



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **SALMON RIVER CENTRAL SCHOOL
DISTRICT**

District ID **16-12-01-04-0000**

Superintendent **JANE COLLINS**

Telephone **(518) 358-6610**

Grades **PK-12**

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 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	72	85	88
Kindergarten	124	115	113
Grade 1	118	137	120
Grade 2	118	114	126
Grade 3	147	127	115
Grade 4	114	125	116
Grade 5	123	104	135
Grade 6	126	121	100
Ungraded Elementary	0	0	0
Grade 7	136	130	120
Grade 8	113	129	119
Grade 9	131	144	128
Grade 10	113	110	125
Grade 11	94	88	93
Grade 12	91	93	61
Ungraded Secondary	0	0	0
Total K-12	1548	1537	1471

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	16	16	16
Grade 8			
English	16		
Mathematics	24	18	16
Science	15	17	19
Social Studies	15	17	19
Grade 10			
English		17	19
Mathematics		20	18
Science	13	16	19
Social Studies	17	18	17

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 **SALMON RIVER CENTRAL SCHOOL DISTRICT**District ID **16-12-01-04-0000**

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	957	62%	975	63%	676	46%
Reduced-Price Lunch	283	18%	328	21%	236	16%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	0	0%	0	0%	0	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	923	60%	957	62%	964	66%
Black or African American	10	1%	10	1%	4	0%
Hispanic or Latino	5	0%	8	1%	10	1%
Asian or Native Hawaiian/Other Pacific Islander	3	0%	3	0%	5	0%
White	607	39%	559	36%	488	33%
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	93%		93%		93%	
Student Suspensions	116	7%	108	7%	108	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 SALMON RIVER CENTRAL SCHOOL DISTRICT

District ID 16-12-01-04-0000

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	145	143	155
Percent with No Valid Teaching Certificate	2%	3%	3%
Percent Teaching Out of Certification	8%	6%	8%
Percent with Fewer Than Three Years of Experience	4%	6%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	14%	17%	15%
Total Number of Core Classes	539	337	364
Percent Not Taught by Highly Qualified Teachers	7%	9%	13%
Total Number of Classes	473	489	481
Percent Taught by Teachers Without Appropriate Certification	10%	8%	10%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	6%	16%	20%
Turnover Rate of All Teachers	8%	9%	9%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	24	25	27
Total Paraprofessionals*	67	85	86
Assistant Principals	1	1	1
Principals	3	3	3

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year 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.



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:

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

The 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.

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
All Students						
Ethnicity						
American Indian or Alaska Native						
Black or African American	—	—		—	—	
Hispanic or Latino	—	—		—	—	
Asian or Native Hawaiian/Other Pacific Islander	—	—				
White						
Multiracial						
Other Groups						
Students with Disabilities	SH			—	—	
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	5 of 5	5 of 5	1 of 1	1 of 4	3 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 | |

















Elementary/Middle-Level English Language Arts

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

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	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (721:708)			99%		161	129	
Ethnicity							
American Indian or Alaska Native (484:477)			99%		160	128	
Black or African American (2:2)	—	—	—	—	—	—	—
Hispanic or Latino (4:4)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (1:1)	—	—	—	—	—	—	—
White (230:224)			100%		161	126	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (131:125)			98%		118	124	115 126
Limited English Proficient ⁵ (0:0)							
Economically Disadvantaged (552:543)			100%		157	128	
Final AYP Determination	 5 of 5						

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.

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 5 of 5 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	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (719:696)			99%		180	98	
Ethnicity							
American Indian or Alaska Native (484:468)			99%		180	97	
Black or African American (2:2)	—	—	—	—	—	—	—
Hispanic or Latino (4:4)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (1:1)	—	—	—	—	—	—	—
White (228:221)			99%		181	95	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (131:124)			98%		132	93	
Limited English Proficient ⁵ (0:0)	—	—	—	—	—	—	—
Economically Disadvantaged (550:532)			99%		178	97	
Final AYP Determination	 5 of 5						

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.

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) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
All Students (241:233)		Qualified		99%		183	100	
Ethnicity								
American Indian or Alaska Native (163:157)		Qualified		99%		183	100	
Black or African American (1:1)		—	—	—	—	—	—	—
Hispanic or Latino (2:2)		—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (0:0)		—	—	—	—	—	—	—
White (75:73)		Qualified		100%		181	100	
Multiracial (0:0)		—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (41:40)		Qualified		98%		133	100	
Limited English Proficient ⁴ (0:0)		—	—	—	—	—	—	—
Economically Disadvantaged (171:165)		Qualified		100%		182	100	
Final AYP Determination		1 of 1						

NOTES

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

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

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 1 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	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08	2008–09
All Students (145:72)			92%		146	154	154	151
Ethnicity								
American Indian or Alaska Native (32:38)		–	–		153	149		
Black or African American (2:2)	–	–	–	–	–	–		–
Hispanic or Latino (0:1)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (0:0)	–	–	–	–	–	–		–
White (32:31)		–	–		145	148	148	151
Multiracial (0:0)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (8:15)	–	–	–	–	–	–		–
Limited English Proficient ⁴ (0:0)	–	–	–	–	–	–		–
Economically Disadvantaged (31:39)		–	–		138	149	149	144
Final AYP Determination	 1 of 4							

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.

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 4 Student groups making AYP in mathematics
 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 mathematics accountability measures?

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (145:72)			94%		172	148	
Ethnicity							
American Indian or Alaska Native (32:38)		—	—		174	143	
Black or African American (2:2)	—	—	—	—	—	—	—
Hispanic or Latino (0:1)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (0:0)	—	—	—	—	—	—	—
White (32:31)		—	—		181	142	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (8:15)	—	—	—	—	—	—	—
Limited English Proficient ⁴ (0:0)	—	—	—	—	—	—	—
Economically Disadvantaged (31:39)		—	—		154	143	
Final AYP Determination		3 of 4					

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.

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) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2007–08	2008–09
All Students (112)			69%	55%		
Ethnicity						
American Indian or Alaska Native (53)			55%	55%		
Black or African American (0)						
Hispanic or Latino (2)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (0)						
White (57)			81%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (17)		–	–	–		
Limited English Proficient ³ (0)						
Economically Disadvantaged (52)			71%	55%		
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.

