



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **JAMESTOWN CITY SCHOOL  
DISTRICT**

District ID **06-17-00-01-0000**

Superintendent **DANIEL KATHMAN**

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Grades **PK-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 2008–09 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 JAMESTOWN CITY SCHOOL DISTRICT

District ID 06-17-00-01-0000

## 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

	2005-06	2006-07	2007-08
Pre-K	81	151	184
Kindergarten	407	394	412
Grade 1	394	395	399
Grade 2	394	373	390
Grade 3	357	379	378
Grade 4	358	358	372
Grade 5	377	346	351
Grade 6	363	355	353
Ungraded Elementary	68	50	37
Grade 7	363	355	367
Grade 8	353	358	380
Grade 9	430	400	393
Grade 10	372	352	354
Grade 11	356	324	350
Grade 12	339	302	333
Ungraded Secondary	84	59	79
<b>Total K-12</b>	<b>5015</b>	<b>4800</b>	<b>4948</b>

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	18	17	18
<b>Grade 8</b>			
English	18	17	16
Mathematics	18	18	17
Science	18	18	17
Social Studies	18	18	17
<b>Grade 10</b>			
English	17	17	20
Mathematics	17	15	14
Science	20	21	18
Social Studies	19	20	20

### Enrollment Information

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

### Average Class Size Information

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

District JAMESTOWN CITY SCHOOL DISTRICT

District ID 06-17-00-01-0000

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	2357	47%	2436	51%	2279	46%
Reduced-Price Lunch	557	11%	510	11%	476	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	114	2%	143	3%	187	4%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	71	1%	66	1%	57	1%
Black or African American	390	8%	381	8%	411	8%
Hispanic or Latino	500	10%	462	10%	590	12%
Asian or Native Hawaiian/Other Pacific Islander	20	0%	22	0%	30	1%
White	4034	80%	3837	80%	3827	77%
Multiracial**	N/A	N/A	32	1%	33	1%

\* Available only at the school level.

\*\* Multiracial enrollment data were not collected statewide in the 2005-06 school year.

## Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		94%
Student Suspensions	408	8%	356	7%	346	7%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

District JAMESTOWN CITY SCHOOL DISTRICT

District ID 06-17-00-01-0000

## Teacher Qualifications

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	455	372	467
Percent with No Valid Teaching Certificate	0%	1%	0%
Percent Teaching Out of Certification	2%	2%	1%
Percent with Fewer Than Three Years of Experience	5%	9%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	7%	7%	6%
<b>Total Number of Core Classes</b>	1728	1142	1256
Percent Not Taught by Highly Qualified Teachers	2%	2%	1%
<b>Total Number of Classes</b>	1703	1713	1731
Percent Taught by Teachers Without Appropriate Certification	2%	3%	2%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	20%	22%	N/A
Turnover Rate of All Teachers	11%	12%	12%

## Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	85	38	40
Total Paraprofessionals*	145	190	256
Assistant Principals	6	6	6
Principals	10	10	10

\* 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 who 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 2007–08, 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](http://www.emsc.nysed.gov/irts/accountability/home.shtml).



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2007–08 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 2004 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 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 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 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 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 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 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, 2008, are not included in the 2004 school accountability cohort. The 2004 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](http://www.emsc.nysed.gov/irts).

### Graduation-Rate Total 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](http://www.emsc.nysed.gov/irts).

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

The 2007–08 safe harbor targets were calculated using the following equation:

$$2006-07 \text{ PI} + (200 - \text{the } 2006-07 \text{ PI}) \times 0.10$$

### Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

## Understanding Your District Accountability Status

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

### Federal Title I Status

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

#### ▲ District in Good Standing

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

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

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

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

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

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

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

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

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

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

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

### New York State Status

(Applies to New York State districts)

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

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

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

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

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

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

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

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

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

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

**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 (2008–09)

**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

2006–07	2007–08	2008–09
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
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native				–	–	
Black or African American				–	–	
Hispanic or Latino				–	–	
Asian or Native Hawaiian/Other Pacific Islander	–	–		–	–	
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	SH			–	–	
Limited English Proficient	SH			–	–	
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>	7 of 8	8 of 8	1 of 1	3 of 3	3 of 3	1 of 1

#### Accountability Status Levels

#### AYP Status

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

#### Federal

- Good Standing
- Improvement (Year 1)
- Improvement (Year 2)
- Improvement (Year 3)
- Improvement (Year 4)
- Improvement (Year 5 & Above)
- Pending – Requires Special Evaluation


#### State

- Good Standing
- Requiring Academic Progress (Year 1)
- Requiring Academic Progress (Year 2)
- Requiring Academic Progress (Year 3)
- Requiring Academic Progress (Year 4)
- Requiring Academic Progress (Year 5 & Above)



























## Elementary/Middle-Level English Language Arts

**Accountability Status**  Good Standing  
**for This Subject**  
**(2008–09)**

**Accountability Measures** 7 of 8 Student groups making AYP in English language arts  
 Did not make AYP

**Prospective Status** This district will be in good standing in 2009-10. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08    2008–09
<b>All Students</b> (2266:2169)			100%		152	131	
<b>Ethnicity</b>							
American Indian or Alaska Native (35:35)		–	–		126	117	
Black or African American (207:198)			99%		148	125	
Hispanic or Latino (319:277)			99%		125	126	126    133
Asian or Native Hawaiian/Other Pacific Islander (14:12)	–	–	–	–	–	–	–
White (1691:1647)			100%		157	130	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (384:357)			98%		87	127	80    98
Limited English Proficient <sup>5</sup> (103:92)			99%		83	123	81    95
Economically Disadvantaged (1478:1391)			100%		140	130	
<b>Final AYP Determination</b>		7 of 8					

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

<sup>5</sup> 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**  
**(2008–09)**

**Accountability Measures** 8 of 8 Student groups making AYP in mathematics  
 Made AYP

**Prospective Status** This district will be in good standing in 2009-10. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08    2008–09
<b>All Students</b> (2262:2165)			100%		168	100	
<b>Ethnicity</b>							
American Indian or Alaska Native (35:32)		—	—		144	85	
Black or African American (209:198)			100%		167	94	
Hispanic or Latino (308:296)			100%		145	96	
Asian or Native Hawaiian/Other Pacific Islander (14:12)	—	—	—	—	—	—	—
White (1696:1627)			99%		173	99	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (390:355)			98%		105	96	
Limited English Proficient <sup>5</sup> (96:117)			100%		113	92	
Economically Disadvantaged (1472:1392)			100%		159	99	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.




<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

<sup>5</sup> 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**  
**(2008–09)**

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

**Prospective Status** This district will be in good standing in 2009-10. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
<b>All Students</b> (786:726)		Qualified		98%		179	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (10:10)	—	—	—	—	—	—	—	—
Black or African American (70:65)		Qualified		99%		168	100	
Hispanic or Latino (125:112)		Qualified		97%		153	100	
Asian or Native Hawaiian/Other Pacific Islander (6:5)	—	—	—	—	—	—	—	—
White (575:534)		Qualified		98%		185	100	
Multiracial (0:0)		—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (129:109)		Qualified		91%		138	100	
Limited English Proficient <sup>4</sup> (46:48)		Qualified		96%		117	100	
Economically Disadvantaged (507:458)		Qualified		98%		170	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and performance indices.

<sup>4</sup> 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**  
**(2008–09)**

**Accountability Measures** 3 of 3 Student groups making AYP in English language arts  
 Made AYP

**Prospective Status** This district will be in good standing in 2009-10. [201]

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

Student Group (12th Graders: 2004 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08    2008–09
<b>All Students</b> (306:314)			100%		178	159	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (20:20)	—	—	—	—	—	—	—
Hispanic or Latino (19:18)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (1:1)	—	—	—	—	—	—	—
White (265:274)			100%		179	158	
Multiracial (0:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (19:26)	—	—	—	—	—	—	—
Limited English Proficient <sup>4</sup> (3:2)	—	—	—	—	—	—	—
Economically Disadvantaged (115:124)			100%		168	156	
<b>Final AYP Determination</b>	 3 of 3						

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

<sup>4</sup> 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**  
**(2008–09)**

**Accountability Measures** 3 of 3 Student groups making AYP in mathematics  
 Made AYP

**Prospective Status** This district will be in good standing in 2009-10. [201]

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

Student Group (12th Graders: 2004 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08    2008–09
<b>All Students</b> (306:314)			99%		187	153	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (20:20)	—	—	—	—	—	—	—
Hispanic or Latino (19:18)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (1:1)	—	—	—	—	—	—	—
White (265:274)			99%		188	152	
Multiracial (0:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (19:26)	—	—	—	—	—	—	—
Limited English Proficient <sup>4</sup> (3:2)	—	—	—	—	—	—	—
Economically Disadvantaged (115:124)			100%		181	150	
<b>Final AYP Determination</b>	 3 of 3						

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

<sup>4</sup> 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**  
**(2008–09)**

**Accountability Measures** 1 of 1 Student groups making AYP in graduation rate  
 Made AYP

**Prospective Status** This district will be in good standing in 2009-10. [201]

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Graduation Rate <sup>2</sup>	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2007–08 2008–09	
<b>All Students</b> (381)			71%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (3)	–	–	–	–		
Black or African American (22)	–	–	–	–		
Hispanic or Latino (27)	–	–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (1)	–	–	–	–		
White (328)			75%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (52)			29%	55%	1%	30%
Limited English Proficient <sup>3</sup> (5)	–	–	–	–		
Economically Disadvantaged (140)			56%	55%		
<b>Final AYP Determination</b>		1 of 1				

#### NOTES

<sup>1</sup> Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.

