

The New York State District Report Card

Accountability and Overview Report 2008 – 09 District UNION SPRINGS CENTRAL SCHOOL DISTRICT District ID 05-19-01-04-0000 Superintendent LINDA RICE Telephone (315) 889-4101 Grades K-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.

Use this report to:

Get District Profile information.

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

Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.

Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science.

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 ID 05-19-01-04-0000

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

	2006-07	2007-08	2008–09
Pre-K	0	0	0
Kindergarten	58	76	55
Grade 1	88	60	75
Grade 2	61	85	57
Grade 3	61	58	82
Grade 4	70	56	59
Grade 5	81	71	52
Grade 6	81	80	71
Ungraded Elementary	0	0	0
Grade 7	60	85	81
Grade 8	87	60	79
Grade 9	102	80	60
Grade 10	88	99	77
Grade 11	96	89	96
Grade 12	77	92	88
Ungraded Secondary	0	0	0
Total K-12	1010	991	932

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

	2006-07	2007-08	2008–09
Common Branch	20	19	19
Grade 8			
English	17	16	20
Mathematics	16	14	17
Science	17	20	20
Social Studies	15	20	20
Grade 10			
English	21	25	20
Mathematics	17	16	
Science	22	20	22
Social Studies	19	20	19

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.

Demographic Factors

	2006–07		200	2007-08		8-09
	#	%	#	%	#	%
Eligible for Free Lunch	149	15%	170	17%	142	15%
Reduced-Price Lunch	57	6%	71	7%	90	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	0	0%	1	0%	2	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	1	0%	0	0%
Black or African American	8	1%	10	1%	10	1%
Hispanic or Latino	5	0%	4	0%	9	1%
Asian or Native	3	0%	3	0%	3	0%
Hawaiian/Other Pacific Islander						
White	988	98%	964	97%	898	96%
Multiracial	6	1%	9	1%	12	1%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		96%
Student Suspensions	47	4%	52	5%	28	3%

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.

Teacher Qualifications

	2006-07	2007-08	2008–09
Total Number of Teachers	84	84	82
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	0%	0%
Percent with Fewer Than Three Years of Experience	6%	5%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	19%	17%	17%
Total Number of Core Classes	217	249	216
Percent Not Taught by Highly Qualified Teachers	2%	0%	0%
Total Number of Classes	322	331	302
Percent Taught by Teachers Without Appropriate Certification	2%	1%	0%

Teacher Turnover Rate

	2005-06	2006–07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	0%	0%	20%
Turnover Rate of All Teachers	9%	9%	11%

Staff Counts

	2006-07	2007-08	2008–09
Total Other Professional Staff	11	11	10
Total Paraprofessionals*	21	22	20
Assistant Principals	0	0	0
Principals	4	4	4

* Not available at the school level.

District ID 05-19-01-04-0000

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. 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 2008–09, 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: http://www.emsc.nysed.gov/irts/accountability/.

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 2008–09 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 2005 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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 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 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

District ID 05-19-01-04-0000

Useful Terms for Understanding Accountability

Accountability Cohort for English

and Mathematics

The 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005-06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005-06 school year, who were enrolled on October 1, 2008 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, 2009, are not included in the 2005 school accountability cohort. The 2005 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 AMOs 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) \div 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 2008–09 safe harbor targets were calculated using the following equation:

2007-08 PI + (200 - the 2007-08 PI) × 0.10

Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, 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: http://www.emsc.nysed.gov/irts/accountability/.

For the 2009–10 accountability status of component schools in your district, see **http://www.emsc.nysed.gov/irts/accountability/designations**/.

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 b or a District Requiring Academic Progress. 	peen identified as a District in Need of Improvement
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 Distric in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.	t measure for two consecutive years is considered a District Requiring
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 UNION SPRINGS CENTRAL SCHOOL DISTRICT

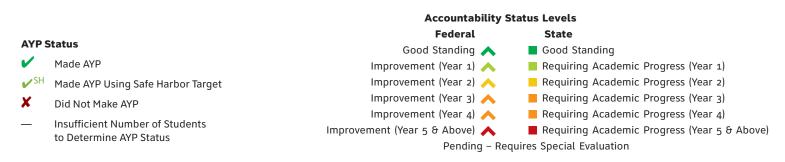
District ID 05-19-01-04-0000

Summary

Overall Accountability Status (2009–10)	▲ Good Standing						
	tatus (2009–10) ELA Good Standing Math Good Standing		Science	▲ Good Standing			
			Graduatior	n Rate 🔺 Good Standing			
Title I Part A Funding	Years	ding					
	2007-08		2008–09	2009-10			
	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 L	evel	
Student Groups	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	 ✓ 	~	 Image: A set of the set of the	 ✓ 	v	v
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	 ✓ 	V		_	_	
Limited English Proficient				•••••••••••••••••••••••••••••••••••••••		••••
Economically Disadvantaged	~	 	••••	–	–	••••
Student groups making AYP in each subject	🖌 4 of 4	🗸 4 of 4	🖌 1 of 1	✔ 2 of 2	✔ 2 of 2	✔ 1 of 1



Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2009–10)	^	Good Standing
Accountability Measures	4 of 4	Student groups making AYP in English language arts
	<	Made AYP
Prospective Status		This district will be in good standing in 2010-11. [201]

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

	AYP	Participat	ion ²	Test Perfo	rmance ³	Performance Objectives		es
Student Group	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
(Total: Continuous Enrollment) ¹			lesteu		Index	AMO	2008-09	2009-10
All Students (434:425)	<u> </u>	<u> </u>	100%		185	139		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (6:6)	-	_	-	-	-	-		-
()			-		-	-	•••••••••••••••••	–
Asian or Native Hawaiian/Other Pacific	••••••••	•••••	•••••••••••••••••••••••••••••••••••••••		•••••••••••••••••••••••••••••••••••••••		••••	••••
Islander (0:0)								
White (423:414)	✓	✓	100%	 ✓ 	186	139		••••••••••••••••••
Multiracial (0:0)	•••••••••••••••••	•••••	•••••		•••••••••••••••••••••••••••••••••••••••		••••	•••••••••••
Other Groups								
Students with Disabilities ⁴ (50:48)	 Image: A start of the start of	v	100%	V	140	130		
Limited English Proficient ⁵ (0:0)	•••••••••••••••••••••••••••••••••••••••							
Economically Disadvantaged (123:117)	<	~	100%	~	178	134		••••
Final AYP Determination	🖌 4 of 4							

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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, 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

Did Not Make AYP

Made AYP Using Safe Harbor Target

Insufficient Number of Students

to Determine AYP Status

1

X

District ID 05-19-01-04-0000

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2009–10)	^	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 2010-11. [201]

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

	AYP	Participat	ion ²	Test Perfo	rmance ³	Performa	Performance Objectives	
Student Group	Ctatus	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbo	
(Total: Continuous Enrollment) ¹	Status		lested		index	AMO	2008–09	2009-10
All Students ^(435:423)	V	V	100%	~	194	114		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (6:6)	-	_	-	-	-	-	••• ••••	-
··· /= =\				–	-	-	••••	-
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (424:412)	~	✓	100%	 	195	114	• • • • • • • • • • • • • • • • • • • •	
Multiracial (0:0)			••••				••••	
Other Groups								
Students with Disabilities ⁴ (49:47)	~	v	100%	~	170	105		
Limited English Proficient ⁵ (0:0)			••••				•••••••••••••••••••	
Economically Disadvantaged (122:117)	~	~	100%	~	193	109		••••
Final AYP Determination	🖌 4 of 4							

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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, 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
- ✓^{SH} Made AYP Using Safe Harbor Target
- X Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District ID 05-19-01-04-0000

Elementary/Middle-Level Science

Accountability Status for This Subject (2009–10)	^	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 2010-11. [201]

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

	AYP		Participati	ion ²	Test Perfo	rmance ³	Performa	nce Obje	ctives
Student Group		Safe Harbor	Met	Percentage	Met	Performance	State	Progress	
(Total: Continuous Enrollment) ¹		Qualification	_ Criterion	Tested	Criterion	Index	Standard	2008-09	2009-10
All Students (144:139)	 	Qualified	~	100%	 	191	100		
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (5:5)		-	-	-	-	-	-		-
Hispanic or Latino (2:2)		-	_	-	-	-	-		-
Asian or Native Hawaiian/Other Pacifi Islander (0:0)	с								
White (137:132)		Qualified	 ✓ 	100%	V	192	100		
Multiracial (0:0)	•••••	•••••••	• •••••	•••••••••••••••••••••		••••	••••••		
Other Groups									
Students with Disabilities (19:19)		-	_	_	-	_	-		_
Limited English Proficient ⁴ (0:0)									
Economically Disadvantaged (37:36)		Qualified	-	-	~	192	100		
Final AYP Determination	🖌 1 o	f 1							
AYP Status Made AYP ✓ SH Made AYP Using Safe Harbor Ta X Did Not Make AYP	ırget	by the cou students w Groups wit participati is the sum rates over Groups wit For district	nt of continuous who were excuse th fewer than 40 on criterion. If th of 2007–08 and those two years. th fewer than 30	Ily enrolled tested d from testing for r students enrolled te participation rat 2008–09 enrollme continuously enro n 30 continuously	students (used medical reasons during the test te of a group fel ents and the per olled tested stud enrolled tested	est administration p for Performance). F s are not included ir administration peri l below 80 percent rcent tested is the w dents are not requir d students in 2008–(es.	or accountab n the enrollme iod are not rec in 2008–09, ti veighted avera ed to meet the	lity calculat ent count. quired to me ne enrollme age of the pa e performan	ions, et the nt shown articipation ce criterion