3 School Accountability Status

District **SALMON RIVER CENTRAL SCHOOL DISTRICT**

District ID **16-12-01-04-0000**

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

3 schools identified 100% of total

SAINT REGIS MOHAWK SCHOOL

SALMON RIVER ELEMENTARY SCHOOL

SALMON RIVER JUNIOR-SENIOR HIGH SCHOOL

District **SALMON RIVER CENTRAL SCHOOL DISTRICT**District ID **16-12-01-04-0000**

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%	
English Language Arts				
Grade 3	58%			115
Grade 4	74%			115
Grade 5	71%			135
Grade 6	73%			103
Grade 7	66%			120
Grade 8	40%			121
Mathematics				
Grade 3	84%			113
Grade 4	88%			115
Grade 5	84%			134
Grade 6	90%			102
Grade 7	83%			119
Grade 8	72%			119
Science				
Grade 4	96%			117
Grade 8	79%			121

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	53%			96
Mathematics	66%			96

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:

High Need/Resource Rural Districts

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

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: 656	616-780	650-780	720-780*			
2007 Mean Score: 657						
Number of Tested Students:	110	67	3	117	71	2

Legend: 2007-08 (Dark Blue), 2006-07 (Light Blue)

Entity	Level	2007-08 (%)	2006-07 (%)
This District	2-4	96%	91%
	3-4	58%	61%
	4	3%	2%
NY State Public	2-4	94%	91%
	3-4	70%	67%
	4	12%	10%

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
All Students	115	96%	58%	3%	117	91%	61%	2%
Female	56	98%	75%	2%	56	96%	70%	4%
Male	59	93%	42%	3%	61	87%	52%	0%
American Indian or Alaska Native	85	95%	58%	4%	79	91%	62%	1%
Black or African American					2	-	-	-
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White	30	97%	60%	0%	36	-	-	-
Multiracial								
Small Group Totals					38	92%	58%	3%
General-Education Students	97	99%	66%	3%	98	96%	67%	2%
Students with Disabilities	18	78%	17%	0%	19	68%	26%	0%
English Proficient	115	96%	58%	3%	117	91%	61%	2%
Limited English Proficient								
Economically Disadvantaged	93	95%	55%	1%	85	89%	58%	1%
Not Disadvantaged	22	100%	73%	9%	32	97%	69%	3%
Migrant								
Not Migrant	115	96%	58%	3%	117	91%	61%	2%

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

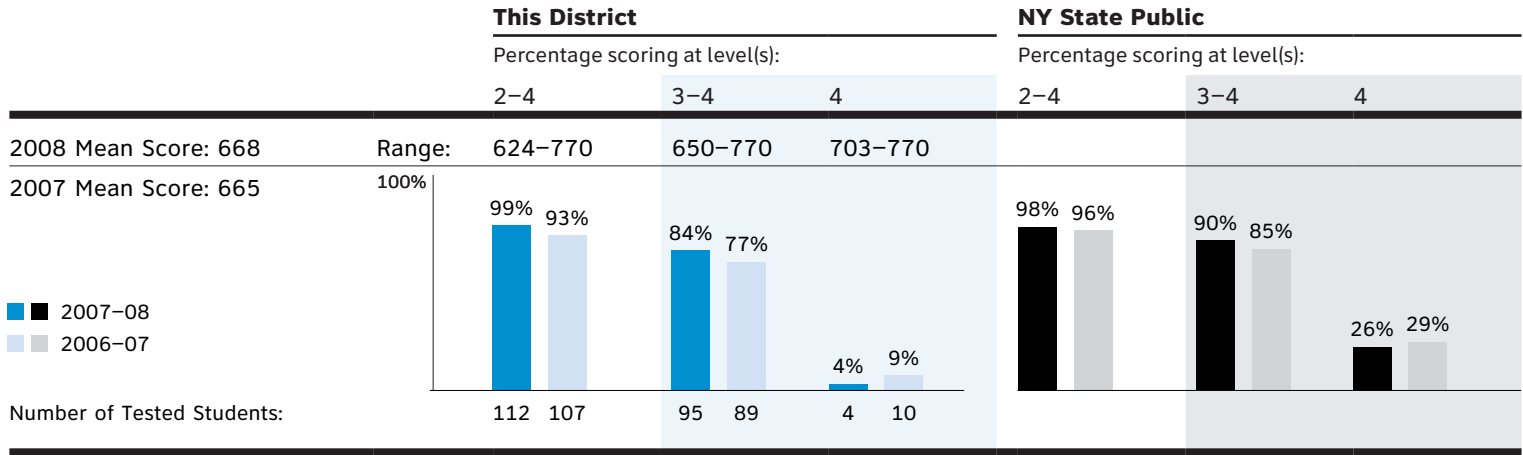
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

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	0				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.

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
All Students	113	99%	84%	4%	115	93%	77%	9%
Female	54	100%	91%	0%	55	93%	76%	7%
Male	59	98%	78%	7%	60	93%	78%	10%
American Indian or Alaska Native	83	99%	84%	4%	78	94%	81%	12%
Black or African American					2	-	-	-
Hispanic or Latino								
Asian or Native Hawaiian/Other								
Pacific Islander								
White	30	100%	83%	3%	35	-	-	-
Multiracial								
Small Group Totals					37	92%	70%	3%
General-Education Students	95	100%	88%	4%	97	98%	85%	10%
Students with Disabilities	18	94%	61%	0%	18	67%	39%	0%
English Proficient	113	99%	84%	4%	115	93%	77%	9%
Limited English Proficient								
Economically Disadvantaged	91	99%	84%	2%	83	92%	75%	8%
Not Disadvantaged	22	100%	86%	9%	32	97%	84%	9%
Migrant								
Not Migrant	113	99%	84%	4%	115	93%	77%	9%

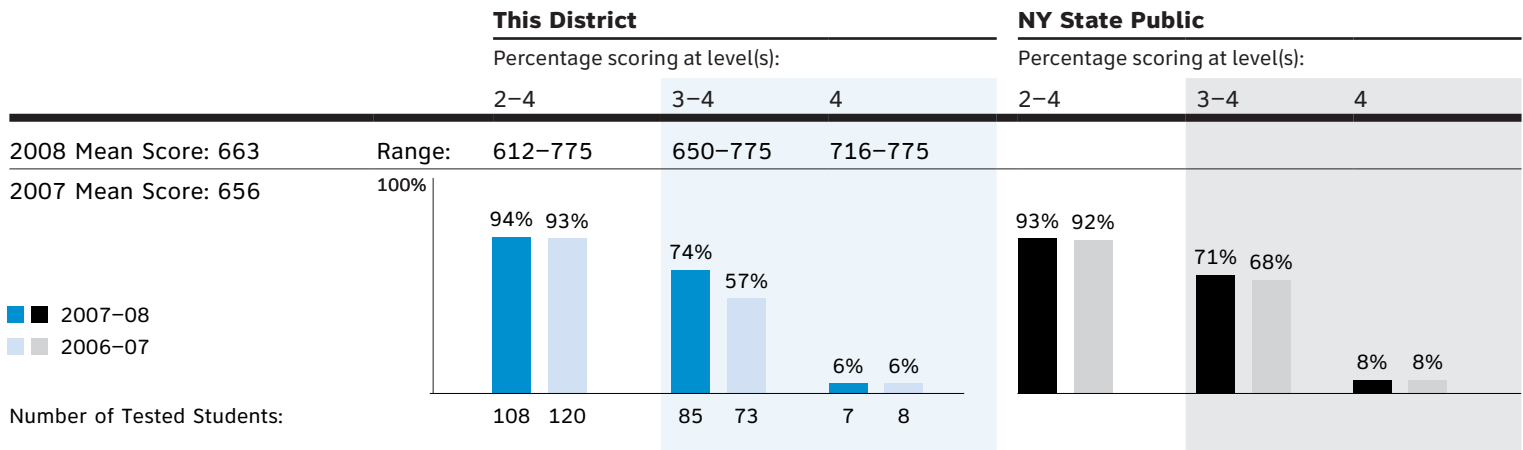
NOTES

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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 3 Equivalent	0				0			