<sup>2</sup> Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

<sup>3</sup> 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 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

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 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

# 3 School Accountability Status

District **JAMESTOWN CITY SCHOOL DISTRICT**

District ID **06-17-00-01-0000**

## 2008–09 Accountability Status of Schools in Your District

This section lists all schools in your district by 2008–09 accountability status.

### Federal Title I Status

#### Good Standing

9 schools identified 90% of total

CARLYLE C RING ELEMENTARY SCHOOL

CLINTON V BUSH ELEMENTARY SCHOOL

JEFFERSON MIDDLE SCHOOL

LINCOLN ELEMENTARY SCHOOL

MILTON J FLETCHER ELEMENTARY SCHOOL

PERSELL MIDDLE SCHOOL

ROVILLUS R ROGERS ELEMENTARY SCHOOL

SAMUEL G LOVE ELEMENTARY SCHOOL

WASHINGTON MIDDLE SCHOOL

### New York State Status

#### Good Standing

1 school identified 10% of total

JAMESTOWN HIGH SCHOOL

District JAMESTOWN CITY SCHOOL DISTRICT

District ID 06-17-00-01-0000

## Summary of 2007–08 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	64%			389
Grade 4	61%			377
Grade 5	66%			342
Grade 6	47%			350
Grade 7	59%			366
Grade 8	46%			375
<b>Mathematics</b>				
Grade 3	82%			392
Grade 4	73%			387
Grade 5	70%			344
Grade 6	71%			354
Grade 7	78%			367
Grade 8	70%			384
<b>Science</b>				
Grade 4	81%			385
Grade 8	78%			327

<b>Secondary Level</b>	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	70%			379
Mathematics	79%			379

### About the Performance Level Descriptors

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

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

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

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

#### Level 3: Meeting Learning Standards.

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

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

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

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

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

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

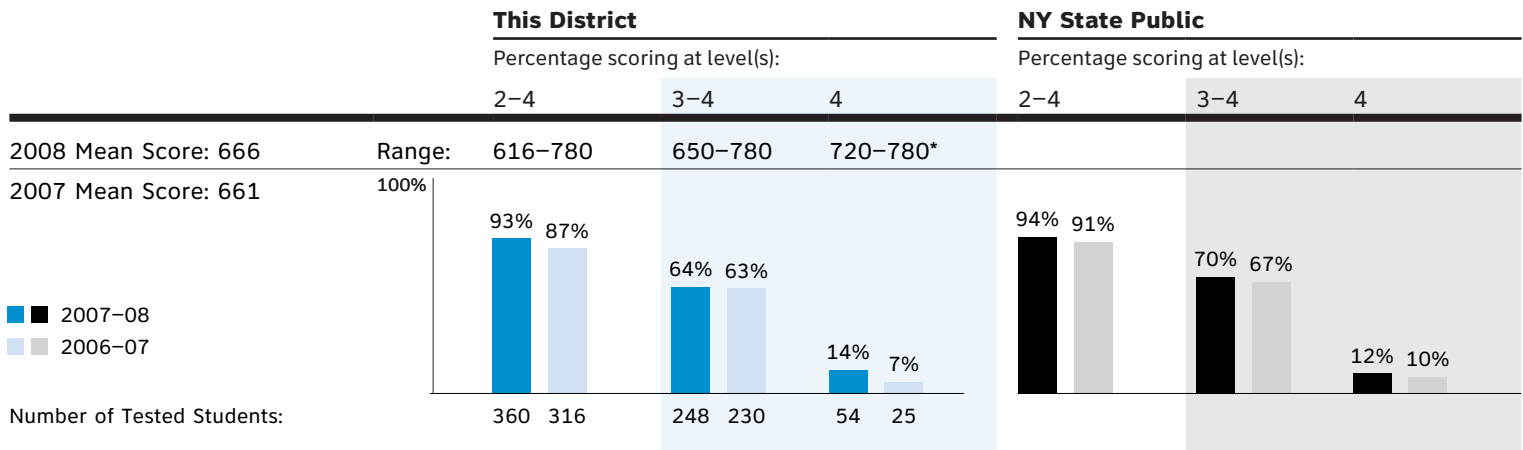
### This District's N/RC Category:

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

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



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



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>389</b>	<b>93%</b>	<b>64%</b>	<b>14%</b>	<b>365</b>	<b>87%</b>	<b>63%</b>	<b>7%</b>
Female	199	93%	65%	17%	190	88%	67%	6%
Male	190	92%	62%	11%	175	85%	58%	7%
American Indian or Alaska Native	7	-	-	-	6	-	-	-
Black or African American	36	100%	78%	8%	41	78%	49%	2%
Hispanic or Latino	42	88%	43%	0%	50	82%	50%	2%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	303	92%	65%	17%	267	90%	69%	9%
Multiracial	8	88%	63%	13%	7	43%	29%	0%
Small Group Totals	328	97%	73%	16%	321	91%	70%	8%
General-Education Students	61	67%	13%	2%	44	55%	11%	0%
Students with Disabilities	380	93%	65%	14%	351	88%	65%	7%
English Proficient	9	56%	11%	0%	14	57%	7%	0%
Limited English Proficient	262	91%	55%	5%	257	83%	55%	4%
Economically Disadvantaged	127	96%	81%	32%	108	95%	81%	15%
Not Disadvantaged	1	-	-	-	1	-	-	-
Migrant	389	93%	64%	14%	364	-	-	-
Not Migrant								

#### 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.

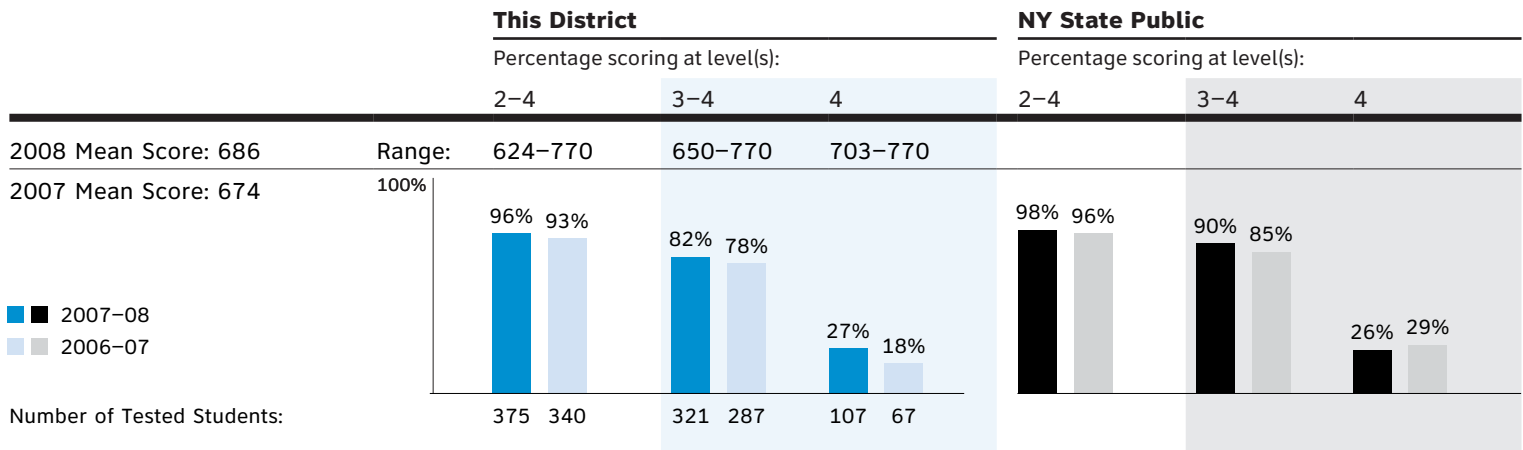
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### Other Assessments

