Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and performance indices.

4 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

2 District Accountability

District **CANASTOTA CENTRAL SCHOOL DISTRICT** District ID **25-09-01-06-0000**

Secondary-Level English Language Arts

Accountability Status for This Subject (2007–08)	✔	Good Standing
Accountability Measures	2 of 2	Student groups making AYP in English Language Arts
	✔	Made AYP
Prospective Status		This district will be in good standing in 2008-09. [201]

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

Student Group (12th Graders: 2003 Cohort)[1]	AYP	Participation[2]		Test Performance[3]		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07	Safe Harbor Target 2007–08
All Students (110:123)	✔	✔	95%	✔	164	150		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (3:4)	–	–	–	–	–	–		–
Hispanic or Latino (0:0)								
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (107:119)	✔	✔	96%	✔	166	149		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (0:0)								
Limited English Proficient[4] (0:0)								
Economically Disadvantaged (0:0)								
Final AYP Determination	✔ 2 of 2							

AYP Status

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

NOTES

1 These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

2 Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

4 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

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

2 District Accountability

District **CANASTOTA CENTRAL SCHOOL DISTRICT** District ID **25-09-01-06-0000**

Secondary-Level Mathematics

Accountability Status for This Subject (2007–08)	^	Good Standing
Accountability Measures	2 of 2	Student groups making AYP in Mathematics
	✔	Made AYP
Prospective Status		This district will be in good standing in 2008-09. [201]

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

Student Group (12th Graders: 2003 Cohort)[1]	AYP	Participation[2]		Test Performance[3]		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07	Safe Harbor Target 2007–08
All Students (110:123)	✔	✔	95%	✔	163	143		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (3:4)	–	–	–	–	–	–		–
Hispanic or Latino (0:0)								
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (107:119)	✔	✔	96%	✔	166	142		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (0:0)								
Limited English Proficient[4] (0:0)								
Economically Disadvantaged (0:0)								
Final AYP Determination	✔ 2 of 2							

AYP Status

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

NOTES

1 These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

2 Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

4 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

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

2 District Accountability

District **CANASTOTA CENTRAL SCHOOL DISTRICT** District ID **25-09-01-06-0000**

Graduation Rate

Accountability Status for This Indicator (2007–08)	^	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 2008-09. [201]

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

Student Group (Cohort Count)[1]	Graduation AYP	Graduation Met Criterion	Graduation Rate[2]	Objectives State Standard	Progress Target 2006–07	Progress Target 2007–08
All Students (94)	✔	✔	86%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (1)		–	–	–		
Hispanic or Latino (0)						
Asian or Native Hawaiian/Other Pacific Islander (2)		–	–	–		
White (91)		✔	86%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (9)		–	–	–		
Limited English Proficient[3] (0)						
Economically Disadvantaged (13)		–	–	–		
Final AYP Determination	✔ 1 of 1					

NOTES

[1] 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.

[2] Percentage of the 2002 cohort that earned a local or Regents diploma by August 31, 2006.

[3] If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

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 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **CANASTOTA CENTRAL SCHOOL DISTRICT** District ID **25-09-01-06-0000**

2007–08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 accountability status.

Federal Title I Status	New York State Status
Good Standing	
4 schools identified 100% of total	
CANASTOTA HIGH SCHOOL	
PETERBORO STREET ELEMENTARY SCHOOL	
ROBERTS STREET MIDDLE SCHOOL	
SOUTH SIDE ELEMENTARY SCHOOL	

4 Overview of District Performance

District **CANASTOTA CENTRAL SCHOOL DISTRICT**

District ID **25-09-01-06-0000**

Summary of 2006–07 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
English Language Arts	0% 50% 100%	
Grade 3	65%	110
Grade 4	59%	129
Grade 5	69%	134
Grade 6	63%	123
Grade 7	54%	130
Grade 8	58%	129
Mathematics		
Grade 3	81%	115
Grade 4	71%	128
Grade 5	55%	135
Grade 6	61%	123
Grade 7	74%	129
Grade 8	56%	126
Science		
Grade 4	86%	123
Grade 8	75%	109

	Percentage of students that scored at or above Level 3	2003 Total Cohort
Secondary Level	0% 50% 100%	
English	71%	134
Mathematics	72%	134

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:

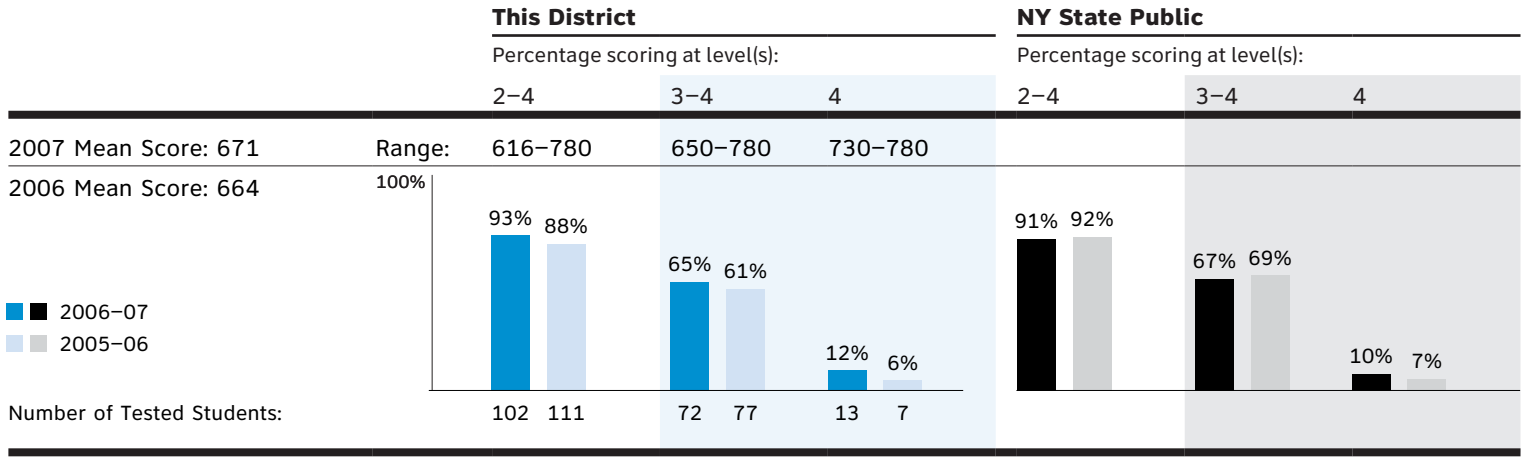
Average Need Districts

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

4 Overview of District Performance

District **CANASTOTA CENTRAL SCHOOL DISTRICT** District ID **25-09-01-06-0000**

This District's Results in Grade 3 English Language Arts



Results by Student Group

Student Group	2006–07 School Year: Total Tested	2006–07: Percentage scoring at level(s): 2–4	2006–07: 3–4	2006–07: 4	2005–06 School Year: Total Tested	2005–06: Percentage scoring at level(s): 2–4	2005–06: 3–4	2005–06: 4
All Students	**110**	**93%**	**65%**	**12%**	**126**	**88%**	**61%**	**6%**
Female	60	97%	75%	12%	57	84%	65%	7%
Male	50	88%	54%	12%	69	91%	58%	4%
American Indian or Alaska Native	1	–	–	–				
Black or African American					5	–	–	–
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	2	–	–	–
White	107	–	–	–	118	88%	62%	6%
Multiracial								
Small Group Totals	110	93%	65%	12%	8	88%	50%	0%
General-Education Students	110	93%	65%	12%	103	97%	72%	7%
Students with Disabilities					23	48%	13%	0%
English Proficient	110	93%	65%	12%	126	88%	61%	6%
Limited English Proficient								
Economically Disadvantaged					50	78%	38%	2%
Not Disadvantaged	110	93%	65%	12%	76	95%	76%	8%
Migrant								
Not Migrant	110	93%	65%	12%	126	88%	61%	6%