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
All Students	115	94%	74%	6%	129	93%	57%	6%
Female	59	98%	90%	10%	63	94%	57%	10%
Male	56	89%	57%	2%	66	92%	56%	3%
American Indian or Alaska Native	80	96%	79%	5%	84	92%	51%	5%
Black or African American	1	-	-	-				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White	34	-	-	-	45	96%	67%	9%
Multiracial								
Small Group Totals	35	89%	63%	9%				
General-Education Students	98	99%	82%	7%	104	99%	64%	8%
Students with Disabilities	17	65%	29%	0%	25	68%	24%	0%
English Proficient	115	94%	74%	6%	129	93%	57%	6%
Limited English Proficient								
Economically Disadvantaged	92	92%	68%	2%	96	93%	51%	6%
Not Disadvantaged	23	100%	96%	22%	33	94%	73%	6%
Migrant								
Not Migrant	115	94%	74%	6%	129	93%	57%	6%

NOTES

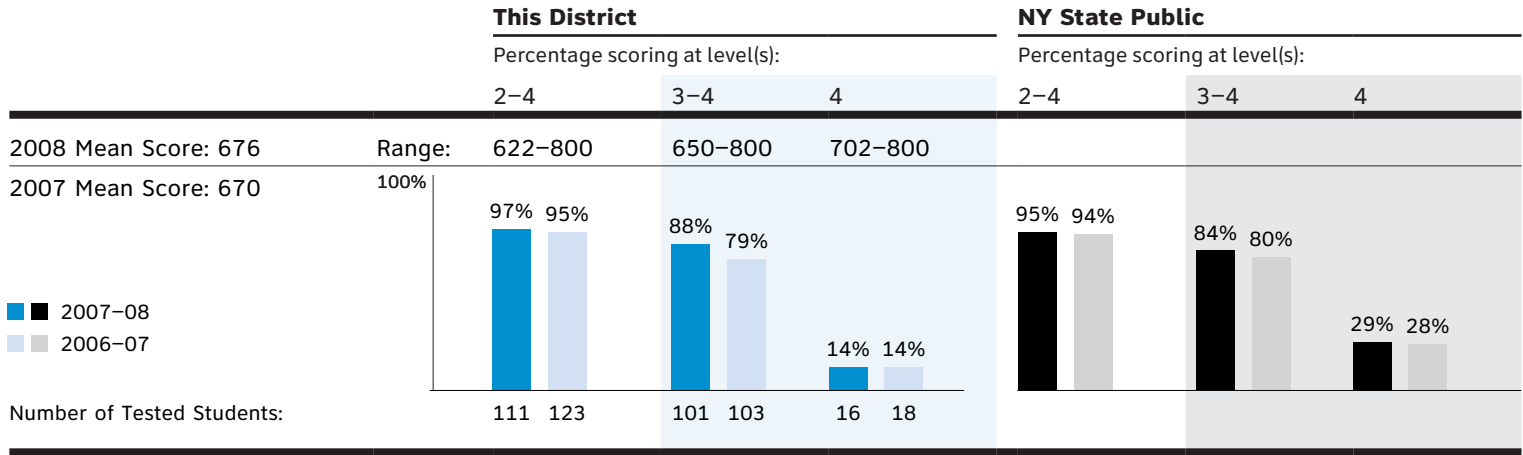
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Other Assessments

	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 4 Equivalent	0				3	-	-	-
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.

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
All Students	115	97%	88%	14%	130	95%	79%	14%
Female	59	98%	92%	12%	64	92%	75%	14%
Male	56	95%	84%	16%	66	97%	83%	14%
American Indian or Alaska Native	82	96%	87%	16%	85	93%	78%	13%
Black or African American	1	-	-	-				
Hispanic or Latino								
Asian or Native Hawaiian/Other								
Pacific Islander								
White	32	-	-	-	45	98%	82%	16%
Multiracial								
Small Group Totals	33	97%	91%	9%				
General-Education Students	98	100%	94%	16%	105	98%	88%	17%
Students with Disabilities	17	76%	53%	0%	25	80%	44%	0%
English Proficient	115	97%	88%	14%	130	95%	79%	14%
Limited English Proficient								
Economically Disadvantaged	92	96%	86%	13%	97	94%	78%	14%
Not Disadvantaged	23	100%	96%	17%	33	97%	82%	12%
Migrant								
Not Migrant	115	97%	88%	14%	130	95%	79%	14%

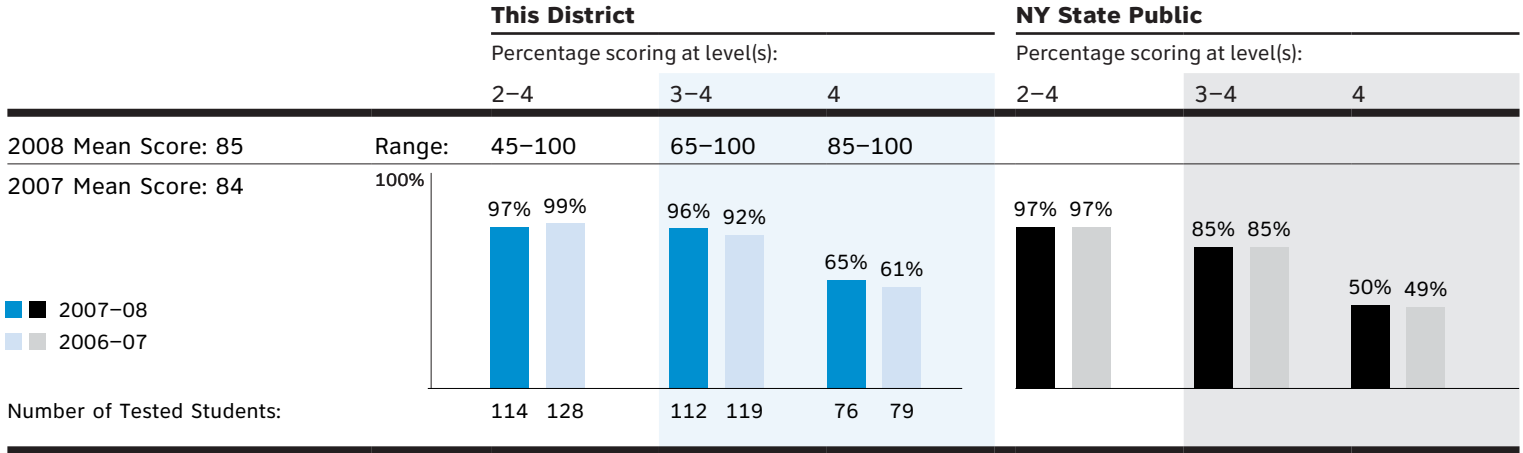
NOTES

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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	0				3	-	-	-

