The New York State District Report Card

Accountability and Overview Report 2008 – 09

District **IROQUOIS CENTRAL SCHOOL DISTRICT**
District ID **14-13-01-06-0000**
Superintendent **NEIL ROCHELLE**
Telephone **(716) 652-3000**
Grades **K-12**

This District's Report Card

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

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

Use this report to:

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 **IROQUOIS CENTRAL SCHOOL DISTRICT**

District ID **14-13-01-06-0000**

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2006–07	2007–08	2008–09
Pre-K	0	0	0
Kindergarten	176	140	143
Grade 1	166	177	143
Grade 2	191	170	188
Grade 3	204	191	178
Grade 4	200	207	191
Grade 5	195	215	219
Grade 6	223	200	217
Ungraded Elementary	4	1	0
Grade 7	215	232	206
Grade 8	232	216	227
Grade 9	276	249	229
Grade 10	232	273	254
Grade 11	283	238	270
Grade 12	257	282	241
Ungraded Secondary	0	0	0
Total K–12	2854	2791	2706

Enrollment Information

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

Average Class Size

	2006–07	2007–08	2008–09
Common Branch	20	20	19
Grade 8			
English	23	21	22
Mathematics	23	21	22
Science	23	21	22
Social Studies	23	21	22
Grade 10			
English	26	22	25
Mathematics	19	23	20
Science	22	22	24
Social Studies	24	24	22

Average Class Size Information

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

District **IROQUOIS CENTRAL SCHOOL DISTRICT**

District ID **14-13-01-06-0000**

Demographic Factors

	2006–07		2007–08		2008–09	
	#	%	#	%	#	%
Eligible for Free Lunch	142	5%	157	6%	158	6%
Reduced-Price Lunch	156	5%	162	6%	141	5%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3	0%	8	0%	7	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	1	0%	2	0%
Black or African American	19	1%	25	1%	17	1%
Hispanic or Latino	68	2%	20	1%	25	1%
Asian or Native Hawaiian/Other Pacific Islander	16	1%	19	1%	18	1%
White	2743	96%	2723	98%	2635	97%
Multiracial	7	0%	3	0%	9	0%

* Available only at the school level.

Attendance and Suspensions

	2005–06		2006–07		2007–08	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		96%
Student Suspensions	33	1%	46	2%	83	3%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District **IROQUOIS CENTRAL SCHOOL DISTRICT**

District ID **14-13-01-06-0000**

Teacher Qualifications

	2006–07	2007–08	2008–09
Total Number of Teachers	188	223	231
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	1%	0%
Percent with Fewer Than Three Years of Experience	15%	12%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	6%	8%	7%
Total Number of Core Classes	541	636	630
Percent Not Taught by Highly Qualified Teachers	0%	0%	0%
Total Number of Classes	780	814	864
Percent Taught by Teachers Without Appropriate Certification	0%	2%	1%

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate

	2005–06	2006–07	2007–08
Turnover Rate of Teachers with Fewer than Five Years of Experience	13%	N/A	19%
Turnover Rate of All Teachers	16%	16%	9%

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts

	2006–07	2007–08	2008–09
Total Other Professional Staff	14	25	21
Total Paraprofessionals*	55	66	59
Assistant Principals	3	3	3
Principals	6	6	6

* Not available at the school level.

Staff Counts Information

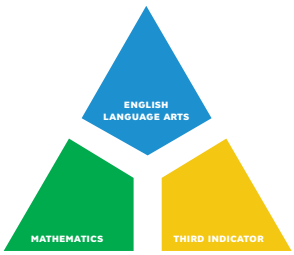
Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

2 District Accountability

District **IROQUOIS CENTRAL SCHOOL DISTRICT** District ID **14-13-01-06-0000**

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2008–09, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).



For more information about accountability in New York State, visit: **http://www.emsc.nysed.gov/irts/accountability/**.

1 English Language Arts (ELA)

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

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2008–09 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2005 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

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

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

District **IROQUOIS CENTRAL SCHOOL DISTRICT** District ID **14-13-01-06-0000**

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2009, are not included in the 2005 school accountability cohort. The 2005 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at **www.emsc.nysed.gov/irts**.

Graduation-Rate Total Cohort

This term is defined on the graduation-rate accountability page.

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

The 2008–09 safe harbor targets were calculated using the following equation:

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

Science Progress Target

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

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

District **IROQUOIS CENTRAL SCHOOL DISTRICT** District ID **14-13-01-06-0000**

Understanding Your District Accountability Status

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

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

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

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

2 District Accountability

District **IROQUOIS CENTRAL SCHOOL DISTRICT** District ID **14-13-01-06-0000**

Summary

Overall Accountability Status (2009–10)

Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2007–08	2008–09	2009–10
YES	YES	YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

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

AYP Status

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

Accountability Status Levels

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

Pending – Requires Special Evaluation

District **IROQUOIS CENTRAL SCHOOL DISTRICT** District ID **14-13-01-06-0000**

Elementary/Middle-Level English Language Arts

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

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

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2008–09	Safe Harbor Target 2009–10
All Students (1261:1243)	✔	✔	100%	✔	189	141		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (5:5)	–	–	–	–	–	–		–
Hispanic or Latino (13:13)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (9:9)	–	–	–	–	–	–		–
White (1226:1209)	✔	✔	100%	✔	189	141		
Multiracial (8:7)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities[4] (167:163)	✔	✔	99%	✔	142	136		
Limited English Proficient[5] (6:5)	–	–	–	–	–	–		–
Economically Disadvantaged (152:141)	✔	✔	99%	✔	180	135		
Final AYP Determination	✔ 4 of 4							