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

Other Assessments

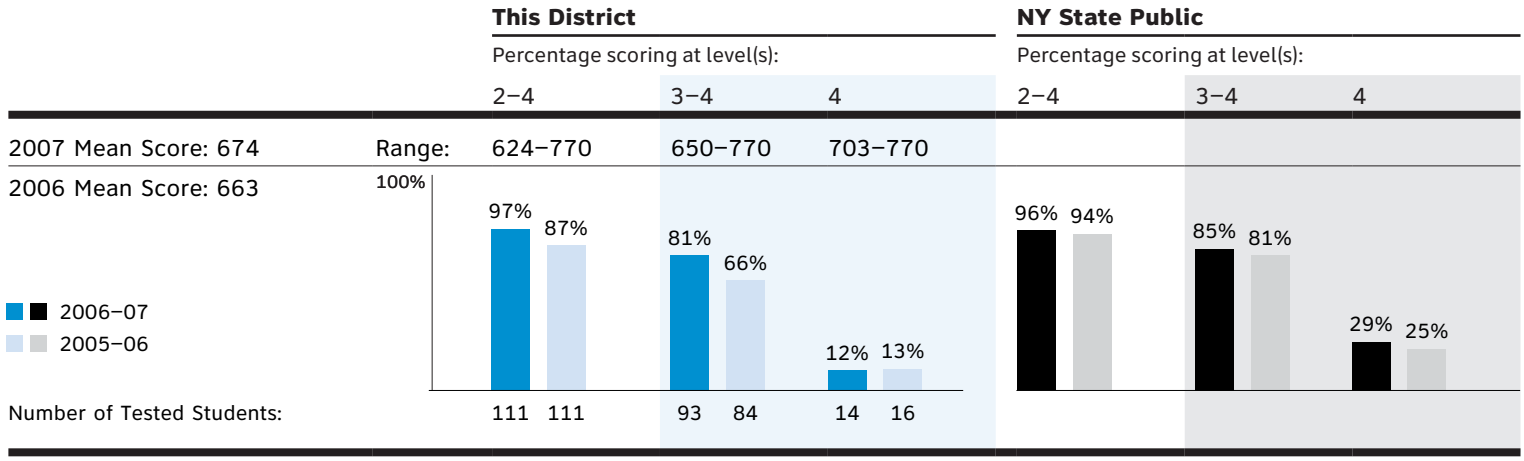
Assessment	2006–07 School Year: Total Tested	2006–07: Number scoring at level(s): 2–4	2006–07: 3–4	2006–07: 4	2005–06 School Year: Total Tested	2005–06: Number scoring at level(s): 2–4	2005–06: 3–4	2005–06: 4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

4 Overview of District Performance

District **CANASTOTA CENTRAL SCHOOL DISTRICT** District ID **25-09-01-06-0000**

This District's Results in Grade 3 Mathematics



Results by Student Group

Student Group	2006–07 School Year: Total Tested	2006–07: Percentage scoring at level(s): 2–4	3–4	4	2005–06 School Year: Total Tested	2005–06: Percentage scoring at level(s): 2–4	3–4	4
All Students	**115**	**97%**	**81%**	**12%**	**127**	**87%**	**66%**	**13%**
Female	64	97%	84%	9%	57	82%	61%	9%
Male	51	96%	76%	16%	70	91%	70%	16%
American Indian or Alaska Native	1	–	–	–				
Black or African American					5	–	–	–
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	2	–	–	–
White	112	–	–	–	119	88%	66%	13%
Multiracial								
Small Group Totals	115	97%	81%	12%	8	75%	63%	0%
General-Education Students	115	97%	81%	12%	105	94%	75%	15%
Students with Disabilities					22	55%	23%	0%
English Proficient	115	97%	81%	12%	127	87%	66%	13%
Limited English Proficient								
Economically Disadvantaged					51	76%	45%	4%
Not Disadvantaged	115	97%	81%	12%	76	95%	80%	18%
Migrant								
Not Migrant	115	97%	81%	12%	127	87%	66%	13%

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

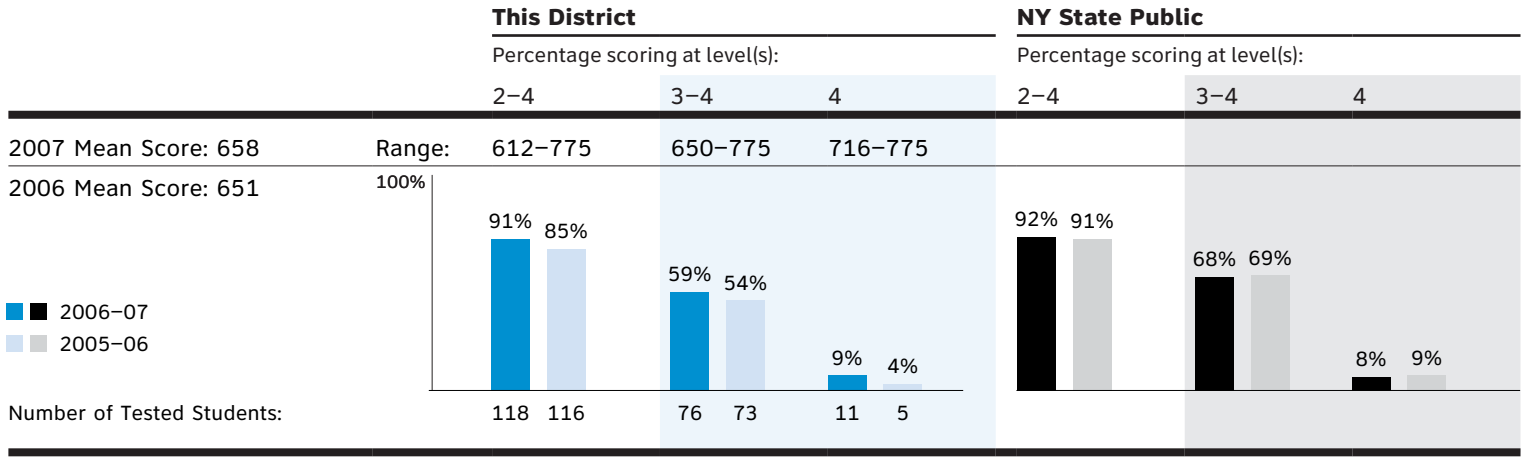
Other Assessments

	2006–07 School Year: Total Tested	2006–07: Number scoring at level(s): 2–4	3–4	4	2005–06 School Year: Total Tested	2005–06: Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

4 Overview of District Performance

District **CANASTOTA CENTRAL SCHOOL DISTRICT** District ID **25-09-01-06-0000**

This District's Results in Grade 4 English Language Arts



Results by Student Group

Student Group	2006–07 School Year: Total Tested	2006–07: Percentage scoring at level(s): 2–4	2006–07: 3–4	2006–07: 4	2005–06 School Year: Total Tested	2005–06: Percentage scoring at level(s): 2–4	2005–06: 3–4	2005–06: 4
All Students	**129**	**91%**	**59%**	**9%**	**136**	**85%**	**54%**	**4%**
Female	56	93%	66%	9%	61	90%	59%	3%
Male	73	90%	53%	8%	75	81%	49%	4%
American Indian or Alaska Native	1	–	–	–	3	–	–	–
Black or African American	7	–	–	–	2	–	–	–
Hispanic or Latino	2	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	3	–	–	–
White	118	92%	60%	9%	128	85%	52%	4%
Multiracial								
Small Group Totals	11	91%	45%	0%	8	88%	75%	0%
General-Education Students	129	91%	59%	9%	111	94%	63%	5%
Students with Disabilities					25	48%	12%	0%
English Proficient	129	91%	59%	9%	136	85%	54%	4%
Limited English Proficient								
Economically Disadvantaged					55	80%	44%	0%
Not Disadvantaged	129	91%	59%	9%	81	89%	60%	6%
Migrant								
Not Migrant	129	91%	59%	9%	136	85%	54%	4%