	2007-08 School Year				2006-07 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	2	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	5	N/A	N/A	N/A	7	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

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>392</b>	<b>96%</b>	<b>82%</b>	<b>27%</b>	<b>367</b>	<b>93%</b>	<b>78%</b>	<b>18%</b>
Female	201	95%	80%	28%	190	92%	79%	18%
Male	191	97%	84%	27%	177	93%	77%	18%
American Indian or Alaska Native	7	-	-	-	6	-	-	-
Black or African American	36	100%	97%	31%	42	88%	64%	10%
Hispanic or Latino	45	93%	71%	11%	55	89%	73%	11%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	303	96%	82%	29%	263	94%	83%	22%
Multiracial								
Small Group Totals	8	88%	63%	38%	7	86%	43%	0%
General-Education Students	331	98%	88%	32%	322	96%	84%	20%
Students with Disabilities	61	84%	48%	2%	45	69%	33%	2%
English Proficient	378	96%	83%	28%	348	94%	80%	19%
Limited English Proficient	14	86%	43%	0%	19	74%	37%	0%
Economically Disadvantaged	267	94%	78%	23%	258	90%	71%	12%
Not Disadvantaged	125	98%	91%	36%	109	98%	94%	33%
Migrant					1	-	-	-
Not Migrant	392	96%	82%	27%	366	-	-	-

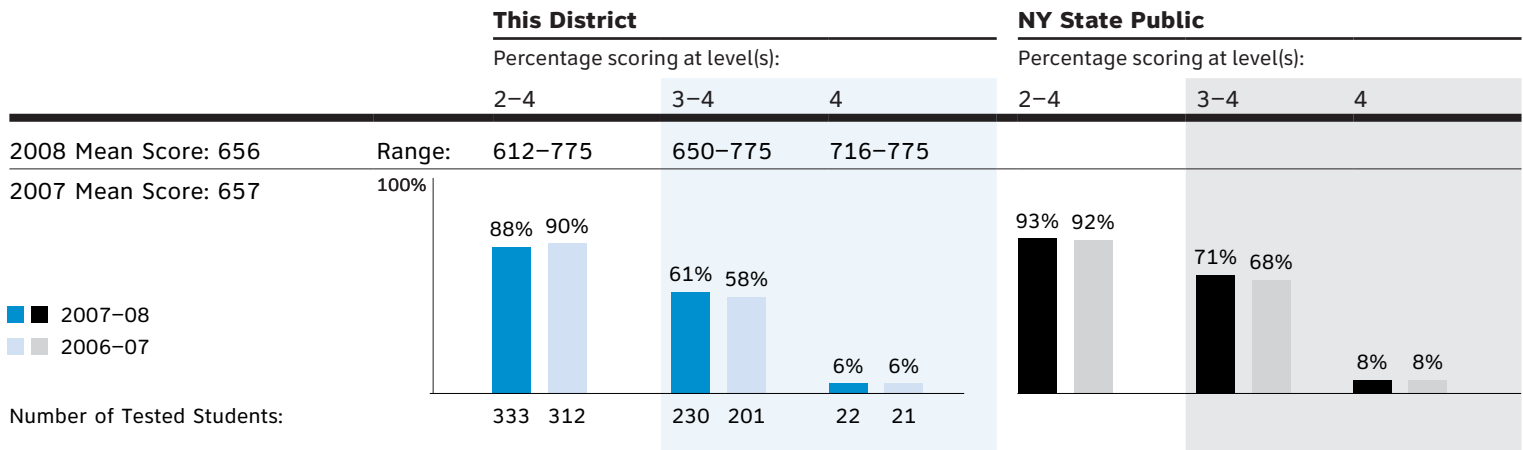
#### NOTES

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

	2007-08 School Year				2006-07 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	2	-	-	-	1	-	-	-

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



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>377</b>	<b>88%</b>	<b>61%</b>	<b>6%</b>	<b>347</b>	<b>90%</b>	<b>58%</b>	<b>6%</b>
Female	194	92%	68%	7%	161	91%	60%	7%
Male	183	85%	54%	4%	186	89%	56%	5%
American Indian or Alaska Native	6	-	-	-	2	-	-	-
Black or African American	37	81%	49%	3%	45	91%	56%	4%
Hispanic or Latino	59	83%	41%	2%	37	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	2	-	-	-
White	273	91%	68%	7%	261	91%	60%	7%
Multiracial								
Small Group Totals	8	75%	38%	0%	41	83%	49%	0%
General-Education Students	324	95%	70%	7%	303	96%	65%	7%
Students with Disabilities	53	49%	8%	0%	44	50%	7%	0%
English Proficient	361	90%	64%	6%	339	91%	59%	6%
Limited English Proficient	16	56%	0%	0%	8	38%	13%	0%
Economically Disadvantaged	261	85%	52%	2%	239	86%	47%	2%
Not Disadvantaged	116	96%	80%	15%	108	98%	82%	16%
Migrant								
Not Migrant	377	88%	61%	6%	347	90%	58%	6%

#### NOTES

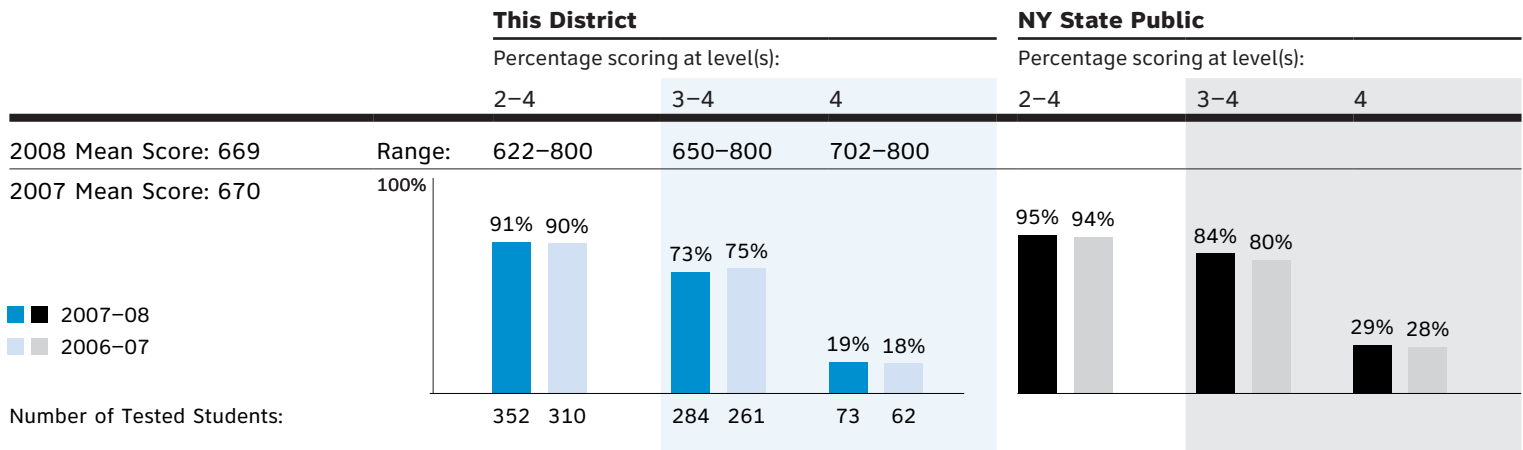
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2007-08 School Year				2006-07 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	1	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	8	N/A	N/A	N/A	3	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

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>387</b>	<b>91%</b>	<b>73%</b>	<b>19%</b>	<b>346</b>	<b>90%</b>	<b>75%</b>	<b>18%</b>
Female	198	91%	78%	17%	161	88%	73%	13%
Male	189	90%	69%	21%	185	91%	77%	22%
American Indian or Alaska Native	6	-	-	-	2	-	-	-
Black or African American	39	90%	64%	5%	44	89%	75%	23%
Hispanic or Latino	64	88%	64%	13%	41	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	2	-	-	-
White	276	92%	77%	22%	257	91%	78%	19%
Multiracial								
Small Group Totals	8	75%	75%	13%	45	82%	62%	9%
General-Education Students	332	96%	81%	22%	303	95%	82%	20%
Students with Disabilities	55	60%	29%	0%	43	51%	33%	0%
English Proficient	365	92%	76%	20%	335	91%	77%	19%
Limited English Proficient	22	68%	27%	0%	11	45%	36%	0%
Economically Disadvantaged	271	89%	68%	11%	240	86%	68%	12%
Not Disadvantaged	116	97%	87%	36%	106	97%	92%	32%
Migrant								
Not Migrant	387	91%	73%	19%	346	90%	75%	18%

