The New York State District Report Card

Accountability and Overview Report 2007 – 08

District **PERU CENTRAL SCHOOL DISTRICT**
District ID **09-11-01-06-0000**
Superintendent **A. PAUL SCOTT**
Telephone **(518) 643-6000**
Grades **K-12, UE, US**

This District's Report Card

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

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

Use this report to:

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

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

3 View School Accountability Status.
This section lists all schools in your district by 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.

For more information:

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

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

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

	2005–06	2006–07	2007–08
Pre-K	0	0	0
Kindergarten	145	135	145
Grade 1	153	164	139
Grade 2	141	162	156
Grade 3	153	148	156
Grade 4	145	164	145
Grade 5	162	151	161
Grade 6	167	176	153
Ungraded Elementary	40	41	37
Grade 7	186	173	182
Grade 8	175	183	177
Grade 9	185	180	195
Grade 10	186	143	154
Grade 11	171	182	133
Grade 12	161	159	163
Ungraded Secondary	39	28	18
Total K–12	2209	2189	2114

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

	2005–06	2006–07	2007–08
Common Branch	22	21	21
Grade 8			
English	17	18	17
Mathematics	17	17	17
Science	18	18	18
Social Studies	17	18	18
Grade 10			
English	18	16	18
Mathematics	19	17	16
Science	21	19	22
Social Studies	23	16	17

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 **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

Demographic Factors

	2005–06		2006–07		2007–08	
	#	%	#	%	#	%
Eligible for Free Lunch	562	25%	555	25%	445	21%
Reduced-Price Lunch	286	13%	308	14%	203	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1	0%	1	0%	4	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	10	0%	11	1%	3	0%
Black or African American	48	2%	48	2%	48	2%
Hispanic or Latino	15	1%	19	1%	20	1%
Asian or Native Hawaiian/Other Pacific Islander	23	1%	20	1%	26	1%
White	2113	96%	2091	96%	2017	95%
Multiracial**	N/A	N/A	0	0%	0	0%

* 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		95%		95%		95%
Student Suspensions	94	4%	154	7%	81	4%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

Teacher Qualifications

	2005–06	2006–07	2007–08
Total Number of Teachers	185	176	195
Percent with No Valid Teaching Certificate	0%	1%	0%
Percent Teaching Out of Certification	1%	3%	2%
Percent with Fewer Than Three Years of Experience	6%	9%	11%
Percentage with Master's Degree Plus 30 Hours or Doctorate	26%	22%	26%
Total Number of Core Classes	643	462	487
Percent Not Taught by Highly Qualified Teachers	2%	6%	1%
Total Number of Classes	694	722	719
Percent Taught by Teachers Without Appropriate Certification	2%	3%	2%

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

	2004–05	2005–06	2006–07
Turnover Rate of Teachers with Fewer than Five Years of Experience	18%	19%	N/A
Turnover Rate of All Teachers	11%	13%	12%

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

	2005–06	2006–07	2007–08
Total Other Professional Staff	19	20	23
Total Paraprofessionals*	50	52	56
Assistant Principals	1	1	2
Principals	4	4	4

* Not available at the school level.

Staff Counts Information

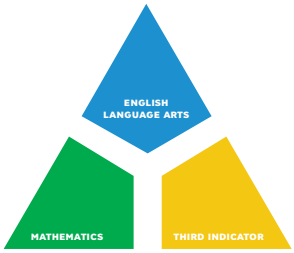
Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

2 District Accountability

District **PERU CENTRAL SCHOOL DISTRICT** District ID **09-11-01-06-0000**

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 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**.

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**.

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 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Continuously Enrolled Tested Students]

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

2006–07 PI + (200 – the 2006–07 PI) × 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.

District **PERU CENTRAL SCHOOL DISTRICT** District ID **09-11-01-06-0000**

Understanding Your District Accountability Status

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

Federal Title I Status (Applies to all New York State districts receiving Title I funds)	**New York State Status** (Applies to New York State districts)
District in Good Standing A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.	
District in Need of Improvement (**Year 1**) A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress** (**Year 1**) A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.
District in Need of Improvement (**Year 2**) A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress** (**Year 2**) A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.
District in Need of Improvement (**Year 3**) A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress** (**Year 3**) A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.
District in Need of Improvement (**Year 4**) A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress** (**Year 4**) A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.
District in Need of Improvement (**Year 5 and above**) A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress** (**Year 5 and above**) A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

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

2 District Accountability

District **PERU CENTRAL SCHOOL DISTRICT** District ID **09-11-01-06-0000**

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?

	Elementary/Middle Level			Secondary Level		
Student Groups	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✔	✔	✔	✔	✔	✔
Ethnicity						
American Indian or Alaska Native	–	–				
Black or African American	✔	–		–	–	
Hispanic or Latino	–	–		–	–	
Asian or Native Hawaiian/Other Pacific Islander	–	–		–	–	
White	✔	✔		✔	✔	
Multiracial						
Other Groups						
Students with Disabilities	✔	✔		✘	✔	
Limited English Proficient	–	–				
Economically Disadvantaged	✔	✔		✔	✔	
Student groups making AYP in each subject	✔ 5 of 5	✔ 4 of 4	✔ 1 of 1	✘ 3 of 4	✔ 4 of 4	✔ 1 of 1

AYP Status

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

Accountability Status Levels

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

Pending – Requires Special Evaluation

District **PERU CENTRAL SCHOOL DISTRICT** District ID **09-11-01-06-0000**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2008–09)	^	Good Standing
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 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)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2007–08	Safe Harbor Target 2008–09
All Students (997:980)	✔	✔	100%	✔	168	130		
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–		–
Black or African American (33:30)	✔	–	–	✔	157	116		
Hispanic or Latino (8:7)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (12:10)	–	–	–	–	–	–		–
White (943:932)	✔	✔	100%	✔	168	129		
Multiracial (0:0)								
Other Groups								
Students with Disabilities[4] (176:171)	✔	✔	100%	✘	110	125	115	119
Limited English Proficient[5] (2:1)	–	–	–	–	–	–		–
Economically Disadvantaged (383:373)	✔	✔	100%	✔	150	127		
Final AYP Determination	✔ 5 of 5							

AYP Status

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

NOTES

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

2 Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.