This District's Results in Grade 4 Science



Results by Student Group

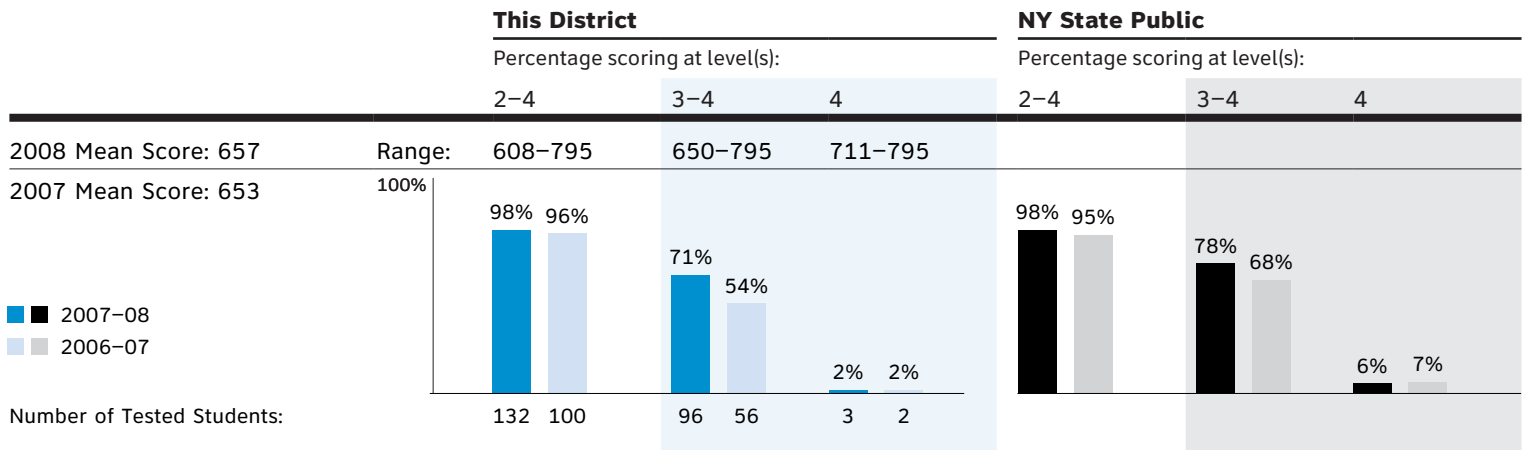
	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	117	97%	96%	65%	129	99%	92%	61%
Female	59	98%	98%	71%	64	98%	91%	56%
Male	58	97%	93%	59%	65	100%	94%	66%
American Indian or Alaska Native	82	98%	96%	60%	85	99%	92%	56%
Black or African American	1	-	-	-				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White	34	-	-	-	44	100%	93%	70%
Multiracial								
Small Group Totals	35	97%	94%	77%				
General-Education Students	100	100%	100%	72%	104	100%	96%	69%
Students with Disabilities	17	82%	71%	24%	25	96%	76%	28%
English Proficient	117	97%	96%	65%	129	99%	92%	61%
Limited English Proficient								
Economically Disadvantaged	94	97%	95%	62%	96	100%	91%	57%
Not Disadvantaged	23	100%	100%	78%	33	97%	97%	73%
Migrant								
Not Migrant	117	97%	96%	65%	129	99%	92%	61%

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	0				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
All Students	135	98%	71%	2%	104	96%	54%	2%
Female	68	96%	69%	3%	50	100%	62%	2%
Male	67	100%	73%	1%	54	93%	46%	2%
American Indian or Alaska Native	91	98%	71%	3%	68	97%	51%	1%
Black or African American					2	-	-	-
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	43	-	-	-	34	-	-	-
Multiracial								
Small Group Totals	44	98%	70%	0%	36	94%	58%	3%
General-Education Students	108	98%	79%	3%	86	99%	62%	1%
Students with Disabilities	27	96%	41%	0%	18	83%	17%	6%
English Proficient	135	98%	71%	2%	104	96%	54%	2%
Limited English Proficient								
Economically Disadvantaged	110	97%	67%	3%	71	94%	52%	1%
Not Disadvantaged	25	100%	88%	0%	33	100%	58%	3%
Migrant								
Not Migrant	135	98%	71%	2%	104	96%	54%	2%

NOTES

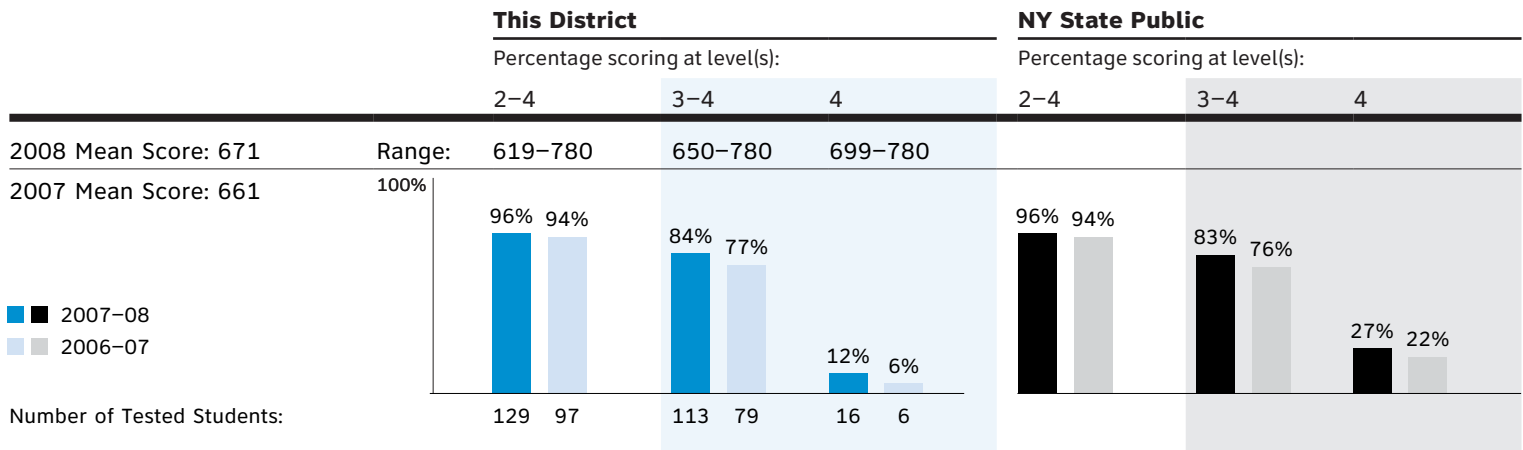
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Other Assessments

	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	3	-	-	-	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.