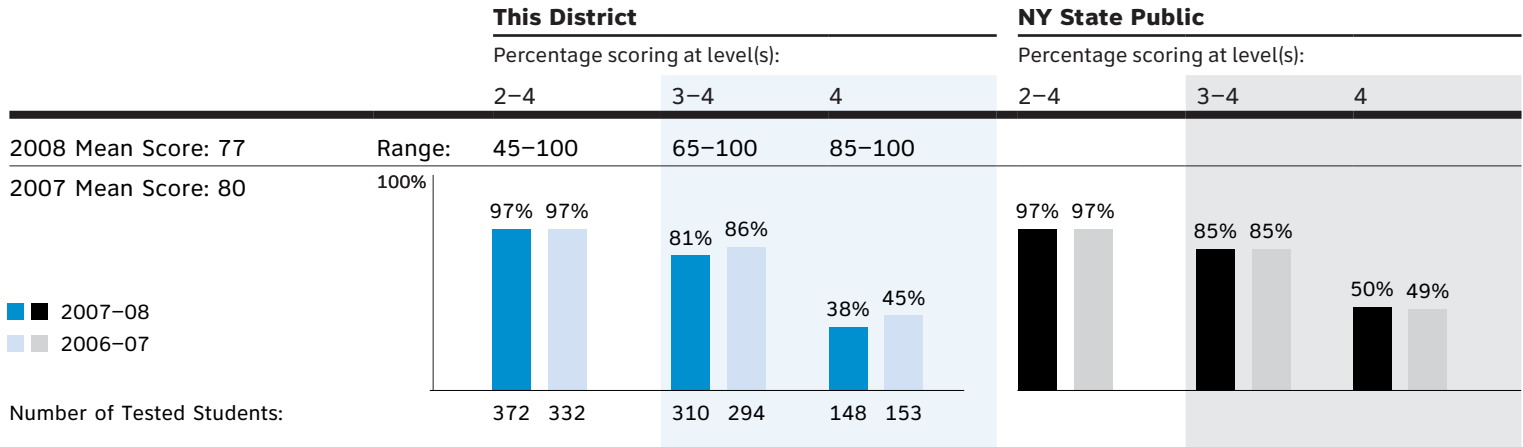
### NOTES

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

	2007-08 School Year				2006-07 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	1	-	-	-	3	-	-	-

## This District's Results in Grade 4 Science



## Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>385</b>	<b>97%</b>	<b>81%</b>	<b>38%</b>	<b>343</b>	<b>97%</b>	<b>86%</b>	<b>45%</b>
Female	199	96%	81%	35%	159	96%	84%	38%
Male	186	97%	80%	42%	184	97%	88%	51%
American Indian or Alaska Native	6	-	-	-	2	-	-	-
Black or African American	39	97%	64%	26%	44	95%	82%	34%
Hispanic or Latino	64	91%	64%	22%	40	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	2	-	-	-
White	274	98%	87%	45%	255	96%	89%	48%
Multiracial								
Small Group Totals	8	100%	63%	13%	44	100%	68%	34%
General-Education Students	332	98%	85%	44%	298	99%	90%	49%
Students with Disabilities	53	87%	51%	6%	45	82%	56%	18%
English Proficient	361	98%	84%	41%	333	97%	87%	46%
Limited English Proficient	24	75%	25%	0%	10	100%	30%	10%
Economically Disadvantaged	270	95%	75%	30%	236	95%	81%	38%
Not Disadvantaged	115	100%	94%	59%	107	100%	97%	59%
Migrant								
Not Migrant	385	97%	81%	38%	343	97%	86%	45%

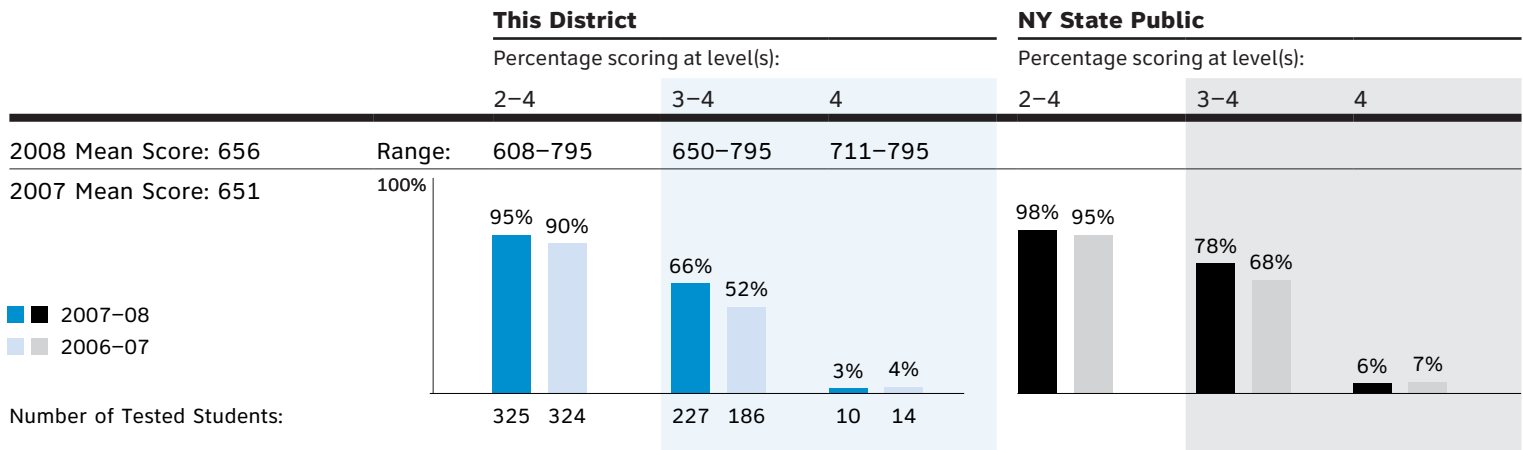
### NOTES

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## Other Assessments

	2007-08 School Year				2006-07 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	1	-	-	-	3	-	-	-

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



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>342</b>	<b>95%</b>	<b>66%</b>	<b>3%</b>	<b>360</b>	<b>90%</b>	<b>52%</b>	<b>4%</b>
Female	158	94%	65%	4%	177	91%	54%	6%
Male	184	96%	67%	2%	183	89%	49%	2%
American Indian or Alaska Native	3	-	-	-	9	-	-	-
Black or African American	41	95%	71%	2%	36	89%	47%	0%
Hispanic or Latino	40	-	-	-	48	85%	38%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	2	-	-	-
White	257	96%	70%	4%	265	91%	55%	5%
Multiracial								
Small Group Totals	44	86%	43%	0%	11	82%	36%	0%
General-Education Students	291	99%	76%	3%	302	97%	61%	5%
Students with Disabilities	51	75%	14%	0%	58	53%	5%	0%
English Proficient	335	96%	68%	3%	344	91%	53%	4%
Limited English Proficient	7	43%	0%	0%	16	75%	19%	0%
Economically Disadvantaged	223	92%	56%	1%	258	87%	43%	2%
Not Disadvantaged	119	100%	86%	7%	102	97%	74%	10%
Migrant					2	-	-	-
Not Migrant	342	95%	66%	3%	358	-	-	-

