This District’s Report Card

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

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

Use this report to:

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

2. **Review District Accountability Status.**
   This section indicates whether a district made adequate yearly progress (AYP) and identifies the district’s accountability status.

3. **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 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>2006–07</th>
<th>2007–08</th>
<th>2008–09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>94</td>
<td>72</td>
<td>92</td>
</tr>
<tr>
<td>Grade 1</td>
<td>90</td>
<td>87</td>
<td>64</td>
</tr>
<tr>
<td>Grade 2</td>
<td>88</td>
<td>88</td>
<td>89</td>
</tr>
<tr>
<td>Grade 3</td>
<td>71</td>
<td>91</td>
<td>86</td>
</tr>
<tr>
<td>Grade 4</td>
<td>87</td>
<td>67</td>
<td>92</td>
</tr>
<tr>
<td>Grade 5</td>
<td>89</td>
<td>90</td>
<td>69</td>
</tr>
<tr>
<td>Grade 6</td>
<td>76</td>
<td>92</td>
<td>95</td>
</tr>
<tr>
<td>Ungraded Elementary</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grade 7</td>
<td>140</td>
<td>93</td>
<td>108</td>
</tr>
<tr>
<td>Grade 8</td>
<td>129</td>
<td>131</td>
<td>90</td>
</tr>
<tr>
<td>Grade 9</td>
<td>126</td>
<td>142</td>
<td>147</td>
</tr>
<tr>
<td>Grade 10</td>
<td>121</td>
<td>98</td>
<td>111</td>
</tr>
<tr>
<td>Grade 11</td>
<td>90</td>
<td>125</td>
<td>110</td>
</tr>
<tr>
<td>Grade 12</td>
<td>106</td>
<td>97</td>
<td>124</td>
</tr>
<tr>
<td>Ungraded Secondary</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total K–12</strong></td>
<td><strong>1307</strong></td>
<td><strong>1273</strong></td>
<td><strong>1277</strong></td>
</tr>
</tbody>
</table>

Average Class Size

<table>
<thead>
<tr>
<th>Grade</th>
<th>2006–07</th>
<th>2007–08</th>
<th>2008–09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Branch</td>
<td>16</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>Grade 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>17</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Mathematics</td>
<td>15</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Science</td>
<td>16</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>Social Studies</td>
<td>13</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Grade 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Mathematics</td>
<td>15</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>Science</td>
<td>12</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Social Studies</td>
<td>18</td>
<td>16</td>
<td>20</td>
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</tbody>
</table>
District Profile

**Demographic Factors**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Eligible for Free Lunch</td>
<td>257</td>
<td>279</td>
<td>274</td>
</tr>
<tr>
<td>Reduced-Price Lunch</td>
<td>115</td>
<td>123</td>
<td>159</td>
</tr>
<tr>
<td>Student Stability*</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black or African American</td>
<td>14</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>8</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>Asian or Native</td>
<td>8</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Hawaiian/Other Pacific Islander</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>White</td>
<td>1276</td>
<td>1238</td>
<td>1246</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0</td>
<td>11</td>
<td>10</td>
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</table>

* Available only at the school level.

**Attendance and Suspensions**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Annual Attendance Rate</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>Student Suspensions</td>
<td>77</td>
<td>121</td>
<td>77</td>
</tr>
</tbody>
</table>

District ID 09-02-01-04-0000

**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

**Total Number of Teachers**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>125</td>
<td>127</td>
<td>129</td>
</tr>
</tbody>
</table>

**Percent with No Valid Teaching Certificate**

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2%</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Percent Teaching Out of Certification**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2%</td>
<td>4%</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Percent with Fewer Than Three Years of Experience**

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>5%</td>
<td>3%</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Percentage with Master’s Degree Plus 30 Hours or Doctorate**

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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>35%</td>
<td>37%</td>
<td>43%</td>
</tr>
</tbody>
</table>

**Total Number of Core Classes**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>350</td>
<td>348</td>
<td>321</td>
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**Percent Not Taught by Highly Qualified Teachers**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>3%</td>
<td>5%</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Total Number of Classes**

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>484</td>
<td>490</td>
<td>484</td>
</tr>
</tbody>
</table>

**Percent Taught by Teachers Without Appropriate Certification**

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3%</td>
<td>4%</td>
<td>2%</td>
</tr>
</tbody>
</table>

### Teacher Turnover Rate

**Turnover Rate of Teachers with Fewer than Five Years of Experience**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>0%</td>
<td>N/A</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Turnover Rate of All Teachers**

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5%</td>
<td>6%</td>
<td>2%</td>
</tr>
</tbody>
</table>

### Staff Counts

**Total Other Professional Staff**

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17</td>
<td>16</td>
<td>13</td>
</tr>
</tbody>
</table>

**Total Paraprofessionals**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>39</td>
<td>34</td>
<td>39</td>
</tr>
</tbody>
</table>

**Assistant Principals**

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Principal**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

*Not available at the school level.*
District Accountability

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.
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](http://www.emsc.nysed.gov/irts).

**Graduation-Rate Total Cohort**
This term is defined on the graduation-rate accountability page.

**Performance Index (PI)**
Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

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

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

**Safe Harbor Targets**
The 2008–09 safe harbor targets were calculated using the following equation:

\[
2007–08 \text{ PI} + (200 - \text{the 2007–08 PI}) \times 0.10
\]

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

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District in Good Standing</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>District in Need of Improvement (Year 1)</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>District in Need of Improvement (Year 2)</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>District in Need of Improvement (Year 3)</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>District in Need of Improvement (Year 4)</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>District in Need of Improvement (Year 5 and above)</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

### New York State Status
(Appplies to New York State districts)

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District Requiring Academic Progress (Year 1)</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>District Requiring Academic Progress (Year 2)</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>District Requiring Academic Progress (Year 3)</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>District Requiring Academic Progress (Year 4)</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>District Requiring Academic Progress (Year 5 and above)</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

**Pending** – A district’s status is “Pending” if the district requires special evaluation procedures and they have not yet been completed.
## Title I Part A Funding

<table>
<thead>
<tr>
<th>Years</th>
<th>2007–08</th>
<th>2008–09</th>
<th>2009–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

### Accountability Status Levels

<table>
<thead>
<tr>
<th>Federal</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Standing</td>
<td>Good Standing</td>
</tr>
<tr>
<td>Improvement (Year 1)</td>
<td>Requiring Academic Progress (Year 1)</td>
</tr>
<tr>
<td>Improvement (Year 2)</td>
<td>Requiring Academic Progress (Year 2)</td>
</tr>
<tr>
<td>Improvement (Year 3)</td>
<td>Requiring Academic Progress (Year 3)</td>
</tr>
<tr>
<td>Improvement (Year 4)</td>
<td>Requiring Academic Progress (Year 4)</td>
</tr>
<tr>
<td>Improvement (Year 5 &amp; Above)</td>
<td>Requiring Academic Progress (Year 5 &amp; Above)</td>
</tr>
<tr>
<td>Pending – Requires Special Evaluation</td>
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</table>

