



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **LIVERPOOL CENTRAL SCHOOL
DISTRICT**

District ID **42-15-01-06-0000**

Superintendent **JANICE MATOUSEK**

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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.

For more information:

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

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

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

3 View School Accountability Status.

This section lists all schools in your district by 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.

District LIVERPOOL CENTRAL SCHOOL DISTRICT

District ID 42-15-01-06-0000

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	95	105	40
Kindergarten	590	556	564
Grade 1	586	562	546
Grade 2	604	580	556
Grade 3	606	595	575
Grade 4	627	604	586
Grade 5	576	641	605
Grade 6	605	615	640
Ungraded Elementary	27	0	0
Grade 7	669	644	605
Grade 8	648	672	629
Grade 9	723	673	658
Grade 10	785	704	637
Grade 11	659	728	695
Grade 12	675	606	669
Ungraded Secondary	0	0	0
Total K-12	8380	8180	7965

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	21	22	22
Grade 8			
English	24	24	22
Mathematics	24	24	22
Science	23	24	23
Social Studies	24	24	23
Grade 10			
English	24	23	24
Mathematics	21	22	21
Science	23	24	22
Social Studies	24	22	24

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

District LIVERPOOL CENTRAL SCHOOL DISTRICT

District ID 42-15-01-06-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	1040	12%	1227	15%	1106	14%
Reduced-Price Lunch	479	6%	595	7%	569	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	102	1%	101	1%	19	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	42	1%	50	1%	49	1%
Black or African American	679	8%	682	8%	604	8%
Hispanic or Latino	155	2%	165	2%	163	2%
Asian or Native Hawaiian/Other Pacific Islander	224	3%	251	3%	252	3%
White	7280	87%	7032	86%	6829	86%
Multiracial**	N/A	N/A	N/A	N/A	68	1%

* 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		95%		95%		95%
Student Suspensions	660	8%	689	8%	473	6%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District LIVERPOOL CENTRAL SCHOOL DISTRICT

District ID 42-15-01-06-0000

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	623	617	585
Percent with No Valid Teaching Certificate	1%	1%	1%
Percent Teaching Out of Certification	2%	2%	1%
Percent with Fewer Than Three Years of Experience	8%	8%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	24%	23%	25%
Total Number of Core Classes*	N/A	2389	1526
Percent Not Taught by Highly Qualified Teachers	N/A	1%	1%
Total Number of Classes	2197	2245	2210
Percent Taught by Teachers Without Appropriate Certification	2%	2%	1%

* 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	24%	17%	26%
Turnover Rate of All Teachers	12%	12%	15%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	77	72	86
Total Paraprofessionals*	255	135	250
Assistant Principals	2	2	3
Principals	16	16	16

* 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.

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.

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:

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

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

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

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

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:

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

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.

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)

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (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?

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	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			SH		
Limited English Proficient	—	—	—	—	—	—
Economically Disadvantaged						
Student groups making AYP in each subject	7 of 7	7 of 7	1 of 1	5 of 5	5 of 5	1 of 1

AYP Status


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

Accountability Status Levels

- | Federal | State |
|---------------------------------------|--|
| Good Standing | Good Standing |
| Improvement (Year 1) | Requiring Academic Progress (Year 1) |
| Improvement (Year 2) | Requiring Academic Progress (Year 2) |
| Improvement (Year 3) | Requiring Academic Progress (Year 3) |
| Improvement (Year 4) | Requiring Academic Progress (Year 4) |
| Improvement (Year 5 & Above) | Requiring Academic Progress (Year 5 & Above) |
| Pending – Requires Special Evaluation | |























Elementary/Middle-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2007-08)

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

Prospective Status This district will be in good standing in 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	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
All Students (3654:3553)			99%		169	120	
Ethnicity							
American Indian or Alaska Native (26:26)	—	—	—	—	—	—	—
Black or African American (308:293)			98%		143	116	
Hispanic or Latino (74:70)			100%		156	111	
Asian or Native Hawaiian/Other Pacific Islander (98:92)			100%		177	112	
White (3148:3072)			99%		172	120	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (668:636)			97%		115	118	112 124
Limited English Proficient ⁵ (21:16)	—	—	—	—	—	—	—
Economically Disadvantaged (1048:982)			98%		149	119	
Final AYP Determination	 7 of 7						

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.

AYP Status

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























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2007-08)

Accountability Measures 7 of 7 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	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
All Students (3641:3512)			99%		178	84	
Ethnicity							
American Indian or Alaska Native (25:25)	—	—	—	—	—	—	—
Black or African American (309:285)			97%		151	80	
Hispanic or Latino (75:70)			100%		159	75	
Asian or Native Hawaiian/Other Pacific Islander (99:90)			100%		190	76	
White (3133:3042)			99%		181	84	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (666:628)			96%		131	82	
Limited English Proficient ⁵ (21:19)	—	—	—	—	—	—	—
Economically Disadvantaged (1042:965)			98%		160	82	
Final AYP Determination	 7 of 7						

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.

AYP Status

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













Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2007-08)

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 2007-08
All Students (1219:1173)		Qualified		98%		191	100	
Ethnicity								
American Indian or Alaska Native (8:7)	—	—	—	—	—	—	—	—
Black or African American (116:104)		Qualified		97%		169	100	
Hispanic or Latino (20:18)	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (30:28)	—	—	—	—	—	—	—	—
White (1045:1016)		Qualified		98%		193	100	
Multiracial (0:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (227:212)		Qualified		96%		167	100	
Limited English Proficient ⁴ (5:5)	—	—	—	—	—	—	—	—
Economically Disadvantaged (342:316)		Qualified		96%		181	100	
Final AYP Determination		1 of 1						

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.

AYP Status

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

















Secondary-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2007–08)

Accountability Measures 5 of 5 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	AYP Status	Participation ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (623:637)			100%		185	155	
Ethnicity							
American Indian or Alaska Native (4:4)	—	—	—	—	—	—	—
Black or African American (44:47)			100%		162	145	
Hispanic or Latino (7:7)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (17:15)	—	—	—	—	—	—	—
White (551:564)			100%		187	154	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (68:83)			99%		147	148	143 152
Limited English Proficient ⁴ (1:0)	—	—	—	—	—	—	—
Economically Disadvantaged (100:102)			100%		172	149	
Final AYP Determination	 5 of 5						

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.

AYP Status

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

















Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2007–08)

Accountability Measures 5 of 5 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	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (623:637)			100%		184	148	
Ethnicity							
American Indian or Alaska Native (4:4)	—	—	—	—	—	—	—
Black or African American (44:47)			100%		155	138	
Hispanic or Latino (7:7)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (17:15)	—	—	—	—	—	—	—
White (551:564)			99%		187	147	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (68:83)			99%		143	141	
Limited English Proficient ⁴ (1:0)	—	—	—	—	—	—	—
Economically Disadvantaged (100:102)			100%		174	142	
Final AYP Determination	 5 of 5						

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.

AYP Status

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








Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2007–08)

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		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2006–07	2007–08
All Students (581)			84%	55%		
Ethnicity						
American Indian or Alaska Native (5)		–	–	–		
Black or African American (41)			78%	55%		
Hispanic or Latino (10)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (23)		–	–	–		
White (502)			84%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (88)			52%	55%	52%	53%
Limited English Proficient ³ (5)		–	–	–		
Economically Disadvantaged (77)			65%	55%		
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 **LIVERPOOL CENTRAL SCHOOL DISTRICT**

District ID **42-15-01-06-0000**

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

Good Standing

8 schools identified 57% of total

CHESTNUT HILL ELEMENTARY SCHOOL
CHESTNUT HILL MIDDLE SCHOOL
DONLIN DRIVE ELEMENTARY SCHOOL
ELMCREST ELEMENTARY SCHOOL
LIVERPOOL ELEMENTARY SCHOOL
LONG BRANCH ELEMENTARY SCHOOL
MORGAN ROAD ELEMENTARY SCHOOL
NATE PERRY ELEMENTARY SCHOOL

New York State Status

Good Standing

5 schools identified 36% of total

LIVERPOOL MIDDLE SCHOOL
SOULE ROAD ELEMENTARY SCHOOL
SOULE ROAD MIDDLE SCHOOL
WETZEL ROAD ELEMENTARY SCHOOL
WILLOW FIELD ELEMENTARY SCHOOL

Requiring Academic Progress (Year 2)

1 school identified 7% of total

LIVERPOOL HIGH SCHOOL

District LIVERPOOL CENTRAL SCHOOL DISTRICT

District ID 42-15-01-06-0000

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
	0%	50%	100%	
English Language Arts				
Grade 3	73%			567
Grade 4	75%			577
Grade 5	73%			603
Grade 6	70%			625
Grade 7	67%			600
Grade 8	73%			624
Mathematics				
Grade 3	89%			568
Grade 4	89%			579
Grade 5	82%			599
Grade 6	74%			621
Grade 7	80%			594
Grade 8	74%			614
Science				
Grade 4	95%			574
Grade 8	88%			617

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	79%			731
Mathematics	82%			731

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.