District ID 05-19-01-04-0000

Secondary-Level English Language Arts

Accountability Status for This Subject (2009–10)	^	Good Standing
Accountability Measures	2 of 2	Student groups making AYP in English language arts
	<	Made AYP
Prospective Status		This district will be in good standing in 2010-11. [201]

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

	AYP	Participat	ion ²	Test Perfo	rmance ³	Performa	nce Objectiv	es
Student Group		Met	Percentage	Met	Performance	Effective	Safe Harbo	or Target
(12th Graders: 2005 Cohort) ¹	Status	Criterion	Tested	Criterion	Index	AMO	2008–09	2009-10
All Students (79:83)	V	~	100%	~	189	160		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American	••••••••••••••••	•••••	••••		•••• •••••••	•••••	••••	
(1:1)	-	-	-	-	-	-		-
Hispanic or Latino (0.0)			•••••••••••••••••••••••••••••••••••••••				••••••••••	
Asian or Native Hawaiian/Other Pacific	••••••••		•••••••••••••••••••••••••••••••••••••••		••••••••••••••••••	•••••	•••••••••••••••••••••••••••••••••••••••	•••••••••••••••••••••••••••••••••••••••
Islander (1:1)	-	-	-	-	-	-		-
White (77:81)	v	v	100%	V	189	160		
Multiracial (0:0)	•••••••••••••••••••••••••••••••••••••••		••••		•••••••••••••••••		••••	••••••••••••••••••••••
Other Groups								
Students with Disabilities ⁴ (7:9)	_	_	_	_	_	_		_
Limited English Proficient ⁵ (0:0)	•••••••••••••••••••••••••••••••••••••••	•••••	••••					
Economically Disadvantaged (9:10)	_	_	-	-	-	-	••••	-
Final AYP Determination	🖌 2 of 2							

NOTES

- ¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort 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 graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

Made AYP

Did Not Make AYP

Made AYP Using Safe Harbor Target

Insufficient Number of Students

to Determine AYP Status

1

X

District ID 05-19-01-04-0000

Secondary-Level Mathematics

Accountability Status for This Subject (2009–10)	^	Good Standing
Accountability Measures	2 of 2	Student groups making AYP in mathematics
	<	Made AYP
Prospective Status		This district will be in good standing in 2010-11. [201]

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

	AYP	Participat	ion ²	Test Perfo	rmance ³	Performa	nce Objectiv	es
Student Group		Met	Percentage	Met	Performance	Effective	Safe Harbo	or Target
(12th Graders: 2005 Cohort) ¹	Status	Criterion	Tested	Criterion	Index	AMO	2008-09	2009-10
All Students (79:83)	~	~	100%	 Image: A start of the start of	193	155		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American	• •••••	••••••	••••		•••• •••••••	••••••	••••	••••
(1:1)	-	-	-	-	-	-		-
Hispanic or Latino (0:0)								
Asian or Native Hawaiian/Other Pacific	•••••••		••••		••••••••••••••••••••••		••••	•••••••••••••••••••••••••••••••••••••••
Islander (1:1)	-	-	-	-	-	-		-
White (77:81)	v	v	100%	V	193	155		
Multiracial (0:0)	••••••••••••••		••••		••••••••••••••••••••••		••••	••••
Other Groups								
Students with Disabilities ⁴ (7:9)	_	_	_	_	_	_		_
Limited English Proficient ⁵ (0:0)			••••				••••	
Economically Disadvantaged (9:10)	-	-	-	-	-	-	••••	-
Final AYP Determination	🖌 2 of 2							

NOTES

- ¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort 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.
 - \ddagger This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

Made AYP

Did Not Make AYP

Made AYP Using Safe Harbor Target

Insufficient Number of Students

to Determine AYP Status

1

X

SH

District ID 05-19-01-04-0000

Graduation Rate

Accountability Status for This Indicator (2009–10)	^	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 2010-11. [201]

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

	Gradu	uation		Objectives	
Student Group		Met	Graduation	State	Progress Target
(Cohort Count)	AYP	Criterion	Rate ¹	Standard	2008-09 2009-10
All Students (91)	~	~	82%	55%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (1) Hispanic or Latino (0)		-	-	-	
Asian or Native Hawaiian/Other Pacific Islander (0)					
White (90)	• • • • • • • • • • •	V	83%	55%	
Multiracial (0)	• • • • • • • • • •	•••••			•••••••••••••••••••••••••••••••••••••••
Other Groups					
Students with Disabilities (4)		_	-	_	
Limited English Proficient ² (0)					
Economically Disadvantaged (12)				-	
Final AYP Determination	v 1	of 1			
NOTES					

¹ Percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008.

² 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 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.

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 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

Summary of 2008–09 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 scored at o	Total Tested			
English Language Arts	0%	50%	100%		
Grade 3	91%		85		
Grade 4	81%		59		
Grade 5	92%		53		
Grade 6	92%		73		
Grade 7	84%		82		
Grade 8	79%		81		
Mathematics					
Grade 3	100%		84		
Grade 4	90%		59		
Grade 5	94%		53		
Grade 6	97%		72		
Grade 7	94%		81		
Grade 8	94%		85		
Science					
Grade 4	95%		59		
Grade 8	90%		84		
	-	of students that r above Level 3	2005 Total Cohort		
Secondary Level	0%	50%	100%		
English	85%		91		