### Accountability Status Levels

<table>
<thead>
<tr>
<th>AYP Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td>Made AYP</td>
</tr>
<tr>
<td>✔SH</td>
<td>Made AYP Using Safe Harbor Target</td>
</tr>
<tr>
<td>✗</td>
<td>Did Not Make AYP</td>
</tr>
<tr>
<td>—</td>
<td>Insufficient Number of Students to Determine AYP Status</td>
</tr>
</tbody>
</table>
Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2009–10)

Prospective Status

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

<table>
<thead>
<tr>
<th>Student Group</th>
<th>AYP</th>
<th>Participation</th>
<th>Test Performance</th>
<th>Performance Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Total: Continuous Enrollment)</td>
<td>4 of 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students (555:541)</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>139</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native (0:0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American (0:0)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Hispanic or Latino (2:2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander (5:5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White (544:530)</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>139</td>
</tr>
<tr>
<td>Multiracial (4:4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities (103:95)</td>
<td>✔ SH</td>
<td>✔</td>
<td>✔</td>
<td>128</td>
</tr>
<tr>
<td>Limited English Proficient (1:1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged (214:211)</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>136</td>
</tr>
<tr>
<td>Final AYP Determination</td>
<td>✔ 4 of 4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
### Elementary/Middle-Level Mathematics

**Accountability Status for This Subject (2009–10)**

- **Prospective Status**: This district will be in good standing in 2010-11. [201]

**Accountability Measures**

- 4 of 4 Student groups making AYP in mathematics
- ✔ Made AYP

**Prospective Status**

- ✔ Made AYP

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

<table>
<thead>
<tr>
<th>Student Group</th>
<th>AYP Status</th>
<th>AYP Participation</th>
<th>Test Performance</th>
<th>Performance Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Total: Continuous Enrollment)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students</td>
<td>✔</td>
<td>✔ 98%</td>
<td>186</td>
<td>114</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>✔</td>
<td>✔ 98%</td>
<td>186</td>
<td>114</td>
</tr>
<tr>
<td>Black or African American</td>
<td>✔</td>
<td>✔ 98%</td>
<td>186</td>
<td>114</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>✔</td>
<td>✔ 98%</td>
<td>186</td>
<td>114</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>✔</td>
<td>✔ 98%</td>
<td>186</td>
<td>114</td>
</tr>
<tr>
<td>Islander</td>
<td>✔</td>
<td>✔ 98%</td>
<td>186</td>
<td>114</td>
</tr>
<tr>
<td>White (548:524)</td>
<td>✔</td>
<td>✔ 98%</td>
<td>186</td>
<td>114</td>
</tr>
<tr>
<td>Multiracial (4:4)</td>
<td>✔</td>
<td>✔ 98%</td>
<td>186</td>
<td>114</td>
</tr>
<tr>
<td>Other Groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>✔</td>
<td>✔ 97%</td>
<td>141</td>
<td>109</td>
</tr>
<tr>
<td>(203:93)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>✔</td>
<td>✔ 98%</td>
<td>186</td>
<td>114</td>
</tr>
<tr>
<td>(1:1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>✔</td>
<td>✔ 98%</td>
<td>178</td>
<td>111</td>
</tr>
<tr>
<td>(214:208)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final AYP Determination</td>
<td>✔ 4 of 4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.
# 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?

<table>
<thead>
<tr>
<th>Student Group</th>
<th>AYP Qualification</th>
<th>Participation</th>
<th>Test Performance</th>
<th>Performance Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Safe Harbor Status</td>
<td>Met Criterion</td>
<td>Met Criterion</td>
<td>State Standard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percentage Tested</td>
<td>Performance Index</td>
<td>2008–09</td>
</tr>
<tr>
<td>All Students</td>
<td>✔ Qualified</td>
<td>✔ 98%</td>
<td>✔ 193</td>
<td>100</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native (0:0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American (0:0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino (1:1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander (1:1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White (183:175)</td>
<td>✔ Qualified</td>
<td>✔ 98%</td>
<td>✔ 193</td>
<td>100</td>
</tr>
<tr>
<td>Multiracial (0:0)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Other Groups</td>
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<td></td>
</tr>
<tr>
<td>Students with Disabilities (28:25)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited English Proficient (0:0)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged (63:62)</td>
<td>✔ Qualified</td>
<td>✔ 98%</td>
<td>✔ 184</td>
<td>100</td>
</tr>
</tbody>
</table>

### 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 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. 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 2008–09, data for 2007–08 and 2008–09 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.
### Secondary-Level English Language Arts

**Accountability Status for This Subject (2009–10)**

<table>
<thead>
<tr>
<th>Accountability Measures</th>
<th>Prospective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 of 2</td>
<td>Student groups making AYP in English language arts</td>
</tr>
<tr>
<td>✔ Made AYP</td>
<td></td>
</tr>
</tbody>
</table>

**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?

<table>
<thead>
<tr>
<th>Student Group</th>
<th>AYP Status</th>
<th>Participation² Status</th>
<th>Test Performance³ Status</th>
<th>Performance Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>✔</td>
<td>✔ 98%</td>
<td>✔ 181</td>
<td>Effective AMO 2008–09</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Safe Harbor Target 2009–10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>161</td>
</tr>
</tbody>
</table>

**Ethnicity**

- American Indian or Alaska Native
- Black or African American
- Hispanic or Latino
- Asian or Native Hawaiian/Other Pacific Islander
- White
- Multiracial

### Other Groups

- Students with Disabilities
- Limited English Proficient
- Economically Disadvantaged

**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 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.
6. This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.
## Secondary-Level Mathematics

### Accountability Status for This Subject (2009–10)

<table>
<thead>
<tr>
<th>Accountability Measures</th>
<th>2 of 2</th>
<th>Student groups making AYP in mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✔</td>
<td>Made AYP</td>
</tr>
</tbody>
</table>

### 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?

<table>
<thead>
<tr>
<th>Student Group</th>
<th>AYP Status</th>
<th>Participation</th>
<th>Test Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Met Criterion</td>
<td>Percentage Tested</td>
</tr>
<tr>
<td>All Students</td>
<td>✔</td>
<td></td>
<td>98%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native (0:0)</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American (0:0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino (1:1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander (0:0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White (121:113)</td>
<td>✔</td>
<td>✔</td>
<td>98%</td>
</tr>
<tr>
<td>Multiracial (0:0)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Other Groups