#### NOTES

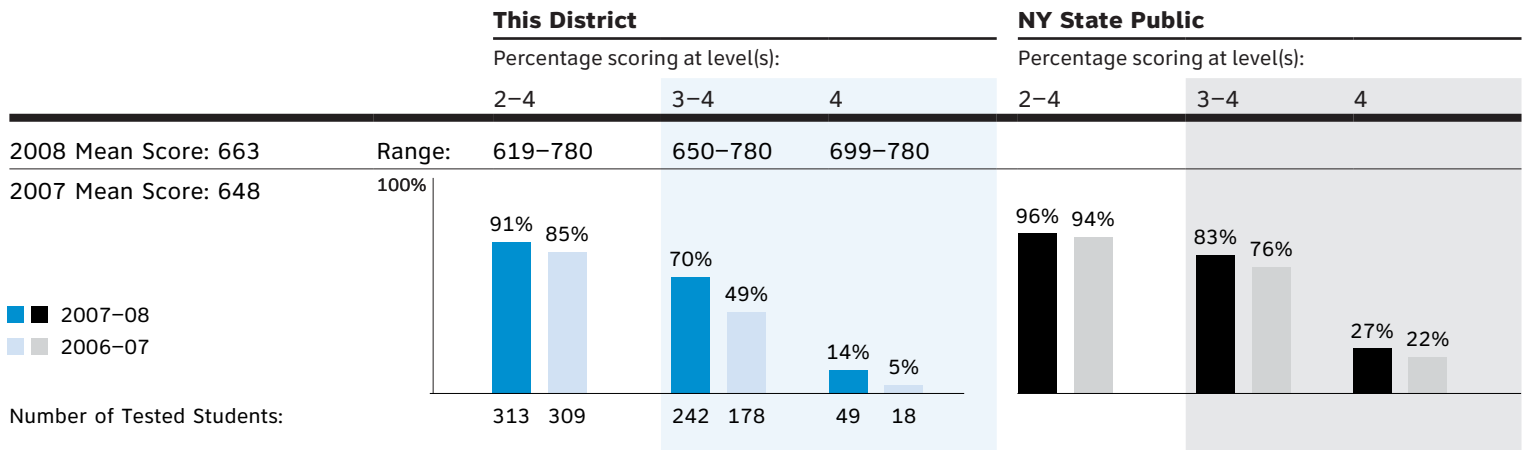
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### Other Assessments

	2007-08 School Year				2006-07 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	6	6	6	4	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	5	N/A	N/A	N/A	1	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

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>344</b>	<b>91%</b>	<b>70%</b>	<b>14%</b>	<b>365</b>	<b>85%</b>	<b>49%</b>	<b>5%</b>
Female	158	89%	66%	12%	178	87%	48%	6%
Male	186	92%	74%	16%	187	83%	49%	4%
American Indian or Alaska Native	2	-	-	-	9	-	-	-
Black or African American	41	-	-	-	36	75%	44%	3%
Hispanic or Latino	46	89%	52%	7%	50	76%	24%	2%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	2	-	-	-
White	254	92%	74%	15%	268	87%	55%	6%
Multiracial								
Small Group Totals	44	86%	66%	16%	11	91%	18%	0%
General-Education Students	293	97%	78%	17%	304	93%	56%	6%
Students with Disabilities	51	59%	25%	0%	61	44%	13%	0%
English Proficient	333	91%	72%	15%	348	86%	51%	5%
Limited English Proficient	11	82%	9%	0%	17	59%	6%	0%
Economically Disadvantaged	223	87%	61%	8%	263	82%	40%	2%
Not Disadvantaged	121	98%	88%	26%	102	91%	72%	12%
Migrant					2	-	-	-
Not Migrant	344	91%	70%	14%	363	-	-	-

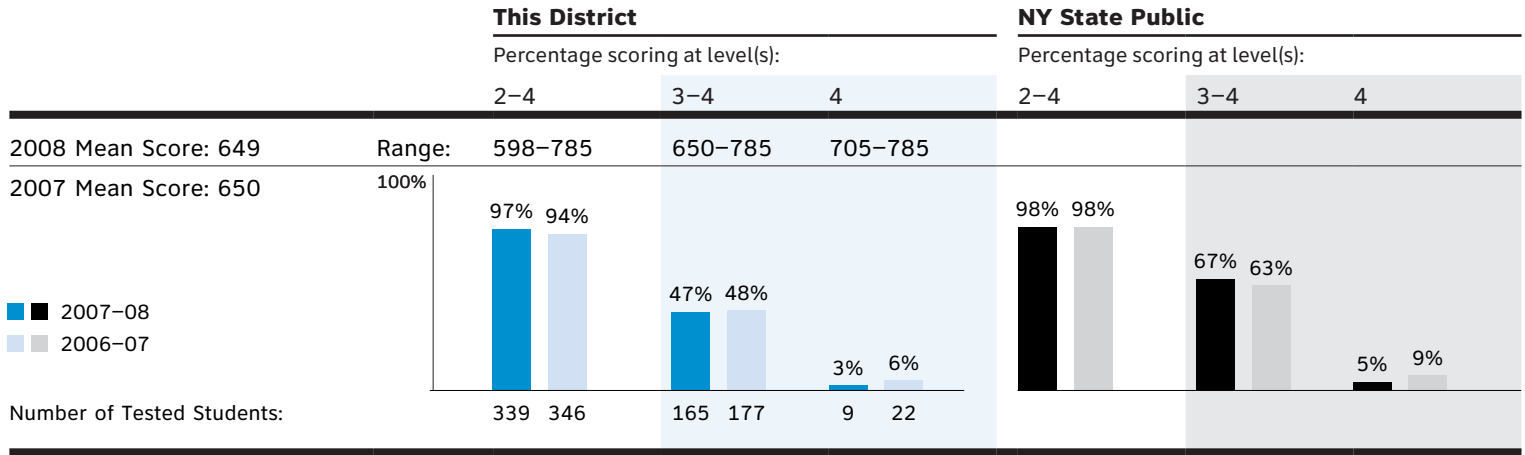
#### NOTES

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### Other Assessments

	2007-08 School Year				2006-07 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	6	6	6	3	2	-	-	-

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



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>350</b>	<b>97%</b>	<b>47%</b>	<b>3%</b>	<b>367</b>	<b>94%</b>	<b>48%</b>	<b>6%</b>
Female	171	98%	54%	4%	187	98%	53%	6%
Male	179	96%	40%	2%	180	91%	43%	6%
American Indian or Alaska Native	9	-	-	-	5	-	-	-
Black or African American	31	100%	39%	0%	31	87%	32%	0%
Hispanic or Latino	44	91%	25%	0%	41	95%	17%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	2	-	-	-
White	263	97%	52%	3%	288	95%	54%	8%
Multiracial								
Small Group Totals	12	100%	42%	8%	7	86%	57%	0%
General-Education Students	284	100%	58%	3%	306	99%	57%	7%
Students with Disabilities	66	83%	2%	0%	61	69%	5%	0%
English Proficient	341	98%	48%	3%	357	95%	50%	6%
Limited English Proficient	9	67%	0%	0%	10	80%	0%	0%
Economically Disadvantaged	230	96%	39%	0%	236	92%	35%	3%
Not Disadvantaged	120	99%	63%	8%	131	99%	73%	11%
Migrant	1	-	-	-				
Not Migrant	349	-	-	-	367	94%	48%	6%

**NOTES**  
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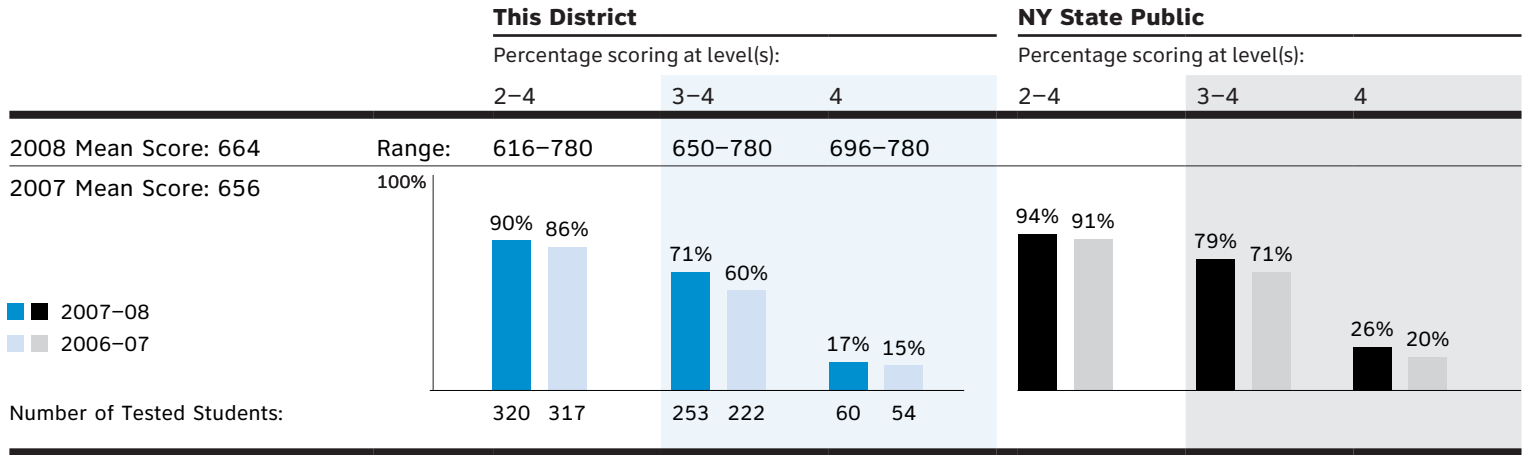
### Other Assessments