89%

District ID 05-19-01-04-0000

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

91

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

Mathematics

This District's Results in Grade 3 English Language Arts

2009 Mean Score: 674 Range: 616-780 650-780 720-780 2008 Mean Score: 686 100% 98% 100% 91% 82% 95% 94% 76% 70% 2008-09 2007-08 83<55 77 45 7 12 Results by Student Group 2008-09 Schol Year 2007-08 Schol Year 2007-08 Schol Year 2007-08 Schol Year 2007-08 Schol Year Total Tested 2-4 3-4 4 100% 82 96% 91% 82 2-4 3-4 4 All Students 85 98% 91% 8% 55 100% 82% Female 49 98% 94% 10% 32 100% 91% Male 36 97% 86% 6% 23 100% 70% Male 36 97% 86% 6% 23 100% 91% Male 36 97% 86% 6% 23 100% 70% All Students 83			blic	NY State P			t	This District		
2009 Mean Score: 674 Range: 616–780 650–780 720–780 2008 Mean Score: 686 100% 98% 100% 91% 82% 95% 94% 76% 70% 2008-09 2007-08 83<55 77 45 7 12 Results by Student Group 2008-09 School Year Total Tested 2-4 3-4 4 Total Tested Percentage scoring at level(s): 2-4 3-4 4 All Students 85 98% 91% 8% 55 100% 91% Male 36 97% 86% 6% 23 100% 70% Male 36 97% 86% 6% 23 100% 70% Male 36 97% 86% 6% 23 100% 70% All Students 83 - - - 3 - - Black or African American 1 - - - 51 - - Small Group T		(s):	oring at level(Percentage sc		.(s):	oring at leve	Percentage sco		
2008 Mean Score: 686 100% 98% 100% 91% 82% 95% 94% 76% 70% 2008-09 2007-08 83 55 77 45 7 12 2007-08 School Year Number of Tested Students: 83 55 77 45 7 12 Results by Student Group Scool-og School Year Total Percentage scoring at level(s): Total Percentage scoring at level(s): Tested 2-4 3-4 4 2-4 3-4 All Students 85 98% 91% 8% 55 100% 82% Female 49 98% 91% 8% 55 100% 70% All Students 85 98% 91% 86% 6% 23 100% 70% American Indian or Alaska Native 1 - - - - Black or African American 1 - - - 1 - Vhite 83 - - 51 - - Small Group Totals 85 98% 91% 8% 55 100% 82% General-Education Students 82 -	4	4	3-4	2-4		4	3-4	2-4		
2008 real 3core 500 98% 100% 91% 82% 95% 94% 76% 70% 2008-09 2007-08 83 55 77 45 7 12 Results by Student Group 2008-09 School Year 2007-08 School Year 2007-08 School Year Total Total Percentage scoring at level(s): Tested 2-4 3-4 4 Percentage scoring All Students 85 98% 91% 8% 55 100% 82% Female 49 98% 94% 10% 32 100% 10% Male 36 97% 86% 6% 23 100% 10% Black or African American 1 - - - 1 - Pacific Islander - - 51 - - White 83 - - 51 - - Small Group Totals 85 98% 91% 8% 55 100% 82% General-Education Students 82 - - - 51 - - Small Group Totals </td <td></td> <td></td> <td></td> <td></td> <td>20-780</td> <td>30 72</td> <td>650-7</td> <td>616-780</td> <td>Range:</td> <td>2009 Mean Score: 674</td>					20-780	30 72	650-7	616-780	Range:	2009 Mean Score: 674
2007-08 8% 22% 8% 22% Number of Tested Students: 83<55 77 45 7 12 Results by Student Group 2008-og School Year 2007-08 School Year Total Tested 2-4 3-4 4 All Students 85 98% 91% 8% 55 100% 82% Female 49 98% 94% 10% 32 100% 91% Male 36 97% 86% 6% 23 100% 70% All students 83 - - - 3 - - Female 49 98% 94% 10% 32 100% 91% Male 36 97% 86% 6% 23 100% 70% American Indian or Alaska Native - - - - 1 - - Black or African American 1 - - - - 1 - </td <td></td> <td>%</td> <td>76% 70%</td> <td>95% 94%</td> <td></td> <td>%</td> <td>^{91%} 8</td> <td>98% 100%</td> <td>100%</td> <td>2008 Mean Score: 686</td>		%	76% 70%	95% 94%		%	^{91%} 8	98% 100%	100%	2008 Mean Score: 686
Zoo8-og School Year Zoo7-o8 School Year Total Tested Percentage scoring at level(s): Tested Total 2-4 Percentage scoring at level(s): Tested Total Tested Percentage scoring at level(s): Tested Tested 2-4 3-4 Male 36 97% 86% 6% 23 100% 91% Male 36 97% 86% 6% 23 100% 82% Black or African American 1 - - - 51 - -	11% 12%	11%	н			89				
Total Tested Percentage scoring at level(s): 2-4 Total 3-4 Percentage scoring tested Total Tested Percentage scoring 2-4 Percentage scoring 3-4 All Students 85 98% 91% 8% 55 100% 82% Female 49 98% 94% 10% 32 100% 91% Male 36 97% 86% 6% 23 100% 70% American Indian or Alaska Native 1 - - - 3 - - Black or African American 1 - - - 3 - - Asian or Native Hawaiian/Other 83 - - - 51 - - Multiracial Small Group Totals 85 98% 91% 8% 55 100% 82% General-Education Students 82 - - - 3 - - Students with Disabilities 3 - - 3 - -					⁷ 12	5 7	77 4	83 55		Number of Tested Students:
Student Group Tested 2-4 3-4 4 Tested 2-4 3 All Students 85 98% 91% 8% 55 100% 82% Female 49 98% 94% 10% 32 100% 82% Male 36 97% 86% 6% 23 100% 70% Male 36 97% 86% 6% 23 100% 70% American Indian or Alaska Native Black or African American 1 - <td></td> <td>r</td> <td>chool Year</td> <td>2007–08 S</td> <td></td> <td></td> <td>hool Year</td> <td>2008-09 Scł</td> <td></td> <td>Results by</td>		r	chool Year	2007–08 S			hool Year	2008-09 Scł		Results by
All Students 85 98% 91% 8% 55 100% 82% Female 49 98% 94% 10% 32 100% 91% Male 36 97% 86% 6% 23 100% 70% American Indian or Alaska Native 91% 86% 6% 23 100% 70% Black or African American 1 - - - 3 - - Hispanic or Latino 1 - - - 1 - </td <td>g at level(s):</td> <td>e scoring at</td> <td>Percentage</td> <td></td> <td>level(s):</td> <td>scoring at l</td> <td>Percentage</td> <td></td> <td>-</td> <td>_</td>	g at level(s):	e scoring at	Percentage		level(s):	scoring at l	Percentage		-	_
Female 49 98% 94% 10% 32 100% 91% Male 36 97% 86% 6% 23 100% 70% American Indian or Alaska Native	4 4	3-4	2-4	Tested 2-4	4	3-4	2-4	Tested	p	Student Group
Male 36 97% 86% 6% 23 100% 70% American Indian or Alaska Native -	% 22 %	82%	100%	55	8%	91%	98%	85		All Students
American Indian or Alaska NativeBlack or African American13Hispanic or Latino11Asian or Native Hawaiian/Other Pacific Islander1White8351Multiracial51Small Group Totals8598%91%8%55100%82%General-Education Students823Students with Disabilities33English Proficient8598%91%8%55100%82%Limited English Proficient2793%85%7%14100%71%	6 19%	91%	100%	32	10%	94%	98%	49		Female
Black or African American13Hispanic or Latino11Asian or Native Hawaiian/Other Pacific Islander831White8351Multiracial51Small Group Totals8598%91%8%55100%82%General-Education Students82Students with Disabilities33English Proficient8598%91%8%55100%82%	6 26%	70%	100%	23	6%	86%	97%	36		Male
Hispanic or Latino11Asian or Native Hawaiian/Other Pacific Islander83White8351Multiracial55100%82%91%8%55100%82%General-Education Students8252Students with Disabilities33English Proficient8598%91%8%55100%82%Limited English Proficient2793%85%7%14100%71%									ative	American Indian or Alaska Na
Asian or Native Hawaiian/Other Pacific Islander White 83 51 Multiracial Small Group Totals 85 98% 91% 8% 55 100% 82% General-Education Students 82 52 Students with Disabilities 3 33 English Proficient 85 98% 91% 8% 55 100% 82% Limited English Proficient Economically Disadvantaged 27 93% 85% 7% 14 100% 71%		-	-	3	-	-	-	1		Black or African American
Pacific Islander 83 - - - 51 - - White 83 - - - 51 -		-	-	1	-	-	-	1		Hispanic or Latino
White 83 - - - 51 - - Multiracial Small Group Totals 85 98% 91% 8% 55 100% 82% General-Education Students 82 - - - 52 - - Students with Disabilities 3 - - - 3 - - English Proficient 85 98% 91% 8% 55 100% 82% Limited English Proficient 85 98% 91% 8% 55 100% 82% Economically Disadvantaged 27 93% 85% 7% 14 100% 71%									her	Asian or Native Hawaiian/Oth
Multiracial Small Group Totals 85 98% 91% 8% 55 100% 82% General-Education Students 82 - - - 52 - - Students with Disabilities 3 - - - 3 - - English Proficient 85 98% 91% 8% 55 100% 82% Limited English Proficient 27 93% 85% 7% 14 100% 71%							•••••			Pacific Islander
Small Group Totals 85 98% 91% 8% 55 100% 82% General-Education Students 82 - - - 52 - - Students with Disabilities 3 - - - 3 - - - English Proficient 85 98% 91% 8% 55 100% 82% Limited English Proficient 27 93% 85% 7% 14 100% 71%		-	-	51	-	-	-	83		White
Sindle croup rotation 82 - - 52 - - General-Education Students 82 - - - 52 - - Students with Disabilities 3 - - - 3 - - English Proficient 85 98% 91% 8% 55 100% 82% Limited English Proficient -		•••••								Multiracial
Students33Students with Disabilities33English Proficient8598%91%8%55100%82%Limited English ProficientEconomically Disadvantaged2793%85%7%14100%71%	6 22%	82%	100%		8%	91%	98%			Small Group Totals
English Proficient 85 98% 91% 8% 55 100% 82% Limited English Proficient Economically Disadvantaged 27 93% 85% 7% 14 100% 71%	- –	-	-	52	-	-	-	82		General-Education Students
Limited English Proficient Economically Disadvantaged 27 93% 85% 7% 14 100% 71%		-	-	3	-	-	-			Students with Disabilities
Economically Disadvantaged 27 93% 85% 7% 14 100% 71%	6 22%	82%	100%	55	8%	91%	98%	85		English Proficient
Leonomicatly Districtinged										Limited English Proficient
Not Disadvantaged 58 100% 93% 9% 41 100% 85%	6 21%	71%	100%	14	7%	85%	93%	27		Economically Disadvantaged
	6 22%	85%	100%	41	9%	93%	100%	58		Not Disadvantaged
Migrant										Migrant
Not Migrant 85 98% 91% 8% 55 100% 82%	6 22%	82%	100%	55	8%	91%	98%	85		Not Migrant

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

Other	2008–09 S	chool Year			2007–08 School Year				
	Total	Number scoring at level(s):			Total	Number scoring at level(s):			
Assessments	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				1	-	-	-	
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