3 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.

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.

District **PERU CENTRAL SCHOOL DISTRICT** District ID **09-11-01-06-0000**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2008–09)	^	Good Standing
Accountability Measures	4 of 4	Student groups making AYP in mathematics
	✔	Made AYP
Prospective Status		This district will be in good standing in 2009-10. [201]

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

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2007–08	Safe Harbor Target 2008–09
All Students (1002:969)	✔	✔	99%	✔	176	98		
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–		–
Black or African American (33:29)	–	–	–	–	–	–		–
Hispanic or Latino (8:7)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (12:11)	–	–	–	–	–	–		–
White (948:921)	✔	✔	99%	✔	176	98		
Multiracial (0:0)								
Other Groups								
Students with Disabilities[4] (177:165)	✔	✔	98%	✔	121	94		
Limited English Proficient[5] (2:2)	–	–	–	–	–	–		–
Economically Disadvantaged (382:362)	✔	✔	99%	✔	158	96		
Final AYP Determination	✔ 4 of 4							

AYP Status

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

NOTES

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

2 Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.

3 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.

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

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

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

2 District Accountability

District **PERU CENTRAL SCHOOL DISTRICT** District ID **09-11-01-06-0000**

Elementary/Middle-Level Science

Accountability Status for This Subject (2008–09)	^	Good Standing
Accountability Measures	1 of 1	Student groups making AYP in science
	✔	Made AYP
Prospective Status		This district will be in good standing in 2009-10. [201]

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

Student Group (Total: Continuous Enrollment)[1]	AYP Status	AYP Safe Harbor Qualification	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives State Standard	Progress Target 2007–08	Progress Target 2008–09
All Students (328:316)	✔	Qualified	✔	99%	✔	187	100		
Ethnicity									
American Indian or Alaska Native (1:1)		–	–	–	–	–	–		–
Black or African American (15:13)		–	–	–	–	–	–		–
Hispanic or Latino (2:1)		–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (3:3)		–	–	–	–	–	–		–
White (307:298)		Qualified	✔	99%	✔	187	100		
Multiracial (0:0)									
Other Groups									
Students with Disabilities (51:47)		Qualified	✔	94%	✔	162	100		
Limited English Proficient[4] (0:0)									
Economically Disadvantaged (128:119)		Qualified	✔	98%	✔	175	100		
Final AYP Determination	✔ 1 of 1								

AYP Status

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

NOTES

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

2 Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 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.

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 2007–08, data for 2006–07 and 2007–08 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.

District **PERU CENTRAL SCHOOL DISTRICT** District ID **09-11-01-06-0000**

Secondary-Level English Language Arts

Accountability Status for This Subject (2008–09)	✔	Good Standing
Accountability Measures	3 of 4	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 secondary-level English language arts accountability measures?

Student Group (12th Graders: 2004 Cohort)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2007–08	Safe Harbor Target 2008–09
All Students (158:169)	✔	✔	99%	✔	183	157		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (2:2)	–	–	–	–	–	–		–
Hispanic or Latino (1:2)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (3:4)	–	–	–	–	–	–		–
White (152:161)	✔	✔	99%	✔	184	157		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (19:32)	✘	–	–	✘	131	148	20‡	138
Limited English Proficient[4] (0:0)								
Economically Disadvantaged (33:40)	✔	–	–	✔	163	150		
Final AYP Determination	✘ 3 of 4							

AYP Status

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

NOTES

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

3 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.

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

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

2 District Accountability

District **PERU CENTRAL SCHOOL DISTRICT** District ID **09-11-01-06-0000**

Secondary-Level Mathematics

Accountability Status for This Subject (2008–09)	^	Good Standing
Accountability Measures	4 of 4	Student groups making AYP in mathematics
	✔	Made AYP
Prospective Status		This district will be in good standing in 2009-10. [201]

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

Student Group (12th Graders: 2004 Cohort)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2007–08	Safe Harbor Target 2008–09
All Students (158:169)	✔	✔	99%	✔	189	151		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (2:2)	–	–	–	–	–	–		–
Hispanic or Latino (1:2)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (3:4)	–	–	–	–	–	–		–
White (152:161)	✔	✔	99%	✔	190	151		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (19:32)	✔	–	–	✔	156	142		
Limited English Proficient[4] (0:0)								
Economically Disadvantaged (33:40)	✔	–	–	✔	173	144		
Final AYP Determination	✔ 4 of 4							

AYP Status

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

NOTES

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

3 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.

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.

District **PERU CENTRAL SCHOOL DISTRICT** District ID **09-11-01-06-0000**

Graduation Rate

Accountability Status for This Indicator (2008–09)	^	Good Standing
Accountability Measures	1 of 1	Student groups making AYP in graduation rate
	✔	Made AYP
Prospective Status		This district will be in good standing in 2009-10. [201]

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

Student Group (Cohort Count)[1]	Graduation AYP	Graduation Met Criterion	Graduation Graduation Rate[2]	Objectives State Standard	Progress Target 2007–08	Progress Target 2008–09
All Students (194)	✔	✔	75%	55%		
Ethnicity						
American Indian or Alaska Native (2)		–	–	–		
Black or African American (5)		–	–	–		
Hispanic or Latino (1)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (2)		–	–	–		
White (184)		✔	75%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (30)		✘	37%	55%	55%	38%
Limited English Proficient[3] (0)						
Economically Disadvantaged (33)		✘	42%	55%	55%	43%
Final AYP Determination	✔ 1 of 1					

NOTES

[1] 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.

[2] Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

[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 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.