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
All Students	134	96%	84%	12%	103	94%	77%	6%
Female	67	96%	78%	13%	50	96%	78%	6%
Male	67	97%	91%	10%	53	92%	75%	6%
American Indian or Alaska Native	90	96%	81%	14%	67	99%	79%	7%
Black or African American					2	-	-	-
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	43	-	-	-	34	-	-	-
Multiracial								
Small Group Totals	44	98%	91%	7%	36	86%	72%	3%
General-Education Students	108	99%	92%	15%	86	100%	86%	7%
Students with Disabilities	26	85%	54%	0%	17	65%	29%	0%
English Proficient	134	96%	84%	12%	103	94%	77%	6%
Limited English Proficient								
Economically Disadvantaged	109	95%	83%	12%	72	94%	76%	4%
Not Disadvantaged	25	100%	92%	12%	31	94%	77%	10%
Migrant								
Not Migrant	134	96%	84%	12%	103	94%	77%	6%

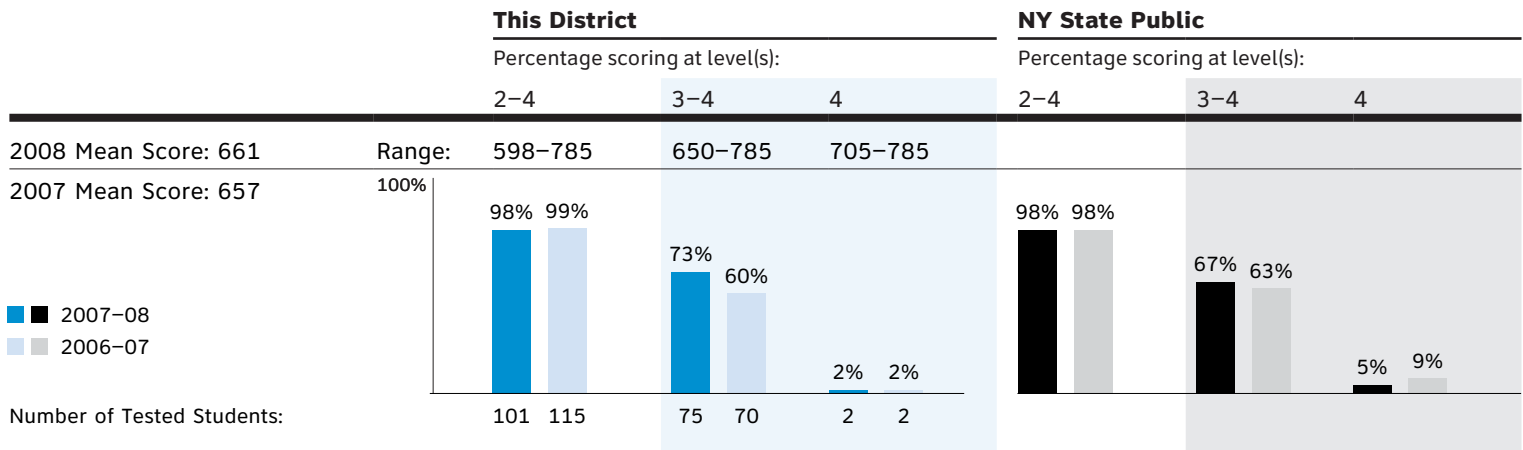
NOTES

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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 5 Equivalent	3	-	-	-	1	-	-	-

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
All Students	103	98%	73%	2%	116	99%	60%	2%
Female	48	100%	75%	4%	48	100%	63%	0%
Male	55	96%	71%	0%	68	99%	59%	3%
American Indian or Alaska Native	67	99%	72%	1%	72	99%	54%	3%
Black or African American	1	-	-	-				
Hispanic or Latino	1	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	34	-	-	-	43	-	-	-
Multiracial								
Small Group Totals	36	97%	75%	3%	44	100%	70%	0%
General-Education Students	83	100%	82%	2%	94	100%	67%	2%
Students with Disabilities	20	90%	35%	0%	22	95%	32%	0%
English Proficient	103	98%	73%	2%	116	99%	60%	2%
Limited English Proficient								
Economically Disadvantaged	81	98%	72%	2%	82	99%	54%	1%
Not Disadvantaged	22	100%	77%	0%	34	100%	76%	3%
Migrant								
Not Migrant	103	98%	73%	2%	116	99%	60%	2%

NOTES

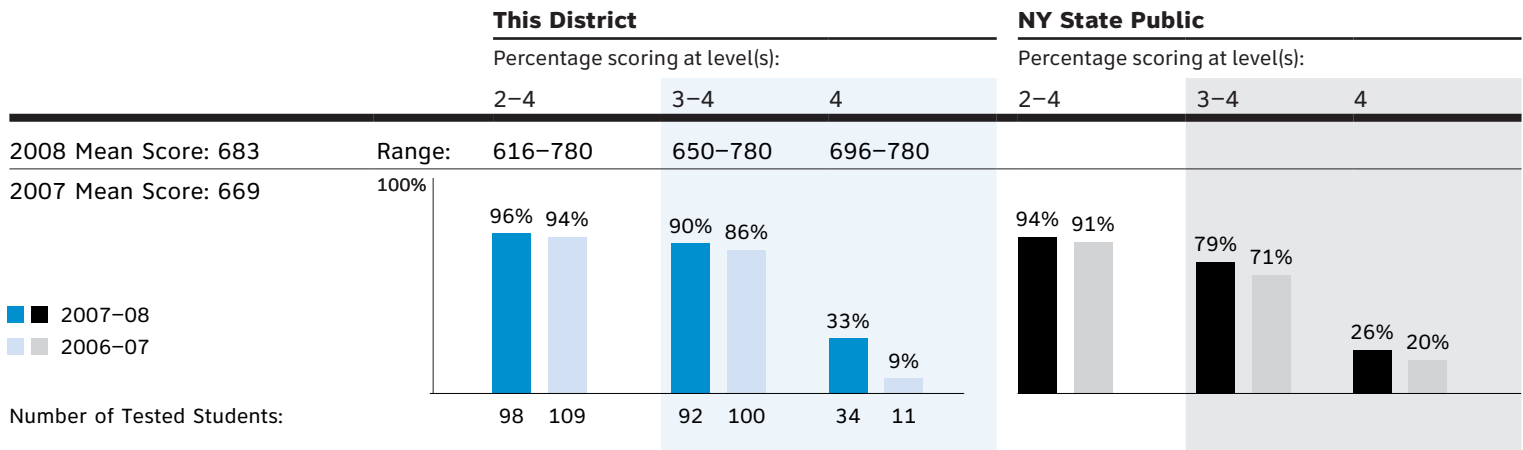
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	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	1	-	-	-	3	-	-	-
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.