<table>
<thead>
<tr>
<th></th>
<th>AYP Status</th>
<th>Participation</th>
<th>Test Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities (17:20)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited English Proficient (0:0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged (25:24)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student Group (Cohort Count)</th>
<th>Graduation Objectives</th>
<th>Graduation Rate¹</th>
<th>State Standard</th>
<th>Progress Target 2008–09</th>
<th>Progress Target 2009–10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students (102)</strong></td>
<td>✔ ✔</td>
<td>66%</td>
<td>55%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native (0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hawaiian/Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander (0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>White (102)</strong></td>
<td>✔</td>
<td>66%</td>
<td>55%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Multiracial (0)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Groups</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities (23)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient² (0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged (33)</td>
<td>✔ ✔</td>
<td>42%</td>
<td>55%</td>
<td>1%</td>
<td>43%</td>
</tr>
</tbody>
</table>

### Final AYP Determination

- ✔ 1 of 1

---

### 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.

---

### 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.
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.

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Grade 3</th>
<th>75%</th>
<th>50%</th>
<th>100%</th>
<th>Test</th>
<th>Total</th>
<th>87</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 4</td>
<td>79%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 5</td>
<td>93%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 6</td>
<td>84%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 7</td>
<td>75%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 8</td>
<td>62%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Grade 3</th>
<th>95%</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 4</td>
<td>94%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 5</td>
<td>96%</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Grade 6</td>
<td>87%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 7</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 8</td>
<td>81%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th>Grade 4</th>
<th>94%</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 8</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Secondary Level</th>
<th>Grade 3</th>
<th>81%</th>
<th>50%</th>
<th>100%</th>
<th>2005 Total</th>
<th>Cohort</th>
<th>135</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

This District’s N/RC Category:

Average Need Districts

This is a school district with average student needs in relation to district resource capacity.
### Overview of District Performance

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

<table>
<thead>
<tr>
<th></th>
<th>2009 Mean Score: 660</th>
<th>2008 Mean Score: 672</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range:</td>
<td>616–780</td>
<td>650–780</td>
</tr>
<tr>
<td></td>
<td>720–780</td>
<td></td>
</tr>
</tbody>
</table>

#### Results by Student Group

<table>
<thead>
<tr>
<th>Student Group</th>
<th>2008–09 School Year</th>
<th>2007–08 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2–4</td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td>87</td>
<td>93%</td>
</tr>
<tr>
<td>Female</td>
<td>41</td>
<td>95%</td>
</tr>
<tr>
<td>Male</td>
<td>46</td>
<td>91%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>85</td>
<td>93%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>87</td>
<td>93%</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>74</td>
<td>100%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>13</td>
<td>54%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>87</td>
<td>93%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>39</td>
<td>85%</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>48</td>
<td>100%</td>
</tr>
<tr>
<td>Migrant</td>
<td>87</td>
<td>93%</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>2008–09 School Year</th>
<th>2007–08 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State Alternate Assessment (NYSAA: Grade 3 Equivalent)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3</td>
<td>0 N/A N/A N/A</td>
<td>0 N/A N/A N/A</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>2008–09 School Year</th>
<th>2007–08 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td></td>
</tr>
<tr>
<td>Total Tested</td>
<td>86</td>
</tr>
<tr>
<td>Percentage scoring at level(s):</td>
<td></td>
</tr>
<tr>
<td>2–4</td>
<td>100% 98%</td>
</tr>
<tr>
<td>3–4</td>
<td>95% 93%</td>
</tr>
<tr>
<td>4</td>
<td>8% 15%</td>
</tr>
<tr>
<td>NY State Public</td>
<td></td>
</tr>
<tr>
<td>Total Tested</td>
<td>91</td>
</tr>
<tr>
<td>Percentage scoring at level(s):</td>
<td></td>
</tr>
<tr>
<td>2–4</td>
<td>99% 98%</td>
</tr>
<tr>
<td>3–4</td>
<td>93% 90%</td>
</tr>
<tr>
<td>4</td>
<td>27% 26%</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td></td>
</tr>
<tr>
<td>Total Tested</td>
<td>40</td>
</tr>
<tr>
<td>Percentage scoring at level(s):</td>
<td></td>
</tr>
<tr>
<td>2–4</td>
<td>100% 93%</td>
</tr>
<tr>
<td>3–4</td>
<td>95% 93%</td>
</tr>
<tr>
<td>4</td>
<td>8% 15%</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td></td>
</tr>
<tr>
<td>Total Tested</td>
<td>46</td>
</tr>
<tr>
<td>Percentage scoring at level(s):</td>
<td></td>
</tr>
<tr>
<td>2–4</td>
<td>100% 98%</td>
</tr>
<tr>
<td>3–4</td>
<td>95% 93%</td>
</tr>
<tr>
<td>4</td>
<td>8% 15%</td>
</tr>
<tr>
<td><strong>American Indian or Alaska Native</strong></td>
<td></td>
</tr>
<tr>
<td>Percentage scoring at level(s):</td>
<td></td>
</tr>
<tr>
<td>2–4</td>
<td></td>
</tr>
<tr>
<td>3–4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Black or African American</strong></td>
<td></td>
</tr>
<tr>
<td>Percentage scoring at level(s):</td>
<td></td>
</tr>
<tr>
<td>2–4</td>
<td></td>
</tr>
<tr>
<td>3–4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Hispanic or Latino</strong></td>
<td></td>
</tr>
<tr>
<td>Percentage scoring at level(s):</td>
<td></td>
</tr>
<tr>
<td>2–4</td>
<td></td>
</tr>
<tr>
<td>3–4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Asian or Native Hawaiian/Other</strong></td>
<td></td>
</tr>
<tr>
<td>Percentage scoring at level(s):</td>
<td></td>
</tr>
<tr>
<td>2–4</td>
<td></td>
</tr>
<tr>
<td>3–4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Pacific Islander</strong></td>
<td></td>
</tr>
<tr>
<td>Percentage scoring at level(s):</td>
<td></td>
</tr>
<tr>
<td>2–4</td>
<td></td>
</tr>
<tr>
<td>3–4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>White</strong></td>
<td></td>
</tr>
<tr>
<td>Total Tested</td>
<td>84</td>
</tr>
<tr>
<td>Percentage scoring at level(s):</td>
<td></td>
</tr>
<tr>
<td>2–4</td>
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</tr>
<tr>
<td>3–4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Multiracial</strong></td>
<td></td>
</tr>
<tr>
<td>Total Tested</td>
<td>1</td>
</tr>
<tr>
<td>Percentage scoring at level(s):</td>
<td></td>
</tr>
<tr>
<td>2–4</td>
<td></td>
</tr>
<tr>
<td>3–4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Small Group Totals</strong></td>
<td></td>
</tr>
<tr>
<td>Total Tested</td>
<td>86</td>
</tr>
<tr>
<td>Percentage scoring at level(s):</td>
<td></td>
</tr>
<tr>
<td>2–4</td>
<td>100% 95% 8%</td>
</tr>
<tr>
<td>3–4</td>
<td>95% 93% 8%</td>
</tr>
<tr>
<td>4</td>
<td>8% 15% 8%</td>
</tr>
<tr>
<td><strong>General-Education Students</strong></td>
<td></td>
</tr>
<tr>
<td>Total Tested</td>
<td>74</td>
</tr>
<tr>
<td>Percentage scoring at level(s):</td>
<td></td>
</tr>
<tr>
<td>2–4</td>
<td>100% 95% 9%</td>
</tr>
<tr>
<td>3–4</td>
<td>96% 93% 9%</td>
</tr>
<tr>
<td>4</td>
<td>9% 16% 9%</td>
</tr>
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<td><strong>Students with Disabilities</strong></td>
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<tr>
<td>Percentage scoring at level(s):</td>
<td></td>
</tr>
<tr>
<td>2–4</td>
<td>100% 95% 9%</td>
</tr>
<tr>
<td>3–4</td>
<td>92% 88% 9%</td>
</tr>
<tr>
<td>4</td>
<td>0% 9% 8%</td>
</tr>
<tr>
<td><strong>English Proficient</strong></td>
<td></td>
</tr>
<tr>
<td>Total Tested</td>
<td>86</td>
</tr>
<tr>
<td>Percentage scoring at level(s):</td>
<td></td>
</tr>
<tr>
<td>2–4</td>
<td>100% 95% 9%</td>
</tr>
<tr>
<td>3–4</td>
<td>95% 93% 9%</td>
</tr>
<tr>
<td>4</td>
<td>8% 15% 8%</td>
</tr>
<tr>
<td><strong>Limited English Proficient</strong></td>
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<tr>
<td>Total Tested</td>
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<tr>
<td>Percentage scoring at level(s):</td>
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</tr>
<tr>
<td>2–4</td>
<td>98% 93% 15%</td>
</tr>
<tr>
<td>3–4</td>
<td>93% 93% 15%</td>
</tr>
<tr>
<td>4</td>
<td>15% 15% 15%</td>
</tr>
<tr>
<td><strong>Economically Disadvantaged</strong></td>
<td></td>
</tr>
<tr>
<td>Total Tested</td>
<td>38</td>
</tr>
<tr>
<td>Percentage scoring at level(s):</td>
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</tr>
<tr>
<td>2–4</td>
<td>100% 89% 8%</td>
</tr>
<tr>
<td>3–4</td>
<td>89% 86% 7%</td>
</tr>
<tr>
<td>4</td>
<td>8% 15% 7%</td>
</tr>
<tr>
<td><strong>Not Disadvantaged</strong></td>
<td></td>
</tr>
<tr>
<td>Total Tested</td>
<td>48</td>
</tr>
<tr>
<td>Percentage scoring at level(s):</td>
<td></td>
</tr>
<tr>
<td>2–4</td>
<td>100% 100% 8%</td>
</tr>
<tr>
<td>3–4</td>
<td>100% 97% 19%</td>
</tr>
<tr>
<td>4</td>
<td>8% 15% 19%</td>
</tr>
<tr>
<td><strong>Migrant</strong></td>
<td></td>
</tr>
<tr>
<td>Total Tested</td>
<td>86</td>
</tr>
<tr>
<td>Percentage scoring at level(s):</td>
<td></td>
</tr>
<tr>
<td>2–4</td>
<td>100% 95% 8%</td>
</tr>
<tr>
<td>3–4</td>
<td>95% 93% 8%</td>
</tr>
<tr>
<td>4</td>
<td>8% 15% 8%</td>
</tr>
</tbody>
</table>