District **PERU CENTRAL SCHOOL DISTRICT** District ID **09-11-01-06-0000**

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	New York State Status
Good Standing	
4 schools identified 100% of total	
PERU INTERMEDIATE SCHOOL	
PERU MIDDLE SCHOOL	
PERU SENIOR HIGH SCHOOL	
PRIMARY BUILDING SCHOOL	

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

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
English Language Arts	0% 50% 100%	
Grade 3	74%	165
Grade 4	69%	150
Grade 5	75%	167
Grade 6	72%	155
Grade 7	73%	183
Grade 8	61%	172
Mathematics		
Grade 3	89%	162
Grade 4	73%	152
Grade 5	70%	165
Grade 6	81%	158
Grade 7	87%	182
Grade 8	72%	173
Science		
Grade 4	89%	152
Grade 8	87%	172

	Percentage of students that scored at or above Level 3	2004 Total Cohort
Secondary Level	0% 50% 100%	
English	74%	202
Mathematics	81%	202

About the Performance Level Descriptors

Level 1: **Not Meeting Learning Standards**. Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: **Partially Meeting Learning Standards**. Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: **Meeting Learning Standards**. Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: **Meeting Learning Standards with Distinction**. Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

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

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

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

This District's N/RC Category:

Average Need Districts

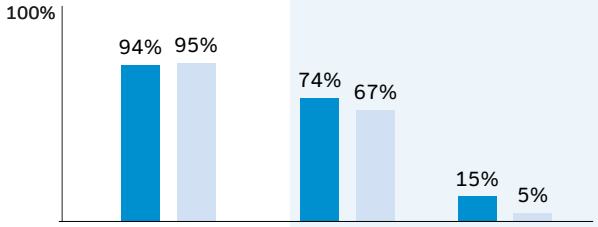
This is a school district with average student needs in relation to district resource capacity.

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT** District ID **09-11-01-06-0000**

This District's Results in Grade 3 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 670	Range:	616–780	650–780	720–780*			
2007 Mean Score: 666							
2007–08		94%	74%	15%	94%	70%	12%
2006–07		95%	67%	5%	91%	67%	10%
Number of Tested Students:		155 140	122 99	24 8			



Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**165**	**94%**	**74%**	**15%**	**148**	**95%**	**67%**	**5%**
Female	77	96%	77%	13%	62	98%	76%	6%
Male	88	92%	72%	16%	86	92%	60%	5%
American Indian or Alaska Native					1	–	–	–
Black or African American	3	–	–	–	6	–	–	–
Hispanic or Latino	3	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	158	94%	74%	14%	139	95%	68%	6%
Multiracial								
Small Group Totals	7	86%	71%	29%	9	89%	56%	0%
General-Education Students	137	100%	85%	17%	124	99%	74%	6%
Students with Disabilities	28	64%	21%	4%	24	71%	29%	0%
English Proficient	165	94%	74%	15%	148	95%	67%	5%
Limited English Proficient								
Economically Disadvantaged	66	88%	61%	9%	55	95%	64%	2%
Not Disadvantaged	99	98%	83%	18%	93	95%	69%	8%
Migrant								
Not Migrant	165	94%	74%	15%	148	95%	67%	5%

NOTES
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.
* 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): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	1	–	–	–	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A

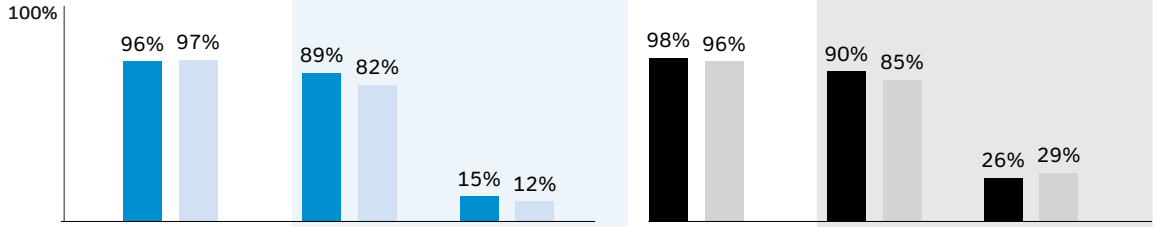
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT** District ID **09-11-01-06-0000**

This District's Results in Grade 3 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 679	Range:	624–770	650–770	703–770			
2007 Mean Score: 673							
Number of Tested Students:		156 143	144 121	24 18			



Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**162**	**96%**	**89%**	**15%**	**148**	**97%**	**82%**	**12%**
Female	77	97%	94%	13%	62	100%	84%	13%
Male	85	95%	85%	16%	86	94%	80%	12%
American Indian or Alaska Native					1	–	–	–
Black or African American	4	–	–	–	6	–	–	–
Hispanic or Latino	3	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	154	96%	89%	16%	139	96%	82%	13%
Multiracial								
Small Group Totals	8	100%	88%	0%	9	100%	78%	0%
General-Education Students	135	100%	96%	17%	124	100%	90%	15%
Students with Disabilities	27	78%	52%	4%	24	79%	42%	0%
English Proficient	162	96%	89%	15%	148	97%	82%	12%
Limited English Proficient								
Economically Disadvantaged	62	90%	81%	6%	55	96%	82%	4%
Not Disadvantaged	100	100%	94%	20%	93	97%	82%	17%
Migrant								
Not Migrant	162	96%	89%	15%	148	97%	82%	12%

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): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	1	–	–	–	0			

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT** District ID **09-11-01-06-0000**

This District's Results in Grade 4 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 658	Range:	612–775	650–775	716–775			
2007 Mean Score: 656							
2007–08		94%	69%	3%	93%	71%	8%
2006–07		93%	56%	3%	92%	68%	8%
Number of Tested Students:		141 155	103 93	5 5			

Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**150**	**94%**	**69%**	**3%**	**167**	**93%**	**56%**	**3%**
Female	63	100%	78%	6%	79	90%	57%	3%
Male	87	90%	62%	1%	88	95%	55%	3%
American Indian or Alaska Native	1	–	–	–				
Black or African American	8	–	–	–	6	–	–	–
Hispanic or Latino	1	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	2	–	–	–
White	139	94%	68%	3%	159	93%	56%	3%
Multiracial								
Small Group Totals	11	100%	73%	9%	8	88%	50%	13%
General-Education Students	125	98%	77%	4%	133	95%	66%	4%
Students with Disabilities	25	72%	28%	0%	34	82%	15%	0%
English Proficient	150	94%	69%	3%	167	93%	56%	3%
Limited English Proficient								
Economically Disadvantaged	69	90%	57%	0%	56	91%	45%	4%
Not Disadvantaged	81	98%	79%	6%	111	94%	61%	3%
Migrant								
Not Migrant	150	94%	69%	3%	167	93%	56%	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