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
All Students	102	96%	90%	33%	116	94%	86%	9%
Female	47	96%	91%	34%	48	96%	92%	8%
Male	55	96%	89%	33%	68	93%	82%	10%
American Indian or Alaska Native	67	99%	94%	31%	72	93%	83%	7%
Black or African American	1	-	-	-				
Hispanic or Latino	1	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	33	-	-	-	43	-	-	-
Multiracial								
Small Group Totals	35	91%	83%	37%	44	95%	91%	14%
General-Education Students	82	100%	99%	40%	94	100%	94%	12%
Students with Disabilities	20	80%	55%	5%	22	68%	55%	0%
English Proficient	102	96%	90%	33%	116	94%	86%	9%
Limited English Proficient								
Economically Disadvantaged	80	96%	90%	29%	82	93%	83%	9%
Not Disadvantaged	22	95%	91%	50%	34	97%	94%	12%
Migrant								
Not Migrant	102	96%	90%	33%	116	94%	86%	9%

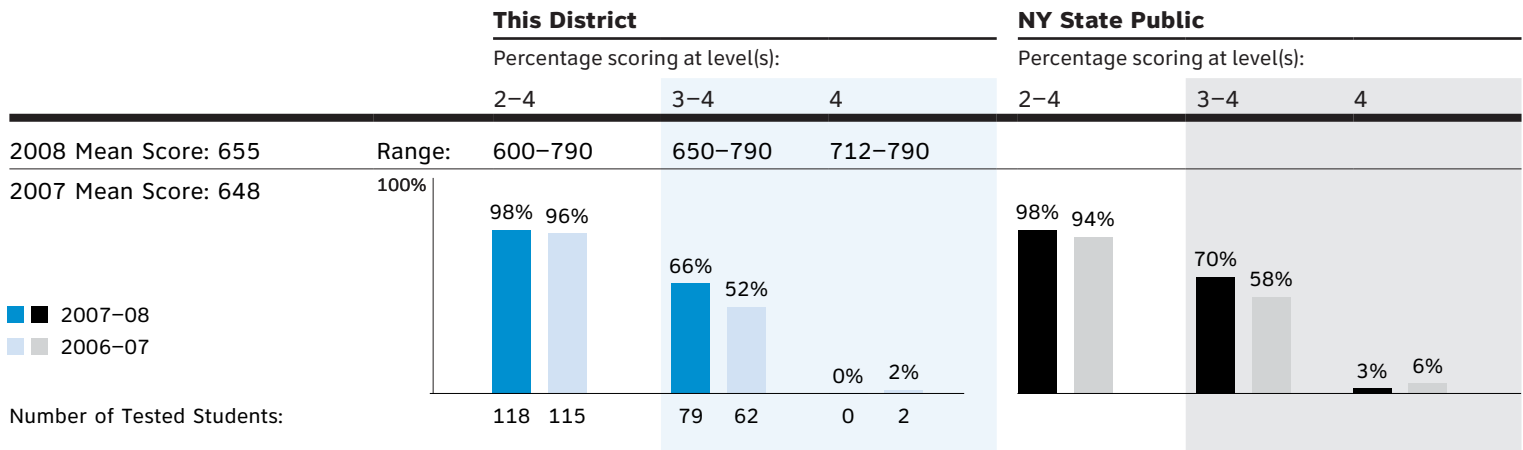
NOTES

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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	1	-	-	-	3	-	-	-

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
All Students	120	98%	66%	0%	120	96%	52%	2%
Female	51	100%	76%	0%	55	96%	51%	4%
Male	69	97%	58%	0%	65	95%	52%	0%
American Indian or Alaska Native	71	99%	61%	0%	76	99%	51%	3%
Black or African American								
Hispanic or Latino	1	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander								
White	48	-	-	-	44	91%	52%	0%
Multiracial								
Small Group Totals	49	98%	73%	0%				
General-Education Students	102	99%	70%	0%	98	100%	58%	2%
Students with Disabilities	18	94%	44%	0%	22	77%	23%	0%
English Proficient	120	98%	66%	0%	120	96%	52%	2%
Limited English Proficient								
Economically Disadvantaged	94	98%	61%	0%	80	96%	45%	1%
Not Disadvantaged	26	100%	85%	0%	40	95%	65%	3%
Migrant								
Not Migrant	120	98%	66%	0%	120	96%	52%	2%

NOTES

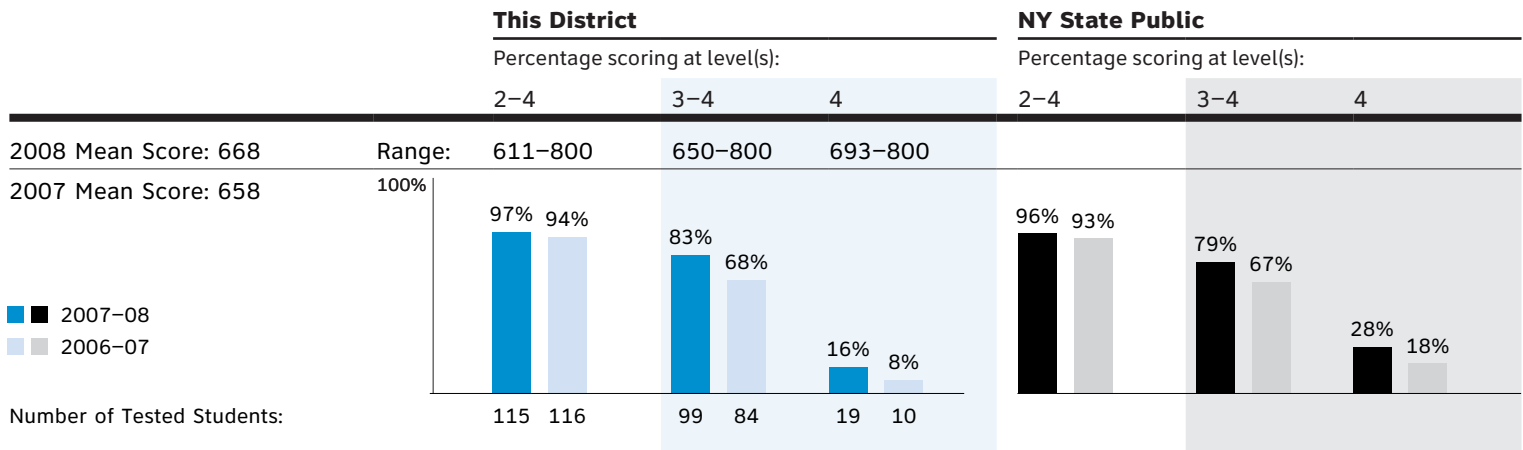
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Other Assessments

	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	3	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	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.