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

Other Assessments

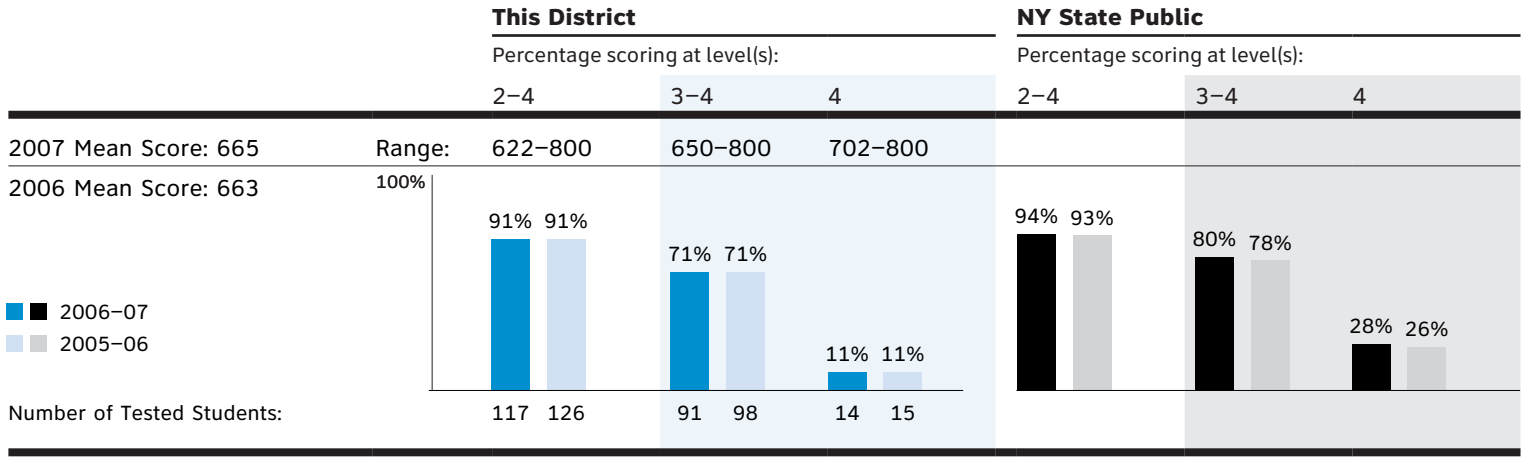
Assessment	2006–07 School Year: Total Tested	2006–07: Number scoring at level(s): 2–4	2006–07: 3–4	2006–07: 4	2005–06 School Year: Total Tested	2005–06: Number scoring at level(s): 2–4	2005–06: 3–4	2005–06: 4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

4 Overview of District Performance

District **CANASTOTA CENTRAL SCHOOL DISTRICT** District ID **25-09-01-06-0000**

This District's Results in Grade 4 Mathematics



Results by Student Group

Student Group	2006–07 School Year Total Tested	2006–07 Percentage scoring at level(s): 2–4	3–4	4	2005–06 School Year Total Tested	2005–06 Percentage scoring at level(s): 2–4	3–4	4
All Students	**128**	**91%**	**71%**	**11%**	**138**	**91%**	**71%**	**11%**
Female	56	89%	66%	7%	62	90%	69%	10%
Male	72	93%	75%	14%	76	92%	72%	12%
American Indian or Alaska Native	1	–	–	–	4	–	–	–
Black or African American	6	–	–	–	2	–	–	–
Hispanic or Latino	2	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	3	–	–	–
White	118	92%	71%	12%	128	91%	71%	12%
Multiracial								
Small Group Totals	10	80%	70%	0%	10	90%	70%	0%
General-Education Students	128	91%	71%	11%	112	100%	80%	13%
Students with Disabilities					26	54%	31%	0%
English Proficient	128	91%	71%	11%	138	91%	71%	11%
Limited English Proficient								
Economically Disadvantaged					59	88%	61%	3%
Not Disadvantaged	128	91%	71%	11%	79	94%	78%	16%
Migrant								
Not Migrant	128	91%	71%	11%	138	91%	71%	11%

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

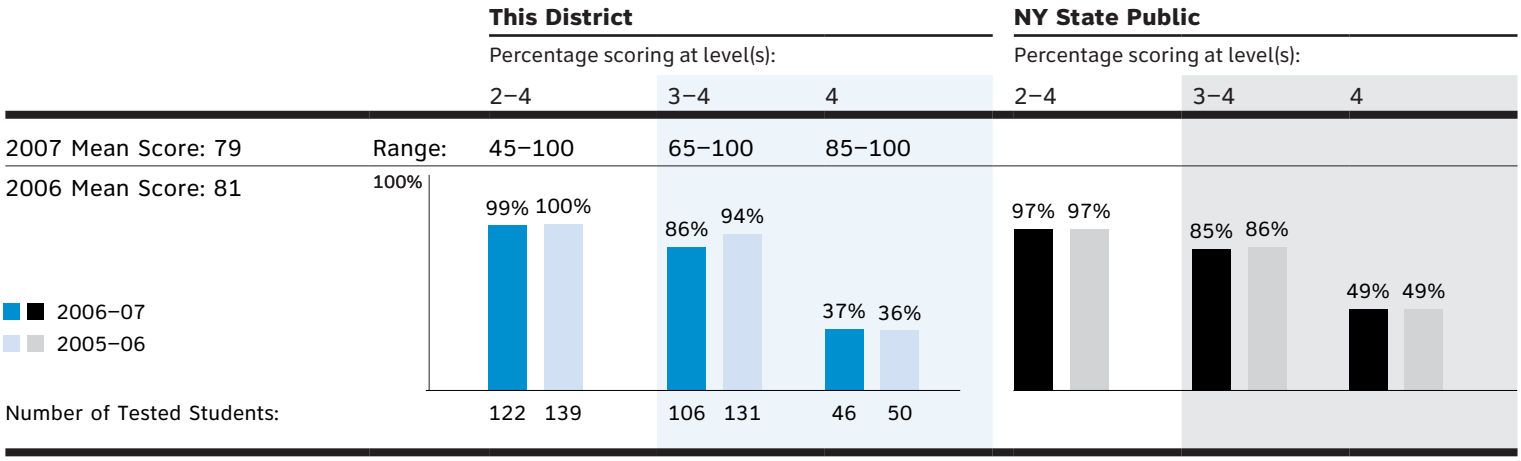
Other Assessments

	2006–07 School Year Total Tested	2006–07 Number scoring at level(s): 2–4	3–4	4	2005–06 School Year Total Tested	2005–06 Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

4 Overview of District Performance

District **CANASTOTA CENTRAL SCHOOL DISTRICT** District ID **25-09-01-06-0000**

This District's Results in Grade 4 Science



Results by Student Group

Student Group	2006–07 School Year Total Tested	2006–07 Percentage scoring at level(s): 2–4	3–4	4	2005–06 School Year Total Tested	2005–06 Percentage scoring at level(s): 2–4	3–4	4
All Students	**123**	**99%**	**86%**	**37%**	**139**	**100%**	**94%**	**36%**
Female	56	100%	86%	43%	61	100%	92%	33%
Male	67	99%	87%	33%	78	100%	96%	38%
American Indian or Alaska Native	1	–	–	–	4	–	–	–
Black or African American	6	–	–	–	2	–	–	–
Hispanic or Latino	2	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	3	–	–	–
White	113	99%	88%	38%	129	100%	95%	37%
Multiracial								
Small Group Totals	10	100%	70%	30%	10	100%	90%	20%
General-Education Students	123	99%	86%	37%	114	100%	96%	42%
Students with Disabilities					25	100%	84%	8%
English Proficient	123	99%	86%	37%	139	100%	94%	36%
Limited English Proficient								
Economically Disadvantaged					60	100%	92%	27%
Not Disadvantaged	123	99%	86%	37%	79	100%	96%	43%
Migrant								
Not Migrant	123	99%	86%	37%	139	100%	94%	36%