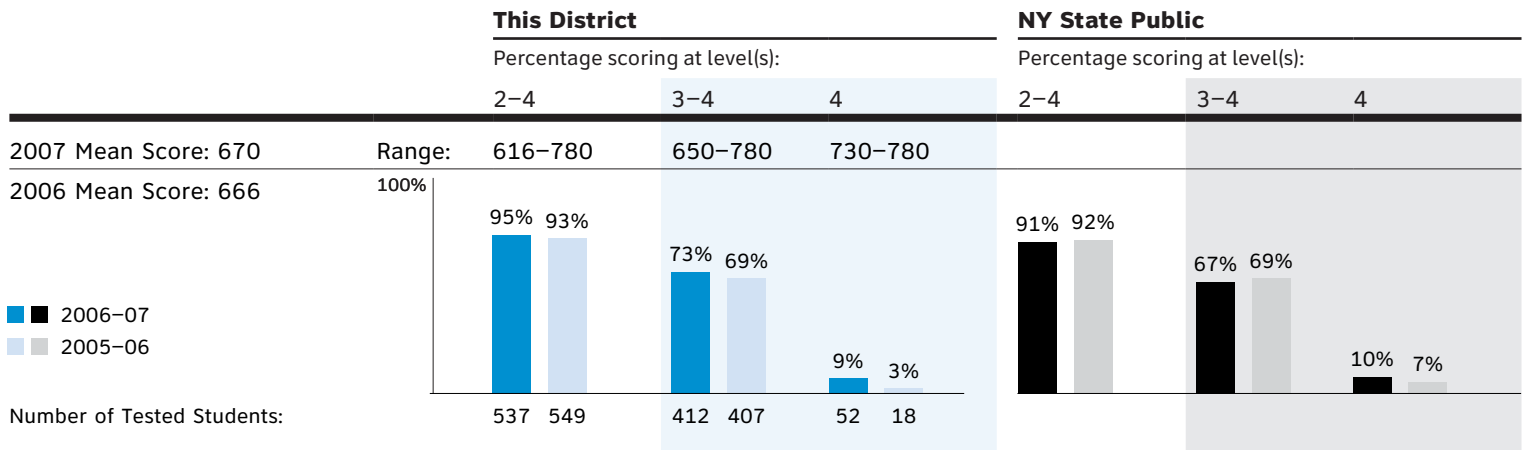
In this section, this district's performance is compared with that of public schools statewide.

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



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	567	95%	73%	9%	591	93%	69%	3%
Female	280	96%	76%	10%	271	95%	72%	4%
Male	287	94%	69%	8%	320	91%	66%	2%
American Indian or Alaska Native	5	100%	80%	0%	3	-	-	-
Black or African American	38	92%	58%	5%	38	79%	53%	0%
Hispanic or Latino	13	92%	69%	0%	11	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	13	100%	85%	0%	19	95%	79%	0%
White	498	95%	73%	10%	520	94%	71%	3%
Multiracial								
Small Group Totals					14	93%	36%	0%
General-Education Students	481	99%	80%	11%	500	97%	76%	3%
Students with Disabilities	86	72%	29%	0%	91	71%	31%	1%
English Proficient	562	95%	73%	9%	586	93%	69%	3%
Limited English Proficient	5	100%	60%	0%	5	100%	40%	0%
Economically Disadvantaged	160	91%	60%	4%	137	83%	53%	2%
Not Disadvantaged	407	96%	78%	11%	454	96%	74%	3%
Migrant								
Not Migrant	567	95%	73%	9%	591	93%	69%	3%

NOTES

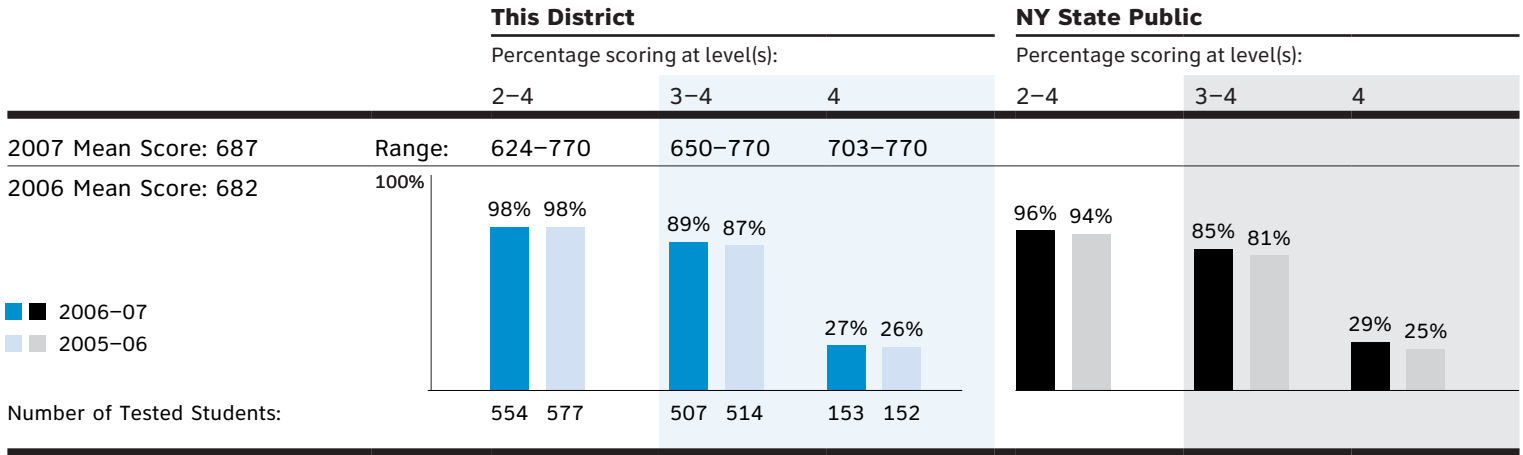
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	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 3	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