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

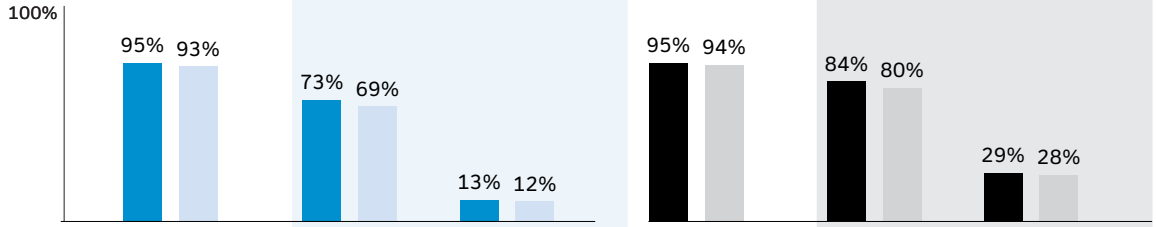
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT** District ID **09-11-01-06-0000**

This District's Results in Grade 4 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 667	Range:	622–800	650–800	702–800			
2007 Mean Score: 664							
Number of Tested Students:		145 154	111 115	19 20			



Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**152**	**95%**	**73%**	**13%**	**166**	**93%**	**69%**	**12%**
Female	63	98%	76%	8%	78	92%	58%	12%
Male	89	93%	71%	16%	88	93%	80%	13%
American Indian or Alaska Native	1	–	–	–				
Black or African American	7	–	–	–	6	–	–	–
Hispanic or Latino	1	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	2	–	–	–
White	142	95%	73%	13%	158	93%	69%	11%
Multiracial								
Small Group Totals	10	100%	70%	10%	8	88%	75%	25%
General-Education Students	126	98%	80%	14%	132	99%	75%	14%
Students with Disabilities	26	81%	38%	4%	34	68%	47%	3%
English Proficient	152	95%	73%	13%	166	93%	69%	12%
Limited English Proficient								
Economically Disadvantaged	70	91%	59%	4%	55	85%	58%	7%
Not Disadvantaged	82	99%	85%	20%	111	96%	75%	14%
Migrant								
Not Migrant	152	95%	73%	13%	166	93%	69%	12%

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.

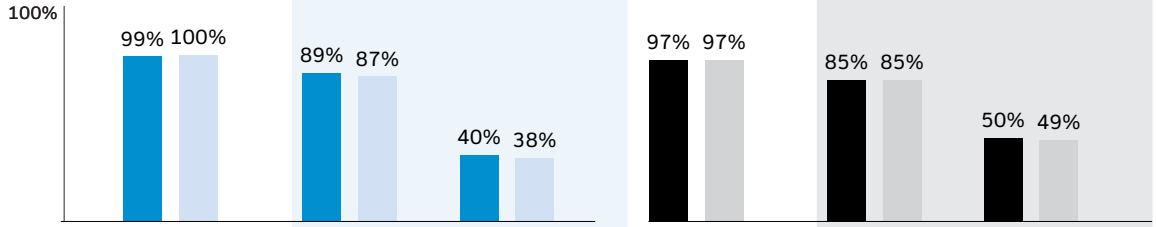
Other Assessments

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

District **PERU CENTRAL SCHOOL DISTRICT** District ID **09-11-01-06-0000**

This District's Results in Grade 4 Science

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 3	Range:	45–100	65–100	85–100			
2007 Mean Score: 79							
Number of Tested Students:		150	135	61			



Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**152**	**99%**	**89%**	**40%**	**134**	**100%**	**87%**	**38%**
Female	63	98%	94%	46%	62	100%	84%	34%
Male	89	99%	85%	36%	72	100%	90%	42%
American Indian or Alaska Native	1	–	–	–				
Black or African American	7	–	–	–	4	–	–	–
Hispanic or Latino	1	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	142	99%	88%	42%	129	100%	87%	39%
Multiracial								
Small Group Totals	10	100%	100%	20%	5	100%	100%	20%
General-Education Students	126	99%	92%	44%	104	100%	91%	45%
Students with Disabilities	26	96%	73%	19%	30	100%	73%	13%
English Proficient	152	99%	89%	40%	134	100%	87%	38%
Limited English Proficient								
Economically Disadvantaged	70	97%	80%	27%	43	100%	81%	21%
Not Disadvantaged	82	100%	96%	51%	91	100%	90%	46%
Migrant								
Not Migrant	152	99%	89%	40%	134	100%	87%	38%

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

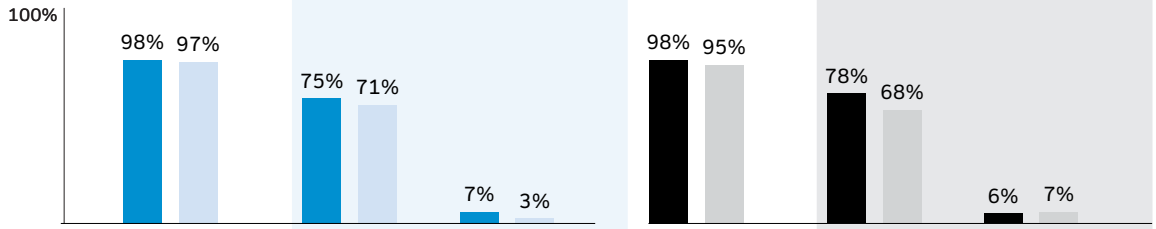
	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT** District ID **09-11-01-06-0000**

This District's Results in Grade 5 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 666	Range:	608–795	650–795	711–795			
2007 Mean Score: 661							
Number of Tested Students:		163 148	126 109	11 5			



Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**167**	**98%**	**75%**	**7%**	**153**	**97%**	**71%**	**3%**
Female	80	99%	78%	8%	79	99%	70%	3%
Male	87	97%	74%	6%	74	95%	73%	4%
American Indian or Alaska Native					1	–	–	–
Black or African American	5	–	–	–	3	–	–	–
Hispanic or Latino					1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	2	–	–	–
White	160	98%	78%	7%	146	97%	72%	3%
Multiracial								
Small Group Totals	7	86%	29%	0%	7	86%	57%	0%
General-Education Students	132	99%	87%	8%	129	99%	81%	4%
Students with Disabilities	35	91%	31%	0%	24	83%	21%	0%
English Proficient	167	98%	75%	7%	153	97%	71%	3%
Limited English Proficient								
Economically Disadvantaged	60	95%	58%	2%	51	90%	59%	2%
Not Disadvantaged	107	99%	85%	9%	102	100%	77%	4%
Migrant								
Not Migrant	167	98%	75%	7%	153	97%	71%	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

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

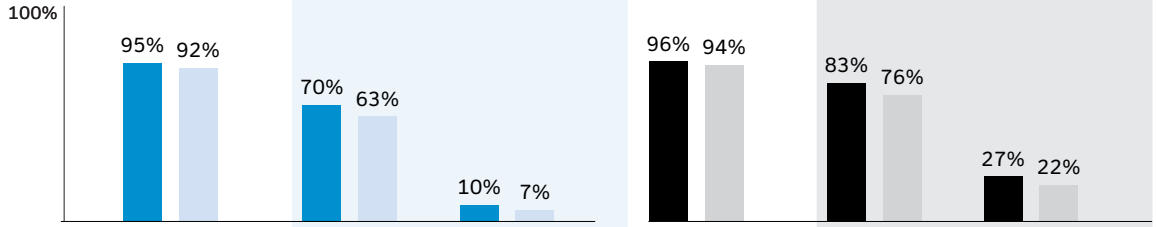
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT** District ID **09-11-01-06-0000**

This District's Results in Grade 5 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 662	Range:	619–780	650–780	699–780			
2007 Mean Score: 656							
Number of Tested Students:		156 141	115 96	16 10			



Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**165**	**95%**	**70%**	**10%**	**153**	**92%**	**63%**	**7%**
Female	80	93%	65%	5%	79	90%	57%	8%
Male	85	96%	74%	14%	74	95%	69%	5%
American Indian or Alaska Native					1	–	–	–
Black or African American	5	–	–	–	3	–	–	–
Hispanic or Latino					1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	2	–	–	–
White	158	96%	70%	9%	146	92%	64%	7%
Multiracial								
Small Group Totals	7	71%	57%	14%	7	86%	43%	0%
General-Education Students	132	100%	79%	12%	129	95%	67%	8%
Students with Disabilities	33	73%	33%	0%	24	75%	38%	0%
English Proficient	165	95%	70%	10%	153	92%	63%	7%
Limited English Proficient								
Economically Disadvantaged	59	88%	51%	5%	51	84%	47%	0%
Not Disadvantaged	106	98%	80%	12%	102	96%	71%	10%
Migrant								
Not Migrant	165	95%	70%	10%	153	92%	63%	7%

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

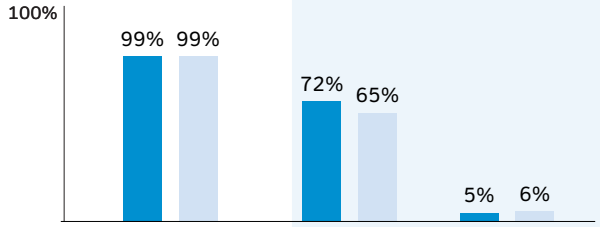
	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				1	–	–	–

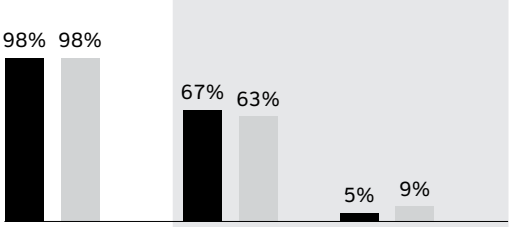
4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT** District ID **09-11-01-06-0000**

This District's Results in Grade 6 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 664	Range:	598–785	650–785	705–785			
2007 Mean Score: 660							
2007–08		99%	72%	5%	98%	67%	5%
2006–07		99%	65%	6%	98%	63%	9%
Number of Tested Students:		154 175	111 115	8 11			





Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**155**	**99%**	**72%**	**5%**	**177**	**99%**	**65%**	**6%**
Female	77	100%	75%	9%	93	98%	70%	6%
Male	78	99%	68%	1%	84	100%	60%	6%
American Indian or Alaska Native								
Black or African American	2	–	–	–	5	–	–	–
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	1	–	–	–
White	148	99%	72%	5%	170	99%	65%	6%
Multiracial								
Small Group Totals	7	100%	57%	0%	7	100%	71%	0%
General-Education Students	131	100%	80%	6%	137	99%	80%	8%
Students with Disabilities	24	96%	25%	0%	40	98%	13%	0%
English Proficient	155	99%	72%	5%	177	99%	65%	6%
Limited English Proficient								
Economically Disadvantaged	58	98%	52%	0%	58	98%	50%	2%
Not Disadvantaged	97	100%	84%	8%	119	99%	72%	8%
Migrant								
Not Migrant	155	99%	72%	5%	177	99%	65%	6%

NOTES
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Other Assessments

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	–	–	–	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

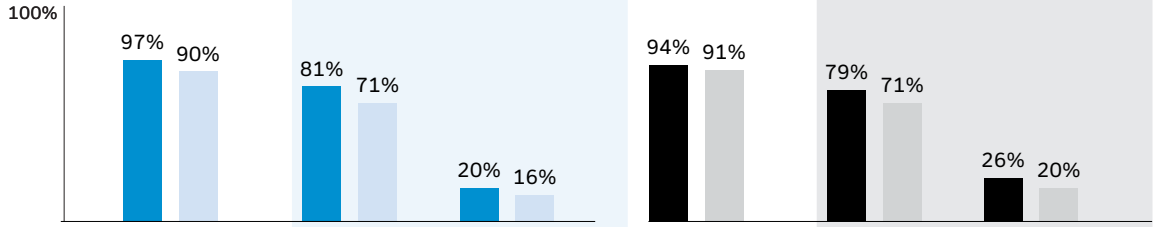
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT** District ID **09-11-01-06-0000**