AYP Status

✔ Made AYP

✔SH Made AYP Using Safe Harbor Target

✘ Did Not Make AYP

— Insufficient Number of Students to Determine AYP Status

NOTES

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

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

District **IROQUOIS CENTRAL SCHOOL DISTRICT** District ID **14-13-01-06-0000**

Elementary/Middle-Level Mathematics

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

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

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2008–09	Safe Harbor Target 2009–10
All Students (1263:1243)	✔	✔	100%	✔	194	116		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (5:5)	–	–	–	–	–	–		–
Hispanic or Latino (13:13)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (9:9)	–	–	–	–	–	–		–
White (1228:1209)	✔	✔	100%	✔	194	116		
Multiracial (8:7)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities[4] (166:164)	✔	✔	100%	✔	162	111		
Limited English Proficient[5] (6:5)	–	–	–	–	–	–		–
Economically Disadvantaged (150:140)	✔	✔	100%	✔	190	110		
Final AYP Determination	✔ 4 of 4							

AYP Status

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

NOTES

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

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

District **IROQUOIS CENTRAL SCHOOL DISTRICT** District ID **14-13-01-06-0000**

Elementary/Middle-Level Science

Accountability Status for This Subject (2009–10)	^	Good Standing
Accountability Measures	1 of 1	Student groups making AYP in science
	✔	Made AYP
Prospective Status		This district will be in good standing in 2010-11. [201]

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

Student Group (Total: Continuous Enrollment)[1]	AYP Status	AYP Safe Harbor Qualification	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives State Standard	Progress Target 2008–09	Progress Target 2009–10
All Students (433:419)	✔	Qualified	✔	99%	✔	195	100		
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (3:3)		–	–	–	–	–	–		–
Hispanic or Latino (3:3)		–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (3:3)		–	–	–	–	–	–		–
White (424:410)		Qualified	✔	99%	✔	195	100		
Multiracial (0:0)									
Other Groups									
Students with Disabilities (64:63)		Qualified	✔	98%	✔	181	100		
Limited English Proficient[4] (3:2)		–	–	–	–	–	–		–
Economically Disadvantaged (49:46)		Qualified	✔	100%	✔	198	100		
Final AYP Determination	✔ 1 of 1								

AYP Status

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

NOTES

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

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

2 District Accountability

District **IROQUOIS CENTRAL SCHOOL DISTRICT** District ID **14-13-01-06-0000**

Secondary-Level English Language Arts

Accountability Status for This Subject (2009–10)	^	Good Standing
Accountability Measures	3 of 3	Student groups making AYP in English language arts
	✔	Made AYP
Prospective Status		This district will be in good standing in 2010-11. [201]

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

Student Group (12th Graders: 2005 Cohort)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2008–09	Safe Harbor Target 2009–10
All Students (244:243)	✔	✔	100%	✔	191	164		
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–		–
Black or African American (2:2)	–	–	–	–	–	–		–
Hispanic or Latino (0:0)								
Asian or Native Hawaiian/Other Pacific Islander (1:1)	–	–	–	–	–	–		–
White (240:239)	✔	✔	100%	✔	192	164		
Multiracial (0:0)								
Other Groups								
Students with Disabilities[4] (36:36)	✔SH	–	–	✔SH	153	155	20	158
Limited English Proficient[5] (0:0)								
Economically Disadvantaged (23:23)	–	–	–	–	–	–		–
Final AYP Determination	✔ 3 of 3							

AYP Status

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

NOTES

1 These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

2 Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 For districts with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.

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

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

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

2 District Accountability

District **IROQUOIS CENTRAL SCHOOL DISTRICT** District ID **14-13-01-06-0000**

Secondary-Level Mathematics

Accountability Status for This Subject (2009–10)	^	Good Standing
Accountability Measures	3 of 3	Student groups making AYP in mathematics
	✔	Made AYP
Prospective Status		This district will be in good standing in 2010-11. [201]

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

Student Group (12th Graders: 2005 Cohort)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2008–09	Safe Harbor Target 2009–10
All Students (244:243)	✔	✔	100%	✔	193	159		
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–		–
Black or African American (2:2)	–	–	–	–	–	–		–
Hispanic or Latino (0:0)								
Asian or Native Hawaiian/Other Pacific Islander (1:1)	–	–	–	–	–	–		–
White (240:239)	✔	✔	100%	✔	193	159		
Multiracial (0:0)								
Other Groups								
Students with Disabilities[4] (36:36)	✔	–	–	✔	161	150		
Limited English Proficient[5] (0:0)								
Economically Disadvantaged (23:23)	–	–	–	–	–	–		–
Final AYP Determination	✔ 3 of 3							

AYP Status

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

NOTES

1 These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

2 Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 For districts with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.

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

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

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

District **IROQUOIS CENTRAL SCHOOL DISTRICT** District ID **14-13-01-06-0000**

Graduation Rate

Accountability Status for This Indicator (2009–10)	^	Good Standing
Accountability Measures	1 of 1	Student groups making AYP in graduation rate
	✔	Made AYP
Prospective Status		This district will be in good standing in 2010-11. [201]

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

Student Group (Cohort Count)	Graduation AYP	Graduation Met Criterion	Graduation Graduation Rate[1]	Objectives State Standard	Progress Target 2008–09	Progress Target 2009–10
All Students (286)	✔	✔	95%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (1)		–	–	–		
Hispanic or Latino (1)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (0)						
White (284)		✔	95%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (29)		–	–	–		
Limited English Proficient[2] (0)						
Economically Disadvantaged (18)		–	–	–		
Final AYP Determination	✔ 1 of 1					

NOTES

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

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

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

District **IROQUOIS CENTRAL SCHOOL DISTRICT**

District ID **14-13-01-06-0000**

Summary of 2008–09 District Performance

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

	Percentage of students that scored at or above Level 3	Total Tested
English Language Arts	0% 50% 100%	
Grade 3	91%	180
Grade 4	82%	192
Grade 5	89%	217
Grade 6	91%	216
Grade 7	94%	210
Grade 8	88%	230
Mathematics		
Grade 3	94%	180
Grade 4	92%	196
Grade 5	94%	218
Grade 6	94%	216
Grade 7	98%	210
Grade 8	95%	230
Science		
Grade 4	96%	197
Grade 8	96%	226

	Percentage of students that scored at or above Level 3	2005 Total Cohort
Secondary Level	0% 50% 100%	
English	91%	252
Mathematics	92%	252

About the Performance Level Descriptors

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

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

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

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

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

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

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

This District's N/RC Category:

Average Need Districts

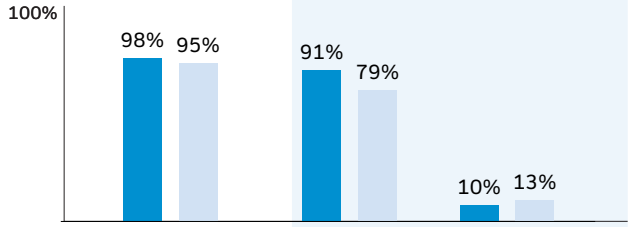
This is a school district with average student needs in relation to district resource capacity.