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

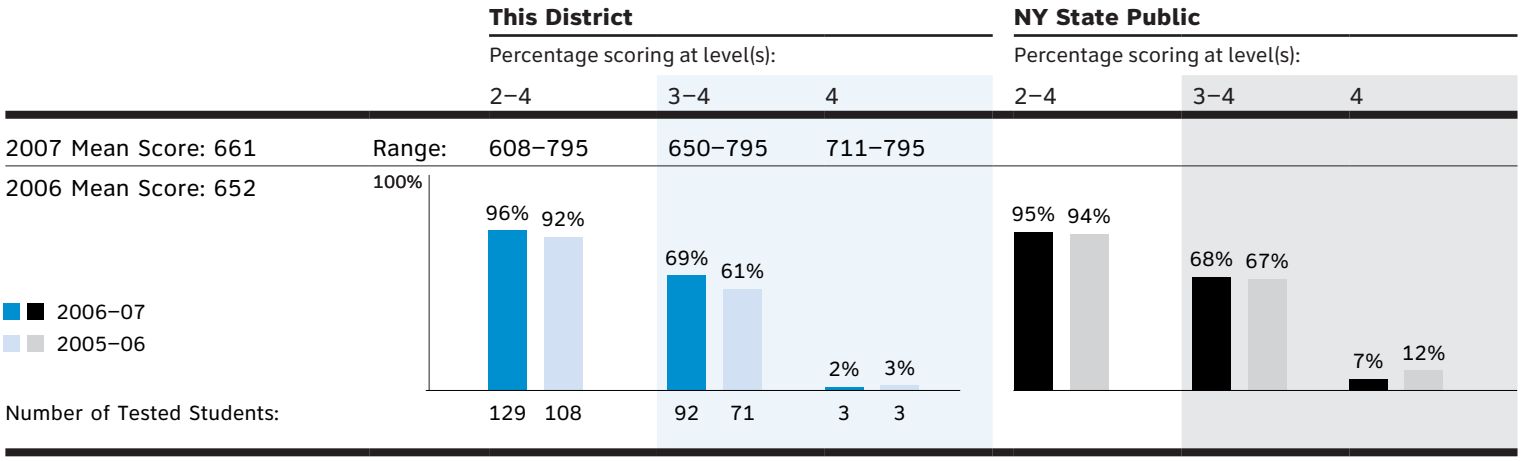
Other Assessments

	2006–07 School Year Total Tested	2006–07 Number scoring at level(s): 2–4	3–4	4	2005–06 School Year Total Tested	2005–06 Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

4 Overview of District Performance

District **CANASTOTA CENTRAL SCHOOL DISTRICT** District ID **25-09-01-06-0000**

This District's Results in Grade 5 English Language Arts



Results by Student Group

Student Group	2006–07 School Year: Total Tested	2006–07: Percentage scoring at level(s): 2–4	2006–07: 3–4	2006–07: 4	2005–06 School Year: Total Tested	2005–06: Percentage scoring at level(s): 2–4	2005–06: 3–4	2005–06: 4
All Students	**134**	**96%**	**69%**	**2%**	**117**	**92%**	**61%**	**3%**
Female	59	98%	69%	2%	52	96%	63%	4%
Male	75	95%	68%	3%	65	89%	58%	2%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	2	–	–	–	4	–	–	–
Hispanic or Latino					1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–				
White	129	96%	69%	2%	111	93%	64%	3%
Multiracial								
Small Group Totals	5	100%	60%	0%	6	83%	0%	0%
General-Education Students	134	96%	69%	2%	99	97%	67%	3%
Students with Disabilities					18	67%	28%	0%
English Proficient	134	96%	69%	2%	117	92%	61%	3%
Limited English Proficient								
Economically Disadvantaged					38	87%	42%	0%
Not Disadvantaged	134	96%	69%	2%	79	95%	70%	4%
Migrant								
Not Migrant	134	96%	69%	2%	117	92%	61%	3%

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

Other Assessments

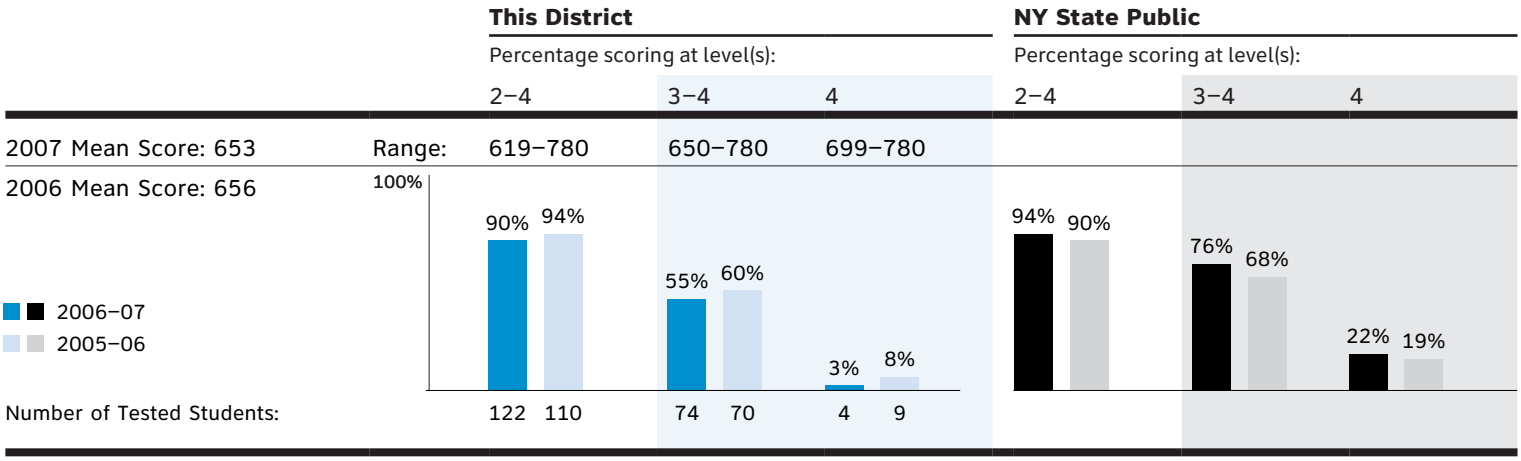
Assessment	2006–07 School Year: Total Tested	2006–07: Number scoring at level(s): 2–4	2006–07: 3–4	2006–07: 4	2005–06 School Year: Total Tested	2005–06: Number scoring at level(s): 2–4	2005–06: 3–4	2005–06: 4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	4	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

4 Overview of District Performance

District **CANASTOTA CENTRAL SCHOOL DISTRICT** District ID **25-09-01-06-0000**

This District's Results in Grade 5 Mathematics



Results by Student Group

Student Group	2006–07 School Year Total Tested	2006–07 Percentage scoring at level(s): 2–4	3–4	4	2005–06 School Year Total Tested	2005–06 Percentage scoring at level(s): 2–4	3–4	4
All Students	**135**	**90%**	**55%**	**3%**	**117**	**94%**	**60%**	**8%**
Female	58	88%	53%	0%	52	94%	65%	8%
Male	77	92%	56%	5%	65	94%	55%	8%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	4	–	–	–	4	–	–	–
Hispanic or Latino					1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–				
White	128	91%	55%	3%	111	95%	61%	8%
Multiracial								
Small Group Totals	7	86%	57%	0%	6	83%	33%	0%
General-Education Students	135	90%	55%	3%	99	98%	66%	9%
Students with Disabilities					18	72%	28%	0%
English Proficient	135	90%	55%	3%	117	94%	60%	8%
Limited English Proficient								
Economically Disadvantaged					38	89%	42%	0%
Not Disadvantaged	135	90%	55%	3%	79	96%	68%	11%
Migrant								
Not Migrant	135	90%	55%	3%	117	94%	60%	8%

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

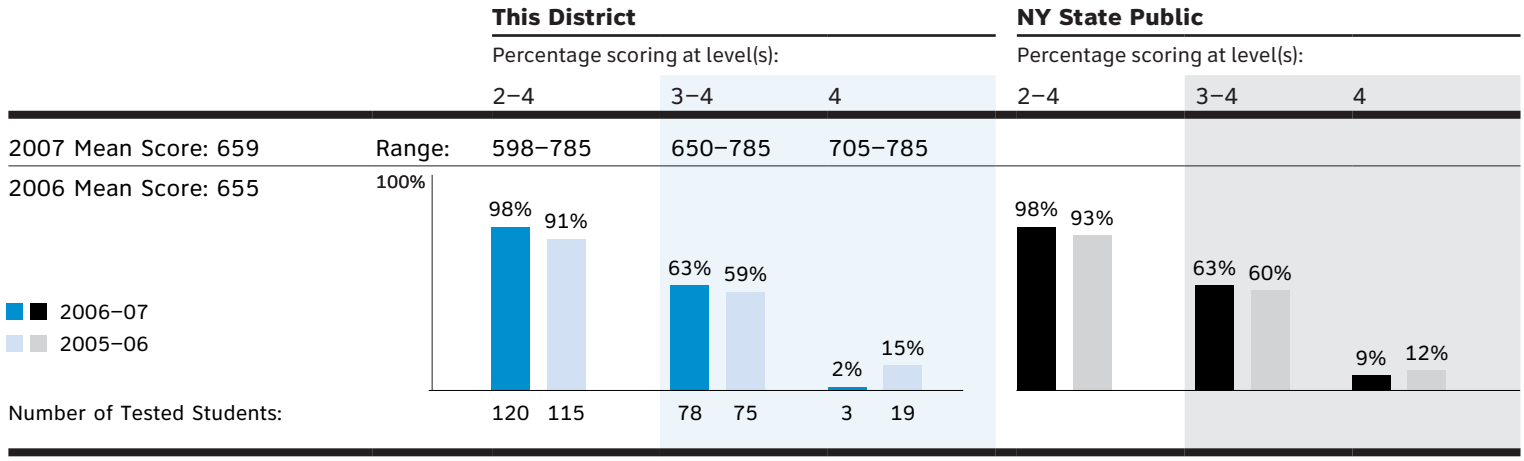
Other Assessments

	2006–07 School Year Total Tested	2006–07 Number scoring at level(s): 2–4	3–4	4	2005–06 School Year Total Tested	2005–06 Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	4	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