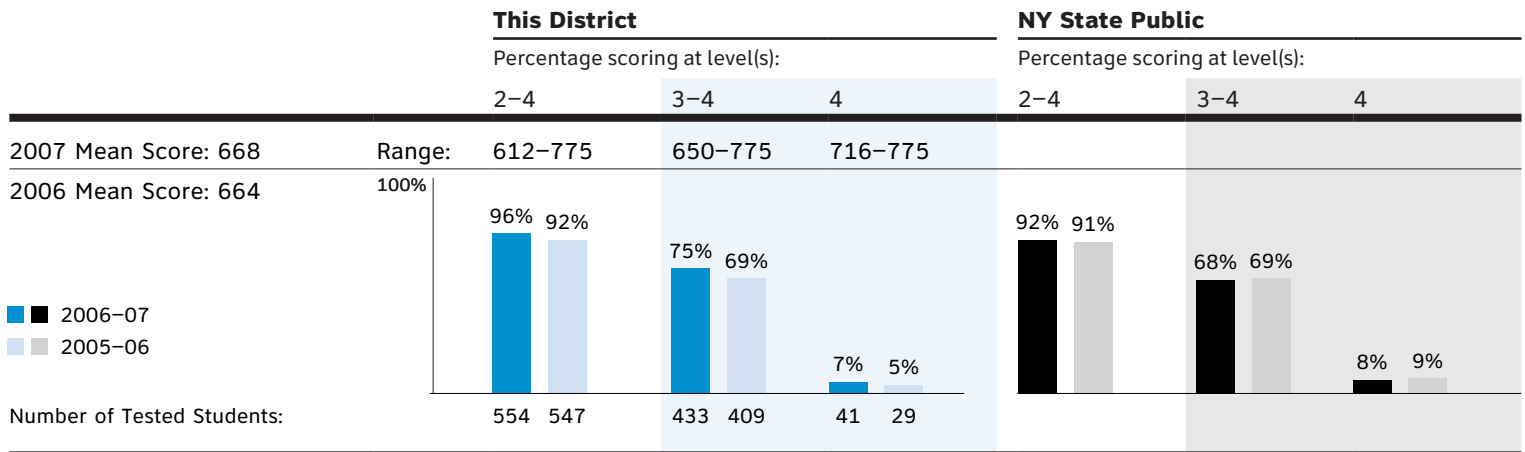
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	568	98%	89%	27%	589	98%	87%	26%
Female	279	97%	91%	29%	273	96%	83%	25%
Male	289	98%	87%	25%	316	99%	91%	27%
American Indian or Alaska Native	5	100%	100%	20%	3	-	-	-
Black or African American	37	92%	78%	11%	37	95%	73%	16%
Hispanic or Latino	13	100%	92%	23%	11	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	15	100%	93%	40%	20	100%	90%	25%
White	498	98%	90%	28%	518	98%	89%	27%
Multiracial								
Small Group Totals					14	100%	71%	14%
General-Education Students	482	100%	95%	30%	498	100%	91%	29%
Students with Disabilities	86	86%	59%	8%	91	89%	65%	8%
English Proficient	561	98%	89%	27%	583	98%	87%	26%
Limited English Proficient	7	100%	86%	43%	6	100%	100%	0%
Economically Disadvantaged	163	96%	82%	20%	138	94%	73%	18%
Not Disadvantaged	405	98%	92%	30%	451	99%	92%	28%
Migrant								
Not Migrant	568	98%	89%	27%	589	98%	87%	26%

NOTES
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Other Assessments

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

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	577	96%	75%	7%	595	92%	69%	5%
Female	280	96%	76%	9%	292	92%	73%	7%
Male	297	96%	74%	5%	303	91%	65%	3%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	40	90%	40%	5%	47	81%	51%	2%
Hispanic or Latino	12	-	-	-	15	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	20	100%	90%	20%	25	100%	76%	4%
White	502	97%	77%	7%	505	92%	70%	5%
Multiracial								
Small Group Totals	15	87%	80%	0%	18	94%	56%	0%
General-Education Students	483	99%	82%	8%	494	97%	77%	6%
Students with Disabilities	94	80%	40%	0%	101	67%	27%	1%
English Proficient	575	-	-	-	591	-	-	-
Limited English Proficient	2	-	-	-	4	-	-	-
Economically Disadvantaged	161	91%	55%	4%	142	83%	56%	1%
Not Disadvantaged	416	98%	83%	8%	453	95%	73%	6%
Migrant								
Not Migrant	577	96%	75%	7%	595	92%	69%	5%

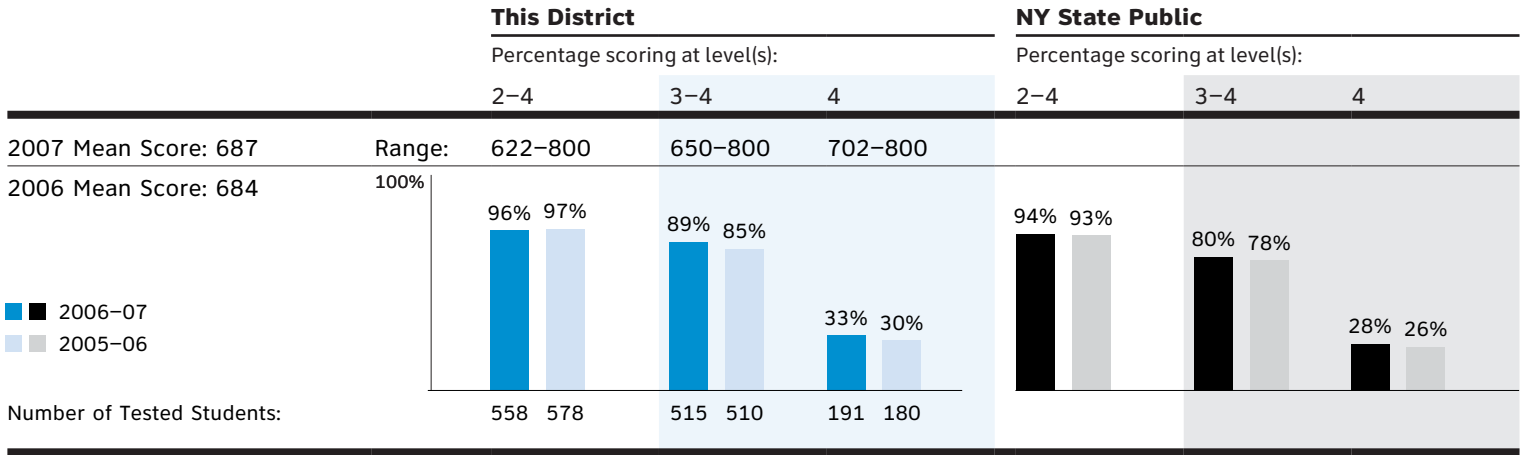
NOTES
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	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	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

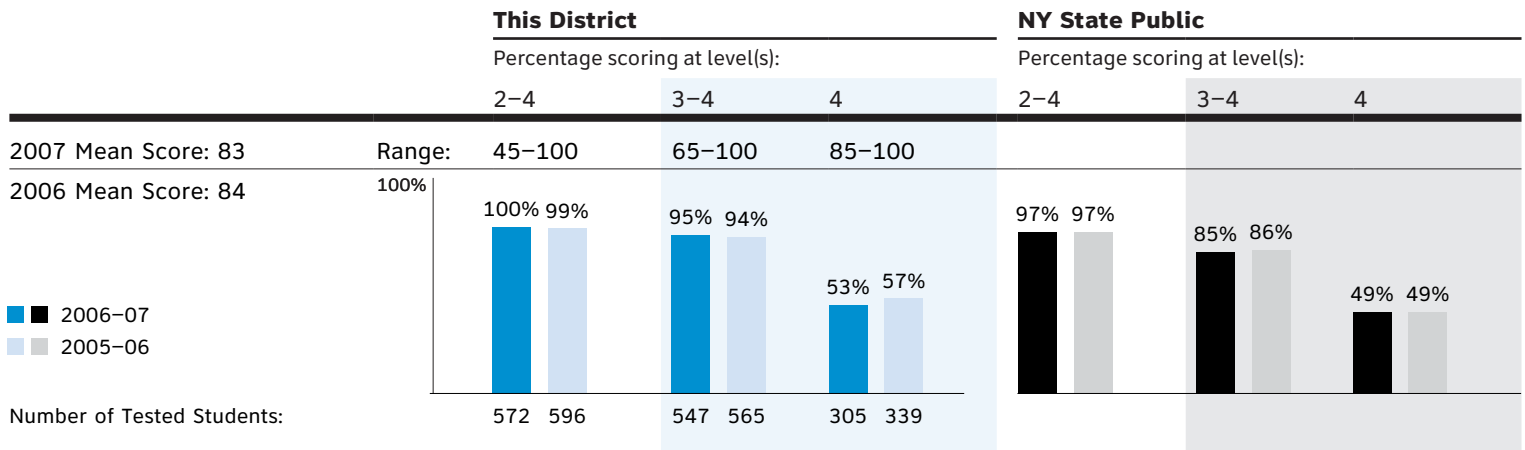
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	579	96%	89%	33%	598	97%	85%	30%
Female	282	95%	85%	26%	294	97%	83%	28%
Male	297	98%	92%	39%	304	97%	88%	33%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	41	93%	78%	15%	48	92%	71%	8%
Hispanic or Latino	12	-	-	-	15	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	20	100%	100%	40%	25	100%	100%	48%
White	503	97%	90%	35%	507	97%	86%	32%
Multiracial								
Small Group Totals	15	87%	73%	13%	18	100%	83%	11%
General-Education Students	485	99%	94%	37%	495	99%	90%	35%
Students with Disabilities	94	82%	61%	12%	103	86%	62%	7%
English Proficient	575	-	-	-	593	97%	85%	30%
Limited English Proficient	4	-	-	-	5	100%	80%	20%
Economically Disadvantaged	161	92%	78%	21%	145	92%	70%	19%
Not Disadvantaged	418	98%	93%	38%	453	98%	90%	34%
Migrant								
Not Migrant	579	96%	89%	33%	598	97%	85%	30%