This District's Results in Grade 6 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 672	Range:	616–780	650–780	696–780			
2007 Mean Score: 665							
Number of Tested Students:		154 159	128 125	32 28			



Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**158**	**97%**	**81%**	**20%**	**177**	**90%**	**71%**	**16%**
Female	79	99%	80%	18%	93	91%	74%	16%
Male	79	96%	82%	23%	84	88%	67%	15%
American Indian or Alaska Native								
Black or African American	3	–	–	–	5	–	–	–
Hispanic or Latino	1	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	1	–	–	–
White	150	97%	81%	20%	169	89%	70%	17%
Multiracial								
Small Group Totals	8	100%	75%	25%	8	100%	75%	0%
General-Education Students	132	100%	89%	23%	139	99%	86%	20%
Students with Disabilities	26	85%	42%	4%	38	55%	16%	0%
English Proficient	158	97%	81%	20%	176	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	59	93%	59%	7%	57	91%	58%	5%
Not Disadvantaged	99	100%	94%	28%	120	89%	77%	21%
Migrant								
Not Migrant	158	97%	81%	20%	177	90%	71%	16%

NOTES
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Other Assessments

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	–	–	–	2	–	–	–

District **PERU CENTRAL SCHOOL DISTRICT** District ID **09-11-01-06-0000**

This District's Results in Grade 7 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 664	Range:	600–790	650–790	712–790			
2007 Mean Score: 664							
2007–08		99%	73%	2%	98%	70%	3%
2006–07		96%	69%	9%	94%	58%	6%
Number of Tested Students:		182 164	133 117	4 16			

Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**183**	**99%**	**73%**	**2%**	**170**	**96%**	**69%**	**9%**
Female	98	100%	78%	3%	80	99%	79%	13%
Male	85	99%	67%	1%	90	94%	60%	7%
American Indian or Alaska Native								
Black or African American	7	–	–	–	6	–	–	–
Hispanic or Latino	2	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	173	99%	72%	2%	163	96%	69%	9%
Multiracial								
Small Group Totals	10	100%	90%	0%	7	100%	57%	14%
General-Education Students	147	100%	85%	3%	142	99%	78%	11%
Students with Disabilities	36	97%	22%	0%	28	82%	21%	0%
English Proficient	182	–	–	–	170	96%	69%	9%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	73	100%	62%	0%	52	90%	56%	4%
Not Disadvantaged	110	99%	80%	4%	118	99%	75%	12%
Migrant								
Not Migrant	183	99%	73%	2%	170	96%	69%	9%

NOTES
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Other Assessments

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	–	–	–	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	N/A	N/A	N/A	0	N/A	N/A	N/A

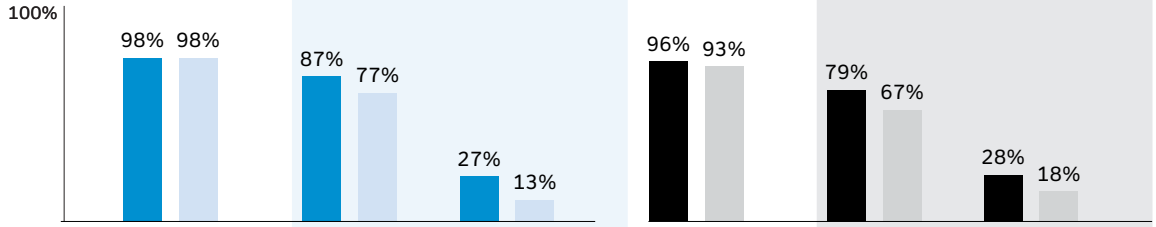
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT** District ID **09-11-01-06-0000**

This District's Results in Grade 7 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 678	Range:	611–800	650–800	693–800			
2007 Mean Score: 666							
Number of Tested Students:		178 162	159 127	49 21			



Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**182**	**98%**	**87%**	**27%**	**166**	**98%**	**77%**	**13%**
Female	100	98%	87%	23%	80	99%	84%	16%
Male	82	98%	88%	32%	86	97%	70%	9%
American Indian or Alaska Native								
Black or African American	6	–	–	–	6	–	–	–
Hispanic or Latino	2	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	1	–	–	–
White	172	98%	87%	28%	159	97%	77%	13%
Multiracial								
Small Group Totals	10	100%	100%	10%	7	100%	71%	0%
General-Education Students	148	100%	98%	33%	138	99%	85%	14%
Students with Disabilities	34	88%	41%	0%	28	89%	36%	4%
English Proficient	180	–	–	–	166	98%	77%	13%
Limited English Proficient	2	–	–	–				
Economically Disadvantaged	70	96%	77%	14%	50	94%	64%	2%
Not Disadvantaged	112	99%	94%	35%	116	99%	82%	17%
Migrant								
Not Migrant	182	98%	87%	27%	166	98%	77%	13%

NOTES
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Other Assessments

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	–	–	–	0			

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT** District ID **09-11-01-06-0000**

This District's Results in Grade 8 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 664	Range:	602–790	650–790	715–790			
2007 Mean Score: 660							
2007–08		97%	61%	6%	95%	56%	6%
2006–07		98%	66%	5%	94%	57%	6%
Number of Tested Students:		167 183	105 124	11 9			

Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**172**	**97%**	**61%**	**6%**	**187**	**98%**	**66%**	**5%**
Female	84	99%	75%	8%	82	99%	73%	5%
Male	88	95%	48%	5%	105	97%	61%	5%
American Indian or Alaska Native								
Black or African American	8	–	–	–				
Hispanic or Latino	1	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	1	–	–	–
White	161	97%	63%	7%	186	–	–	–
Multiracial								
Small Group Totals	11	100%	36%	0%	187	98%	66%	5%
General-Education Students	148	99%	70%	7%	157	100%	75%	6%
Students with Disabilities	24	83%	8%	0%	30	87%	23%	0%
English Proficient	172	97%	61%	6%	187	98%	66%	5%
Limited English Proficient								
Economically Disadvantaged	55	93%	40%	2%	68	96%	53%	0%
Not Disadvantaged	117	99%	71%	9%	119	99%	74%	8%
Migrant								
Not Migrant	172	97%	61%	6%	187	98%	66%	5%