4 Overview of District Performance

District **CANASTOTA CENTRAL SCHOOL DISTRICT** District ID **25-09-01-06-0000**

This District's Results in Grade 6 English Language Arts



Results by Student Group

Student Group	2006–07 School Year Total Tested	2006–07 Percentage scoring at level(s): 2–4	2006–07 3–4	2006–07 4	2005–06 School Year Total Tested	2005–06 Percentage scoring at level(s): 2–4	2005–06 3–4	2005–06 4
All Students	**123**	**98%**	**63%**	**2%**	**127**	**91%**	**59%**	**15%**
Female	56	96%	71%	4%	60	88%	62%	12%
Male	67	99%	57%	1%	67	93%	57%	18%
American Indian or Alaska Native					1	–	–	–
Black or African American	4	–	–	–	4	–	–	–
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	118	97%	64%	3%	121	90%	58%	16%
Multiracial								
Small Group Totals	5	100%	40%	0%	6	100%	83%	0%
General-Education Students	123	98%	63%	2%	104	99%	70%	18%
Students with Disabilities					23	52%	9%	0%
English Proficient	123	98%	63%	2%	127	91%	59%	15%
Limited English Proficient								
Economically Disadvantaged					45	82%	44%	9%
Not Disadvantaged	123	98%	63%	2%	82	95%	67%	18%
Migrant								
Not Migrant	123	98%	63%	2%	127	91%	59%	15%

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

Other Assessments

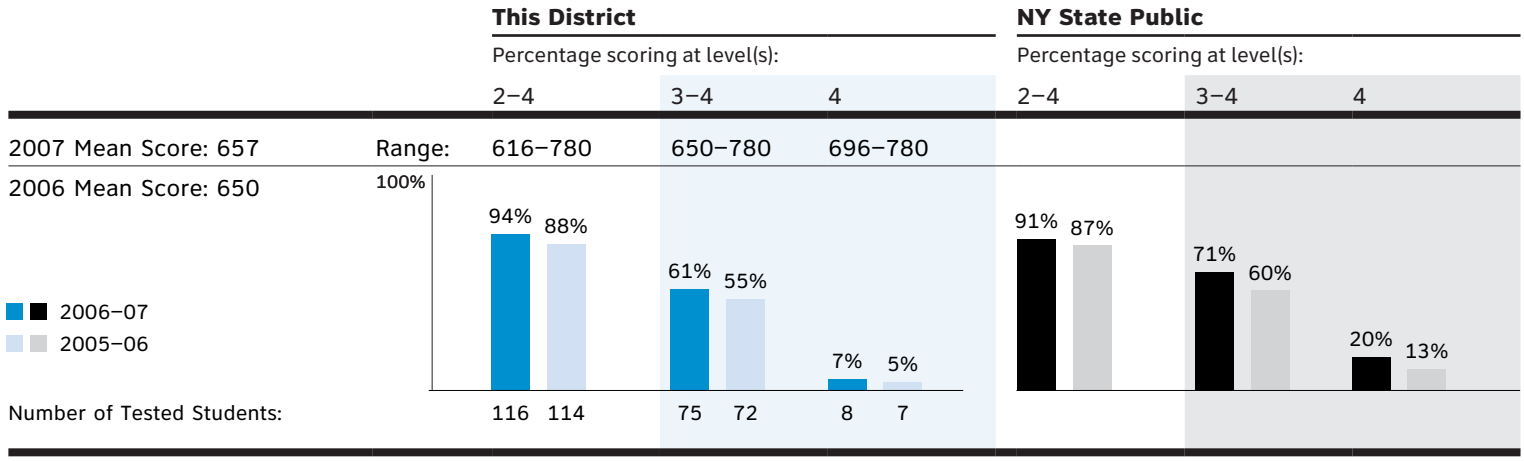
Assessment	2006–07 School Year Total Tested	2006–07 Number scoring at level(s): 2–4	2006–07 3–4	2006–07 4	2005–06 School Year Total Tested	2005–06 Number scoring at level(s): 2–4	2005–06 3–4	2005–06 4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

4 Overview of District Performance

District **CANASTOTA CENTRAL SCHOOL DISTRICT** District ID **25-09-01-06-0000**

This District's Results in Grade 6 Mathematics



Results by Student Group

Student Group	2006–07 School Year Total Tested	2006–07 Percentage scoring at level(s): 2–4	3–4	4	2005–06 School Year Total Tested	2005–06 Percentage scoring at level(s): 2–4	3–4	4
All Students	**123**	**94%**	**61%**	**7%**	**130**	**88%**	**55%**	**5%**
Female	56	95%	63%	7%	63	84%	56%	6%
Male	67	94%	60%	6%	67	91%	55%	4%
American Indian or Alaska Native					2	–	–	–
Black or African American	4	–	–	–	5	–	–	–
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	118	95%	61%	7%	122	88%	56%	6%
Multiracial								
Small Group Totals	5	80%	60%	0%	8	88%	50%	0%
General-Education Students	123	94%	61%	7%	107	96%	65%	7%
Students with Disabilities					23	48%	9%	0%
English Proficient	123	94%	61%	7%	130	88%	55%	5%
Limited English Proficient								
Economically Disadvantaged					48	79%	44%	0%
Not Disadvantaged	123	94%	61%	7%	82	93%	62%	9%
Migrant								
Not Migrant	123	94%	61%	7%	130	88%	55%	5%

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

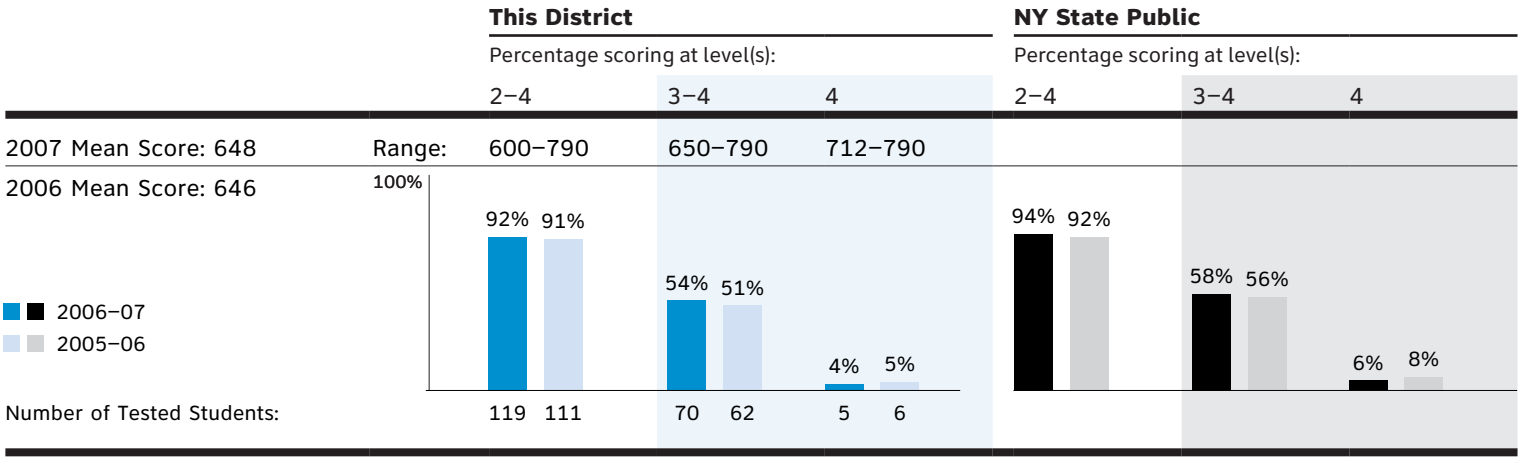
Other Assessments

Assessment	2006–07 School Year Total Tested	2006–07 Number scoring at level(s): 2–4	3–4	4	2005–06 School Year Total Tested	2005–06 Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