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

This District's Results in Grade 4 Science



Results by Student Group

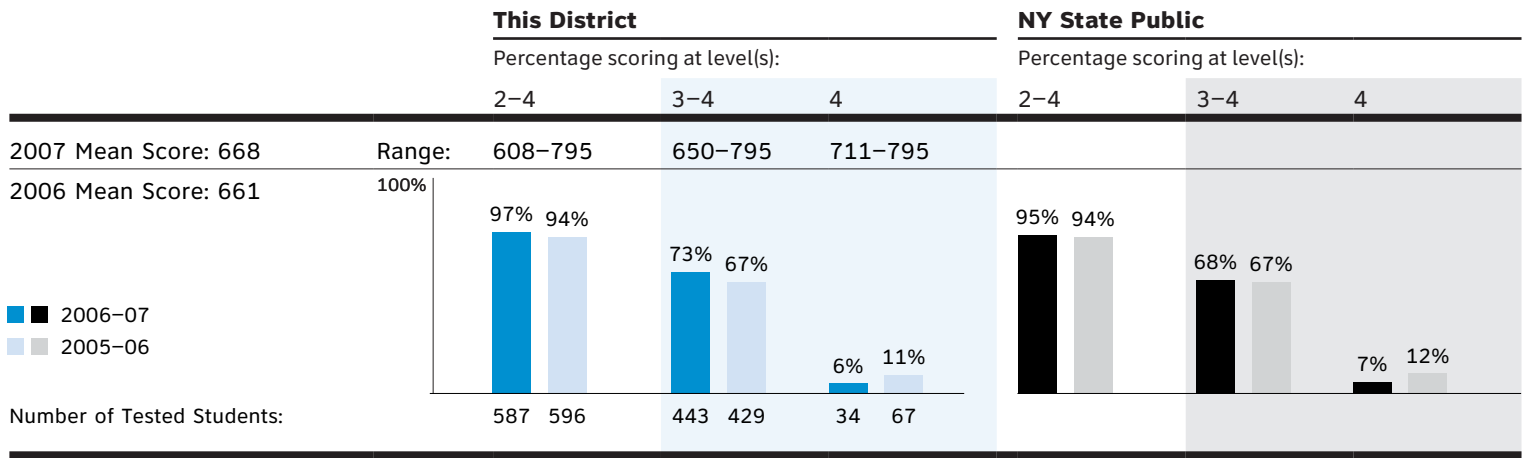
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	574	100%	95%	53%	600	99%	94%	57%
Female	280	100%	94%	48%	290	100%	93%	52%
Male	294	100%	97%	58%	310	99%	95%	61%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	42	98%	81%	19%	50	96%	88%	30%
Hispanic or Latino	10	-	-	-	15	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	20	100%	100%	75%	24	100%	100%	75%
White	499	100%	96%	56%	507	100%	94%	59%
Multiracial								
Small Group Totals	13	92%	92%	38%	19	100%	95%	42%
General-Education Students	479	100%	97%	59%	497	100%	96%	62%
Students with Disabilities	95	98%	85%	21%	103	97%	84%	32%
English Proficient	570	-	-	-	595	99%	94%	57%
Limited English Proficient	4	-	-	-	5	100%	100%	40%
Economically Disadvantaged	159	99%	90%	38%	142	97%	88%	43%
Not Disadvantaged	415	100%	97%	59%	458	100%	96%	61%
Migrant								
Not Migrant	574	100%	95%	53%	600	99%	94%	57%

NOTES
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Other Assessments

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

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	603	97%	73%	6%	637	94%	67%	11%
Female	290	98%	73%	7%	314	96%	72%	11%
Male	313	97%	74%	4%	323	91%	63%	10%
American Indian or Alaska Native	3	-	-	-	6	100%	33%	0%
Black or African American	50	92%	56%	0%	57	89%	40%	4%
Hispanic or Latino	14	-	-	-	15	80%	33%	0%
Asian or Native Hawaiian/Other Pacific Islander	21	100%	100%	5%	13	100%	85%	23%
White	515	98%	74%	6%	546	94%	71%	11%
Multiracial								
Small Group Totals	17	100%	65%	12%				
General-Education Students	491	100%	82%	7%	520	98%	77%	13%
Students with Disabilities	112	88%	36%	0%	117	73%	25%	0%
English Proficient	598	97%	74%	6%	632	94%	68%	11%
Limited English Proficient	5	100%	20%	0%	5	60%	0%	0%
Economically Disadvantaged	182	95%	53%	1%	149	86%	42%	5%
Not Disadvantaged	421	99%	82%	8%	488	96%	75%	12%
Migrant								
Not Migrant	603	97%	73%	6%	637	94%	67%	11%

NOTES

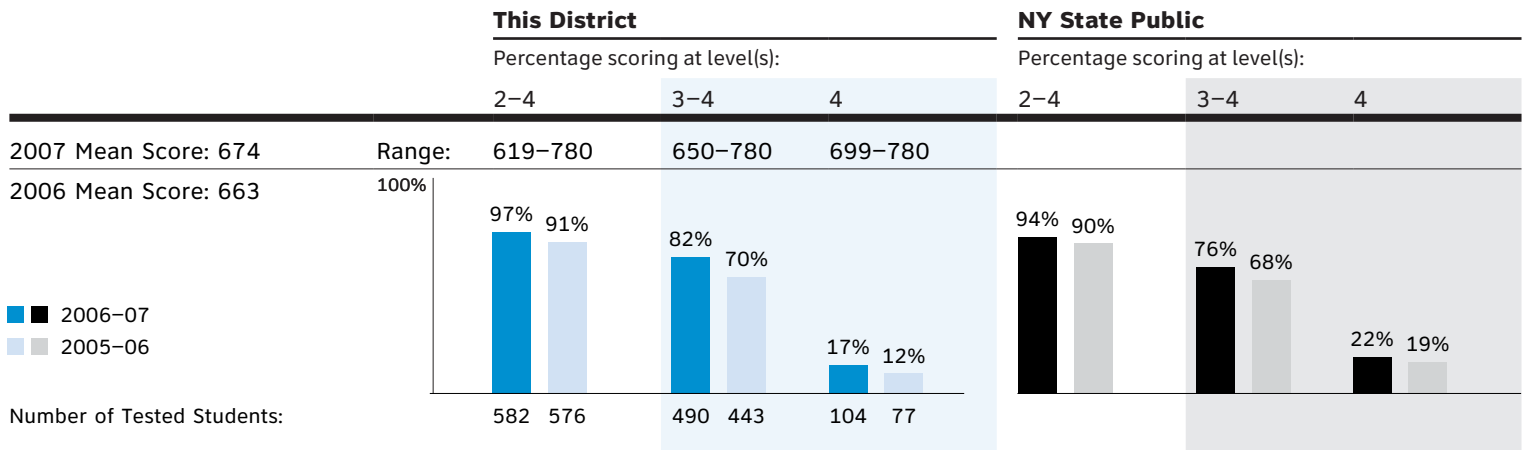
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	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 5	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	599	97%	82%	17%	631	91%	70%	12%
Female	291	97%	82%	15%	314	92%	68%	11%
Male	308	97%	81%	19%	317	90%	73%	13%
American Indian or Alaska Native	3	-	-	-	6	83%	33%	0%
Black or African American	49	96%	69%	0%	55	85%	45%	5%
Hispanic or Latino	14	-	-	-	17	76%	35%	0%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	100%	23%	14	100%	93%	21%
White	511	97%	82%	19%	539	92%	74%	13%
Multiracial								
Small Group Totals	17	100%	82%	6%				
General-Education Students	491	99%	88%	20%	518	97%	78%	15%
Students with Disabilities	108	90%	53%	4%	113	66%	35%	1%
English Proficient	594	97%	82%	18%	625	91%	71%	12%
Limited English Proficient	5	100%	40%	0%	6	100%	17%	0%
Economically Disadvantaged	179	95%	66%	9%	148	80%	50%	5%
Not Disadvantaged	420	98%	88%	21%	483	95%	76%	14%
Migrant								
Not Migrant	599	97%	82%	17%	631	91%	70%	12%