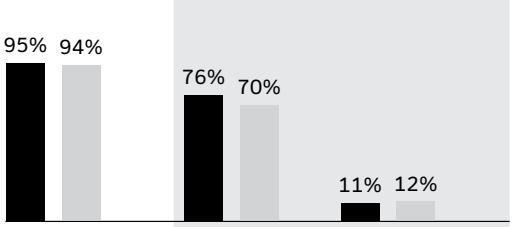
3 Overview of District Performance

District **IROQUOIS CENTRAL SCHOOL DISTRICT** District ID **14-13-01-06-0000**

This District's Results in Grade 3 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2009 Mean Score: 680	Range:	616–780	650–780	720–780			
2008 Mean Score: 675							
2008–09		98%	91%	10%	95%	76%	11%
2007–08		95%	79%	13%	94%	70%	12%
Number of Tested Students:		177 180	164 149	18 24			





Results by Student Group

	2008–09 School Year				2007–08 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**180**	**98%**	**91%**	**10%**	**189**	**95%**	**79%**	**13%**
Female	99	100%	95%	13%	83	98%	87%	17%
Male	81	96%	86%	6%	106	93%	73%	9%
American Indian or Alaska Native					2	–	–	–
Black or African American								
Hispanic or Latino	3	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	173	98%	91%	10%	184	95%	78%	11%
Multiracial	3	–	–	–				
Small Group Totals	7	100%	100%	14%	5	100%	100%	60%
General-Education Students	160	100%	98%	11%	153	99%	91%	16%
Students with Disabilities	20	85%	40%	0%	36	78%	28%	0%
English Proficient	179	–	–	–	189	95%	79%	13%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	23	100%	96%	13%	26	96%	69%	19%
Not Disadvantaged	157	98%	90%	10%	163	95%	80%	12%
Migrant								
Not Migrant	180	98%	91%	10%	189	95%	79%	13%

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

	2008–09 School Year				2007–08 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	–	–	–	4	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	2	N/A	N/A	N/A

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

3 Overview of District Performance

District **IROQUOIS CENTRAL SCHOOL DISTRICT** District ID **14-13-01-06-0000**

This District's Results in Grade 3 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2009 Mean Score: 702	Range:	624–770	650–770	703–770			
2008 Mean Score: 689							
2008–09		99%	94%	36%	99%	93%	27%
2007–08		98%	94%	25%	98%	90%	26%
Number of Tested Students:		178 188	170 180	65 47			

Results by Student Group

	2008–09 School Year				2007–08 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**180**	**99%**	**94%**	**36%**	**191**	**98%**	**94%**	**25%**
Female	99	100%	97%	44%	83	100%	96%	28%
Male	81	98%	91%	26%	108	97%	93%	22%
American Indian or Alaska Native					2	–	–	–
Black or African American								
Hispanic or Latino	3	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	173	99%	94%	36%	186	98%	94%	24%
Multiracial	3	–	–	–				
Small Group Totals	7	100%	100%	43%	5	100%	100%	40%
General-Education Students	160	100%	99%	41%	154	100%	99%	29%
Students with Disabilities	20	90%	55%	0%	37	92%	73%	8%
English Proficient	179	–	–	–	189	–	–	–
Limited English Proficient	1	–	–	–	2	–	–	–
Economically Disadvantaged	23	100%	100%	39%	26	100%	92%	8%
Not Disadvantaged	157	99%	94%	36%	165	98%	95%	27%
Migrant								
Not Migrant	180	99%	94%	36%	191	98%	94%	25%

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

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

3 Overview of District Performance

District **IROQUOIS CENTRAL SCHOOL DISTRICT** District ID **14-13-01-06-0000**

This District's Results in Grade 4 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2009 Mean Score: 672	Range:	612–775	650–775	716–775			
2008 Mean Score: 675							
2008–09		98%	82%	4%	96%	77%	7%
2007–08		97%	83%	11%	93%	71%	8%
Number of Tested Students:		189 197	157 169	8 22			

Results by Student Group

	2008–09 School Year				2007–08 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**192**	**98%**	**82%**	**4%**	**203**	**97%**	**83%**	**11%**
Female	86	99%	88%	7%	100	98%	89%	14%
Male	106	98%	76%	2%	103	96%	78%	8%
American Indian or Alaska Native								
Black or African American					1	–	–	–
Hispanic or Latino	2	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	1	–	–	–
White	188	–	–	–	199	–	–	–
Multiracial								
Small Group Totals	192	98%	82%	4%	203	97%	83%	11%
General-Education Students	160	99%	91%	5%	174	100%	93%	13%
Students with Disabilities	32	94%	38%	0%	29	79%	28%	0%
English Proficient	190	–	–	–	202	–	–	–
Limited English Proficient	2	–	–	–	1	–	–	–
Economically Disadvantaged	23	96%	65%	4%	22	95%	68%	5%
Not Disadvantaged	169	99%	84%	4%	181	97%	85%	12%
Migrant								
Not Migrant	192	98%	82%	4%	203	97%	83%	11%

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

	2008–09 School Year				2007–08 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	–	–	–	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	N/A	N/A	N/A	1	N/A	N/A	N/A