4 Overview of District Performance

District **CANASTOTA CENTRAL SCHOOL DISTRICT** District ID **25-09-01-06-0000**

This District's Results in Grade 7 English Language Arts



Results by Student Group

Student Group	2006–07 School Year: Total Tested	2006–07: Percentage scoring at level(s): 2–4	2006–07: 3–4	2006–07: 4	2005–06 School Year: Total Tested	2005–06: Percentage scoring at level(s): 2–4	2005–06: 3–4	2005–06: 4
All Students	**130**	**92%**	**54%**	**4%**	**122**	**91%**	**51%**	**5%**
Female	65	94%	57%	2%	57	95%	46%	4%
Male	65	89%	51%	6%	65	88%	55%	6%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	4	–	–	–	2	–	–	–
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander					1	–	–	–
White	124	91%	52%	4%	117	91%	51%	5%
Multiracial								
Small Group Totals	6	100%	83%	0%	5	100%	40%	0%
General-Education Students	130	92%	54%	4%	98	100%	61%	6%
Students with Disabilities					24	54%	8%	0%
English Proficient	130	92%	54%	4%	122	91%	51%	5%
Limited English Proficient								
Economically Disadvantaged					42	83%	45%	5%
Not Disadvantaged	130	92%	54%	4%	80	95%	54%	5%
Migrant								
Not Migrant	130	92%	54%	4%	122	91%	51%	5%

NOTES
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Other Assessments

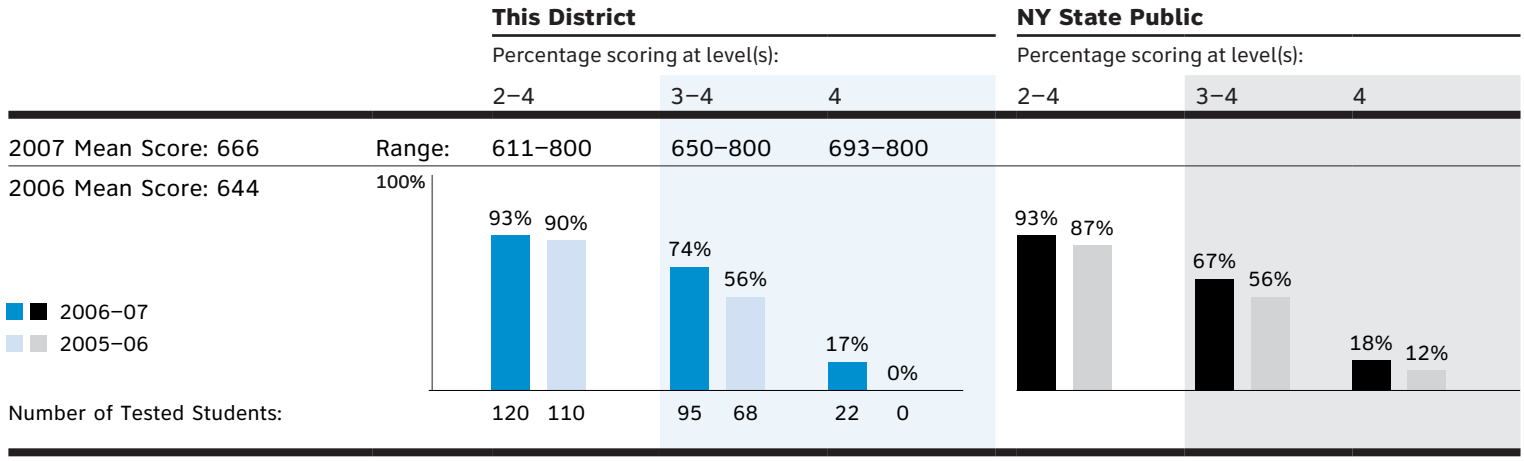
Assessment	2006–07 School Year: Total Tested	2006–07: Number scoring at level(s): 2–4	2006–07: 3–4	2006–07: 4	2005–06 School Year: Total Tested	2005–06: Number scoring at level(s): 2–4	2005–06: 3–4	2005–06: 4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

4 Overview of District Performance

District **CANASTOTA CENTRAL SCHOOL DISTRICT** District ID **25-09-01-06-0000**

This District's Results in Grade 7 Mathematics



Results by Student Group

Student Group	2006–07 School Year: Total Tested	2006–07: Percentage scoring at level(s): 2–4	2006–07: 3–4	2006–07: 4	2005–06 School Year: Total Tested	2005–06: Percentage scoring at level(s): 2–4	2005–06: 3–4	2005–06: 4
All Students	**129**	**93%**	**74%**	**17%**	**122**	**90%**	**56%**	**0%**
Female	64	92%	78%	16%	57	93%	46%	0%
Male	65	94%	69%	18%	65	88%	65%	0%
American Indian or Alaska Native	1	–	–	–	2	–	–	–
Black or African American	4	–	–	–	2	–	–	–
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander					1	–	–	–
White	123	93%	74%	17%	116	91%	57%	0%
Multiracial								
Small Group Totals	6	100%	67%	17%	6	83%	33%	0%
General-Education Students	129	93%	74%	17%	97	99%	64%	0%
Students with Disabilities					25	56%	24%	0%
English Proficient	129	93%	74%	17%	122	90%	56%	0%
Limited English Proficient								
Economically Disadvantaged					43	84%	35%	0%
Not Disadvantaged	129	93%	74%	17%	79	94%	67%	0%
Migrant								
Not Migrant	129	93%	74%	17%	122	90%	56%	0%

NOTES
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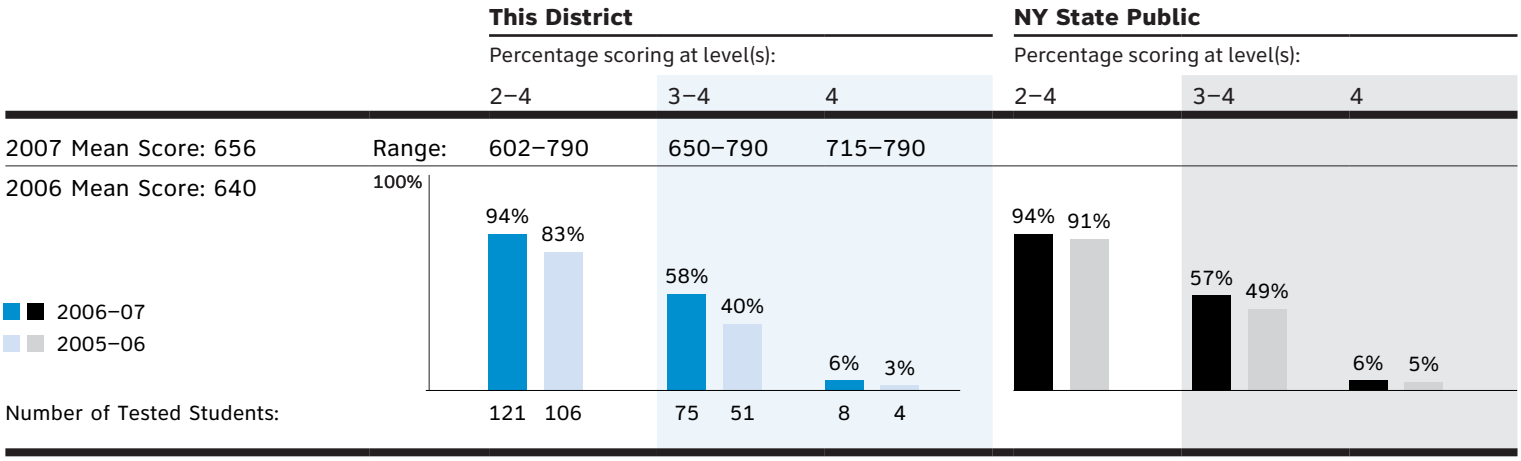
Other Assessments

Assessment	2006–07 School Year: Total Tested	2006–07: Number scoring at level(s): 2–4	2006–07: 3–4	2006–07: 4	2005–06 School Year: Total Tested	2005–06: Number scoring at level(s): 2–4	2005–06: 3–4	2005–06: 4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