**New York State Alternate Assessment (NYSAA): Grade 3 Equivalent**

<table>
<thead>
<tr>
<th>2008–09 School Year</th>
<th>2007–08 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Tested</strong></td>
<td>1</td>
</tr>
<tr>
<td>Number scoring at level(s):</td>
<td></td>
</tr>
<tr>
<td>2–4</td>
<td></td>
</tr>
<tr>
<td>3–4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Total Tested</strong></td>
<td>2</td>
</tr>
<tr>
<td>Number scoring at level(s):</td>
<td></td>
</tr>
<tr>
<td>2–4</td>
<td></td>
</tr>
<tr>
<td>3–4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**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.
Overview of District Performance

This District's Results in Grade 4 English Language Arts

<table>
<thead>
<tr>
<th></th>
<th>This District</th>
<th>NY State Public</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage scoring at level(s):</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td>2–4</td>
<td>3–4</td>
</tr>
<tr>
<td>2009 Mean Score: 667</td>
<td>93%</td>
<td>79%</td>
</tr>
<tr>
<td>Range: 612–775</td>
<td>79%</td>
<td>84%</td>
</tr>
<tr>
<td>2008 Mean Score: 671</td>
<td>97%</td>
<td>84%</td>
</tr>
</tbody>
</table>

Number of Tested Students:

<table>
<thead>
<tr>
<th>2008–09 School Year</th>
<th>Total Tested</th>
<th>Percentage scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>91</td>
<td>93%</td>
</tr>
<tr>
<td>Female</td>
<td>43</td>
<td>95%</td>
</tr>
<tr>
<td>Male</td>
<td>48</td>
<td>92%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>Black or African American</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>White</td>
<td>90</td>
<td>–</td>
</tr>
<tr>
<td>Multiracial</td>
<td>91</td>
<td>93%</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>91</td>
<td>93%</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>79</td>
<td>100%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>12</td>
<td>50%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>91</td>
<td>93%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>69</td>
<td>97%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>39</td>
<td>87%</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>52</td>
<td>98%</td>
</tr>
<tr>
<td>Migrant</td>
<td>91</td>
<td>93%</td>
</tr>
<tr>
<td>Not Migrant</td>
<td>69</td>
<td>97%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2008–09 School Year</th>
<th>Total Tested</th>
<th>Number scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
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<td>–</td>
</tr>
<tr>
<td>New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4</td>
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</table>

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

### This District's Results in Grade 4 Mathematics

<table>
<thead>
<tr>
<th></th>
<th>This District</th>
<th>NY State Public</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage scoring at level(s):</td>
<td>Percentage scoring at level(s):</td>
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<tr>
<td></td>
<td>2–4</td>
<td>3–4</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>2008 Mean Score</strong></td>
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</tr>
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</table>

#### Results by Student Group

**2008–09 School Year**

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Tested</th>
<th>Percentage scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>2–4</td>
</tr>
<tr>
<td>All Students</td>
<td>90</td>
<td>98%</td>
</tr>
<tr>
<td>Female</td>
<td>42</td>
<td>98%</td>
</tr>
<tr>
<td>Male</td>
<td>48</td>
<td>98%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>89</td>
<td>98%</td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1</td>
<td>98%</td>
</tr>
<tr>
<td>White</td>
<td>89</td>
<td>98%</td>
</tr>
<tr>
<td>Multiracial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>90</td>
<td>98%</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>79</td>
<td>100%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>11</td>
<td>82%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>90</td>
<td>98%</td>
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<tr>
<td>Limited English Proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>38</td>
<td>95%</td>
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<tr>
<td>Not Disadvantaged</td>
<td>52</td>
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<tr>
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**2007–08 School Year**