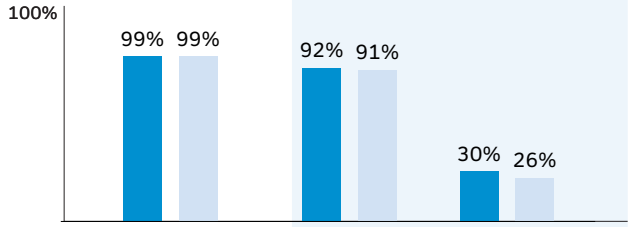
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

3 Overview of District Performance

District **IROQUOIS CENTRAL SCHOOL DISTRICT** District ID **14-13-01-06-0000**

This District's Results in Grade 4 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2009 Mean Score: 689	Range:	622–800	650–800	702–800			
2008 Mean Score: 686							
2008–09		99%	92%	30%	96%	87%	35%
2007–08		99%	91%	26%	95%	84%	29%
Number of Tested Students:		195 204	180 189	58 53			



Results by Student Group

	2008–09 School Year				2007–08 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**196**	**99%**	**92%**	**30%**	**207**	**99%**	**91%**	**26%**
Female	88	99%	91%	28%	101	99%	94%	22%
Male	108	100%	93%	31%	106	98%	89%	29%
American Indian or Alaska Native								
Black or African American					1	–	–	–
Hispanic or Latino	2	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	1	–	–	–
White	192	–	–	–	202	99%	91%	26%
Multiracial					1	–	–	–
Small Group Totals	196	99%	92%	30%	5	100%	100%	20%
General-Education Students	163	100%	97%	36%	177	100%	96%	29%
Students with Disabilities	33	97%	67%	0%	30	90%	63%	7%
English Proficient	193	–	–	–	205	–	–	–
Limited English Proficient	3	–	–	–	2	–	–	–
Economically Disadvantaged	25	100%	92%	16%	24	96%	88%	17%
Not Disadvantaged	171	99%	92%	32%	183	99%	92%	27%
Migrant								
Not Migrant	196	99%	92%	30%	207	99%	91%	26%

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

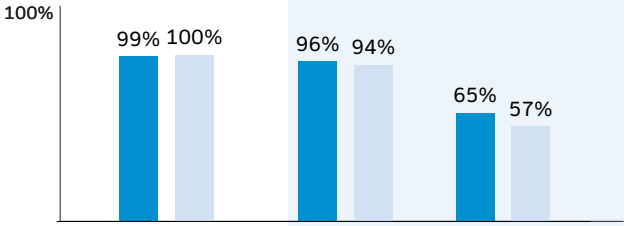
	2008–09 School Year				2007–08 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	–	–	–	2	–	–	–

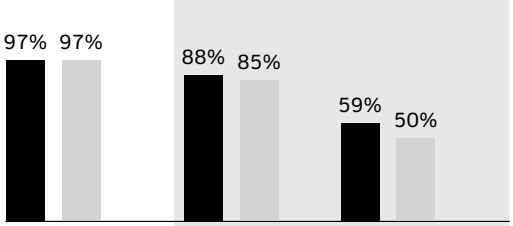
3 Overview of District Performance

District **IROQUOIS CENTRAL SCHOOL DISTRICT** District ID **14-13-01-06-0000**

This District's Results in Grade 4 Science

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2009 Mean Score: 85	Range:	45–100	65–100	85–100			
2008 Mean Score: 84							
2008–09		99%	96%	65%	97%	88%	59%
2007–08		100%	94%	57%	97%	85%	50%
Number of Tested Students:		195 206	190 194	128 118			





Results by Student Group

	2008–09 School Year				2007–08 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**197**	**99%**	**96%**	**65%**	**206**	**100%**	**94%**	**57%**
Female	89	99%	93%	65%	100	100%	93%	54%
Male	108	99%	99%	65%	106	100%	95%	60%
American Indian or Alaska Native								
Black or African American					1	–	–	–
Hispanic or Latino	2	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	1	–	–	–
White	193	–	–	–	201	100%	94%	58%
Multiracial					1	–	–	–
Small Group Totals	197	99%	96%	65%	5	100%	100%	20%
General-Education Students	164	99%	98%	71%	176	100%	97%	64%
Students with Disabilities	33	97%	91%	33%	30	100%	80%	17%
English Proficient	194	–	–	–	204	–	–	–
Limited English Proficient	3	–	–	–	2	–	–	–
Economically Disadvantaged	25	100%	100%	60%	24	100%	92%	50%
Not Disadvantaged	172	99%	96%	66%	182	100%	95%	58%
Migrant								
Not Migrant	197	99%	96%	65%	206	100%	94%	57%

NOTES
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Other Assessments

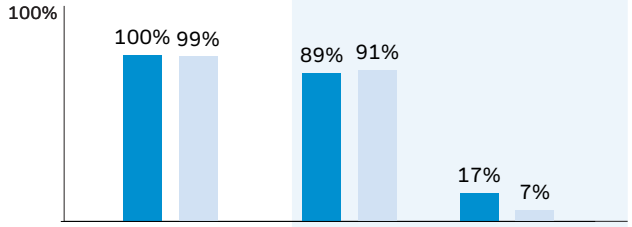
	2008–09 School Year				2007–08 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	–	–	–	2	–	–	–

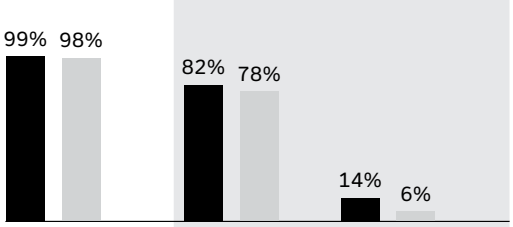
3 Overview of District Performance

District **IROQUOIS CENTRAL SCHOOL DISTRICT** District ID **14-13-01-06-0000**

This District's Results in Grade 5 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2009 Mean Score: 683	Range:	608–795	650–795	711–795			
2008 Mean Score: 676							
Number of Tested Students:		216 213	193 196	37 15			