		This District				NY State P	NY State Public				
		Percentage s	coring at le	vel(s):		Percentage se	coring at leve	l(s):			
		2-4	3-4	2	1	2-4	3-4	4			
2009 Mean Score: 690	Range:	624-770	650-	770	703-770						
2008 Mean Score: 694	100%	100%100%	100%	93%		99% 98%	93% 90	%			
2008-092007-08				2	34%			27	% 26%		
Number of Tested Students:	-	84 56	84	52	20 19						
Results by		2008–09 School Year				2007-08 \$	School Yea	r			
Student Group		Total Tested	Percentag 2-4	ge scoring a 3–4	t level(s): 4	Total Tested	Percentage scoring at leve 2–4 3–4		t level(s): 4		
All Students		84	100%	100%	24%	56	100%	93%	34%		
Female		48	100%	100%	19%	33	100%	97%	36%		
Male	• • • • • • • • • • • • • • • • • • • •		100%	100%	31%	23	100%		30%		
American Indian or Alaska Nati	ive										
Black or African American	• • • • • • • • • • • • • • • • • • • •	1	-	-	-	3	-				
Hispanic or Latino		1	-	-	-	1	-	-			
Asian or Native Hawaiian/Othe Pacific Islander	r		• • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •			••••	•••••	••••••		
White		82		-	-	52		-			
Multiracial Small Group Totals		84	100%	100%	24%	56	100%	93%	34%		
General-Education Students		81	-	_	-	53	-	-	_		
Students with Disabilities	• • • • • • • • • • • • • • • • • • • •	3	-	-	_	3	-	-	-		
English Proficient		84	100%	100%	24%	56	100%	93%	34%		
.imited English Proficient	• • • • • • • • • • • • • • • • • • • •	••••••••••••••••••••	• • • • • • • • • • • • • • • • • • • •				••••				
Economically Disadvantaged		26	100%	100%	15%	14	100%	93%	36%		
Not Disadvantaged		58	100%	100%	28%	42	100%	93%	33%		
Migrant											
Not Migrant		84	100%	100%	24%	56	100%	93%	34%		

Other	2008–09 S o	chool Year	2007–08 School Year				
	Total	Number scoring at level(s):	Total	Number scoring at level(s):			
Assessments	Tested	2-4 3-4 4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0		1	-	-	-	

This District's Results in Grade 4 English Language Arts

	This Distri	ct			NY State Public				
	Percentage s	coring at lev	el(s):		Percentage sc	oring at leve	(s):		
	2-4	3-4	4		2-4	3-4	4		
2009 Mean Score: 679 Range	: 612-775	650-7	775 73	L6-775					
2008 Mean Score: 664 100%	100% 89%	81% 7	2%		96% 93%	77% 71	%		
2008-092007-08			7	% 4%		н	7%	8%	
Number of Tested Students:	59 48	48	39 4	2					
Results by	2008–09 S	2008-09 School Year				ichool Yea	r		
-	Total	Percentage	e scoring at	level(s):	Total	Percentag	e scoring at	level(s):	
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students	59	100%	81%	7%	54	89%	72%	4%	
Female	35	100%	89%	9%	23	91%	74%	4%	
Male	24	100%	71%	4%	31	87%	71%	3%	
American Indian or Alaska Native Black or African American	3	······	<u> </u>	·····-		•••••••••••••••••••••••••••••••••••••••			
Hispanic or Latino	1	-	-		• • • • • • • • • • • • • • • • • • • •	••••••••••••••	•••••••	•••••	
Asian or Native Hawaiian/Other Pacific Islander	•••••	••••••	•••••			••••••••••			
White	55	-		-	54	89%	72%	4%	
Multiracial Small Group Totals	59	100%	81%	7%		•••••••••••••••••••••••••••••••••••••••			
General-Education Students	53	100%	89%	8%	48	94%	79%	4%	
Students with Disabilities	6	100%	17%	0%	6	50%	17%	0%	
English Proficient	59	100%	81%	7%	54	89%	72%	4%	
Limited English Proficient	••••					•••••••••••••••••••••••••••••••••••••••			
Economically Disadvantaged	17	100%	76%	0%	20	80%	55%	0%	
Not Disadvantaged	42	100%	83%	10%	34	94%	82%	6%	
Migrant	59	100%	81%						

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	2008-09 S e	chool Year			2007–08 School Year				
Assessments	Total	Number scoring at level(s):			Total	Number scoring at level(s):			
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	-	-	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.

This District's Results in Grade 4 Mathematics

		This District				NY State Public				
		Percentage se	coring at lev	el(s):		Percentage sc	oring at leve	l(s):		
		2-4	3-4	4		2-4	3-4	4		
2009 Mean Score: 694	Range:	622-800	650-8	300 7	02-800					
2008 Mean Score: 679	100%	98% 96%	90% 9	1%		96% 95%	87% 84	%		
2008-09 2007-08				4	4% 17%	н.		35	[%] 29%	
Number of Tested Students:		58 52	53	49 2	26 9					
Results by		2008–09 S o	2008-09 School Year				chool Yea	r		
		Total	Percentage	e scoring at	level(s):	Total	e scoring a	g at level(s):		
Student Grou	p	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students		59	98%	90%	44%	54	96%	91%	17%	
Female		35	97%	91%	43%	23	96%	91%	17%	
Male		24	100%	88%	46%	31	97%	90%	16%	
American Indian or Alaska Na	ative									
Black or African American		3	-	-	-					
Hispanic or Latino		1	-	-	-			•••••	•••••	
Asian or Native Hawaiian/Oth	ner			••••••	••••••			••••••	••••••	
Pacific Islander										
White		55	-	_	_	54	96%	91%	17%	
Multiracial										
Small Group Totals		59	98%	90%	44%					
General-Education Students		53	98%	92%	47%	48	98%	94%	17%	
Students with Disabilities		6	100%	67%	17%	6	83%	67%	17%	
English Proficient		59	98%	90%	44%	54	96%	91%	17%	
Limited English Proficient										
Economically Disadvantaged		17	100%	88%	35%	20	95%	85%	15%	
Not Disadvantaged	• • • • • • • • • • • • • • • • • • • •	42	98%	90%	48%	34	97%	94%	18%	
Migrant										
Not Migrant		59	98%	90%	44%	54	96%	91%	17%	

Other	2008–09 Sc	hool Year:			2007–08 School Year				
	Total	Number scoring at level(s):			Total	Number scoring at level(s):			
Assessments	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	-	-	0				

This District's Results in Grade 4 Science

	This District				NY State Public				
	Percentage s	coring at lev	el(s):		Percentage s	coring at leve	l(s):		
	2-4	3-4	4		2-4	3-4	4		
Range:	45-100	65-10	30 B	5-100					
100%	100%100%	95% 9		3%	97% 97%	88% 85		26	
				50%				50%	
. <u>.</u>	59 54	56	52	43 27					
	2008-09 School Year				2007-08 \$	School Yea	r		
	Total	Percentag	e scoring a	t level(s):	Total	Percentag	e scoring at	level(s):	
	lested	2-4	3-4	4	lested	2-4	3-4	4	
	59	100%	95%	73%	54	100%	96%	50%	
	35	100%	94%	83%	23	100%	100%	48%	
	24	100%	96%	58%	31	100%	94%	52%	
ve									
	3	-	-	-					
	1	-	-	-			••••••	••••••	
r	•••••••••••••••••••••	• ••••••	••••••	•••••••		••••	••••••	•••••	
	55	-	-	-	54	100%	96%	50%	
	59	100%	95%	73%				•••••	
	53	100%	94%	77%	48	100%	98%	52%	
	6	100%	100%	33%	6	100%	83%	33%	
	59	100%	95%	73%	54	100%	96%	50%	
	•••••••		••••••	•••••••		••••	••••••	••••••	
	17	100%	94%	65%	20	100%	90%	45%	
	42	100%	95%	76%	34	100%	100%	53%	
	100%	Percentage s 2-4 Range: 45-100 100% 100%100% 59 54 2008-09 Se Total Tested 59 35 24 Ve 3 1 r 55 59 53 6 59 53 6 59 53	Percentage scoring at lev 2-4 3-4 Range: 45-100 65-10 100% 95% 9 9 100%100% 95% 9 9 59 54 56 Zoo8-og School Yea Total Percentag Total Percentag Tested 2-4 35 100% 24 100% ve 3 3 - 1 - 59 100% 55 - 59 100% 55 - 59 100% 59 100% 59 100% 59 100% 59 100% 59 100% 59 100% 59 100% 59 100% 59 100%	Percentage scoring at level(s): 2-4 $3-4$ 4 Range: $45-100$ $65-100$ 8 100% 100%100% 95% 96% 7 59 54 56 52 7 59 54 56 52 7 59 54 56 52 7 Total Percentage scoring at Tested 2-4 $3-4$ $2-4$ $3-4$ 59 100% 95% 35 100% 94% 24 100% 96% ve 3 $ -$	Percentage scoring at level(s): 2-4 3-4 4 Range: 45–100 65–100 85–100 100% 95% 96% 73% 100% 95% 96% 73% 59 54 56 52 43 27 2008-09 School Year Total Percentage scoring at level(s): Total 2-4 3-4 4 59 100% 95% 73% 35 100% 94% 83% 24 100% 96% 58% ve 3 -	Percentage scoring at level(s): Percentage scoring at level(s): $2-4$ $3-4$ 4 $2-4$ Range: $45-100$ $65-100$ $85-100$ 97% 9	Percentage scoring at level(s): Percentage scoring at level $2-4$ $3-4$ 4 $2-4$ $3-4$ Range: $45-100$ $65-100$ $85-100$ 97%	Percentage scoring at level(s): 2-4 3-4 4 2-4 3-4 4 Range: 45-100 65-100 85-100 100% 95% 95% 96% 97% 97% 97% 97% 97% 59 100% 100%100% 95% 95% 73% 50% 97% 97% 97% 88% 85% 591 59 54 56 52 43 27 2007-08 School Year 70%	