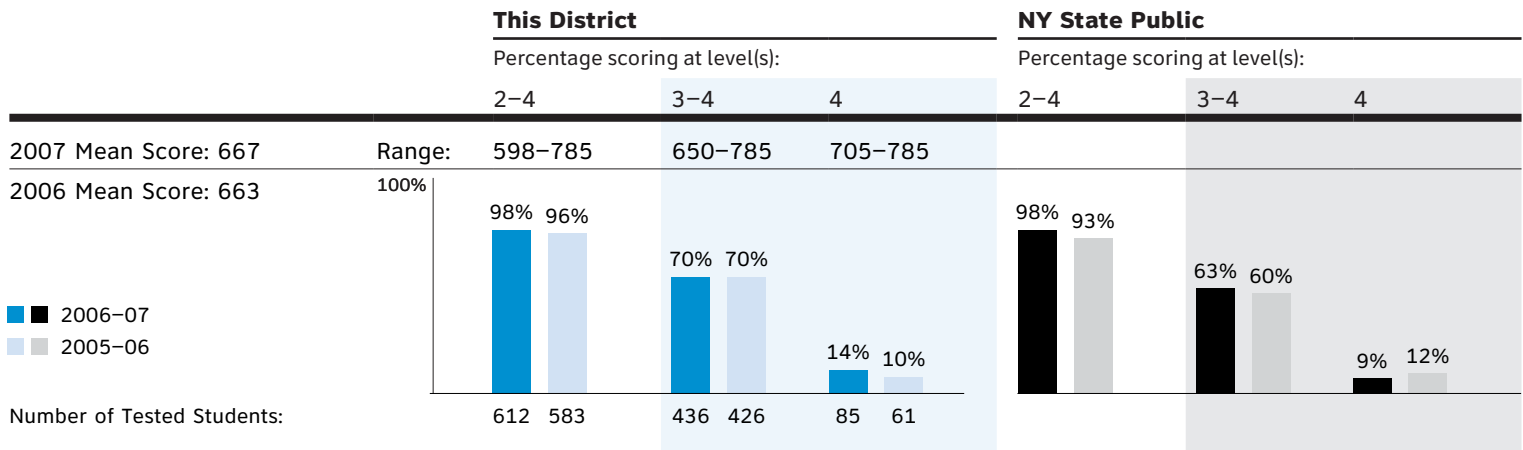
NOTES

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Other Assessments

	2006-07 School Year			2005-06 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	1	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	625	98%	70%	14%	605	96%	70%	10%
Female	303	100%	76%	17%	292	97%	74%	14%
Male	322	96%	64%	11%	313	96%	67%	6%
American Indian or Alaska Native	5	100%	60%	0%	5	100%	40%	0%
Black or African American	57	96%	56%	9%	51	92%	35%	0%
Hispanic or Latino	16	100%	38%	0%	9	100%	56%	0%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	73%	33%	16	88%	56%	13%
White	532	98%	72%	14%	524	97%	75%	11%
Multiracial								
Small Group Totals								
General-Education Students	511	100%	81%	17%	497	100%	81%	12%
Students with Disabilities	114	89%	20%	0%	108	81%	22%	1%
English Proficient	622	-	-	-	604	-	-	-
Limited English Proficient	3	-	-	-	1	-	-	-
Economically Disadvantaged	171	96%	53%	3%	156	92%	44%	1%
Not Disadvantaged	454	99%	76%	18%	449	98%	80%	13%
Migrant								
Not Migrant	625	98%	70%	14%	605	96%	70%	10%

NOTES

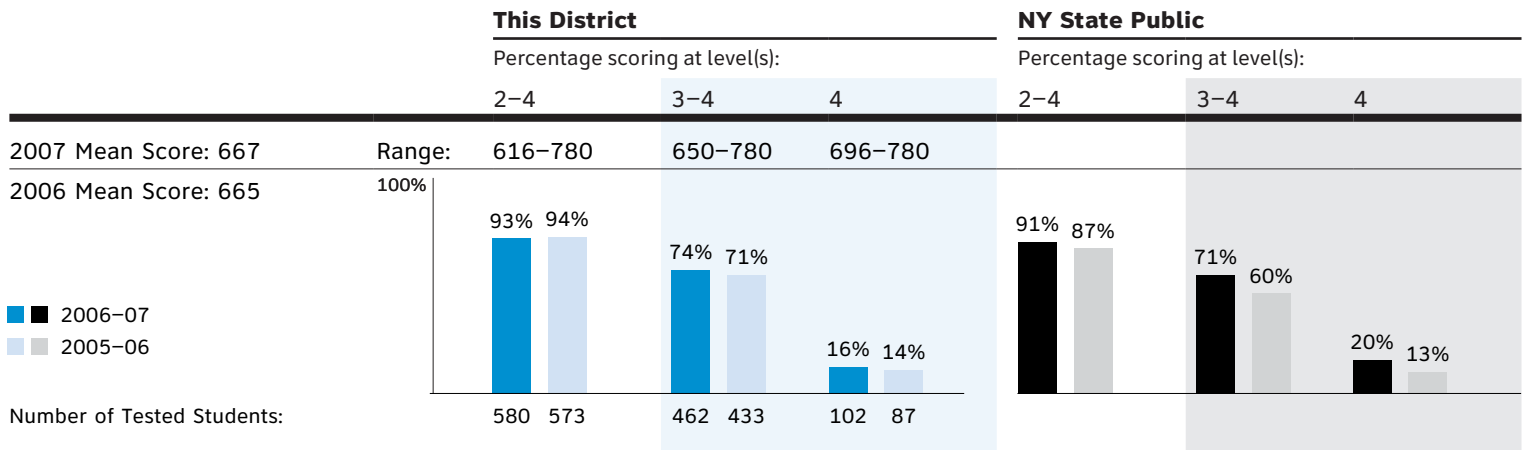
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	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 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.