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<td>100%</td>
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<tr>
<td>Male</td>
<td>39</td>
<td>95%</td>
</tr>
<tr>
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<td>97%</td>
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<tr>
<td>Black or African American</td>
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</tr>
<tr>
<td>Hispanic or Latino</td>
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<tr>
<td>Asian or Native Hawaiian/Other</td>
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</tr>
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<tr>
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<td>97%</td>
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<tr>
<td>General-Education Students</td>
<td>62</td>
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<td>Students with Disabilities</td>
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<tr>
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<td>97%</td>
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<tr>
<td>Limited English Proficient</td>
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<td>25</td>
<td>96%</td>
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<tr>
<td>Not Disadvantaged</td>
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<td>98%</td>
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<tr>
<td>Migrant</td>
<td>69</td>
<td>97%</td>
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</table>

**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

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<thead>
<tr>
<th>Assessment</th>
<th>2008–09 School Year</th>
<th>2007–08 School Year</th>
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<tr>
<td>New York State Alternate Assessment</td>
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# Overview of District Performance

## This District's Results in Grade 4 Science

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<th>NY State Public</th>
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<tr>
<td></td>
<td>Percentage scoring at level(s):</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td>2–4</td>
<td>3–4</td>
</tr>
<tr>
<td>2009 Mean Score: 87</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>Range: 45–100</td>
<td>89</td>
<td>68</td>
</tr>
<tr>
<td>2008 Mean Score: 86</td>
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<td>97%</td>
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<table>
<thead>
<tr>
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<th>Number scoring at level(s):</th>
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<tbody>
<tr>
<td>2008–09 School Year</td>
<td>99% 94% 77%</td>
</tr>
<tr>
<td>2007–08 School Year</td>
<td>100% 97% 59%</td>
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### Results by Student Group

<table>
<thead>
<tr>
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<th>2008–09</th>
<th>2007–08</th>
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</thead>
<tbody>
<tr>
<td>Total Tested</td>
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<tr>
<td>All Students</td>
<td>90</td>
<td>68</td>
</tr>
<tr>
<td>Female</td>
<td>42</td>
<td>30</td>
</tr>
<tr>
<td>Male</td>
<td>48</td>
<td>38</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
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<tr>
<td>Black or African American</td>
<td></td>
<td></td>
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<tr>
<td>Hispanic or Latino</td>
<td></td>
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<tr>
<td>Asian or Native Hawaiian/Other</td>
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<tr>
<td>Pacific Islander</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>White</td>
<td>89</td>
<td>66</td>
</tr>
<tr>
<td>Multiracial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Group Totals</td>
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<td>68</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>78</td>
<td>61</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>English Proficient</td>
<td>90</td>
<td>68</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>37</td>
<td>25</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>53</td>
<td>43</td>
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<tr>
<td>Migrant</td>
<td>90</td>
<td>68</td>
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</table>

### Number of Tested Students:

<table>
<thead>
<tr>
<th></th>
<th>2008–09</th>
<th>2007–08</th>
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</thead>
<tbody>
<tr>
<td>Total Tested</td>
<td>889</td>
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</tr>
<tr>
<td>Female</td>
<td>42</td>
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<td>Male</td>
<td>48</td>
<td>38</td>
</tr>
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<td>American Indian or Alaska Native</td>
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<tr>
<td>Black or African American</td>
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<tr>
<td>Hispanic or Latino</td>
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<tr>
<td>Asian or Native Hawaiian/Other</td>
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</tr>
<tr>
<td>Pacific Islander</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>White</td>
<td>89</td>
<td>66</td>
</tr>
<tr>
<td>Multiracial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Group Totals</td>
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<td>68</td>
</tr>
<tr>
<td>General-Education Students</td>
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<td>61</td>
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<tr>
<td>Students with Disabilities</td>
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<td>7</td>
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<tr>
<td>English Proficient</td>
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<td>68</td>
</tr>
<tr>
<td>Limited English Proficient</td>
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</tr>
<tr>
<td>Economically Disadvantaged</td>
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<td>25</td>
</tr>
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<td>43</td>
</tr>
<tr>
<td>Migrant</td>
<td>90</td>
<td>68</td>
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</tbody>
</table>

### Other Assessments

<table>
<thead>
<tr>
<th></th>
<th>2008–09</th>
<th>2007–08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Tested</td>
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<tr>
<td>New York State Alternate Assessment (NYSAA): Grade 4 Equivalent</td>
<td>3</td>
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### Overview of District Performance

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

<table>
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<td><strong>Percentage scoring at level(s):</strong></td>
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</tr>
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<td>2009 Mean Score: 682</td>
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<td>99%</td>
</tr>
<tr>
<td>Range: 608–795</td>
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</tr>
<tr>
<td>2008 Mean Score: 662</td>
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<td>37</td>
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#### Results by Student Group

<table>
<thead>
<tr>
<th></th>
<th>2008–09 School Year</th>
<th>2007–08 School Year</th>
</tr>
</thead>
<tbody>
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<td><strong>Total Tested</strong></td>
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<td>87</td>
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<td><strong>Percentage scoring at level(s):</strong></td>
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<tr>
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<td>93%</td>
</tr>
<tr>
<td>Female</td>
<td>100%</td>
<td>91%</td>
</tr>
<tr>
<td>Male</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
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<td>Asian or Native Hawaiian/Other</td>
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<tr>
<td>Pacific Islander</td>
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<tr>
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<td><strong>Small Group Totals</strong></td>
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<td>Students with Disabilities</td>
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<tr>
<td><strong>English Proficient</strong></td>
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<td>87</td>
</tr>
<tr>
<td>Limited English Proficient</td>
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</tr>
<tr>
<td>Economically Disadvantaged</td>
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</tr>
<tr>
<td>Not Disadvantaged</td>
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<td>-</td>
</tr>
<tr>
<td><strong>Migrant</strong></td>
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<td>-</td>
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<td><strong>Total Tested</strong></td>
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<td>87</td>
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<td><strong>Percentage scoring at level(s):</strong></td>
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<td>3–4</td>
</tr>
<tr>
<td>All Students</td>
<td>100%</td>
<td>93%</td>
</tr>
<tr>
<td>Female</td>
<td>100%</td>
<td>91%</td>
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<td>Male</td>
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<td>95%</td>
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<td>87</td>
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<td>Students with Disabilities</td>
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<td>87</td>
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<td><strong>Total Tested</strong></td>
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<tr>
<td><strong>Percentage scoring at level(s):</strong></td>
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<td>3–4</td>
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<tr>
<td>All Students</td>
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<td>93%</td>
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<tr>
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<td>91%</td>
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<td>Male</td>
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<td>Students with Disabilities</td>
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<tr>
<td><strong>Total Tested</strong></td>
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#### Other Assessments