Results by Student Group

	2008–09 School Year				2007–08 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**217**	**100%**	**89%**	**17%**	**215**	**99%**	**91%**	**7%**
Female	103	100%	90%	19%	108	98%	93%	6%
Male	114	99%	88%	15%	107	100%	90%	7%
American Indian or Alaska Native								
Black or African American	1	–	–	–	1	–	–	–
Hispanic or Latino	1	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	2	–	–	–
White	212	100%	90%	17%	207	99%	91%	7%
Multiracial	2	–	–	–	3	–	–	–
Small Group Totals	5	100%	60%	0%	8	100%	100%	0%
General-Education Students	186	100%	95%	19%	189	100%	96%	7%
Students with Disabilities	31	97%	52%	3%	26	92%	58%	4%
English Proficient	215	–	–	–	214	–	–	–
Limited English Proficient	2	–	–	–	1	–	–	–
Economically Disadvantaged	25	96%	76%	8%	34	100%	85%	3%
Not Disadvantaged	192	100%	91%	18%	181	99%	92%	8%
Migrant								
Not Migrant	217	100%	89%	17%	215	99%	91%	7%

NOTES
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Other Assessments

	2008–09 School Year				2007–08 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	–	–	–	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

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

3 Overview of District Performance

District **IROQUOIS CENTRAL SCHOOL DISTRICT** District ID **14-13-01-06-0000**

This District's Results in Grade 5 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2009 Mean Score: 690	Range:	619–780	650–780	699–780			
2008 Mean Score: 691							
2008–09		100%	94%	34%	98%	88%	36%
2007–08		99%	94%	36%	96%	83%	27%
Number of Tested Students:		217 212	206 203	75 78			

Results by Student Group

	2008–09 School Year				2007–08 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**218**	**100%**	**94%**	**34%**	**215**	**99%**	**94%**	**36%**
Female	103	100%	96%	34%	108	97%	93%	34%
Male	115	99%	93%	35%	107	100%	96%	38%
American Indian or Alaska Native								
Black or African American	1	–	–	–	1	–	–	–
Hispanic or Latino	1	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	2	–	–	–
White	213	100%	94%	34%	207	99%	95%	36%
Multiracial	2	–	–	–	3	–	–	–
Small Group Totals	5	100%	100%	40%	8	100%	75%	38%
General-Education Students	187	100%	99%	39%	189	100%	97%	40%
Students with Disabilities	31	97%	68%	10%	26	88%	77%	8%
English Proficient	216	–	–	–	214	–	–	–
Limited English Proficient	2	–	–	–	1	–	–	–
Economically Disadvantaged	24	100%	83%	25%	34	97%	88%	24%
Not Disadvantaged	194	99%	96%	36%	181	99%	96%	39%
Migrant								
Not Migrant	218	100%	94%	34%	215	99%	94%	36%

NOTES
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Other Assessments

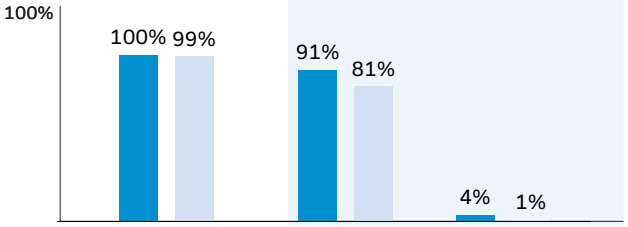
	2008–09 School Year				2007–08 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	–	–	–	1	–	–	–

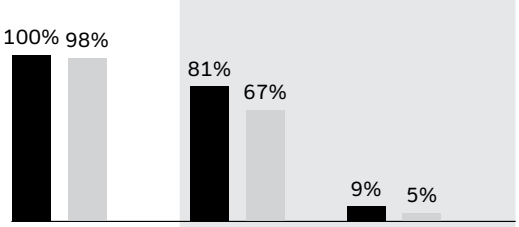
3 Overview of District Performance

District **IROQUOIS CENTRAL SCHOOL DISTRICT** District ID **14-13-01-06-0000**

This District's Results in Grade 6 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2009 Mean Score: 668	Range:	598–785	650–785	696–785*			
2008 Mean Score: 665							
2008–09		100%	91%	4%	100%	81%	9%
2007–08		99%	81%	1%	98%	67%	5%
Number of Tested Students:		216 200	197 165	8 2			





Results by Student Group

	2008–09 School Year				2007–08 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**216**	**100%**	**91%**	**4%**	**203**	**99%**	**81%**	**1%**
Female	108	100%	93%	6%	103	98%	83%	2%
Male	108	100%	90%	1%	100	99%	80%	0%
American Indian or Alaska Native								
Black or African American					1	–	–	–
Hispanic or Latino	2	–	–	–	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	2	–	–	–
White	209	100%	91%	4%	196	98%	81%	1%
Multiracial	3	–	–	–				
Small Group Totals	7	100%	100%	0%	7	100%	86%	0%
General-Education Students	191	100%	97%	4%	184	100%	86%	1%
Students with Disabilities	25	100%	48%	0%	19	84%	37%	0%
English Proficient	216	100%	91%	4%	203	99%	81%	1%
Limited English Proficient								
Economically Disadvantaged	33	100%	88%	3%	15	93%	80%	0%
Not Disadvantaged	183	100%	92%	4%	188	99%	81%	1%
Migrant								
Not Migrant	216	100%	91%	4%	203	99%	81%	1%

NOTES
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* Level 4 range is for 2008–09 only. The 2007–08 range is 705–785.