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
All Students	119	97%	83%	16%	123	94%	68%	8%
Female	50	98%	88%	12%	55	95%	76%	7%
Male	69	96%	80%	19%	68	94%	62%	9%
American Indian or Alaska Native	71	97%	82%	17%	78	100%	69%	12%
Black or African American								
Hispanic or Latino	1	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander								
White	47	-	-	-	45	84%	67%	2%
Multiracial								
Small Group Totals	48	96%	85%	15%				
General-Education Students	101	100%	88%	18%	100	99%	77%	9%
Students with Disabilities	18	78%	56%	6%	23	74%	30%	4%
English Proficient	119	97%	83%	16%	123	94%	68%	8%
Limited English Proficient								
Economically Disadvantaged	93	97%	81%	10%	82	95%	71%	6%
Not Disadvantaged	26	96%	92%	38%	41	93%	63%	12%
Migrant								
Not Migrant	119	97%	83%	16%	123	94%	68%	8%

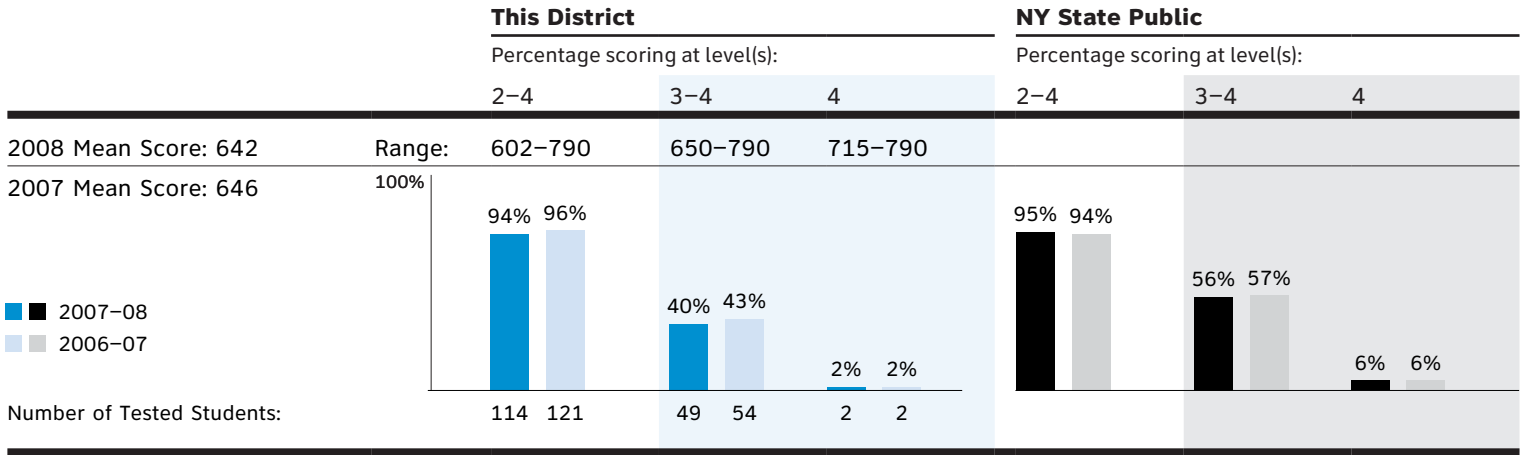
NOTES

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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	3	-	-	-	1	-	-	-

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
All Students	121	94%	40%	2%	126	96%	43%	2%
Female	52	98%	44%	2%	58	98%	57%	2%
Male	69	91%	38%	1%	68	94%	31%	1%
American Indian or Alaska Native	80	96%	36%	3%	71	93%	37%	3%
Black or African American								
Hispanic or Latino	2	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	39	-	-	-	53	-	-	-
Multiracial								
Small Group Totals	41	90%	49%	0%	55	100%	51%	0%
General-Education Students	100	100%	47%	2%	99	99%	53%	2%
Students with Disabilities	21	67%	10%	0%	27	85%	7%	0%
English Proficient	121	94%	40%	2%	126	96%	43%	2%
Limited English Proficient								
Economically Disadvantaged	76	93%	39%	1%	74	96%	38%	0%
Not Disadvantaged	45	96%	42%	2%	52	96%	50%	4%
Migrant								
Not Migrant	121	94%	40%	2%	126	96%	43%	2%

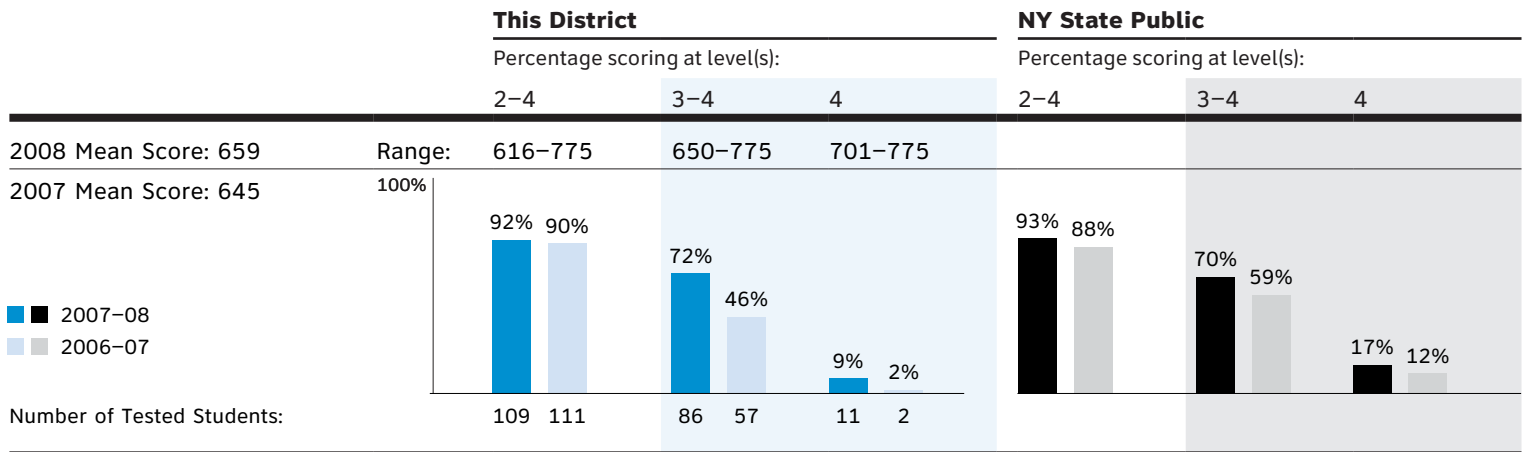
NOTES
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Other Assessments

	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	1	-	-	-	0			
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.