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<th>2008–09 School Year</th>
<th>2007–08 School Year</th>
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<tr>
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<td>(NYSAA: Grade 5 Equivalent)</td>
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<td>0</td>
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<tr>
<td>Grade 5</td>
<td></td>
<td></td>
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</tbody>
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¹ These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.
### Overview of District Performance

**Ausable Valley Central School District**

**District ID**: 09-02-01-04-0000

#### This District's Results in Grade 5 Mathematics

<table>
<thead>
<tr>
<th></th>
<th>This District</th>
<th>NY State Public</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage scoring at level(s):</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td>2–4</td>
<td>3–4</td>
</tr>
<tr>
<td><strong>2009 Mean Score</strong></td>
<td>689</td>
<td></td>
</tr>
<tr>
<td><strong>Range</strong></td>
<td>619–780</td>
<td>650–780</td>
</tr>
</tbody>
</table>

#### Results by Student Group

<table>
<thead>
<tr>
<th></th>
<th>2008–09 School Year</th>
<th>2007–08 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2–4</td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td>72</td>
<td>100%</td>
</tr>
<tr>
<td>Female</td>
<td>35</td>
<td>100%</td>
</tr>
<tr>
<td>Male</td>
<td>37</td>
<td>100%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Multiracial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>72</td>
<td>100%</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>64</td>
<td>100%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>72</td>
<td>100%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>24</td>
<td>100%</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>48</td>
<td>100%</td>
</tr>
<tr>
<td>Migrant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Migrant</td>
<td>72</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### 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

<table>
<thead>
<tr>
<th></th>
<th>2008–09 School Year</th>
<th>2007–08 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Number scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td>2–4</td>
<td>3–4</td>
</tr>
<tr>
<td>New York State Alternate Assessment (NYSAA): Grade 5 Equivalent</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
Overview of District Performance

This District's Results in Grade 6 English Language Arts

<table>
<thead>
<tr>
<th></th>
<th>This District</th>
<th>NY State Public</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage scoring at level(s):</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td>2–4</td>
<td>3–4</td>
</tr>
<tr>
<td>2009 Mean Score: 666</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>Range:</td>
<td>598–785</td>
<td>650–785</td>
</tr>
</tbody>
</table>

Number of Tested Students:

<table>
<thead>
<tr>
<th></th>
<th>2008–09 School Year</th>
<th>2007–08 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2–4</td>
</tr>
<tr>
<td>All Students</td>
<td>91</td>
<td>100%</td>
</tr>
<tr>
<td>Female</td>
<td>49</td>
<td>100%</td>
</tr>
<tr>
<td>Male</td>
<td>42</td>
<td>100%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Black or African American</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>White</td>
<td>87</td>
<td>–</td>
</tr>
<tr>
<td>Multiracial</td>
<td>2</td>
<td>–</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>91</td>
<td>100%</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>74</td>
<td>100%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>17</td>
<td>100%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>91</td>
<td>100%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>36</td>
<td>100%</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>55</td>
<td>100%</td>
</tr>
<tr>
<td>Migrant</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Not Migrant</td>
<td>91</td>
<td>100%</td>
</tr>
</tbody>
</table>

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 Assessments**

<table>
<thead>
<tr>
<th></th>
<th>2008–09 School Year</th>
<th>2007–08 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Number scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2–4</td>
</tr>
<tr>
<td>New York State Alternate Assessment (NYSAA: Grade 6 Equivalent)</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6</td>
<td>0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

#### This District's Results in Grade 6 Mathematics

<table>
<thead>
<tr>
<th></th>
<th>This District</th>
<th>NY State Public</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage scoring at level(s):</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td>2–4</td>
<td>3–4</td>
</tr>
<tr>
<td>2009 Mean Score: 682</td>
<td>95%</td>
<td>87%</td>
</tr>
<tr>
<td>Range: 616–780–780</td>
<td>89</td>
<td>83</td>
</tr>
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</table>

#### Results by Student Group

<table>
<thead>
<tr>
<th></th>
<th>2008–09 School Year</th>
<th>2007–08 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2–4</td>
</tr>
<tr>
<td>All Students</td>
<td>95</td>
<td>95%</td>
</tr>
<tr>
<td>Female</td>
<td>51</td>
<td>92%</td>
</tr>
<tr>
<td>Male</td>
<td>44</td>
<td>98%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>Black or African American</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>White</td>
<td>91</td>
<td>–</td>
</tr>
<tr>
<td>Multiracial</td>
<td>2</td>
<td>–</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>95</td>
<td>95%</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>77</td>
<td>99%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>18</td>
<td>78%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>95</td>
<td>95%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>2</td>
<td>–</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>36</td>
<td>94%</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>59</td>
<td>95%</td>
</tr>
<tr>
<td>Migrant</td>
<td>95</td>
<td>95%</td>
</tr>
</tbody>
</table>

#### New York State Alternate Assessment (NYSAA): Grade 6 Equivalent

<table>
<thead>
<tr>
<th></th>
<th>2008–09 School Year</th>
<th>2007–08 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Number scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2–4</td>
</tr>
<tr>
<td>New York State Alternate Assessment</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

**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.
### Overview of District Performance

This District's Results in Grade 7 English Language Arts

<table>
<thead>
<tr>
<th></th>
<th>This District</th>
<th>NY State Public</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage scoring at level(s):</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td>2–4</td>
<td>3–4</td>
</tr>
<tr>
<td>2009 Mean Score: 658</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Range:</td>
<td>600–790</td>
<td>650–790</td>
</tr>
<tr>
<td>2008 Mean Score: 658</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Results by Student Group**

<table>
<thead>
<tr>
<th></th>
<th>2008–09 School Year</th>
<th>2007–08 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td>2–4</td>
<td>3–4</td>
</tr>
<tr>
<td>All Students</td>
<td>109</td>
<td>100%</td>
</tr>
<tr>
<td>Female</td>
<td>46</td>
<td>100%</td>
</tr>
<tr>
<td>Male</td>
<td>63</td>
<td>100%</td>
</tr>
</tbody>
</table>

- American Indian or Alaska Native
- Black or African American
- Hispanic or Latino
- Asian or Native Hawaiian/Other
- Pacific Islander
- White
- Multiracial

**Small Group Totals**

<table>
<thead>
<tr>
<th></th>
<th>2008–09 School Year</th>
<th>2007–08 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td>2–4</td>
<td>3–4</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>84</td>
<td>100%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>25</td>
<td>100%</td>
</tr>
</tbody>
</table>

**English Proficient**

<table>
<thead>
<tr>
<th></th>
<th>2008–09 School Year</th>
<th>2007–08 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td>2–4</td>
<td>3–4</td>
</tr>
<tr>
<td>English Proficient</td>
<td>108</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Limited English Proficient**