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

Other Assessments

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

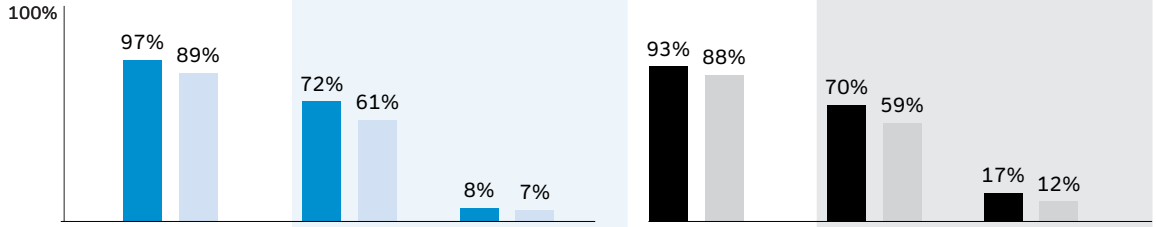
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT** District ID **09-11-01-06-0000**

This District's Results in Grade 8 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 664	Range:	616–775	650–775	701–775			
2007 Mean Score: 653							
Number of Tested Students:		167 168	124 114	13 14			



Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**173**	**97%**	**72%**	**8%**	**188**	**89%**	**61%**	**7%**
Female	84	96%	76%	12%	84	93%	61%	7%
Male	89	97%	67%	3%	104	87%	61%	8%
American Indian or Alaska Native								
Black or African American	8	–	–	–	1	–	–	–
Hispanic or Latino	1	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	1	–	–	–
White	162	96%	73%	8%	186	–	–	–
Multiracial								
Small Group Totals	11	100%	45%	0%	188	89%	61%	7%
General-Education Students	149	100%	78%	9%	159	97%	68%	9%
Students with Disabilities	24	75%	33%	0%	29	45%	21%	0%
English Proficient	173	97%	72%	8%	188	89%	61%	7%
Limited English Proficient								
Economically Disadvantaged	55	93%	56%	2%	69	84%	42%	0%
Not Disadvantaged	118	98%	79%	10%	119	92%	71%	12%
Migrant								
Not Migrant	173	97%	72%	8%	188	89%	61%	7%

NOTES
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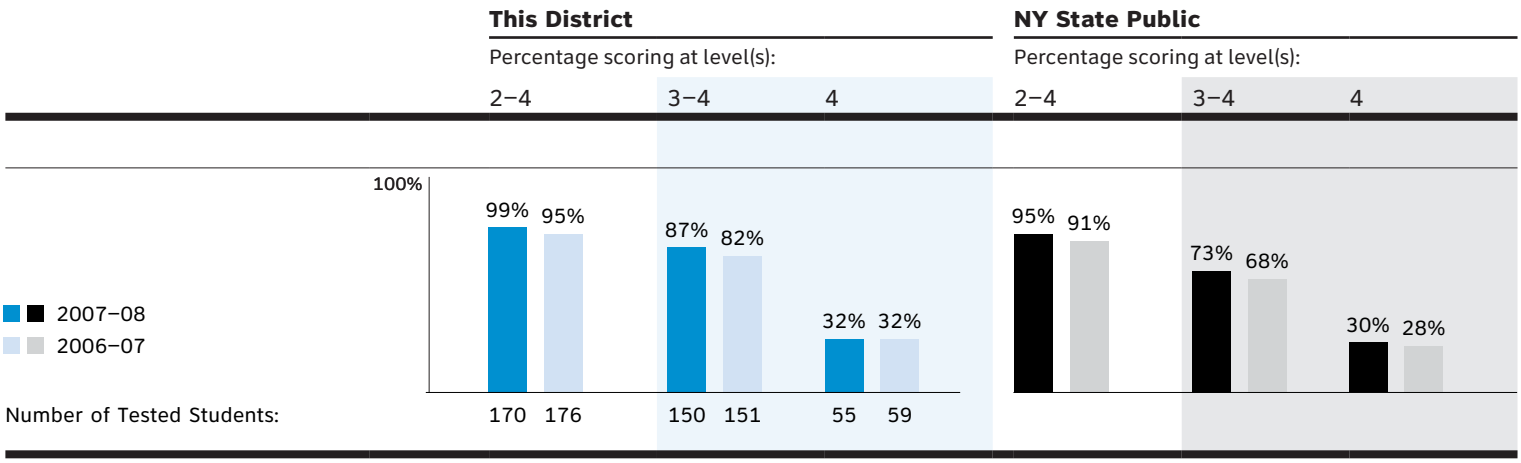
Other Assessments

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				1	–	–	–

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT** District ID **09-11-01-06-0000**

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): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**172**	**99%**	**87%**	**32%**	**185**	**95%**	**82%**	**32%**
Female	86	99%	85%	33%	81	96%	84%	30%
Male	86	99%	90%	31%	104	94%	80%	34%
American Indian or Alaska Native								
Black or African American	7	–	–	–	1	–	–	–
Hispanic or Latino	1	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	1	–	–	–
White	162	99%	88%	33%	183	–	–	–
Multiracial								
Small Group Totals	10	100%	70%	20%	185	95%	82%	32%
General-Education Students	150	99%	91%	37%	156	99%	88%	37%
Students with Disabilities	22	95%	59%	0%	29	76%	45%	7%
English Proficient	172	99%	87%	32%	185	95%	82%	32%
Limited English Proficient								
Economically Disadvantaged	55	96%	75%	15%	68	93%	75%	18%
Not Disadvantaged	117	100%	93%	40%	117	97%	85%	40%
Migrant								
Not Migrant	172	99%	87%	32%	185	95%	82%	32%