This District's Results in Grade 6 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	621	93%	74%	16%	611	94%	71%	14%
Female	301	95%	75%	14%	292	94%	73%	14%
Male	320	92%	74%	18%	319	93%	69%	14%
American Indian or Alaska Native	5	80%	60%	0%	5	80%	20%	0%
Black or African American	58	79%	53%	10%	51	80%	29%	6%
Hispanic or Latino	17	76%	47%	12%	11	73%	55%	18%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	80%	27%	16	94%	63%	25%
White	526	95%	78%	17%	528	96%	76%	15%
Multiracial								
Small Group Totals								
General-Education Students	511	98%	83%	19%	501	97%	79%	17%
Students with Disabilities	110	73%	34%	4%	110	79%	33%	1%
English Proficient	618	-	-	-	610	-	-	-
Limited English Proficient	3	-	-	-	1	-	-	-
Economically Disadvantaged	173	84%	56%	7%	159	85%	49%	4%
Not Disadvantaged	448	97%	81%	20%	452	97%	79%	18%
Migrant								
Not Migrant	621	93%	74%	16%	611	94%	71%	14%

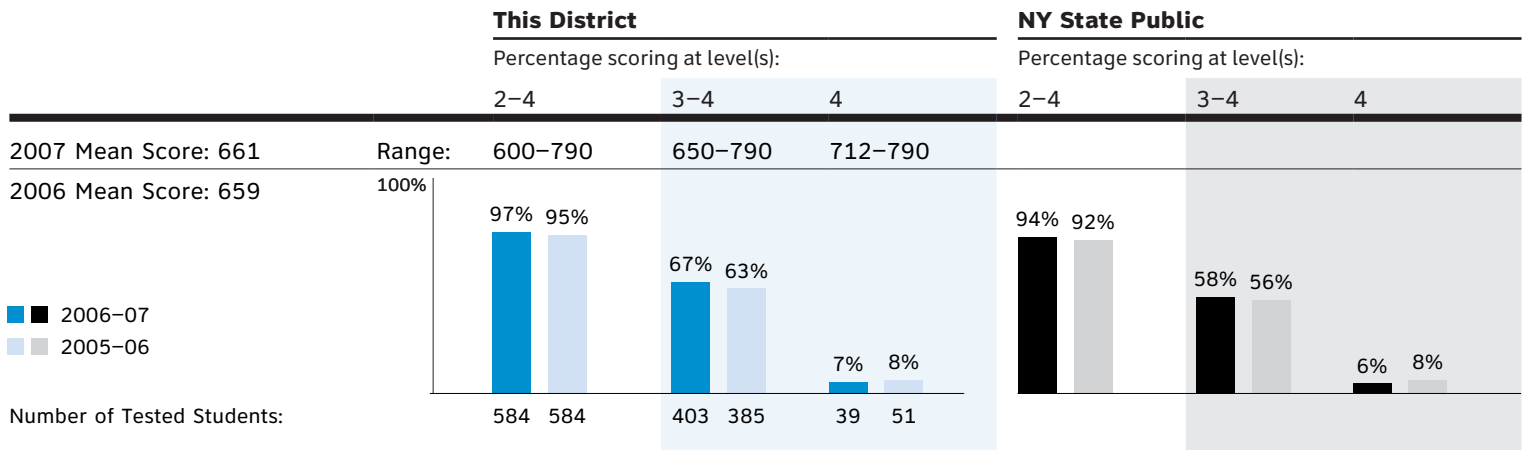
NOTES

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Other Assessments

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

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	600	97%	67%	7%	616	95%	63%	8%
Female	283	100%	73%	10%	281	96%	67%	13%
Male	317	95%	62%	4%	335	94%	59%	4%
American Indian or Alaska Native	5	100%	60%	0%	4	-	-	-
Black or African American	48	94%	38%	2%	58	84%	43%	5%
Hispanic or Latino	10	100%	60%	0%	9	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	18	89%	56%	6%	9	89%	67%	22%
White	519	98%	71%	7%	536	96%	65%	9%
Multiracial								
Small Group Totals					13	100%	31%	0%
General-Education Students	494	99%	78%	8%	504	99%	73%	10%
Students with Disabilities	106	89%	19%	1%	112	76%	17%	1%
English Proficient	599	-	-	-	615	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	175	94%	51%	2%	151	90%	42%	3%
Not Disadvantaged	425	99%	74%	8%	465	96%	69%	10%
Migrant								
Not Migrant	600	97%	67%	7%	616	95%	63%	8%

NOTES

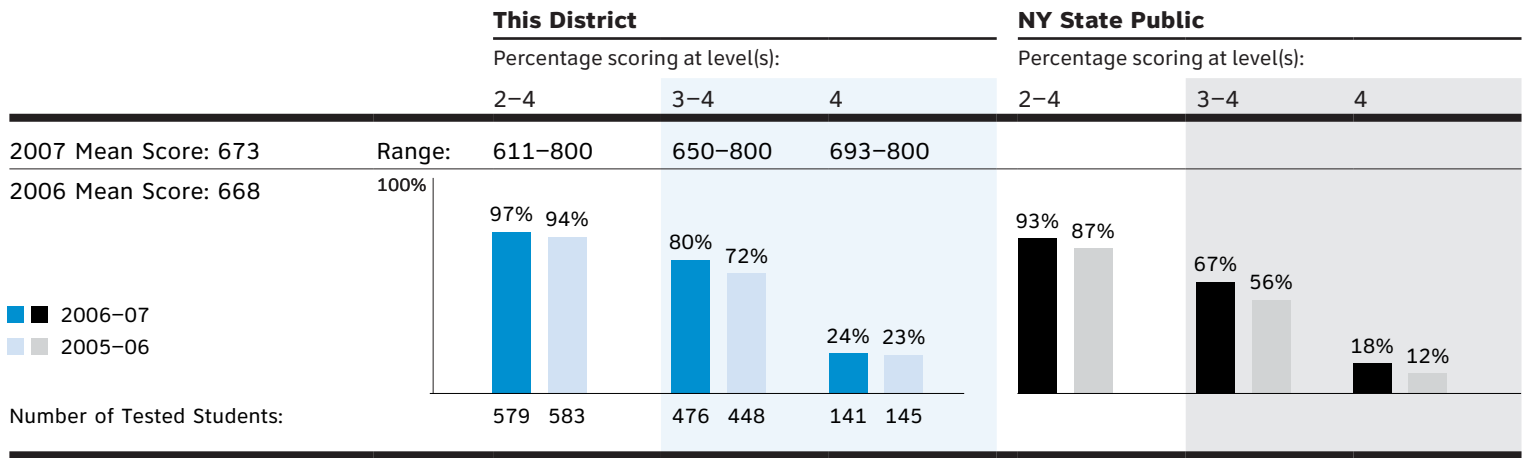
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	-	-	-	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.

This District's Results in Grade 7 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	594	97%	80%	24%	623	94%	72%	23%
Female	278	100%	82%	26%	285	94%	75%	23%
Male	316	96%	78%	22%	338	93%	69%	24%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	46	96%	50%	7%	61	84%	51%	8%
Hispanic or Latino	10	-	-	-	8	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	17	94%	71%	24%	11	100%	91%	45%
White	517	98%	83%	26%	539	95%	75%	25%
Multiracial								
Small Group Totals	14	93%	79%	7%	12	75%	33%	8%
General-Education Students	488	100%	88%	28%	508	99%	82%	28%
Students with Disabilities	106	88%	42%	2%	115	70%	29%	2%
English Proficient	593	-	-	-	619	-	-	-
Limited English Proficient	1	-	-	-	4	-	-	-
Economically Disadvantaged	169	95%	66%	8%	159	88%	50%	6%
Not Disadvantaged	425	98%	86%	30%	464	95%	79%	29%
Migrant								
Not Migrant	594	97%	80%	24%	623	94%	72%	23%