Other	2008–09 S o	008–09 School Year				2007–08 School Year				
	Total	Number scoring at level(s):			Total	Number scoring at level(s):				
Assessments	Tested	2-4	3-4	4	Tested	2-4	3-4	4		
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	_	-	0					

This District's Results in Grade 5 English Language Arts

		This Distri	ct			NY State Public					
		Percentage s	coring at lev	vel(s):		Percentage s	coring at leve	l(s):			
		2-4	3-4		4	2-4	3-4	4			
2009 Mean Score: 676	Range:	608-795	650-	795	711-795						
2008 Mean Score: 676	100%	100%100%	92% 9	93%		99% 98%	82% 78	%			
2008-09											
2007-08					9% 9%			149	6%		
Number of Tested Students:		53 69	49	64	5 6						
Results by		2008–09 School Year				2007–08 School Year					
		Total	Total Percentage scoring at level(s):			Total Percentage scoring at lev			level(s):		
Student Group		Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students		53	100%	92%	9%	69	100%	93%	9%		
Female		24	100%	96%	17%	31	100%	87%	13%		
Male		29	100%	90%	3%	38	100%	97%	5%		
American Indian or Alaska Nativ	/e										
Black or African American						1	-	_			
Hispanic or Latino											
Asian or Native Hawaiian/Other											
Pacific Islander White		53	100%	92%			···· ····· <u>-</u> ···	······-	·····-		
Multiracial			100,0				••••	••••••	••••••		
Small Group Totals	• • • • • • • • • • • • • • • • • •	••••••••••••••••••	• • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	•••••		100%	93%	9%		
General-Education Students		45	100%	98%	11%	65	-				
Students with Disabilities	• • • • • • • • • • • • • • • • • •		100%	63%	0%	4	·····	······-			
English Proficient		53	100%	92%	9%	69	100%	93%	9%		
Limited English Proficient							••••		•••••		
Economically Disadvantaged		22	100%	86%	9%	21	100%	86%	5%		
Not Disadvantaged		31	100%	97%	10%	48	100%	96%	10%		
Migrant											
Not Migrant		53	100%	92%		69	100%	93%			

Not Migrant

NOTES The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students,

data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other	2008–09 S	chool Year			2007–08 School Year				
-	Total	Number scoring at level(s):			Total	Number scoring at level(s):			
Assessments	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0				
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

	This Distric	:t			NY State Public				
	Percentage s	coring at lev	vel(s):		Percentage so	coring at leve	l(s):		
	2-4	3-4	4		2-4	3-4	4		
Range:	619-780	650-	780 6	99–780					
100%	98% 100%	94% 9	96%		98% 96%	88% 83	%		
			3	4% 33%			369	[%] 27%	
	52 67	50	64 1	18 22					
	2008–09 School Year				2007-08 \$	School Yea	r		
Results by Student Group		Percentag 2–4	e scoring at 3–4	level(s): 4	Total Tested	Percentag 2-4	e scoring at 3–4	t level(s): 4	
	53	98%	94%	34%	67	100%	96%	33%	
	24	100%	92%	33%	31	100%	94%	32%	
	29	97%	97%	34%	36	100%	97%	33%	
ive									
er									
	53	98%	94%	34%	67	100%	96%		
							_	_	
	45	100%	98%	40%	63	-	-	-	
	8	88%	75%	0%	4	-	-	-	
	53	98%	94%	34%	67	100%	96%	33%	
	22	95%	86%	23%	19	100%	95%	16%	
	31	100%	100%	42%	48	100%	96%	40%	
	· • • • • • • • • • • • • • • • • • • •								
	100%	Percentage si 2-4 Range: 619-780 100% 98% 100% 98% 100% 52 67 2008-09 So Total Tested 53 24 29 ive er 53 24 29 ive 22	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	Percentage scoring at level(s): 2-4 $3-4$ 4 Range: 619-780 650-780 6 100% 98% 100% 94% 96% 94% 96% 52 67 50 64 3. 52 67 50 64 10 2008-09 School Year Total Percentage scoring at 2-4 3-4 53 98% 94% 24 100% 92% 29 97% 97% 100% 92% 29 97% 97% 100% 98% 8 88% 75% 53 98% 94% 22 95% 86%	Percentage scoring at level(s): 2-4 3-4 4 Range: 619-780 650-780 699-780 100% 98% 100% 94% 96% 34% 33% 98% 100% 94% 96% 34% 33% 52 67 50 64 18 22 Zoo8-og Schoel Year Total Percentage scoring at level(s): Tested 2-4 3-4 4 53 98% 94% 34% 24 100% 92% 33% 29 97% 97% 34% 29 97% 97% 34%	Percentage scoring at level(\$): Percentage scoring at level(\$): 2-4 $3-4$ 4 $2-4$ Range: $619-780$ $650-780$ $699-780$ 100% 98% 100% 94% 96% 98% 96% 98% 96% 98% 100% 94% 96% 98% 96% 98% 96% 98% 96% 52 67 50 64 18 22 Zoo8-og School Year Zoo7-08 S Total Percentage scoring at level(\$): Total Tested $2-4$ $3-4$ 4 53 98% 94% 34% 67 24 100% 92% 33% 31 29 97% 97% 34% 67 45 100% 98% 40% 63 8 88% 75% 0% 4 53 98% 94% 34% 67 29 97% 98% 40% 63 8 88% 75% 0% 4 22 <t< td=""><td>Percentage scoring at level(s): Percentage scoring at level $2-4$ $3-4$ 4 $2-4$ $3-4$ Range: $619-780$ $650-780$ $699-780$ 98% 96% 98% 98% 96% 98% 98% 96% 88% 83 52 67 50 64 18 22 $707-08$ 88% 83 Total Percentage scoring at level(s): Total Percentag 70% 74% 75% 75% 75% 75% 75%<</td><td>Percentage scoring at level(s): $2-4$ $3-4$ 4 $2-4$ $3-4$ 4 Range: $619-780$ $650-780$ $699-780$ 98% 96% 34% 33% 36% $2007-08$ $School Year$ $Total$ <math>Percentage scoring at level(s): $Total$ $Tested$ $2-4$ $3-4$ 4 36% 31 100% 96% 36% 1000% 96% 36% </math></td></t<>	Percentage scoring at level(s): Percentage scoring at level $2-4$ $3-4$ 4 $2-4$ $3-4$ Range: $619-780$ $650-780$ $699-780$ 98% 96% 98% 98% 96% 98% 98% 96% 98% 96% 98% 96% 98% 96% 98% 96% 98% 96% 98% 96% 98% 96% 98% 96% 98% 96% 98% 96% 98% 96% 98% 96% 98% 96% 98% 96% 98% 96% 98% 96% 88% 83 52 67 50 64 18 22 $707-08$ 88% 83 Total Percentage scoring at level(s): Total Percentag 70% 74% 70% 74% 70% 74% 70% 74% 70% 74% 70% 74% 70% 74% 70% 74% 70% 74% 75% 75% 75% 75% 75% <	Percentage scoring at level(s): $2-4$ $3-4$ 4 $2-4$ $3-4$ 4 Range: $619-780$ $650-780$ $699-780$ 98% 96% 98% 96% 98% 96% 98% 96% 98% 96% 98% 96% 98% 96% 98% 96% 98% 96% 98% 96% 98% 96% 98% 96% 98% 96% 98% 96% 98% 96% 98% 96% 98% 96% 98% 96% 34% 33% 36% $2007-08$ $School Year$ $Total$ $Percentage scoring at level(s): Total Tested 2-4 3-4 4 36\% 31 100\% 96\% 36\% 1000\% 96\% 36\% $	

Other	2008–09 S	chool Year		2007–08 School Year				
	Total	Number scor	Number scoring at level(s):			Number scoring at level(s):		
Assessments	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0			

This District's Results in Grade 6 English Language Arts

		This Distri	ct			NY State P	NY State Public					
		Percentage s	scoring at lev	vel(s):		Percentage s	coring at leve	l(s):				
		2-4	3-4		4	2-4	3-4	4				
2009 Mean Score: 670	Range:	598-785	650-	785	696-785*							
2008 Mean Score: 666	100%	100% 99%	92%	71%		100% 98%	81% 67	%				
2008-092007-08				:	11% 5%			9%	9 5%			
Number of Tested Students:		73 81	67	58	8 4							
Posults by		2008–09 S	chool Yea	r		2007-08 \$	School Yea	r				
Results by Student Group		Total Tested	Percentag 2-4	je scoring a 3–4	at level(s): 4	Total Tested	Percentag 2-4	e scoring at 3–4	level(s): 4			
All Students		73	100%	92%	11%	82	99%	71%	5%			
Female		32	100%	97%	16%	40	100%	73%	5%			
Male		41	100%	88%	7%	42	98%	69%	5%			
American Indian or Alacka Nativ	10											