	2007-08 School Year				2006-07 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	3	-	-	-	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	4	N/A	N/A	N/A	3	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

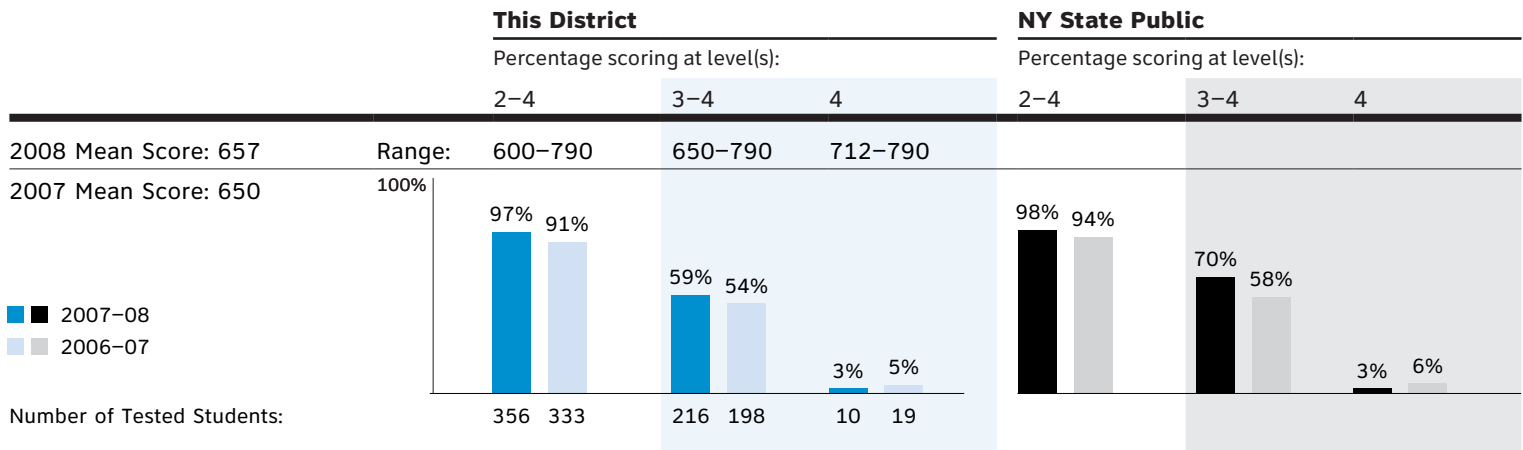
	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>354</b>	<b>90%</b>	<b>71%</b>	<b>17%</b>	<b>369</b>	<b>86%</b>	<b>60%</b>	<b>15%</b>
Female	176	89%	74%	18%	186	89%	61%	16%
Male	178	92%	69%	16%	183	83%	59%	13%
American Indian or Alaska Native	10	-	-	-	4	-	-	-
Black or African American	31	87%	68%	3%	29	79%	41%	7%
Hispanic or Latino	48	79%	56%	6%	42	76%	38%	5%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	2	-	-	-
White	261	93%	75%	21%	292	88%	65%	16%
Multiracial								
Small Group Totals	14	79%	64%	14%	6	67%	67%	33%
General-Education Students	286	98%	81%	21%	307	93%	69%	17%
Students with Disabilities	68	59%	29%	0%	62	50%	18%	3%
English Proficient	340	92%	74%	18%	358	87%	61%	15%
Limited English Proficient	14	57%	21%	0%	11	64%	18%	0%
Economically Disadvantaged	233	88%	64%	7%	238	81%	49%	5%
Not Disadvantaged	121	94%	87%	36%	131	95%	80%	31%
Migrant	1	-	-	-				
Not Migrant	353	-	-	-	369	86%	60%	15%

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### Other Assessments

	2007-08 School Year				2006-07 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	3	-	-	-	4	-	-	-

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



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>366</b>	<b>97%</b>	<b>59%</b>	<b>3%</b>	<b>365</b>	<b>91%</b>	<b>54%</b>	<b>5%</b>
Female	182	98%	64%	3%	180	92%	64%	6%
Male	184	97%	54%	3%	185	90%	45%	4%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	30	93%	43%	0%	26	96%	38%	8%
Hispanic or Latino	43	95%	42%	0%	45	78%	24%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	3	-	-	-
White	287	98%	63%	3%	288	93%	60%	6%
Multiracial								
Small Group Totals	6	100%	50%	0%	6	83%	67%	0%
General-Education Students	307	99%	67%	3%	306	97%	64%	6%
Students with Disabilities	59	86%	15%	0%	59	59%	3%	0%
English Proficient	355	98%	61%	3%	354	93%	56%	5%
Limited English Proficient	11	82%	9%	0%	11	45%	0%	0%
Economically Disadvantaged	228	96%	47%	1%	229	87%	41%	3%
Not Disadvantaged	138	99%	79%	6%	136	98%	77%	9%
Migrant					1	-	-	-
Not Migrant	366	97%	59%	3%	364	-	-	-

#### NOTES

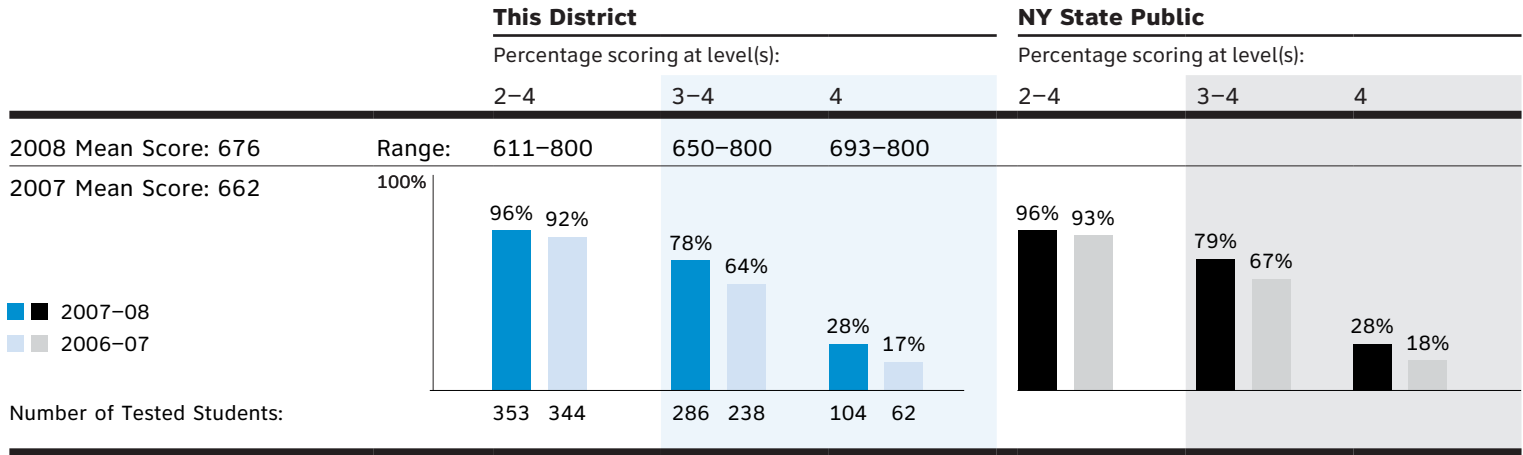
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	8	8	7	5	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	6	N/A	N/A	N/A	5	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