Other Assessments

	2008–09 School Year				2007–08 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	–	–	–	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

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

3 Overview of District Performance

District **IROQUOIS CENTRAL SCHOOL DISTRICT** District ID **14-13-01-06-0000**

This District's Results in Grade 6 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2009 Mean Score: 688	Range:	616–780	650–780	696–780			
2008 Mean Score: 692							
2008–09		99%	94%	31%	96%	83%	28%
2007–08		98%	95%	44%	94%	79%	26%
Number of Tested Students:		213 199	204 193	68 89			

Results by Student Group

	2008–09 School Year				2007–08 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**216**	**99%**	**94%**	**31%**	**204**	**98%**	**95%**	**44%**
Female	108	97%	92%	32%	104	97%	94%	38%
Male	108	100%	97%	31%	100	98%	95%	49%
American Indian or Alaska Native								
Black or African American					1	–	–	–
Hispanic or Latino	2	–	–	–	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	2	–	–	–
White	209	99%	94%	32%	197	98%	95%	44%
Multiracial	3	–	–	–				
Small Group Totals	7	100%	100%	29%	7	86%	86%	43%
General-Education Students	191	100%	97%	34%	185	100%	98%	48%
Students with Disabilities	25	88%	72%	16%	19	74%	58%	5%
English Proficient	216	99%	94%	31%	204	98%	95%	44%
Limited English Proficient								
Economically Disadvantaged	33	100%	88%	15%	16	94%	88%	25%
Not Disadvantaged	183	98%	96%	34%	188	98%	95%	45%
Migrant								
Not Migrant	216	99%	94%	31%	204	98%	95%	44%

NOTES
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Other Assessments

	2008–09 School Year				2007–08 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	–	–	–	1	–	–	–

3 Overview of District Performance

District **IROQUOIS CENTRAL SCHOOL DISTRICT** District ID **14-13-01-06-0000**

This District's Results in Grade 7 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2009 Mean Score: 671	Range:	600–790	650–790	705–790*			
2008 Mean Score: 673							
2008–09		100%	94%	5%	100%	80%	7%
2007–08		99%	87%	2%	98%	70%	3%
Number of Tested Students:		210 228	197 201	11 4			

Results by Student Group

	2008–09 School Year				2007–08 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**210**	**100%**	**94%**	**5%**	**230**	**99%**	**87%**	**2%**
Female	106	100%	95%	9%	117	99%	91%	1%
Male	104	100%	92%	1%	113	99%	84%	3%
American Indian or Alaska Native								
Black or African American	1	–	–	–	3	–	–	–
Hispanic or Latino	4	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	1	–	–	–
White	203	100%	94%	5%	225	99%	87%	2%
Multiracial								
Small Group Totals	7	100%	86%	14%	5	100%	100%	0%
General-Education Students	192	100%	98%	6%	207	100%	94%	2%
Students with Disabilities	18	100%	44%	0%	23	91%	30%	0%
English Proficient	210	100%	94%	5%	230	99%	87%	2%
Limited English Proficient								
Economically Disadvantaged	20	100%	95%	0%	29	100%	76%	3%
Not Disadvantaged	190	100%	94%	6%	201	99%	89%	1%
Migrant								
Not Migrant	210	100%	94%	5%	230	99%	87%	2%

NOTES
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* Level 4 range is for 2008–09 only. The 2007–08 range is 712–790.

Other Assessments

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

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

3 Overview of District Performance

District **IROQUOIS CENTRAL SCHOOL DISTRICT** District ID **14-13-01-06-0000**

This District's Results in Grade 7 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2009 Mean Score: 693	Range:	611–800	650–800	693–800			
2008 Mean Score: 689							
2008–09		100%	98%	40%	99%	87%	30%
2007–08		99%	96%	39%	96%	79%	28%
Number of Tested Students:		209 225	205 220	83 88			

Results by Student Group

	2008–09 School Year				2007–08 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**210**	**100%**	**98%**	**40%**	**228**	**99%**	**96%**	**39%**
Female	106	99%	97%	37%	116	99%	97%	41%
Male	104	100%	98%	42%	112	98%	96%	37%
American Indian or Alaska Native								
Black or African American	1	–	–	–	3	–	–	–
Hispanic or Latino	4	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	1	–	–	–
White	203	100%	98%	40%	223	99%	96%	38%
Multiracial								
Small Group Totals	7	100%	86%	29%	5	100%	100%	60%
General-Education Students	192	100%	100%	43%	205	100%	100%	43%
Students with Disabilities	18	94%	72%	6%	23	87%	70%	0%
English Proficient	210	100%	98%	40%	228	99%	96%	39%
Limited English Proficient								
Economically Disadvantaged	20	100%	100%	25%	28	100%	86%	18%
Not Disadvantaged	190	99%	97%	41%	200	99%	98%	42%
Migrant								
Not Migrant	210	100%	98%	40%	228	99%	96%	39%

NOTES
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Other Assessments

	2008–09 School Year				2007–08 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	–	–	–	2	–	–	–

District **IROQUOIS CENTRAL SCHOOL DISTRICT** District ID **14-13-01-06-0000**

This District's Results in Grade 8 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2009 Mean Score: 675	Range:	602–790	650–790	715–790			
2008 Mean Score: 671							
2008–09		100%	88%	9%	98%	69%	5%
2007–08		98%	75%	8%	95%	56%	6%
Number of Tested Students:		229 209	203 160	21 18			

Results by Student Group

	2008–09 School Year				2007–08 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**230**	**100%**	**88%**	**9%**	**213**	**98%**	**75%**	**8%**
Female	114	100%	93%	13%	103	97%	84%	8%
Male	116	99%	84%	5%	110	99%	66%	9%
American Indian or Alaska Native								
Black or African American	3	–	–	–	5	–	–	–
Hispanic or Latino	1	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	225	100%	88%	9%	207	98%	75%	9%
Multiracial								
Small Group Totals	5	100%	100%	20%	6	100%	67%	0%
General-Education Students	204	100%	96%	10%	187	99%	83%	10%
Students with Disabilities	26	96%	31%	0%	26	88%	15%	0%
English Proficient	230	100%	88%	9%	211	–	–	–
Limited English Proficient					2	–	–	–
Economically Disadvantaged	26	100%	58%	0%	26	100%	62%	0%
Not Disadvantaged	204	100%	92%	10%	187	98%	77%	10%
Migrant								
Not Migrant	230	100%	88%	9%	213	98%	75%	8%

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

	2008–09 School Year				2007–08 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	–	–	–	3	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