				2	-	-	-
73	100%	92%	11%	80	-	-	-
			•••••	82	99%	71%	5%
68	100%	94%	12%	69	100%	77%	6%
5	100%	60%	0%	13	92%	38%	0%
73	100%	92%	11%	82	99%	71%	5%
••••••••••			•••••				
14	100%	79%	14%	18	100%	61%	0%
59	100%	95%	10%	64	98%	73%	6%
73	100%	92%	11%	82	99%	71%	5%
	68 5 73 14 59	68 100% 5 100% 73 100% 14 100% 59 100%	68 100% 94% 5 100% 60% 73 100% 92% 14 100% 79% 59 100% 95%	68 100% 94% 12% 5 100% 60% 0% 73 100% 92% 11% 14 100% 79% 14% 59 100% 95% 10%	82 68 100% 94% 12% 69 5 100% 60% 0% 13 73 100% 92% 11% 82 14 100% 79% 14% 18 59 100% 95% 10% 64	82 99% 68 100% 94% 12% 69 100% 5 100% 60% 0% 13 92% 73 100% 92% 11% 82 99% 14 100% 79% 14% 18 100% 59 100% 95% 10% 64 98%	82 99% 71% 68 100% 94% 12% 69 100% 77% 5 100% 60% 0% 13 92% 38% 73 100% 92% 11% 82 99% 71% 14 100% 79% 14% 18 100% 61% 59 100% 95% 10% 64 98% 73%

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 2008-09 only. The 2007-08 range is 705-785.

Other	2008–09 S	chool Year			2007–08 School Year				
-	Total	Number sco	oring at leve	el(s):	Total	Number scoring at level(s):			
Assessments	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				0				
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

		This Distri	ct			NY State P	NY State Public				
		Percentage s	coring at lev	vel(s):		Percentage so	coring at leve	l(s):			
		2-4	3-4	4		2-4	3-4	4			
2009 Mean Score: 690	Range:	616-780	650-	780 6	96-780						
2008 Mean Score: 679	100%	100% 98%	97% <u>c</u>	93%		96% 94%	83% 79	1%			
2008-09 2007-08			3:		^{5%} 26%		28% 20		% 26%		
Number of Tested Students:		72 79	70	75	25 21						
Results by	2008-09 S e	chool Yea	r		2007–08 S	School Yea	r				
Student Group		Total Tested	Percentage scoring at level(2–4 3–4		t level(s): 4	Total Tested	Percentage scoring at lev 2–4 3–4				
All Students		72	100%	97%	35%	81	98%	93%	26%		
emale		32	100%	97%	41%	40	100%	93%	23%		
Male		40	100%	98%	30%	41	95%	93%	29%		
American Indian or Alaska N Black or African American	Vative										
Hispanic or Latino						2	-	-	-		
Asian or Native Hawaiian/O1 Pacific Islander	ther										
White		72	100%	97%	35%	79					
Multiracial		• • • • • • • • • • • • • • • • • • • •	•••••••	••••••	••••••		••••••••••••	•••••	•••••		
Small Group Totals		• • • • • • • • • • • • • • • • • • • •	•••••••••••••••		•••••	81	98%	93%	26%		
General-Education Students		68	-	-	-	67	100%	96%	30%		
Students with Disabilities		4	-	_	-	14	86%	79%	7%		
English Proficient		72	100%	97%	35%	81	98%	93%	26%		
imited English Proficient		•••••••••••••			•••••			•••••	•••••		
Economically Disadvantaged	1	14	100%	100%	21%	18	100%	94%	22%		
Not Disadvantaged	•••••	58	100%	97%	38%	63	97%	92%	27%		
Migrant											
Not Migrant		72	100%	97%	35%	81	98%	93%	26%		

Other	2008–09 S	chool Year		2007–08 School Year				
	Total	Number scoring at level(Number scoring at level(s):			Number scoring at level(s):		
Assessments	Tested	2-4 3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0			0				

This District's Results in Grade 7 English Language Arts

		This Distric	t			NY State P	NY State Public				
		Percentage so	coring at lev	el(s):		Percentage s	coring at leve	l(s):			
		2-4	3-4	4		2-4	3-4	4			
2009 Mean Score: 671	Range:	600-790	650-	790 7	05-790*						
2008 Mean Score: 670	100%	98% 100%	84% 8	5%		100% 98%	^{80%} 70	9%			
2008-09 2007-08				7	[%] 1%			7%	3%		
Number of Tested Students:		80 85	69	72	6 1						
Results by		2008–09 Sc	hool Yea:	r		2007-08 \$	School Yea	r			
		Total	Percentag	e scoring at	level(s):	Total	Percentag	e scoring at	level(s):		
Student Group		Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students		82	98%	84%	7%	85	100%	85%	1%		
Female		42	100%	90%	10%	37	100%	86%	0%		
Male		40	95%	78%	5%	48	100%	83%	2%		
American Indian or Alaska Nat	ive										
Black or African American						1					
Hispanic or Latino		2				1					
Asian or Native Hawaiian/Othe Pacific Islander	er										
White	•••••	80			-	83		-			
Multiracial	•••••	••••••	• • • • • • • • • • • • • • • • • • • •	••••••	•••••	••••••	••••	•••••	••••••		
Small Group Totals	•••••	82	98%	84%	7%	85	100%	85%	1%		
General-Education Students		67	100%	93%	9%	70	100%	90%	1%		
Students with Disabilities	•••••	15	87%	47%	0%	15	100%	60%	0%		
English Proficient		82	98%	84%	7%	85	100%	85%	1%		
Limited English Proficient		•••••••••	•••••	••••••	••••••	••••••	••••	•••••			
Economically Disadvantaged		22	100%	73%	0%	22	100%	86%	0%		
Not Disadvantaged		60	97%	88%	10%	63	100%	84%	2%		
Migrant											
Not Migrant		82	98%	84%	7%	85	100%	85%	1%		

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 2008-09 only. The 2007-08 range is 712-790.

Other	2008–09 S e	chool Year			2007–08 School Year			
Assessments	Total	Number sco	Number scoring at level(s):			Number scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				0			
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

		This Distrie	ct			NY State P	NY State Public				
		Percentage s	coring at lev	el(s):		Percentage sc	NY State Public Percentage scoring at level(s): 2-4 3-4 4 99% 96% 87% 79% 30% 28% 30% 28% 30% 28% 30% 28% Dercentage scoring at level(s): Total Percentage scoring at level(s): Tested 2-4 3-4 4 82 98% 91% 40% 36 97% 89% 39% 1 - - - 1 - - - 80 - - - 80 - - - 80 - - - 80 - - - 80 - - - 82 98% 91% 40% 68 100% 99% 47% 14 86% 57% 7%				
		2-4	3-4	4	ļ	2-4	3-4	4			
2009 Mean Score: 686	Range:	611-800	650-8	800 6	93-800						
2008 Mean Score: 690	100%	98% 98%	94% g)1%		99% 96%	^{87%} 79	%			
2008-09 2007-08				4	1% 40%	н.	н	30'	% 28%		
Number of Tested Students:		79 80	76	75	33 33						
			chool Yea	r		2007–08 S	chool Yea	r			
Student Group		Total Tested	Percentage scoring at level(s):								
All Students		81	98%	94%	41%	82	98%	91%	40%		
Female		41	100%	93%	44%	36	97%	89%	42%		
Male		40	95%	95%	38%	46	98%	93%	39%		
American Indian or Alaska Na	ative										
Black or African American						1	-				
Hispanic or Latino		2	-		-	1	-	_	-		
Asian or Native Hawaiian/Oth Pacific Islander	ner										
White		79	-		-	80	-	-			
Multiracial		••••••	• •••••	•••••••	••••••		•••••••••••••••	••••••			
Small Group Totals		81	98%	94%	41%	82	98%	91%	40%		
General-Education Students		66	100%	98%	50%	68	100%	99%	47%		
Students with Disabilities		15	87%	73%	0%	14	86%	57%	7%		
English Proficient		81	98%	94%	41%	82	98%	91%	40%		
Limited English Proficient		•••••	• • • • • • • • • • • • • • • •	••••••	••••••••		•••••••••	••••••	•••••••		
Economically Disadvantaged		22	100%	91%	27%	20	95%	80%	30%		
Not Disadvantaged		59	97%	95%	46%	62	98%	95%	44%		
Migrant											
Not Migrant		81	98%	94%	41%	82	98%	91%	40%		

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	2008-09 S e	chool Year		2007–08 School Year				
	Total	Number scoring at le	vel(s):	Total	Number scoring at level(s):			
Assessments	Tested	2-4 3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0			0				