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

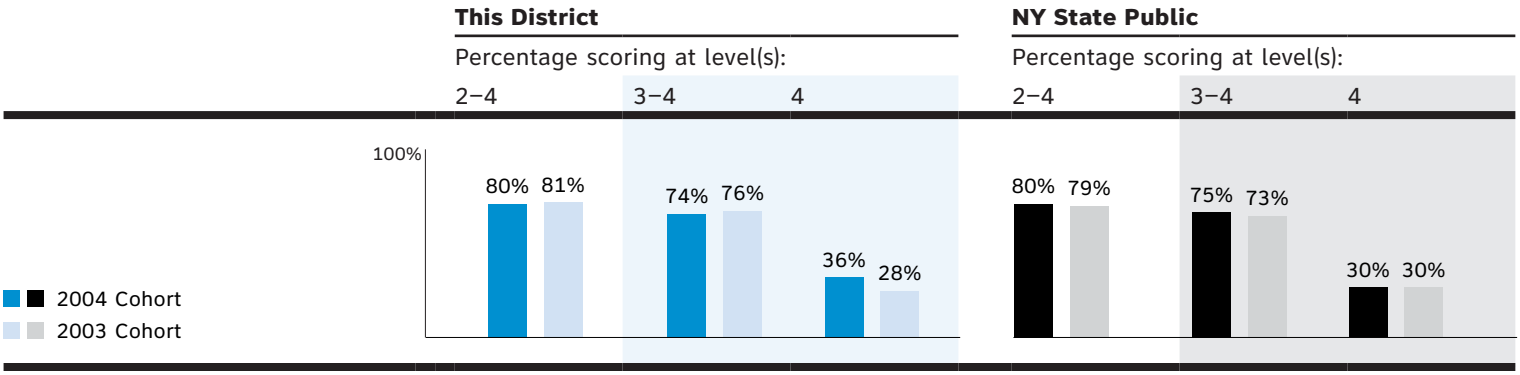
Other Assessments

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				1	–	–	–
Regents Science	0				0			

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT** District ID **09-11-01-06-0000**

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



Results by Student Group

	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**202**	**80%**	**74%**	**36%**	**196**	**81%**	**76%**	**28%**
Female	98	85%	79%	40%	88	83%	80%	38%
Male	104	75%	69%	32%	108	79%	72%	20%
American Indian or Alaska Native					2	–	–	–
Black or African American	2	–	–	–	5	80%	80%	0%
Hispanic or Latino	2	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	2	–	–	–
White	193	80%	74%	36%	186	81%	75%	28%
Multiracial								
Small Group Totals	9	78%	67%	22%	5	80%	80%	40%
General-Education Students	160	88%	84%	45%	164	87%	85%	34%
Students with Disabilities	42	48%	36%	0%	32	47%	28%	0%
English Proficient	202	80%	74%	36%	196	81%	76%	28%
Limited English Proficient								
Economically Disadvantaged	50	68%	58%	20%	36	53%	44%	8%
Not Disadvantaged	152	84%	79%	41%	160	87%	83%	33%
Migrant								
Not Migrant	202	80%	74%	36%				

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

Other Assessments

	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s): 2–4	3–4	4	Number of Students	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

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

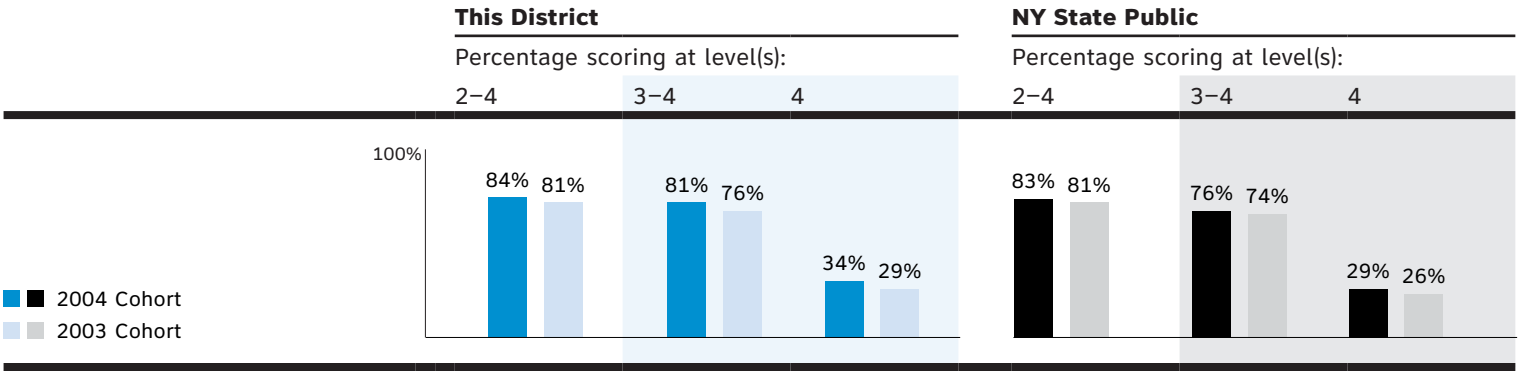
** 2003 cohort data are those reported in the 2006-07 *Accountability and Overview Report*.

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

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT** District ID **09-11-01-06-0000**

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



Results by Student Group

	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**202**	**84%**	**81%**	**34%**	**196**	**81%**	**76%**	**29%**
Female	98	89%	87%	38%	88	84%	80%	28%
Male	104	79%	75%	30%	108	78%	73%	29%
American Indian or Alaska Native					2	–	–	–
Black or African American	2	–	–	–	5	60%	60%	0%
Hispanic or Latino	2	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	2	–	–	–
White	193	84%	81%	35%	186	81%	76%	29%
Multiracial								
Small Group Totals	9	78%	78%	11%	5	80%	80%	40%
General-Education Students	160	89%	88%	41%	164	88%	85%	33%
Students with Disabilities	42	62%	52%	5%	32	41%	28%	6%
English Proficient	202	84%	81%	34%	196	81%	76%	29%
Limited English Proficient								
Economically Disadvantaged	50	76%	70%	24%	36	56%	47%	17%
Not Disadvantaged	152	86%	84%	37%	160	86%	83%	31%
Migrant								
Not Migrant	202	84%	81%	34%				

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

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

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

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