This District's Results in Grade 8 Mathematics



Results by Student Group

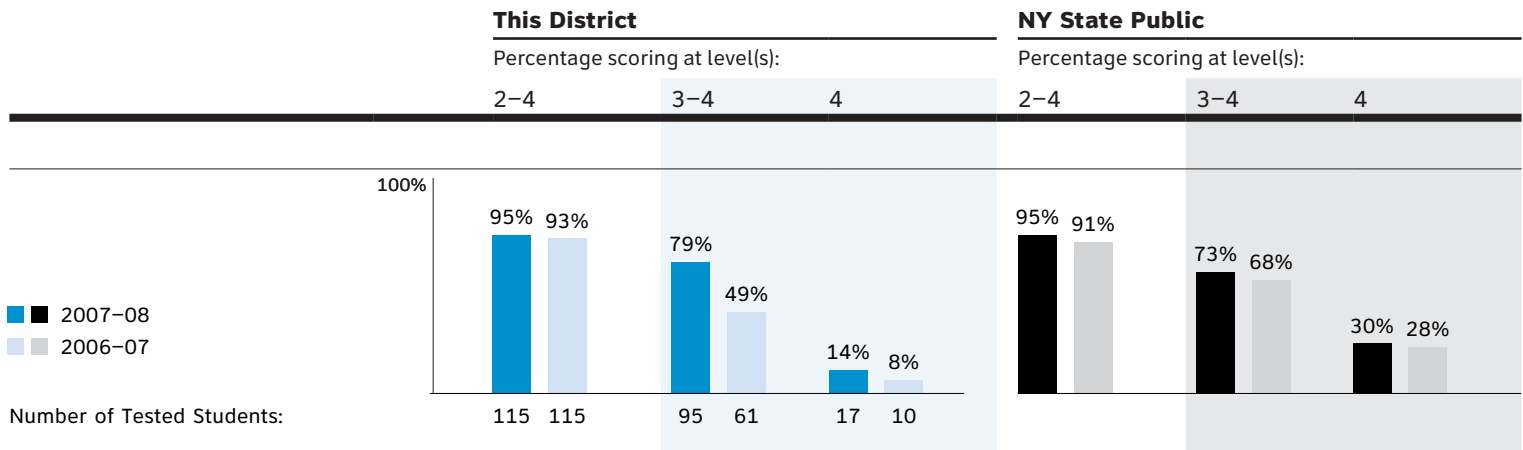
	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	119	92%	72%	9%	124	90%	46%	2%
Female	51	94%	73%	10%	57	100%	61%	4%
Male	68	90%	72%	9%	67	81%	33%	0%
American Indian or Alaska Native	78	94%	72%	10%	71	87%	39%	1%
Black or African American								
Hispanic or Latino	2	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	39	-	-	-	52	-	-	-
Multiracial								
Small Group Totals	41	88%	73%	7%	53	92%	55%	2%
General-Education Students	98	100%	82%	11%	98	97%	53%	2%
Students with Disabilities	21	52%	29%	0%	26	62%	19%	0%
English Proficient	119	92%	72%	9%	124	90%	46%	2%
Limited English Proficient								
Economically Disadvantaged	75	89%	72%	11%	73	88%	41%	3%
Not Disadvantaged	44	95%	73%	7%	51	92%	53%	0%
Migrant								
Not Migrant	119	92%	72%	9%	124	90%	46%	2%

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	1	-	-	-	0			

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
All Students	121	95%	79%	14%	124	93%	49%	8%
Female	52	94%	75%	8%	56	100%	52%	9%
Male	69	96%	81%	19%	68	87%	47%	7%
American Indian or Alaska Native	79	95%	78%	13%	72	92%	44%	6%
Black or African American								
Hispanic or Latino	2	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	40	-	-	-	51	-	-	-
Multiracial								
Small Group Totals	42	95%	79%	17%	52	94%	56%	12%
General-Education Students	99	99%	88%	15%	97	98%	60%	10%
Students with Disabilities	22	77%	36%	9%	27	74%	11%	0%
English Proficient	121	95%	79%	14%	124	93%	49%	8%
Limited English Proficient								
Economically Disadvantaged	77	94%	78%	14%	71	90%	44%	4%
Not Disadvantaged	44	98%	80%	14%	53	96%	57%	13%
Migrant								
Not Migrant	121	95%	79%	14%	124	93%	49%	8%

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	1	-	-	-	0			
Regents Science	0				0			

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

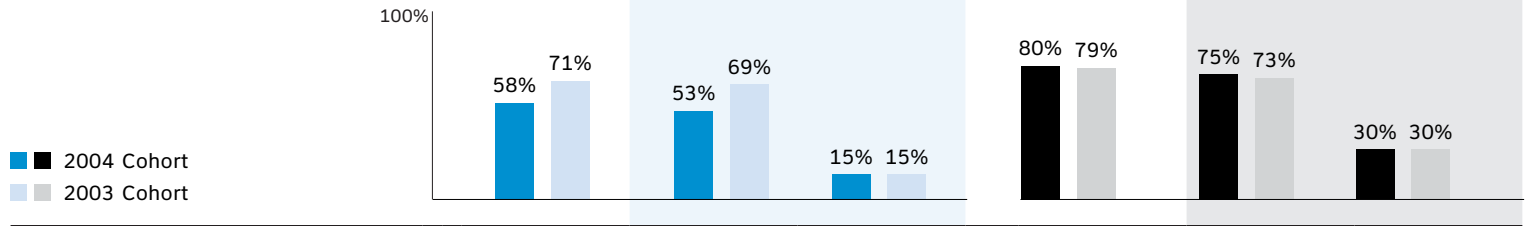
NY State Public

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
All Students	96	58%	53%	15%	112	71%	69%	15%
Female	35	71%	69%	26%	64	78%	78%	16%
Male	61	51%	44%	8%	48	60%	56%	15%
American Indian or Alaska Native	54	54%	50%	11%	52	–	–	–
Black or African American	3	–	–	–				
Hispanic or Latino	1	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	38	–	–	–	58	83%	81%	19%
Multiracial								
Small Group Totals	42	64%	57%	19%	54	57%	56%	11%
General-Education Students	72	69%	63%	15%	95	79%	77%	17%
Students with Disabilities	24	25%	25%	13%	17	24%	24%	6%
English Proficient	96	58%	53%	15%	112	71%	69%	15%
Limited English Proficient								
Economically Disadvantaged	48	60%	52%	13%	52	75%	73%	8%
Not Disadvantaged	48	56%	54%	17%	60	67%	65%	22%
Migrant								
Not Migrant	96	58%	53%	15%				

NOTES

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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

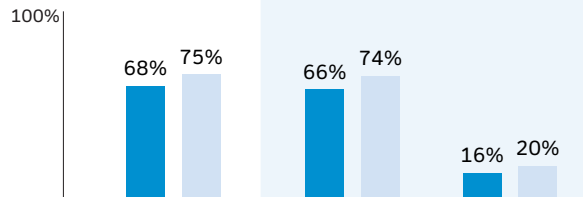
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2004 Cohort
■ 2003 Cohort

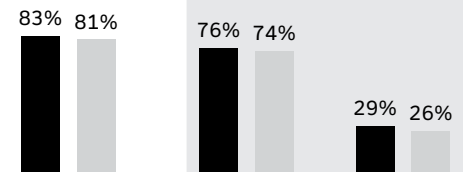
NY State Public

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	2004 Cohort			2003 Cohort**	2003 Cohort**		
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	96	68%	66%	16%	112	75%	74%	20%
Female	35	71%	71%	17%	64	77%	77%	17%
Male	61	66%	62%	15%	48	73%	71%	23%
American Indian or Alaska Native	54	65%	61%	11%	52	-	-	-
Black or African American	3	-	-	-				
Hispanic or Latino	1	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	38	-	-	-	58	78%	76%	21%
Multiracial								
Small Group Totals	42	71%	71%	21%	54	72%	72%	19%
General-Education Students	72	83%	81%	21%	95	85%	84%	22%
Students with Disabilities	24	21%	21%	0%	17	18%	18%	6%
English Proficient	96	68%	66%	16%	112	75%	74%	20%
Limited English Proficient								
Economically Disadvantaged	48	67%	63%	10%	52	83%	81%	19%
Not Disadvantaged	48	69%	69%	21%	60	68%	68%	20%
Migrant								
Not Migrant	96	68%	66%	16%				

NOTES

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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.