This District's Results in Grade 8 English Language Arts

					NY State Public				
	Percentage so	coring at lev	el(s):		Percentage so	NY State Public Percentage scor:rel at level(s): 2-4 3-4 4 98% 95% 69% 56% 5% 6% 98% 95% 69% 5% 6% 5% 6% 98% 95% 69% 56% 5% 6% 6% 5% 6% 98% 95% 69% 56% 5% 6%			
	2-4	3-4	4		2-4	3-4	4		
Range:	602-790	650-7	790 7	15-790					
100%	98% 98%	79%	5%		98% 95%		5%		
			4	% 2%			5%	6%	
·	79 62	64	41	3 1					
Results by					2007-08 \$	ichool Yea	r		
	Total	Percentag	e scoring at	level(s):		Percentag	e scoring at	level(s):	
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
	81	98%	79%	4%	63	98%	65%	2%	
	33	97%	85%	3%	26	100%	77%	4%	
	48	98%	75%	4%	37	97%	57%	0%	
/e									
	2	-	_	-	2	-	-	-	
	1	-	_	-					
	78	-	-	-	61	-	-	-	
	81	98%	79%	4%					
	69	99%		4%	50	98%	80%	2%	
	12	92%	33%	0%	13	100%	8%	0%	
	81	98%	79%	4%	63	98%	65%	2%	
	21	95%	71%	10%	10	90%	50%	0%	
	60	98%	82%	2%	53	100%	68%	2%	
•••••	81	98%	79%	4%	63	98%	65%	2%	
	100%	Range: 602–790 100% 98% 98% 98% 98% 98% 79 62 2008–09 Sc Total Tested 81 33 48 /e 2 1 78 81 69 12 81 21 60	Range: 602-790 650-7 100% 98% 98% 98% 98% 98% 98% 79% 6 79 62 64 6 Total percentag Tested 2-4 81 98% 98% /2 - 1 - 78 - 7 7 78 - 7 7 78 - 7 7 78 - 7 7 78 - 7 7 78 - 7 7 78 - 7 7 78 - 7 7 78 - 7 7 78 - 7 7 78 - 7 7 78 - 7 7 78 - 7 7 70 12 9 7 70 12 9 7 70 7 7 7	Range: $602-790$ $650-790$ 7 100% 98% 98% 79% 65% 4 79 62 64 41 4 Total Tested 2-4 $3-4$ 81 98% 79% 33 97% 85% 48 98% 75% 78 $ 78$ $ 78$ $ 78$ $ 78$ $ 78$ $ 78$ $ 78$ $ 78$ $ 78$ $ 78$ $ 78$ $ 78$ $ 78$ $ 78$ $ 78$ $ 79\%$ 33% 79% <tr< td=""><td>Range: $602-790$ $650-790$ $715-790$ 100% 98% 98% 79% 65% 98% 79% 65% 4% 2% 79 62 64 41 3 1 2008-09 School Year Total Percentage scoring at level(s): Tested $2-4$ $3-4$ 4 81 98% 79% 4% 78 78 79% 81 98% 79% 4% 69 99% 87% 4% 81 98% 79% 4%<td>Range: $602-790$ $650-790$ $715-790$ 100% 98% 95% 98% 95% 98% 95% 98% 95% 98% 95% 98% 95% 95% 98% 95% 95% 79% 4% 653 79% 653% 79% 715 70 70 653% $707-08$ 53 Total Tested $2-4$ $3-4$ 4 705% 4% 633 33 97% 85% 3% 26 75% 4% 37 76 7 2 $7 7 2$ $7 7 2$ $7 7 2$ $7 7 -$</td><td>Range: $602-790$ $650-790$ $715-790$ 100% 98% 98% 98% 98% 98% 98% 98% 98% 98% 98% 98% 98% 98% 98% 95% 69% 56 79 62 64 41 3 1 2007-08 School Year 2007-08 School Yea Total percentage scoring at level(s): Total Tested 2-4 3-4 4 75% 4% 37 97% 98% 26 100% 48 98% 75% 4% 37 97% 97% 97% 98% 63 98% 98% 79% 4% 37 97% 97% 97% 97% 97% 97% 98% 33 98% 79% 4% 37 97% 97% 98% 63 98% 98% 63 98% 98% 63 98% 98% 63 98% 98% 63 98% 98% 63 98% 98% 63 98% 98% 63 98% 63 98% 63 98% 6</td><td>Range: $602-790$ $650-790$ $715-790$ 100% 98% 98% 98% 98% 95% 98% 98% 98% 56% 69% 56% 79 62 64 41 3 1 69% 56% Zoo8-og School Year Zoo7-o8 School Year Zoo7-o8 School Year Total Tested Percentage scoring at level(s): $2-4$ $3-4$ 4 81 98% 79% 4% 63 98% 65% 33 97% 85% 3% 26 100% 77% 48 98% 75% 4% 37 97% 57% 78 2 78 2 78 $-$</td></td></tr<>	Range: $602-790$ $650-790$ $715-790$ 100% 98% 98% 79% 65% 98% 79% 65% 4% 2% 79 62 64 41 3 1 2008-09 School Year Total Percentage scoring at level(s): Tested $2-4$ $3-4$ 4 81 98% 79% 4% 78 $ 78$ $ 78$ $ 78$ $ 78$ $ 78$ $ 78$ $ 78$ $ 78$ $ 79\%$ 81 98% 79% 4% 69 99% 87% 4% 81 98% 79% 4% <td>Range: $602-790$ $650-790$ $715-790$ 100% 98% 95% 98% 95% 98% 95% 98% 95% 98% 95% 98% 95% 95% 98% 95% 95% 79% 4% 653 79% 653% 79% 715 70 70 653% $707-08$ 53 Total Tested $2-4$ $3-4$ 4 705% 4% 633 33 97% 85% 3% 26 75% 4% 37 76 7 2 $7 7 2$ $7 7 2$ $7 7 2$ $7 7 -$</td> <td>Range: $602-790$ $650-790$ $715-790$ 100% 98% 98% 98% 98% 98% 98% 98% 98% 98% 98% 98% 98% 98% 98% 95% 69% 56 79 62 64 41 3 1 2007-08 School Year 2007-08 School Yea Total percentage scoring at level(s): Total Tested 2-4 3-4 4 75% 4% 37 97% 98% 26 100% 48 98% 75% 4% 37 97% 97% 97% 98% 63 98% 98% 79% 4% 37 97% 97% 97% 97% 97% 97% 98% 33 98% 79% 4% 37 97% 97% 98% 63 98% 98% 63 98% 98% 63 98% 98% 63 98% 98% 63 98% 98% 63 98% 98% 63 98% 98% 63 98% 63 98% 63 98% 6</td> <td>Range: $602-790$ $650-790$ $715-790$ 100% 98% 98% 98% 98% 95% 98% 98% 98% 56% 69% 56% 79 62 64 41 3 1 69% 56% Zoo8-og School Year Zoo7-o8 School Year Zoo7-o8 School Year Total Tested Percentage scoring at level(s): $2-4$ $3-4$ 4 81 98% 79% 4% 63 98% 65% 33 97% 85% 3% 26 100% 77% 48 98% 75% 4% 37 97% 57% 78 2 78 2 78 $-$</td>	Range: $602-790$ $650-790$ $715-790$ 100% 98% 98% 98% 98% 98% 98% 98% 98% 98% 98% 95% 98% 95% 98% 95% 98% 95% 98% 95% 98% 95% 95% 98% 95% 95% 79% 4% 653 79% 653% 79% 715 70 70 653% $707-08$ 53 Total Tested $2-4$ $3-4$ 4 705% 4% 633 33 97% 85% 3% 26 75% 4% 37 76 7 2 $7 7 2$ $7 7 2$ $7 7 2$ $7 7 -$	Range: $602-790$ $650-790$ $715-790$ 100% 98% 98% 98% 98% 98% 98% 98% 98% 98% 98% 98% 98% 98% 98% 95% 69% 56 79 62 64 41 3 1 2007-08 School Year 2007-08 School Yea Total percentage scoring at level(s): Total Tested 2-4 3-4 4 75% 4% 37 97% 98% 26 100% 48 98% 75% 4% 37 97% 97% 97% 98% 63 98% 98% 79% 4% 37 97% 97% 97% 97% 97% 97% 98% 33 98% 79% 4% 37 97% 97% 98% 63 98% 98% 63 98% 98% 63 98% 98% 63 98% 98% 63 98% 98% 63 98% 98% 63 98% 98% 63 98% 63 98% 63 98% 6	Range: $602-790$ $650-790$ $715-790$ 100% 98% 98% 98% 98% 95% 98% 98% 98% 56% 69% 56% 79 62 64 41 3 1 69% 56% Zoo8-og School Year Zoo7-o8 School Year Zoo7-o8 School Year Total Tested Percentage scoring at level(s): $2-4$ $3-4$ 4 81 98% 79% 4% 63 98% 65% 33 97% 85% 3% 26 100% 77% 48 98% 75% 4% 37 97% 57% 78 $ 2$ $ 78$ $ 2$ $ 78$ $ -$	