4 Overview of District Performance

District **CANASTOTA CENTRAL SCHOOL DISTRICT** District ID **25-09-01-06-0000**

This District's Results in Grade 8 English Language Arts



Results by Student Group

Student Group	2006–07 School Year: Total Tested	2006–07: Percentage scoring at level(s): 2–4	2006–07: 3–4	2006–07: 4	2005–06 School Year: Total Tested	2005–06: Percentage scoring at level(s): 2–4	2005–06: 3–4	2005–06: 4
All Students	**129**	**94%**	**58%**	**6%**	**127**	**83%**	**40%**	**3%**
Female	62	95%	53%	8%	71	89%	49%	6%
Male	67	93%	63%	4%	56	77%	29%	0%
American Indian or Alaska Native					1	–	–	–
Black or African American	2	–	–	–	3	–	–	–
Hispanic or Latino	2	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	124	94%	60%	6%	122	84%	42%	3%
Multiracial								
Small Group Totals	5	80%	20%	0%	5	80%	0%	0%
General-Education Students	129	94%	58%	6%	100	98%	50%	4%
Students with Disabilities					27	30%	4%	0%
English Proficient	129	94%	58%	6%	127	83%	40%	3%
Limited English Proficient								
Economically Disadvantaged					38	87%	26%	3%
Not Disadvantaged	129	94%	58%	6%	89	82%	46%	3%
Migrant								
Not Migrant	129	94%	58%	6%	127	83%	40%	3%

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

Other Assessments

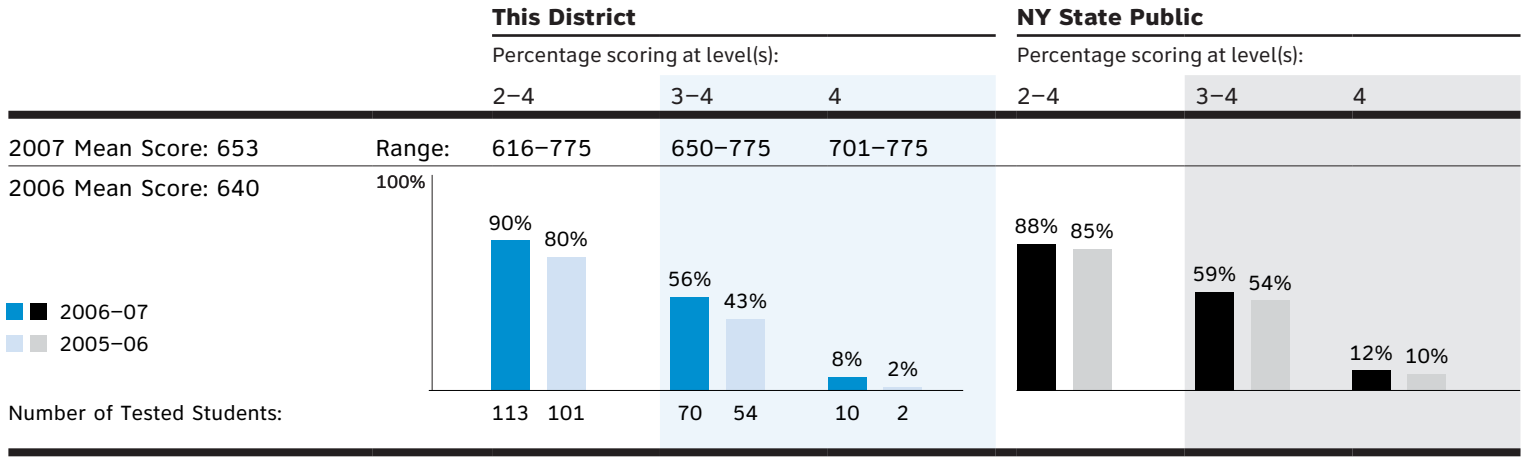
Assessment	2006–07 School Year: Total Tested	2006–07: Number scoring at level(s): 2–4	2006–07: 3–4	2006–07: 4	2005–06 School Year: Total Tested	2005–06: Number scoring at level(s): 2–4	2005–06: 3–4	2005–06: 4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

4 Overview of District Performance

District **CANASTOTA CENTRAL SCHOOL DISTRICT** District ID **25-09-01-06-0000**

This District's Results in Grade 8 Mathematics



Results by Student Group

Student Group	2006–07 School Year: Total Tested	2006–07: Percentage scoring at level(s): 2–4	2006–07: 3–4	2006–07: 4	2005–06 School Year: Total Tested	2005–06: Percentage scoring at level(s): 2–4	2005–06: 3–4	2005–06: 4
All Students	**126**	**90%**	**56%**	**8%**	**126**	**80%**	**43%**	**2%**
Female	62	90%	45%	8%	71	83%	48%	1%
Male	64	89%	66%	8%	55	76%	36%	2%
American Indian or Alaska Native					1	–	–	–
Black or African American	2	–	–	–	3	–	–	–
Hispanic or Latino	2	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	121	91%	57%	8%	121	82%	45%	2%
Multiracial								
Small Group Totals	5	60%	20%	0%	5	40%	0%	0%
General-Education Students	126	90%	56%	8%	100	90%	53%	2%
Students with Disabilities					26	42%	4%	0%
English Proficient	126	90%	56%	8%	126	80%	43%	2%
Limited English Proficient								
Economically Disadvantaged					38	76%	32%	0%
Not Disadvantaged	126	90%	56%	8%	88	82%	48%	2%
Migrant								
Not Migrant	126	90%	56%	8%	126	80%	43%	2%

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

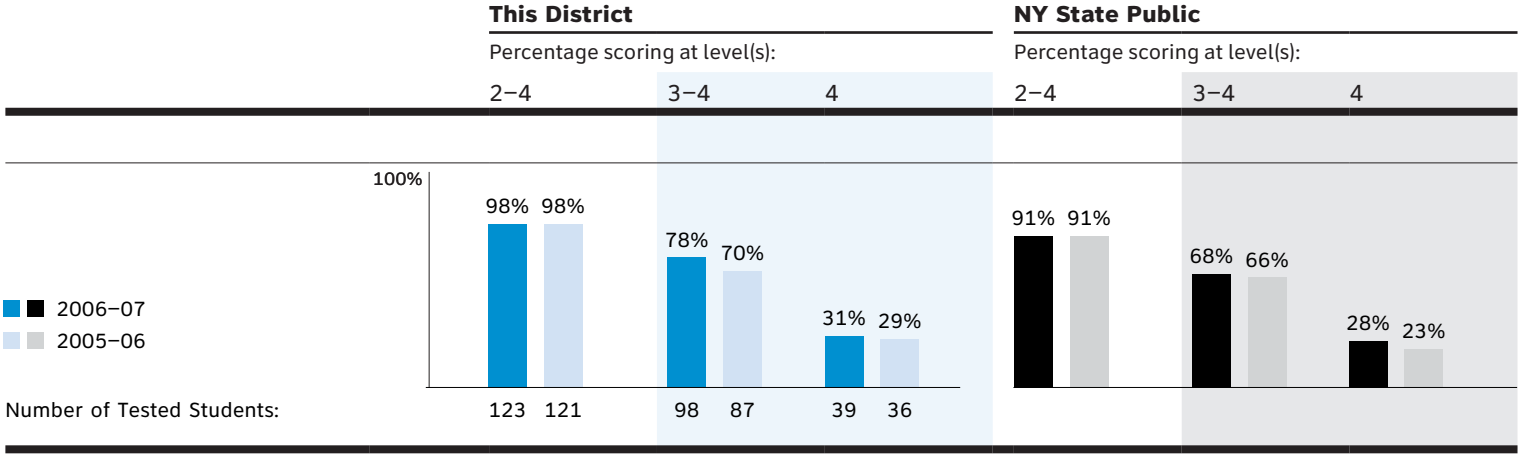
Other Assessments

Assessment	2006–07 School Year: Total Tested	2006–07: Number scoring at level(s): 2–4	2006–07: 3–4	2006–07: 4	2005–06 School Year: Total Tested	2005–06: Number scoring at level(s): 2–4	2005–06: 3–4	2005–06: 4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