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>367</b>	<b>96%</b>	<b>78%</b>	<b>28%</b>	<b>373</b>	<b>92%</b>	<b>64%</b>	<b>17%</b>
Female	179	97%	81%	27%	181	94%	66%	16%
Male	188	95%	75%	30%	192	91%	61%	17%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	29	100%	62%	14%	25	88%	64%	16%
Hispanic or Latino	45	87%	58%	9%	53	83%	36%	4%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	3	-	-	-
White	287	97%	82%	32%	289	94%	69%	19%
Multiracial								
Small Group Totals	6	100%	100%	50%	6	100%	67%	17%
General-Education Students	308	98%	86%	32%	311	97%	74%	20%
Students with Disabilities	59	85%	37%	7%	62	66%	11%	0%
English Proficient	352	97%	80%	30%	356	93%	66%	17%
Limited English Proficient	15	80%	40%	0%	17	71%	12%	0%
Economically Disadvantaged	229	94%	68%	15%	236	89%	51%	8%
Not Disadvantaged	138	99%	94%	50%	137	97%	86%	31%
Migrant					1	-	-	-
Not Migrant	367	96%	78%	28%	372	-	-	-

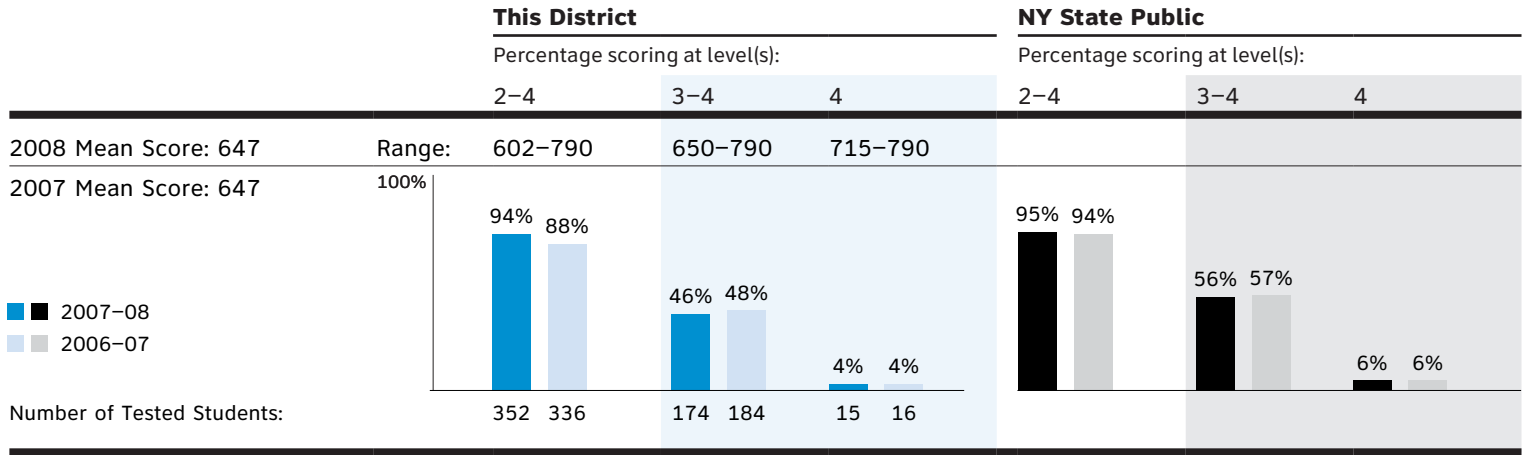
### NOTES

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## Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	8	6	6	3	2	-	-	-

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



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>375</b>	<b>94%</b>	<b>46%</b>	<b>4%</b>	<b>382</b>	<b>88%</b>	<b>48%</b>	<b>4%</b>
Female	185	95%	57%	7%	168	92%	56%	5%
Male	190	93%	36%	1%	214	85%	42%	3%
American Indian or Alaska Native	6	-	-	-	4	-	-	-
Black or African American	28	93%	43%	0%	30	83%	23%	0%
Hispanic or Latino	52	85%	21%	6%	31	84%	13%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	2	-	-	-
White	286	96%	51%	4%	315	89%	54%	5%
Multiracial								
Small Group Totals	9	89%	67%	0%	6	83%	33%	17%
General-Education Students	315	99%	55%	5%	319	95%	57%	5%
Students with Disabilities	60	67%	0%	0%	63	52%	2%	0%
English Proficient	360	96%	48%	4%	378	-	-	-
Limited English Proficient	15	53%	0%	0%	4	-	-	-
Economically Disadvantaged	215	92%	31%	2%	221	81%	32%	0%
Not Disadvantaged	160	97%	68%	7%	161	97%	71%	9%
Migrant	2	-	-	-	1	-	-	-
Not Migrant	373	-	-	-	381	-	-	-

#### NOTES

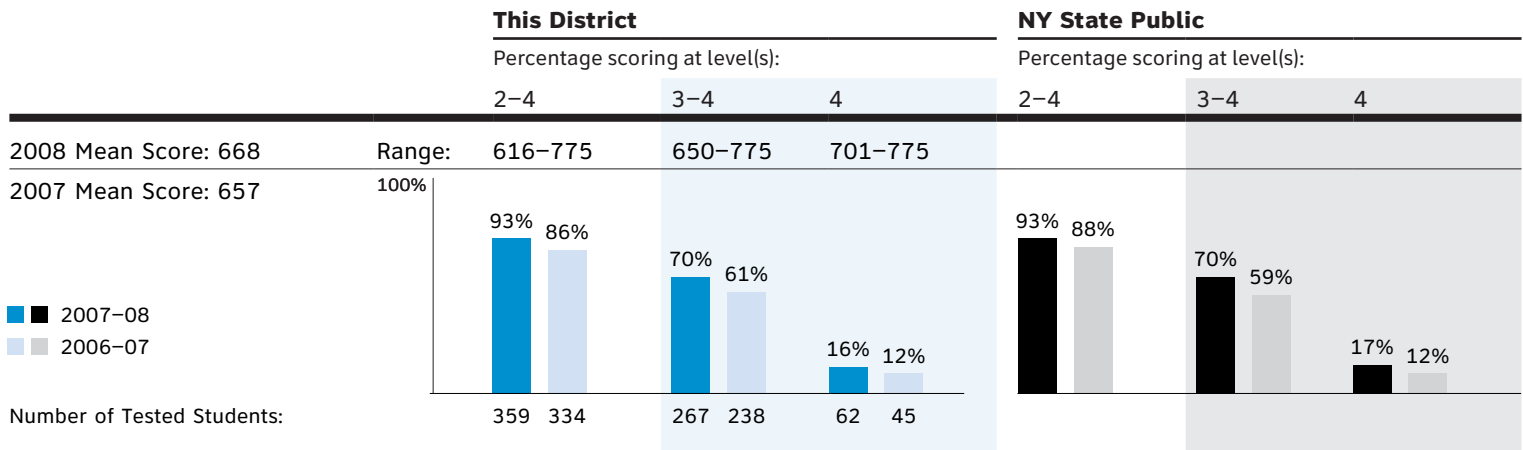
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### Other Assessments

	2007-08 School Year				2006-07 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	3	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	7	N/A	N/A	N/A	4	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

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>384</b>	<b>93%</b>	<b>70%</b>	<b>16%</b>	<b>387</b>	<b>86%</b>	<b>61%</b>	<b>12%</b>
Female	193	95%	72%	18%	167	92%	67%	10%
Male	191	92%	68%	15%	220	82%	57%	13%
American Indian or Alaska Native	5	-	-	-	4	-	-	-
Black or African American	30	97%	70%	13%	30	87%	53%	0%
Hispanic or Latino	56	88%	41%	5%	37	68%	22%	3%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	2	-	-	-
White	289	94%	74%	18%	314	89%	67%	13%
Multiracial								
Small Group Totals	9	100%	89%	33%	6	83%	50%	33%
General-Education Students	320	98%	81%	19%	322	96%	72%	14%
Students with Disabilities	64	70%	11%	0%	65	37%	11%	0%
English Proficient	364	94%	73%	17%	377	87%	63%	12%
Limited English Proficient	20	85%	15%	0%	10	50%	0%	0%
Economically Disadvantaged	224	91%	60%	5%	222	81%	47%	3%
Not Disadvantaged	160	98%	83%	31%	165	93%	81%	23%
Migrant	2	-	-	-	1	-	-	-
Not Migrant	382	-	-	-	386	-	-	-