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	2008–09 S	2008–09 School Year				2007–08 School Year			
	Total	Number sco	Number scoring at level(s):			Number scoring at level(s):			
Assessments	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				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

		This Distric	:t			NY State P	ublic		
		Percentage se	coring at lev	el(s):		Percentage so	coring at leve	l(s):	
		2-4	3-4	4		2-4	3-4	4	
2009 Mean Score: 683	Range:	616-775	650-7	775 7	01-775				
2008 Mean Score: 685	100%	98% 100%	94% 8	9%		96% 93%	80% 70	%	
■ 2008-09■ 2007-08				1	8% ^{24%}		н	19	% 17%
Number of Tested Students:	<u>.</u>	83 63	80	56 :	L5 15				
Results by		2008–09 S a	2008–09 School Year				School Yea	r	
		Total	Percentag	Percentage scoring at level(s):			Percentag	e scoring a	level(s):
Student Group)	Tested	2-4	3-4	4	Tested	2-4	3-4	4
All Students		85	98%	94%	18%	63	100%	89 %	24%
Female		36	100%	94%	17%	26	100%	88%	35%
Male		49	96%	94%	18%	37	100%	89%	16%
American Indian or Alaska Nat	ive								
Black or African American		2	-	-	-	2	-	-	-
Hispanic or Latino		1	-	-	-				
Asian or Native Hawaiian/Othe	r								
Pacific Islander									
White		82	-		-	61	-		
Multiracial									
Small Group Totals		85	98%	94%	18%	63	100%	89%	24%
General-Education Students		73	100%	97%	21%	50	100%	94%	30%
Students with Disabilities		12	83%	75%	0%	13	100%	69%	0%
English Proficient		85	98%	94%	18%	63	100%	89%	24%
Limited English Proficient		••••••	• • • • • • • • • • • • • •		•••••		•••••••		
Economically Disadvantaged		21	100%	90%	5%	10	100%	90%	20%
Not Disadvantaged		64	97%	95%	22%	53	100%	89%	25%
Migrant									
Not Migrant	• • • • • • • • • • • • • • • • • • • •		98%	94%		63	100%		24%

Other Assessments	2008-09 S e	chool Year		2007–08 School Year				
	Total	Number scoring at leve	Total	Number scoring at level(s):				
	Tested	2-4 3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0			0				

This District's Results in Grade 8 Science

	This Distri	This District				NY State Public				
	Percentage s	coring at le	vel(s):		Percentage scoring at level(s):					
	2-4	3-4	4		2-4	3-4	4			
100%	96% 100%				0.40/ 0.50/					
	96% 20070	90%	92%		94% 95%	7404 72	07			
						71% 73	70			
2008-09				33%			2.5	% 30%		
2007-08			2:	3%			26	50 70		
l										
Number of Tested Students:	81 64	76	59 1	.9 21						
Results by	2008–09 Se	chool Yea	ar		2007-08	School Yea	r			
	Total	Percenta	ge scoring at	level(s):	Total	Percentag	e scoring at	level(s):		
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students	84	96%	90%	23%	64	100%	92 %	33%		
Female	35	100%	91%	14%	26	100%	88%	35%		
Male	49	94%	90%	29%	38	100%	95%	32%		
American Indian or Alaska Native										
Black or African American	2	-	-	-	2	-	-	-		
lispanic or Latino	1	-	-	-						
Asian or Native Hawaiian/Other	•••••••••••••••			•••••			•••••			
Pacific Islander										
Vhite	81	-			62	_	_	_		
1ultiracial										
Small Group Totals	84	96%	90%	23%	64	100%	92%	33%		
General-Education Students	72	99%	96%	26%	51	100%	98%	39%		
Students with Disabilities	12	83%	58%	0%	13	100%	69%	8%		
English Proficient	84	96%	90%	23%	64	100%	92%	33%		
imited English Proficient	•••••	• • • • • • • • • • • • •		••••			•••••	••••••		
Economically Disadvantaged	20	100%	90%	10%	10	100%	90%	20%		
Not Disadvantaged	64	95%	91%	27%	54	100%	93%	35%		
Jigrant										
Not Migrant		96%	90%	23%	64	100%	92%	33%		

Other Assessments	2008-09 S e	chool Year			2007–08 School Year				
	Total Tested	Number scoring at level(s):			Total	Number scoring at level(s):			
		2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0				
Regents Science	0				0				

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

	This District			NY State Pu	blic		
	Percentage sc	oring at level(s	5):	Percentage scoring at level(s):			
	2-4	3-4	4	2-4	3-4	4	
10 2005 Cohort 2004 Cohort	90% 89%	85% 89%	27% 35%	81% 80%	77% 75%	32% 30%	

Results by	2005 Coho r	t		2004 Cohort**				
	Number	Percentage	e scoring at	level(s):	Number	Percentage scoring at level(s):		
Student Group	of Students	2-4	3-4	4	of Students	2-4	3-4	4
All Students	91	90%	85%	27%	91	89%	89%	35%
Female	52	92%	88%	37%	48	94%	94%	46%
Male	39	87%	79%	15%	43	84%	84%	23%
American Indian or Alaska Native								
Black or African American	1	–	-	-	1	–	–	–
Hispanic or Latino		•••••		•••••	•••••			••••••
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	89		-		90	-	-	
Multiracial								
Small Group Totals	91	90%	85%	27%	91	89%	89%	35%
General-Education Students	80	94%	91%	31%	87	-	_	-
Students with Disabilities	11	64%	36%	0%	4	–	–	–
English Proficient	91	90%	85%	27%	91	89%	89%	35%
Limited English Proficient	•••••••••••••••••••••••••	•••••		•••••	•••••	•••••		
Economically Disadvantaged	10	100%	80%	10%	12	75%	75%	17%
Not Disadvantaged	81	89%	85%	30%	79	91%	91%	38%
Migrant								
Not Migrant	91	90%	85%	27%	91	89%	89%	35%

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	2005 Cohoi	2004 Cohort						
	Number of Students	Number sco 2–4	oring at level 3–4	l(s): 4	Number of Students	Number sco 2–4	oring at level 3–4	(s): 4
New York State Alternate Assessment								

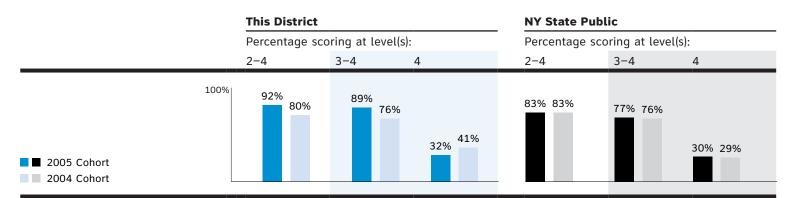
(NYSAA): High School Equivalent ***

* 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.

 ** 2004 cohort data are those reported in the 2007-08 Accountability and Overview Report.

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

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



Results by	2005 Coho r	t		2004 Cohort**				
	Number	Percentage scoring at level(s):			Number	Percentage scoring at level(s):		
Student Group	of Students	2-4	3-4	4	of Students	2-4	3-4	4
All Students	91	92%	89%	32%	91	80%	76%	41%
Female	52	92%	90%	37%	48	85%	79%	42%
Male	39	92%	87%	26%	43	74%	72%	40%
American Indian or Alaska Native								
Black or African American	1	–	-	-	1	-	–	-
Hispanic or Latino	••••••••••••••••••••••••••••	••••••	•••••	•••••		•••••	•••••	
Asian or Native Hawaiian/Other		•••••	•••••	•••••	••••••••••••••••••••••••••	•••••	•••••	••••••
Pacific Islander	1	-	-	-				
White	89	-	-	-	90	-	-	-
Multiracial	•••••••••••••••••••••••••••••••••••••••		•••••	•••••		•••••		••••••
Small Group Totals	91	92%	89%	32%	91	80%	76%	41%
General-Education Students	80	95%	95%	35%	87	-	_	-
Students with Disabilities	11	73%	45%	9%	4	-	-	-
English Proficient	91	92%	89%	32%	91	80%	76%	41%
Limited English Proficient	••••••••••	••••••	•••••	•••••		•••••	•••••	••••••
Economically Disadvantaged	10	100%	80%	10%	12	50%	42%	8%
Not Disadvantaged	81	91%	90%	35%	79	85%	81%	46%
Migrant								
Not Migrant		92%		32%	91	80%	76%	41%

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	2005 Cohoi	2004 Cohort						
	Number of Students	Number sco 2–4	oring at level 3–4	(s): 4	Number of Students	Number sco 2–4	oring at level 3–4	(s): 4
New York State Alternate Assessment								

(NYSAA): High School Equivalent ***

* 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.

 ** 2004 cohort data are those reported in the 2007-08 Accountability and Overview Report.

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