4 Overview of District Performance

District **CANASTOTA CENTRAL SCHOOL DISTRICT** District ID **25-09-01-06-0000**

This District's Results in Grade 8 Science



Results by Student Group

Student Group	2006–07 School Year Total Tested	2006–07 Percentage scoring at level(s): 2–4	3–4	4	2005–06 School Year Total Tested	2005–06 Percentage scoring at level(s): 2–4	3–4	4
All Students	**109**	**98%**	**75%**	**24%**	**105**	**97%**	**65%**	**19%**
Female	55	100%	75%	16%	55	98%	60%	20%
Male	54	96%	76%	31%	50	96%	70%	18%
American Indian or Alaska Native					1	–	–	–
Black or African American	2	–	–	–	3	–	–	–
Hispanic or Latino	1	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	105	–	–	–	100	97%	66%	20%
Multiracial								
Small Group Totals	109	98%	75%	24%	5	100%	40%	0%
General-Education Students	109	98%	75%	24%	78	100%	76%	26%
Students with Disabilities					27	89%	33%	0%
English Proficient	109	98%	75%	24%	105	97%	65%	19%
Limited English Proficient								
Economically Disadvantaged					34	100%	59%	18%
Not Disadvantaged	109	98%	75%	24%	71	96%	68%	20%
Migrant								
Not Migrant	109	98%	75%	24%	105	97%	65%	19%

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

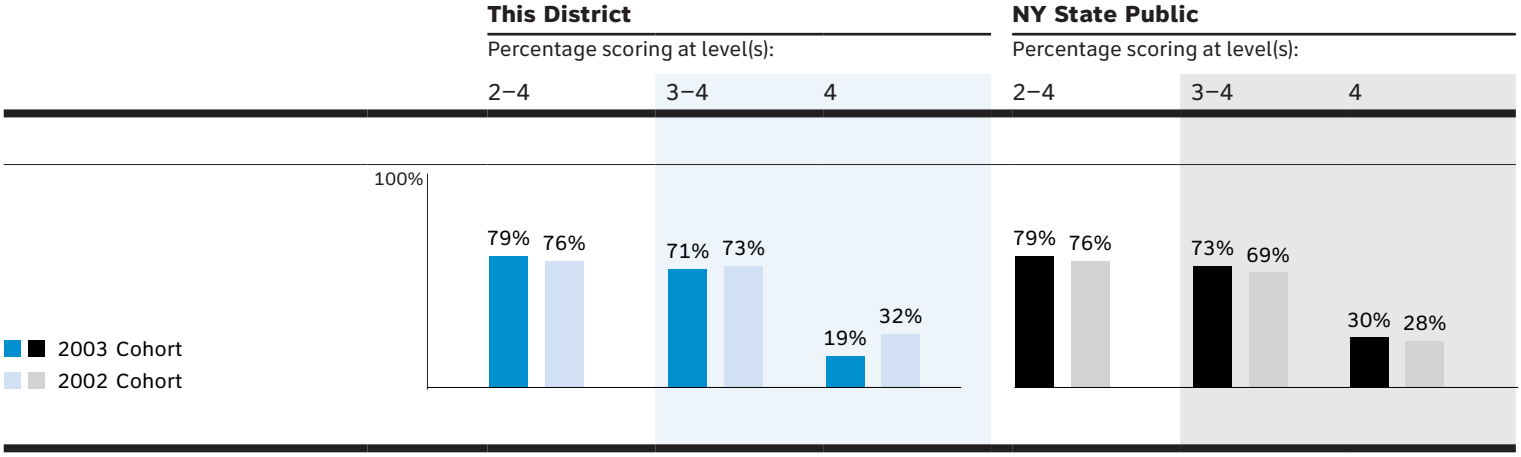
Other Assessments

Assessment	2006–07 School Year Total Tested	2006–07 Number scoring at level(s): 2–4	3–4	4	2005–06 School Year Total Tested	2005–06 Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	16	16	16	13	19	19	19	16

4 Overview of District Performance

District **CANASTOTA CENTRAL SCHOOL DISTRICT** District ID **25-09-01-06-0000**

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**134**	**79%**	**71%**	**19%**	**111**	**76%**	**73%**	**32%**
Female	63	86%	78%	27%	62	77%	76%	40%
Male	71	73%	65%	13%	49	73%	69%	20%
American Indian or Alaska Native					1	–	–	–
Black or African American	5	40%	40%	20%	3	–	–	–
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander					2	–	–	–
White	129	81%	72%	19%	105	77%	74%	31%
Multiracial								
Small Group Totals					6	50%	50%	33%
General-Education Students	126	84%	75%	21%	101	83%	80%	35%
Students with Disabilities	8	0%	0%	0%	10	0%	0%	0%
English Proficient	134	79%	71%	19%	111	76%	73%	32%
Limited English Proficient								
Economically Disadvantaged	8	13%	13%	0%	16	69%	69%	6%
Not Disadvantaged	126	83%	75%	21%	95	77%	74%	36%
Migrant								
Not Migrant					111	76%	73%	32%

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

Other Assessments

	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s): 2–4	3–4	4	Number of Students	Number scoring at level(s): 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.

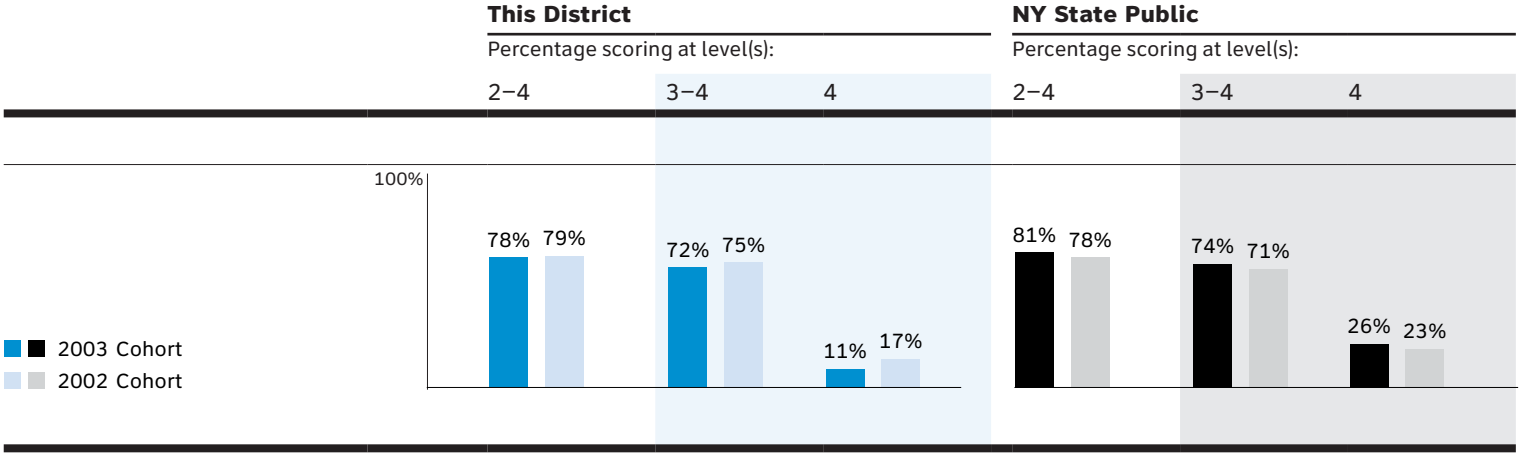
** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report.*

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

4 Overview of District Performance

District **CANASTOTA CENTRAL SCHOOL DISTRICT** District ID **25-09-01-06-0000**

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**134**	**78%**	**72%**	**11%**	**111**	**79%**	**75%**	**17%**
Female	63	84%	76%	14%	62	82%	76%	15%
Male	71	73%	68%	8%	49	76%	73%	20%
American Indian or Alaska Native					1	–	–	–
Black or African American	5	40%	20%	20%	3	–	–	–
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander					2	–	–	–
White	129	80%	74%	11%	105	81%	76%	16%
Multiracial								
Small Group Totals					6	50%	50%	33%
General-Education Students	126	83%	76%	12%	101	87%	82%	19%
Students with Disabilities	8	0%	0%	0%	10	0%	0%	0%
English Proficient	134	78%	72%	11%	111	79%	75%	17%
Limited English Proficient								
Economically Disadvantaged	8	13%	13%	0%	16	75%	75%	13%
Not Disadvantaged	126	83%	75%	12%	95	80%	75%	18%
Migrant								
Not Migrant					111	79%	75%	17%

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

Other Assessments

	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s): 2–4	3–4	4	Number of Students	Number scoring at level(s): 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.

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