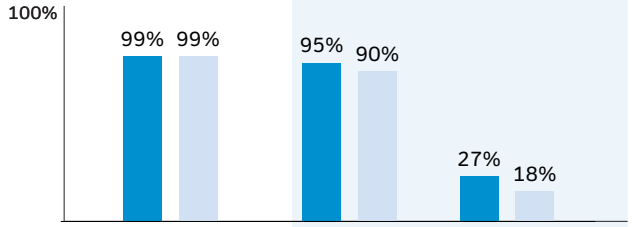
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

3 Overview of District Performance

District **IROQUOIS CENTRAL SCHOOL DISTRICT** District ID **14-13-01-06-0000**

This District's Results in Grade 8 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2009 Mean Score: 687	Range:	616–775	650–775	701–775			
2008 Mean Score: 679							
2008–09		99%	95%	27%	96%	80%	19%
2007–08		99%	90%	18%	93%	70%	17%
Number of Tested Students:		228 212	218 193	61 39			



Results by Student Group

	2008–09 School Year				2007–08 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**230**	**99%**	**95%**	**27%**	**214**	**99%**	**90%**	**18%**
Female	114	100%	96%	31%	104	98%	91%	17%
Male	116	98%	94%	22%	110	100%	89%	19%
American Indian or Alaska Native								
Black or African American	3	–	–	–	5	–	–	–
Hispanic or Latino	1	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	225	99%	95%	26%	208	99%	90%	19%
Multiracial								
Small Group Totals	5	100%	80%	60%	6	100%	83%	0%
General-Education Students	204	100%	98%	30%	187	100%	96%	21%
Students with Disabilities	26	92%	73%	0%	27	93%	52%	0%
English Proficient	230	99%	95%	27%	212	–	–	–
Limited English Proficient					2	–	–	–
Economically Disadvantaged	25	100%	80%	0%	27	96%	89%	0%
Not Disadvantaged	205	99%	97%	30%	187	99%	90%	21%
Migrant								
Not Migrant	230	99%	95%	27%	214	99%	90%	18%

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

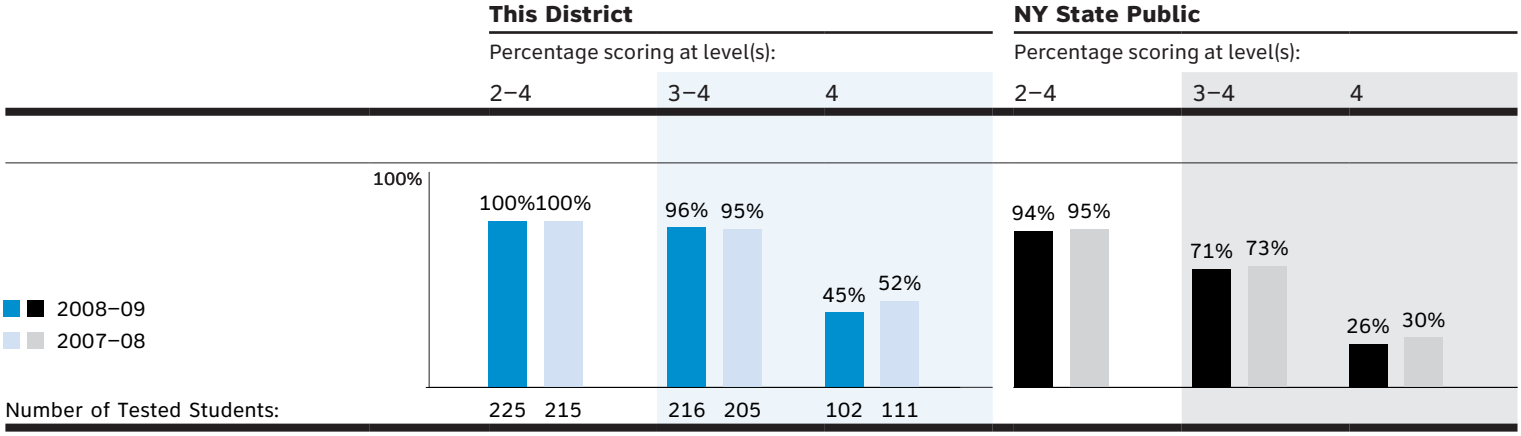
Other Assessments

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

3 Overview of District Performance

District **IROQUOIS CENTRAL SCHOOL DISTRICT** District ID **14-13-01-06-0000**

This District's Results in Grade 8 Science



Results by Student Group

	2008–09 School Year				2007–08 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**226**	**100%**	**96%**	**45%**	**215**	**100%**	**95%**	**52%**
Female	112	100%	94%	43%	105	100%	93%	40%
Male	114	99%	97%	47%	110	100%	97%	63%
American Indian or Alaska Native								
Black or African American	3	–	–	–	5	–	–	–
Hispanic or Latino	1	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	221	100%	95%	44%	209	100%	95%	52%
Multiracial								
Small Group Totals	5	100%	100%	80%	6	100%	100%	33%
General-Education Students	202	100%	98%	50%	188	100%	98%	57%
Students with Disabilities	24	96%	75%	0%	27	100%	78%	15%
English Proficient	226	100%	96%	45%	213	–	–	–
Limited English Proficient					2	–	–	–
Economically Disadvantaged	24	100%	96%	17%	27	100%	93%	41%
Not Disadvantaged	202	100%	96%	49%	188	100%	96%	53%
Migrant								
Not Migrant	226	100%	96%	45%	215	100%	95%	52%

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.