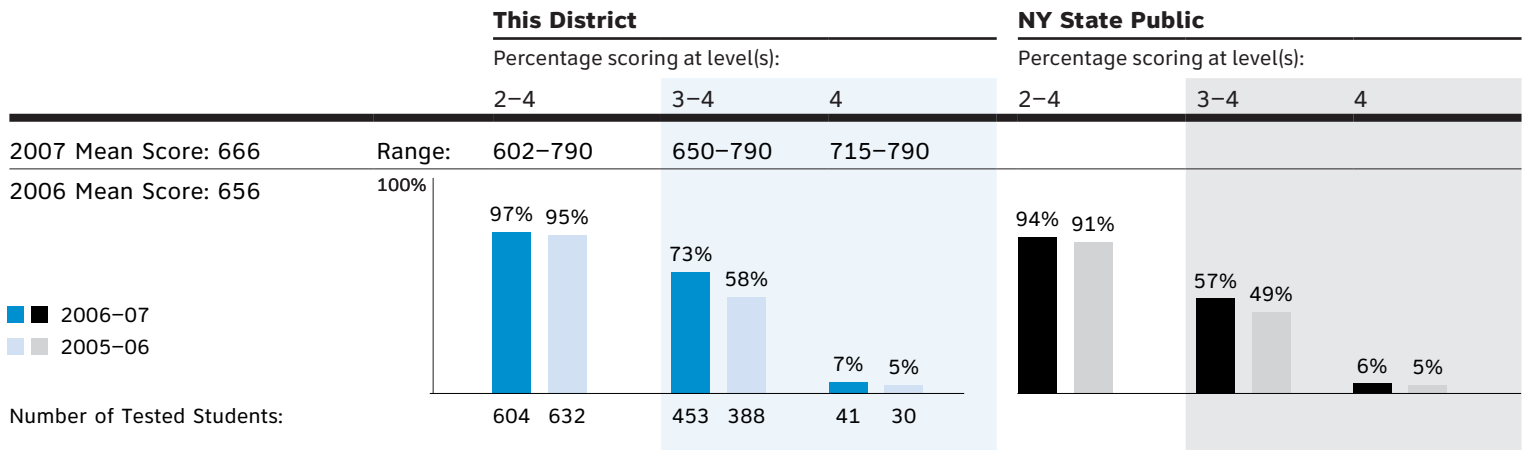
NOTES

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Other Assessments

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

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	624	97%	73%	7%	665	95%	58%	5%
Female	293	98%	78%	9%	332	96%	59%	5%
Male	331	96%	68%	4%	333	94%	58%	5%
American Indian or Alaska Native	5	100%	20%	0%	2	-	-	-
Black or African American	68	94%	46%	3%	45	89%	36%	0%
Hispanic or Latino	9	100%	67%	0%	17	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	9	100%	67%	11%	19	100%	74%	11%
White	533	97%	77%	7%	582	95%	60%	5%
Multiracial					19	95%	47%	5%
Small Group Totals								
General-Education Students	505	100%	84%	8%	551	99%	66%	5%
Students with Disabilities	119	84%	25%	0%	114	76%	21%	0%
English Proficient	623	-	-	-	663	-	-	-
Limited English Proficient	1	-	-	-	2	-	-	-
Economically Disadvantaged	175	94%	57%	3%	148	89%	39%	2%
Not Disadvantaged	449	98%	79%	8%	517	97%	64%	5%
Migrant								
Not Migrant	624	97%	73%	7%	665	95%	58%	5%

NOTES

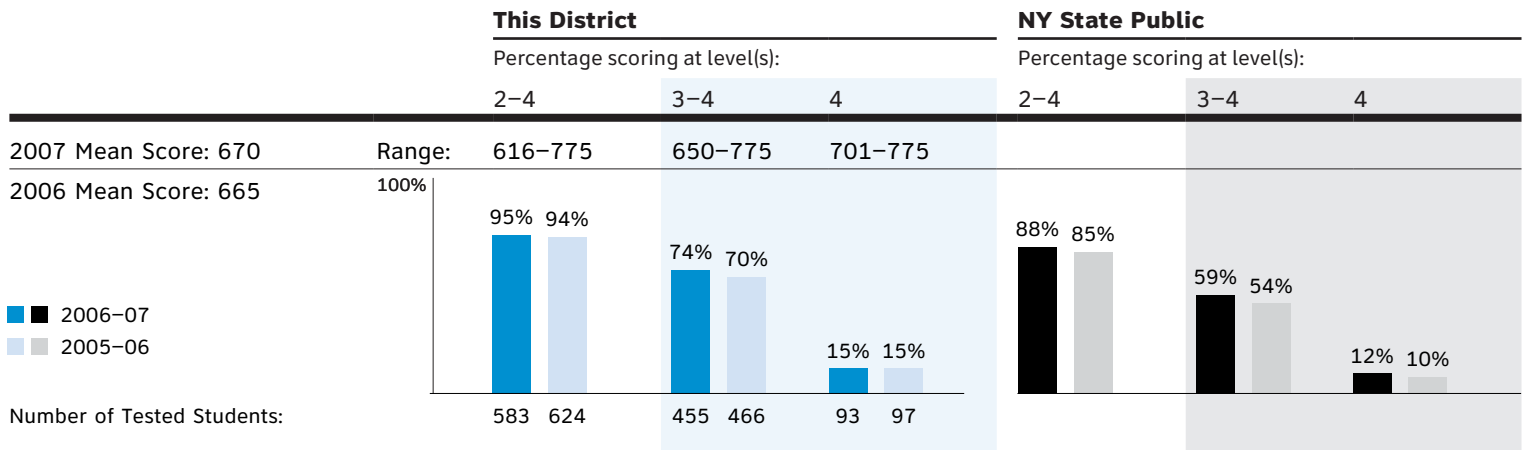
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	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 8	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	614	95%	74%	15%	665	94%	70%	15%
Female	288	97%	78%	18%	333	95%	68%	14%
Male	326	93%	71%	13%	332	93%	72%	16%
American Indian or Alaska Native	5	80%	20%	0%	2	-	-	-
Black or African American	67	81%	45%	6%	45	89%	44%	9%
Hispanic or Latino	9	78%	56%	11%	18	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	44%	19	100%	84%	37%
White	524	97%	78%	16%	581	94%	72%	15%
Multiracial								
Small Group Totals					20	90%	60%	5%
General-Education Students	495	99%	84%	19%	555	97%	76%	17%
Students with Disabilities	119	76%	34%	1%	110	75%	38%	0%
English Proficient	613	-	-	-	663	-	-	-
Limited English Proficient	1	-	-	-	2	-	-	-
Economically Disadvantaged	173	91%	56%	6%	148	87%	55%	7%
Not Disadvantaged	441	97%	81%	19%	517	96%	74%	17%
Migrant								
Not Migrant	614	95%	74%	15%	665	94%	70%	15%

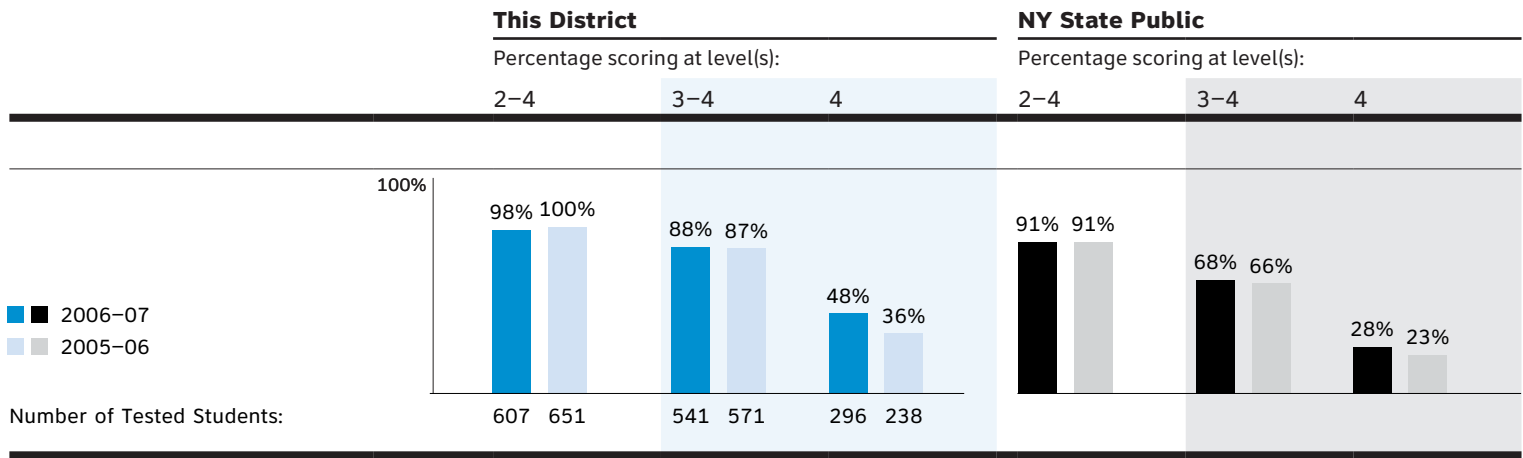
NOTES

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Other Assessments

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

This District's Results in Grade 8 Science



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	617	98%	88%	48%	653	100%	87%	36%
Female	291	98%	86%	45%	329	100%	85%	26%
Male	326	98%	90%	51%	324	100%	90%	47%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	70	97%	64%	16%	43	100%	60%	14%
Hispanic or Latino	9	-	-	-	18	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	44%	19	100%	95%	47%
White	525	98%	91%	53%	571	100%	89%	38%
Multiracial								
Small Group Totals	13	100%	77%	15%	20	100%	80%	20%
General-Education Students	500	100%	94%	55%	549	100%	91%	41%
Students with Disabilities	117	92%	59%	16%	104	99%	69%	13%
English Proficient	616	-	-	-	651	-	-	-
Limited English Proficient	1	-	-	-	2	-	-	-
Economically Disadvantaged	171	98%	76%	30%	142	100%	75%	24%
Not Disadvantaged	446	98%	92%	55%	511	100%	91%	40%
Migrant								
Not Migrant	617	98%	88%	48%	653	100%	87%	36%