<table>
<thead>
<tr>
<th></th>
<th>2008–09 School Year</th>
<th>2007–08 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td>2–4</td>
<td>3–4</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>44</td>
<td>100%</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>65</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Migrant**

<table>
<thead>
<tr>
<th></th>
<th>2008–09 School Year</th>
<th>2007–08 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td>2–4</td>
<td>3–4</td>
</tr>
<tr>
<td>Not Migrant</td>
<td>109</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Other Assessments**

<table>
<thead>
<tr>
<th></th>
<th>2008–09 School Year</th>
<th>2007–08 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Number scoring at level(s):</td>
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<tr>
<td></td>
<td>2–4</td>
<td>3–4</td>
</tr>
<tr>
<td>New York State Alternate Assessment (NYSAA): Grade 7 Equivalent</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7</td>
<td>0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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* Level 4 range is for 2008–09 only. The 2007–08 range is 712–790.
### Overview of District Performance

#### This District's Results in Grade 7 Mathematics

<table>
<thead>
<tr>
<th></th>
<th>This District</th>
<th>NY State Public</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage scoring at level(s):</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td>2–4</td>
<td>3–4</td>
</tr>
<tr>
<td><strong>2009 Mean Score:</strong> 673</td>
<td>96%</td>
<td>85%</td>
</tr>
<tr>
<td><strong>Range:</strong> 611–800</td>
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<tr>
<td><strong>2008 Mean Score:</strong> 671</td>
<td>95%</td>
<td>89%</td>
</tr>
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</table>

#### Results by Student Group

<table>
<thead>
<tr>
<th></th>
<th>2008–09 School Year</th>
<th>2007–08 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2–4</td>
</tr>
<tr>
<td>All Students</td>
<td>107</td>
<td>96%</td>
</tr>
<tr>
<td>Male</td>
<td>62</td>
<td>95%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>White</td>
<td>106</td>
<td>–</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>107</td>
<td>96%</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>82</td>
<td>100%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>25</td>
<td>84%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>106</td>
<td>–</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>43</td>
<td>93%</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>64</td>
<td>98%</td>
</tr>
<tr>
<td>Migrant</td>
<td>107</td>
<td>96%</td>
</tr>
</tbody>
</table>

#### Other Assessments

<table>
<thead>
<tr>
<th></th>
<th>2008–09 School Year</th>
<th>2007–08 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Number scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2–4</td>
</tr>
<tr>
<td>New York State Alternate Assessment (NYSAA): Grade 7 Equivalent</td>
<td>1</td>
<td>–</td>
</tr>
</tbody>
</table>

**NOTES**

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# Overview of District Performance

This District's Results in Grade 8 English Language Arts

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<thead>
<tr>
<th></th>
<th>This District</th>
<th>NY State Public</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage scoring at level(s):</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td>2–4</td>
<td>3–4</td>
</tr>
<tr>
<td>2009 Mean Score: 656</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2008 Mean Score: 646</td>
<td>62%</td>
<td>45%</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>2009–09 School Year</th>
<th>2007–08 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2–4</td>
</tr>
<tr>
<td>All Students</td>
<td>91</td>
<td>100%</td>
</tr>
<tr>
<td>Female</td>
<td>38</td>
<td>100%</td>
</tr>
<tr>
<td>Male</td>
<td>53</td>
<td>100%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
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<tr>
<td>White</td>
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</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>Small Group Totals</td>
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<td>100%</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>77</td>
<td>100%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>14</td>
<td>100%</td>
</tr>
<tr>
<td>English Proficient</td>
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<tr>
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<tr>
<td>Economically Disadvantaged</td>
<td>25</td>
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<tr>
<td>Not Disadvantaged</td>
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<td>100%</td>
</tr>
<tr>
<td>Migrant</td>
<td>91</td>
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### Other Assessments

<table>
<thead>
<tr>
<th></th>
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<th>2007–08 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
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<td>2–4</td>
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<tr>
<td>New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8</td>
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</tbody>
</table>

### 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.

---

1 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

<table>
<thead>
<tr>
<th></th>
<th>This District</th>
<th></th>
<th>NY State Public</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Percentage scoring at level(s):</td>
<td></td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2–4</td>
<td>3–4</td>
<td>4</td>
</tr>
<tr>
<td>2009 Mean Score: 666</td>
<td>98%</td>
<td>95%</td>
<td>81%</td>
<td>73%</td>
</tr>
<tr>
<td>Range:</td>
<td>616–775</td>
<td>650–775</td>
<td>701–775</td>
<td>96%</td>
</tr>
<tr>
<td>2008 Mean Score: 657</td>
<td>86</td>
<td>126</td>
<td>71</td>
<td>97</td>
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Number of Tested Students:

<table>
<thead>
<tr>
<th>2008–09 School Year</th>
<th>Total Tested</th>
<th>Percentage scoring at level(s):</th>
<th>2007–08 School Year</th>
<th>Total Tested</th>
<th>Percentage scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2–4</td>
<td>3–4</td>
<td>4</td>
<td>2–4</td>
</tr>
<tr>
<td>All Students</td>
<td>88</td>
<td>98%</td>
<td>81%</td>
<td>3%</td>
<td>132</td>
</tr>
<tr>
<td>Female</td>
<td>36</td>
<td>97%</td>
<td>78%</td>
<td>3%</td>
<td>62</td>
</tr>
<tr>
<td>Male</td>
<td>52</td>
<td>98%</td>
<td>83%</td>
<td>4%</td>
<td>70</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1</td>
<td>1</td>
<td>–</td>
<td>–</td>
<td>2</td>
</tr>
<tr>
<td>Black or African American</td>
<td>75</td>
<td>100%</td>
<td>91%</td>
<td>4%</td>
<td>114</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
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<td>1</td>
<td>–</td>
<td>–</td>
<td>1</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>87</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>129</td>
</tr>
<tr>
<td>Multiracial</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>88</td>
<td>98%</td>
<td>81%</td>
<td>3%</td>
<td>132</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>75</td>
<td>100%</td>
<td>91%</td>
<td>4%</td>
<td>114</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>13</td>
<td>85%</td>
<td>23%</td>
<td>0%</td>
<td>18</td>
</tr>
<tr>
<td>English Proficient</td>
<td>88</td>
<td>98%</td>
<td>81%</td>
<td>3%</td>
<td>132</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>25</td>
<td>92%</td>
<td>64%</td>
<td>0%</td>
<td>44</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>63</td>
<td>100%</td>
<td>87%</td>
<td>5%</td>
<td>88</td>
</tr>
<tr>
<td>Migrant</td>
<td>132</td>
<td>95%</td>
<td>73%</td>
<td>2%</td>
<td>132</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>2008–09 School Year</th>
<th>2007–08 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Number scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2–4</td>
</tr>
<tr>
<td>New York State Alternate Assessment (NYSAA): Grade 8 Equivalent</td>
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</table>
## This District's Results in Grade 8 Science