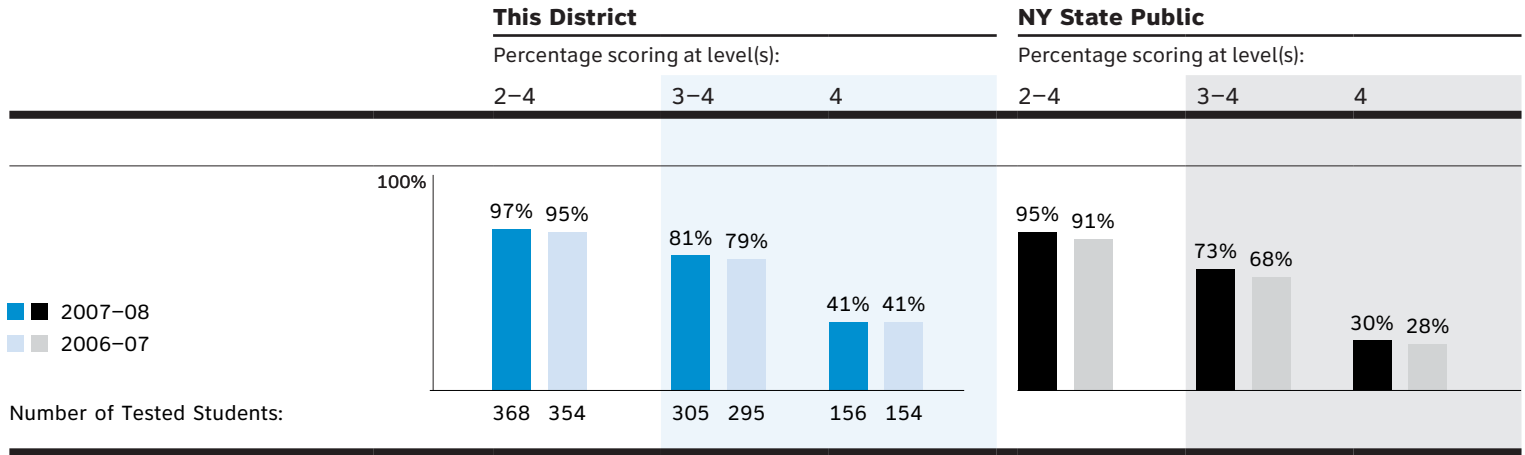
#### NOTES

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### Other Assessments

	2007-08 School Year				2006-07 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	3	-	-	-	2	-	-	-

## This District's Results in Grade 8 Science



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>327</b>	<b>97%</b>	<b>78%</b>	<b>34%</b>	<b>325</b>	<b>94%</b>	<b>76%</b>	<b>36%</b>
Female	158	97%	75%	31%	149	95%	82%	40%
Male	169	97%	80%	36%	176	93%	70%	32%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	27	96%	81%	30%	27	-	-	-
Hispanic or Latino	53	91%	47%	11%	33	88%	42%	6%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	241	98%	84%	39%	261	95%	81%	41%
Multiracial								
Small Group Totals	6	100%	83%	50%	31	90%	65%	23%
General-Education Students	267	99%	85%	41%	265	98%	85%	43%
Students with Disabilities	60	90%	45%	2%	60	77%	37%	5%
English Proficient	307	98%	82%	36%	316	94%	78%	37%
Limited English Proficient	20	85%	15%	0%	9	78%	0%	0%
Economically Disadvantaged	216	95%	72%	24%	209	92%	69%	26%
Not Disadvantaged	111	100%	88%	53%	116	97%	87%	53%
Migrant	2	-	-	-	1	-	-	-
Not Migrant	325	-	-	-	324	-	-	-

**NOTES**  
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### Other Assessments

	2007-08 School Year				2006-07 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	3	-	-	-	2	-	-	-
Regents Science	51	51	51	46	49	49	49	38

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

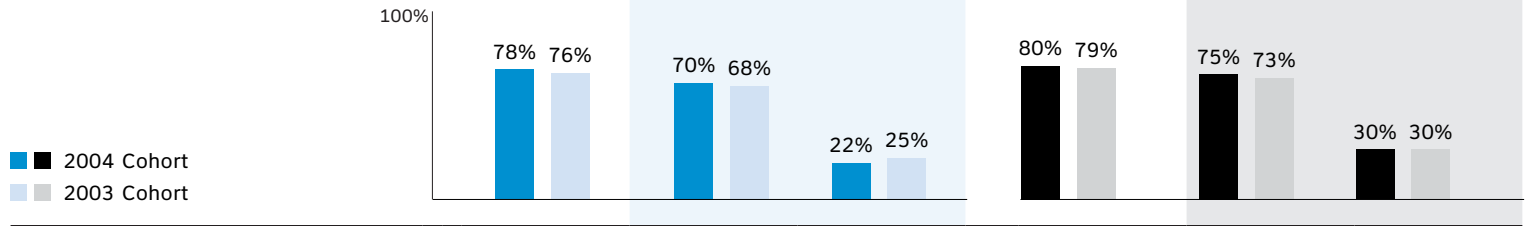
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2004 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

### 2003 Cohort\*\*

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>379</b>	<b>78%</b>	<b>70%</b>	<b>22%</b>	<b>382</b>	<b>76%</b>	<b>68%</b>	<b>25%</b>
Female	185	82%	74%	25%	200	77%	69%	29%
Male	194	75%	67%	19%	182	75%	66%	20%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	26	73%	62%	12%	22	-	-	-
Hispanic or Latino	23	-	-	-	28	50%	36%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	328	79%	72%	24%	328	79%	72%	28%
Multiracial								
Small Group Totals	25	72%	60%	4%	26	62%	50%	15%
General-Education Students	327	87%	79%	25%	327	84%	76%	29%
Students with Disabilities	52	23%	13%	0%	55	25%	20%	0%
English Proficient	375	-	-	-	377	76%	68%	25%
Limited English Proficient	4	-	-	-	5	80%	40%	0%
Economically Disadvantaged	166	69%	59%	7%	148	65%	51%	8%
Not Disadvantaged	213	85%	79%	33%	234	83%	78%	35%
Migrant	2	-	-	-				
Not Migrant	377	-	-	-				

### 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

### 2004 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

### 2003 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

	2004 Cohort	2003 Cohort
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.

\*\* 2003 cohort data are those reported in the 2006-07 *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

### This District

Percentage scoring at level(s):

2-4

3-4

4

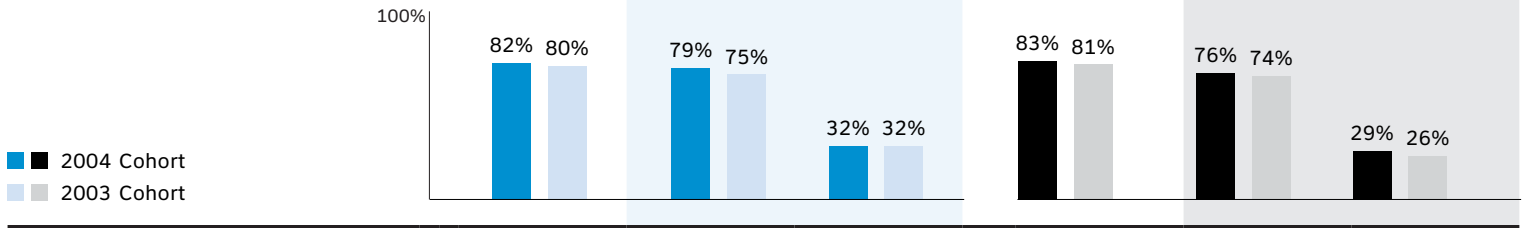
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

	2004 Cohort				2003 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
<b>All Students</b>	<b>379</b>	<b>82%</b>	<b>79%</b>	<b>32%</b>	<b>382</b>	<b>80%</b>	<b>75%</b>	<b>32%</b>
Female	185	86%	84%	33%	200	81%	75%	31%
Male	194	77%	74%	31%	182	79%	75%	33%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	26	77%	69%	19%	22	-	-	-
Hispanic or Latino	23	-	-	-	28	54%	39%	11%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	328	82%	80%	34%	328	82%	79%	35%
Multiracial								
Small Group Totals	25	76%	68%	12%	26	77%	65%	12%
General-Education Students	327	90%	87%	36%	327	87%	83%	36%
Students with Disabilities	52	31%	23%	4%	55	35%	27%	4%
English Proficient	375	-	-	-	377	80%	75%	32%
Limited English Proficient	4	-	-	-	5	80%	40%	0%
Economically Disadvantaged	166	73%	69%	20%	148	73%	64%	18%
Not Disadvantaged	213	88%	86%	41%	234	84%	82%	41%
Migrant	2	-	-	-				
Not Migrant	377	-	-	-				

### 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

	2004 Cohort			2003 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				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.

\*\* 2003 cohort data are those reported in the 2006-07 *Accountability and Overview Report*.

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