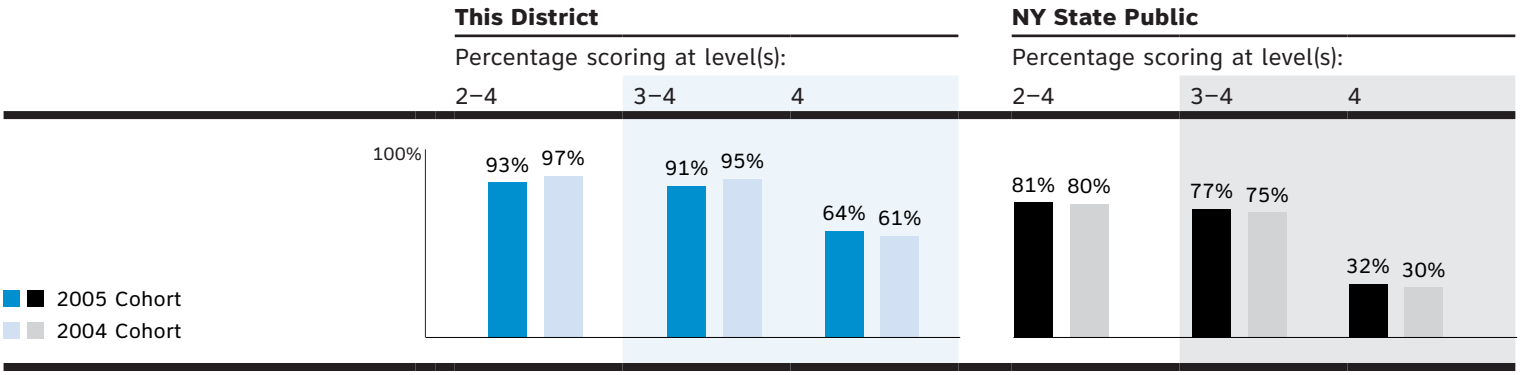
Other Assessments

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

3 Overview of District Performance

District **IROQUOIS CENTRAL SCHOOL DISTRICT** District ID **14-13-01-06-0000**

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



Results by Student Group

	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**252**	**93%**	**91%**	**64%**	**286**	**97%**	**95%**	**61%**
Female	114	96%	95%	75%	136	98%	97%	71%
Male	138	91%	88%	55%	150	95%	94%	52%
American Indian or Alaska Native	1	–	–	–				
Black or African American	2	–	–	–	1	–	–	–
Hispanic or Latino					1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	248	–	–	–	284	–	–	–
Multiracial								
Small Group Totals	252	93%	91%	64%	286	97%	95%	61%
General-Education Students	213	97%	97%	75%	257	99%	99%	67%
Students with Disabilities	39	74%	59%	5%	29	72%	66%	10%
English Proficient	252	93%	91%	64%	286	97%	95%	61%
Limited English Proficient								
Economically Disadvantaged	25	92%	84%	40%	18	94%	83%	56%
Not Disadvantaged	227	93%	92%	67%	268	97%	96%	61%
Migrant								
Not Migrant	252	93%	91%	64%	286	97%	95%	61%

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

Other Assessments

	2005 Cohort				2004 Cohort			
	Number of Students	Number scoring at level(s): 2–4	3–4	4	Number of Students	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***								

* 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.

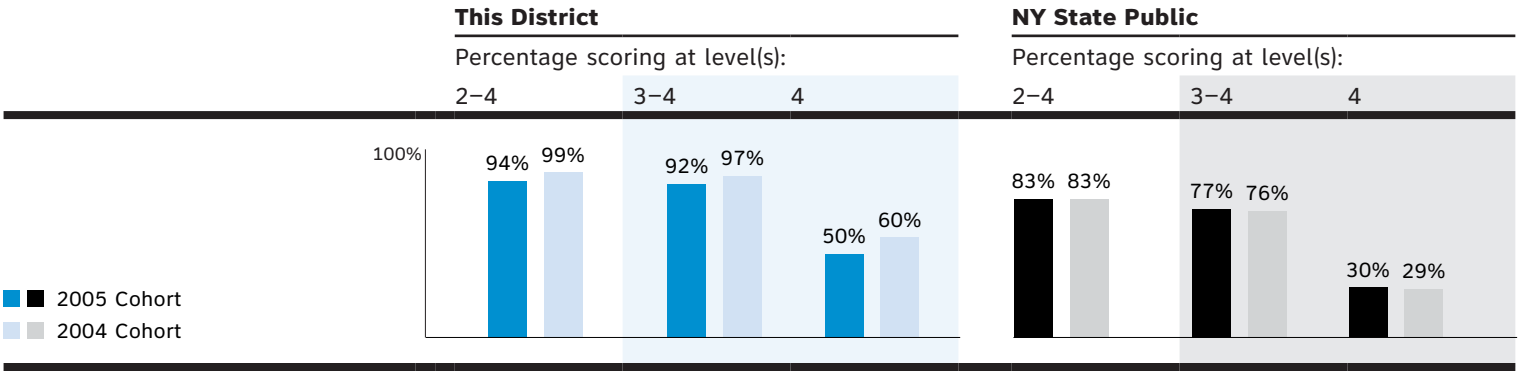
** 2004 cohort data are those reported in the 2007-08 *Accountability and Overview Report*.

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

3 Overview of District Performance

District **IROQUOIS CENTRAL SCHOOL DISTRICT** District ID **14-13-01-06-0000**

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



Results by Student Group

	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**252**	**94%**	**92%**	**50%**	**286**	**99%**	**97%**	**60%**
Female	114	96%	94%	55%	136	99%	97%	63%
Male	138	92%	91%	46%	150	99%	97%	57%
American Indian or Alaska Native	1	–	–	–				
Black or African American	2	–	–	–	1	–	–	–
Hispanic or Latino					1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	248	–	–	–	284	–	–	–
Multiracial								
Small Group Totals	252	94%	92%	50%	286	99%	97%	60%
General-Education Students	213	98%	98%	60%	257	100%	100%	65%
Students with Disabilities	39	69%	62%	0%	29	90%	72%	14%
English Proficient	252	94%	92%	50%	286	99%	97%	60%
Limited English Proficient								
Economically Disadvantaged	25	96%	96%	24%	18	94%	83%	56%
Not Disadvantaged	227	93%	92%	53%	268	99%	98%	60%
Migrant								
Not Migrant	252	94%	92%	50%	286	99%	97%	60%

NOTES
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Other Assessments

	2005 Cohort				2004 Cohort			
	Number of Students	Number scoring at level(s): 2–4	3–4	4	Number of Students	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***								

* 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.

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