<table>
<thead>
<tr>
<th></th>
<th>This District</th>
<th>NY State Public</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage scoring at level(s):</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td>2–4</td>
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<td>99%</td>
</tr>
<tr>
<td>NY State Public</td>
<td>94%</td>
<td>95%</td>
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</table>

### Results by Student Group

#### 2008–09 School Year

<table>
<thead>
<tr>
<th></th>
<th>Total Tested</th>
<th>Percentage scoring at level(s):</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>88</td>
<td>100% 99% 92% 25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>36</td>
<td>100% 99% 92% 25%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>52</td>
<td>100% 99% 92% 25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>87</td>
<td>100% 99% 92% 25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>2</td>
<td>100% 99% 92% 25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>1</td>
<td>100% 99% 92% 25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>1</td>
<td>100% 99% 92% 25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>87</td>
<td>100% 99% 92% 25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiracial</td>
<td>88</td>
<td>100% 99% 92% 25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>88</td>
<td>100% 99% 92% 25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General-Education Students</td>
<td>76</td>
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</tr>
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<td>Students with Disabilities</td>
<td>12</td>
<td>100% 99% 92% 25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Proficient</td>
<td>88</td>
<td>100% 99% 92% 25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>22</td>
<td>100% 99% 92% 25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>23</td>
<td>100% 99% 92% 25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>65</td>
<td>100% 99% 92% 25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Migrant</td>
<td>88</td>
<td>100% 99% 92% 25%</td>
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</tbody>
</table>

#### 2007–08 School Year

<table>
<thead>
<tr>
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<th>Total Tested</th>
<th>Percentage scoring at level(s):</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>131</td>
<td>99% 89% 31%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>62</td>
<td>100% 85% 23%</td>
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</tr>
<tr>
<td>Male</td>
<td>69</td>
<td>99% 91% 38%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>12</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>2</td>
<td>100% 99% 92% 25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>1</td>
<td>100% 99% 92% 25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>1</td>
<td>100% 99% 92% 25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>128</td>
<td>99% 99% 31%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Multiracial</td>
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<td>99% 89% 31%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>131</td>
<td>99% 89% 31%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General-Education Students</td>
<td>113</td>
<td>100% 99% 92% 25%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>18</td>
<td>99% 91% 36%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>English Proficient</td>
<td>131</td>
<td>99% 99% 31%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>44</td>
<td>100% 84% 20%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>44</td>
<td>100% 84% 20%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>87</td>
<td>99% 91% 36%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Migrant</td>
<td>131</td>
<td>99% 99% 31%</td>
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</table>

### Other Assessments

#### 2008–09 School Year

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<th>Number scoring at level(s):</th>
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<th>3–4</th>
<th>4</th>
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</tr>
<tr>
<td>(NYSAA: Grade 8 Equivalent)</td>
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<td></td>
<td></td>
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<tr>
<td>Regents Science</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 2007–08 School Year

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Total Tested</th>
<th>Number scoring at level(s):</th>
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<th>3–4</th>
<th>4</th>
</tr>
</thead>
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<td></td>
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</tr>
<tr>
<td>(NYSAA: Grade 8 Equivalent)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regents Science</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 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.
## Overview of District Performance

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

### Results by Student Group

<table>
<thead>
<tr>
<th></th>
<th>2005 Cohort</th>
<th>Percentage scoring at level(s):</th>
<th>2004 Cohort</th>
<th>Percentage scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Students</td>
<td>2–4</td>
<td>3–4</td>
<td>4</td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td>135</td>
<td>87%</td>
<td>81%</td>
<td>34%</td>
</tr>
<tr>
<td>Female</td>
<td>66</td>
<td>92%</td>
<td>88%</td>
<td>33%</td>
</tr>
<tr>
<td>Male</td>
<td>69</td>
<td>81%</td>
<td>74%</td>
<td>35%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>134</td>
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<td></td>
</tr>
<tr>
<td>Multiracial</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Small Group Totals</strong></td>
<td>135</td>
<td>87%</td>
<td>81%</td>
<td>34%</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>110</td>
<td>94%</td>
<td>88%</td>
<td>39%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>25</td>
<td>56%</td>
<td>48%</td>
<td>12%</td>
</tr>
<tr>
<td>English Proficient</td>
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<td>81%</td>
<td>34%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>29</td>
<td>86%</td>
<td>72%</td>
<td>28%</td>
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<tr>
<td>Not Disadvantaged</td>
<td>106</td>
<td>87%</td>
<td>83%</td>
<td>36%</td>
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<td>Migrant</td>
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</tr>
<tr>
<td>Not Migrant</td>
<td>135</td>
<td>87%</td>
<td>81%</td>
<td>34%</td>
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</tbody>
</table>

### 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

### New York State Alternate Assessment (NYSAA: High School Equivalent)**

<table>
<thead>
<tr>
<th></th>
<th>2005 Cohort</th>
<th>Number scoring at level(s):</th>
<th>2004 Cohort</th>
<th>Number scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Students</td>
<td>2–4</td>
<td>3–4</td>
<td>4</td>
</tr>
</tbody>
</table>

### Notes

- * 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.
### Overview of District Performance

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

#### District

**AUSABLE VALLEY CENTRAL SCHOOL DISTRICT**

**District ID:** 09-02-01-04-0000

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

<table>
<thead>
<tr>
<th>Percentage scoring at level(s):</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This District</strong></td>
<td>86%</td>
<td>75%</td>
<td>29%</td>
</tr>
<tr>
<td><strong>NY State Public</strong></td>
<td>83%</td>
<td>77%</td>
<td>30%</td>
</tr>
</tbody>
</table>

#### Results by Student Group

**2005 Cohort**

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Percentage scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>135</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>66</td>
</tr>
<tr>
<td>Male</td>
<td>69</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>1</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>134</td>
</tr>
<tr>
<td>Multiracial</td>
<td></td>
</tr>
</tbody>
</table>

**2004 Cohort**

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Percentage scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>102</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>56</td>
</tr>
<tr>
<td>Male</td>
<td>46</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>1</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>102</td>
</tr>
<tr>
<td>Multiracial</td>
<td></td>
</tr>
</tbody>
</table>

#### 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

#### New York State Alternate Assessment (NYSAA: High School Equivalent ***

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Number scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>83% 83% 34%</td>
</tr>
<tr>
<td>106</td>
<td>87% 79% 27%</td>
</tr>
<tr>
<td>33</td>
<td>61% 52% 21%</td>
</tr>
<tr>
<td>69</td>
<td>81% 78% 39%</td>
</tr>
<tr>
<td>102</td>
<td>75% 70% 33%</td>
</tr>
<tr>
<td>135</td>
<td>86% 80% 29%</td>
</tr>
<tr>
<td>102</td>
<td>75% 70% 33%</td>
</tr>
</tbody>
</table>

* 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.