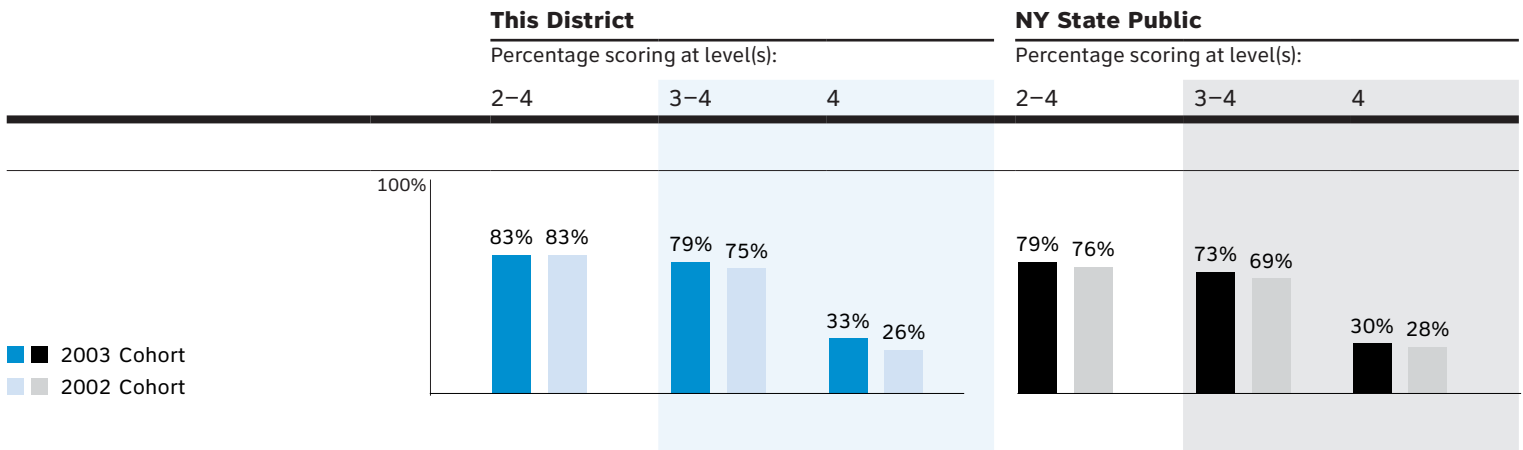
NOTES

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Other Assessments

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

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):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	731	83%	79%	33%	634	83%	75%	26%
Female	345	87%	82%	39%	340	85%	78%	29%
Male	386	80%	77%	27%	294	81%	72%	23%
American Indian or Alaska Native	7	57%	43%	0%	7	57%	43%	14%
Black or African American	62	65%	58%	13%	53	72%	64%	15%
Hispanic or Latino	9	67%	67%	22%	13	69%	54%	8%
Asian or Native Hawaiian/Other Pacific Islander	18	94%	94%	44%	24	88%	75%	29%
White	635	85%	82%	35%	537	85%	77%	28%
Multiracial								
Small Group Totals								
General-Education Students	619	89%	86%	38%	547	89%	81%	30%
Students with Disabilities	112	50%	41%	2%	87	49%	39%	3%
English Proficient	731	83%	79%	33%	634	83%	75%	26%
Limited English Proficient								
Economically Disadvantaged	128	74%	65%	11%	7	29%	29%	0%
Not Disadvantaged	603	85%	83%	37%	627	84%	76%	27%
Migrant								
Not Migrant					634	83%	75%	26%

NOTES

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Other Assessments

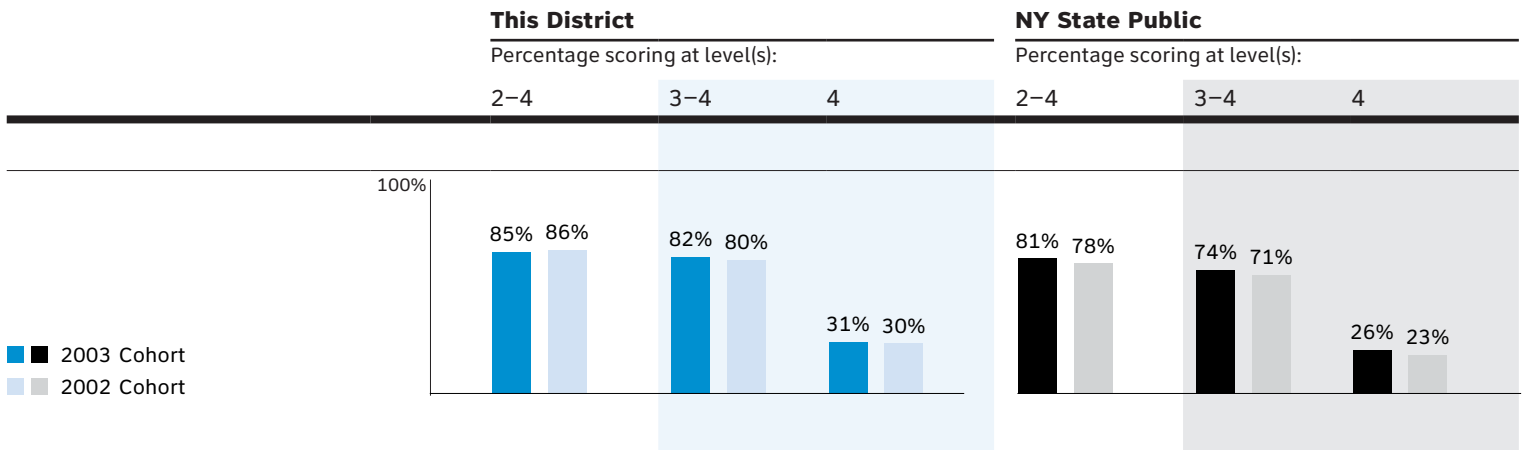
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				4	-	-	-

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 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.

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):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	731	85%	82%	31%	634	86%	80%	30%
Female	345	87%	83%	28%	340	89%	82%	31%
Male	386	83%	81%	34%	294	83%	77%	30%
American Indian or Alaska Native	7	71%	71%	0%	7	71%	71%	14%
Black or African American	62	66%	55%	11%	53	74%	62%	11%
Hispanic or Latino	9	78%	67%	0%	13	85%	77%	8%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	94%	61%	24	96%	92%	54%
White	635	86%	85%	33%	537	87%	81%	32%
Multiracial								
Small Group Totals								
General-Education Students	619	90%	89%	37%	547	91%	86%	35%
Students with Disabilities	112	54%	46%	1%	87	57%	44%	2%
English Proficient	731	85%	82%	31%	634	86%	80%	30%
Limited English Proficient								
Economically Disadvantaged	128	75%	72%	18%	7	14%	0%	0%
Not Disadvantaged	603	87%	84%	34%	627	87%	81%	31%
Migrant								
Not Migrant					634	86%	80%	30%

NOTES

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Other Assessments

	2003 Cohort			2002 Cohort				
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				4	–	–	–

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 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.