



# The New York State District Report Card

**Accountability  
and Overview Report  
2008 – 09**

District **LIVERPOOL CENTRAL SCHOOL  
DISTRICT**

District ID **42-15-01-06-0000**

Superintendent **JANICE MATOUSEK**

Telephone **(315) 622-7125**

Grades **PK-12, UE, US**

## This District's Report Card

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

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

### Use this report to:

#### **1 Get District Profile information.**

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

#### **2 Review District Accountability Status.**

This section indicates whether a district made adequate yearly progress (AYP) and identifies 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](mailto:RPTCARD@mail.nysed.gov)

District LIVERPOOL CENTRAL SCHOOL DISTRICT

District ID 42-15-01-06-0000

## 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	40	48	174
Kindergarten	564	582	566
Grade 1	546	577	569
Grade 2	556	555	558
Grade 3	575	577	545
Grade 4	586	563	582
Grade 5	605	589	578
Grade 6	640	619	594
Ungraded Elementary	0	0	15
Grade 7	605	592	590
Grade 8	629	643	625
Grade 9	658	628	605
Grade 10	637	646	610
Grade 11	695	621	621
Grade 12	669	666	571
Ungraded Secondary	0	0	32
<b>Total K-12</b>	<b>7965</b>	<b>7858</b>	<b>7661</b>

### Average Class Size

	2006-07	2007-08	2008-09
<b>Common Branch</b>	22	21	22
<b>Grade 8</b>			
English	22	21	22
Mathematics	22	21	22
Science	23	22	23
Social Studies	23	21	23
<b>Grade 10</b>			
English	24	24	25
Mathematics	21	22	22
Science	22	22	22
Social Studies	24	22	23

### Enrollment Information

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

### Average Class Size Information

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

District LIVERPOOL CENTRAL SCHOOL DISTRICT

District ID 42-15-01-06-0000

## Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	1106	14%	1158	15%	1170	15%
Reduced-Price Lunch	569	7%	596	8%	620	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	19	0%	100	1%	97	1%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	49	1%	54	1%	47	1%
Black or African American	604	8%	626	8%	613	8%
Hispanic or Latino	163	2%	194	2%	249	3%
Asian or Native Hawaiian/Other Pacific Islander	252	3%	271	3%	292	4%
White	6829	86%	6591	84%	6405	84%
Multiracial	68	1%	122	2%	55	1%

\* Available only at the school level.

## Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		95%
Student Suspensions	473	6%	346	4%	355	5%

## 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 LIVERPOOL CENTRAL SCHOOL DISTRICT

District ID 42-15-01-06-0000

## Teacher Qualifications

	2006-07	2007-08	2008-09
<b>Total Number of Teachers</b>	585	612	607
Percent with No Valid Teaching Certificate	1%	1%	0%
Percent Teaching Out of Certification	1%	1%	0%
Percent with Fewer Than Three Years of Experience	7%	7%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	25%	24%	23%
<b>Total Number of Core Classes</b>	1526	1516	1437
Percent Not Taught by Highly Qualified Teachers	1%	1%	0%
<b>Total Number of Classes</b>	2210	2165	2141
Percent Taught by Teachers Without Appropriate Certification	1%	2%	0%

## Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	26%	N/A	17%
Turnover Rate of All Teachers	15%	13%	11%

## Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	86	76	76
Total Paraprofessionals*	250	244	258
Assistant Principals	3	3	3
Principals	16	16	16

\* Not available at the school level.

## Teacher Qualifications Information

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

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

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

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

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



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

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

#### B Performance Criterion

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

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

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

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

## 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:

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

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

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

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

$$2007\text{--}08 \text{ PI} + (200 - \text{the } 2007\text{--}08 \text{ PI}) \times 0.10$$

### 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

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

#### ▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

#### ▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

### New York State Status

(Applies to New York State districts)

#### ■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

#### ■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

#### ■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

#### ■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

#### ■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

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

## Summary

### Overall Accountability Status (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?

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American			—			—
Hispanic or Latino			—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander			—	—	—	—
White			—			—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	SH		—			—
Limited English Proficient			—	—	—	—
Economically Disadvantaged			—			—
<b>Student groups making AYP in each subject</b>	8 of 8	8 of 8	1 of 1	5 of 5	5 of 5	1 of 1

#### AYP Status


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


#### Accountability Status Levels

- | Federal                               | State  |
|---------------------------------------|--|
| Good Standing                         | Good Standing                                |
| Improvement (Year 1)                  | Requiring Academic Progress (Year 1)         |
| Improvement (Year 2)                  | Requiring Academic Progress (Year 2)         |
| Improvement (Year 3)                  | Requiring Academic Progress (Year 3)         |
| Improvement (Year 4)                  | Requiring Academic Progress (Year 4)         |
| Improvement (Year 5 & Above)          | Requiring Academic Progress (Year 5 & Above) |
| Pending – Requires Special Evaluation |  |




























## Elementary/Middle-Level English Language Arts

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

**Accountability Measures** 8 of 8 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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09    2009–10
<b>All Students</b> (3546:3468)			100%		180	142	
<b>Ethnicity</b>							
American Indian or Alaska Native (23:21)	—	—	—	—	—	—	—
Black or African American (285:274)			100%		161	137	
Hispanic or Latino (78:72)			100%		172	133	
Asian or Native Hawaiian/Other Pacific Islander (125:121)			98%		187	135	
White (3035:2980)			100%		182	142	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (670:652)			99%		139	140	130    145
Limited English Proficient <sup>5</sup> (40:52)			100%		181	131	
Economically Disadvantaged (1085:1062)			100%		170	141	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.




<sup>3</sup> 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.

<sup>4</sup> 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.


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


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

#### AYP Status

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


























## Elementary/Middle-Level Mathematics

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

**Accountability Measures** 8 of 8 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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (3536:3456)			100%		190	117	
<b>Ethnicity</b>							
American Indian or Alaska Native (23:21)	—	—	—	—	—	—	—
Black or African American (288:268)			99%		176	112	
Hispanic or Latino (78:73)			100%		188	108	
Asian or Native Hawaiian/Other Pacific Islander (125:123)			100%		198	110	
White (3022:2971)			100%		191	117	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (669:652)			99%		159	115	
Limited English Proficient <sup>5</sup> (40:53)			100%		196	106	
Economically Disadvantaged (1073:1052)			100%		182	116	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.




<sup>3</sup> 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.

<sup>4</sup> 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.


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


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

#### AYP Status

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














## Elementary/Middle-Level Science

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

**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) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
<b>All Students</b> (1216:1179)		Qualified		99%		188	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (6:5)	—	—	—	—	—	—	—	—
Black or African American (112:99)		Qualified		96%		168	100	
Hispanic or Latino (25:25)	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (38:38)		Qualified	—	—		192	100	
White (1035:1012)		Qualified		99%		189	100	
Multiracial (0:0)		—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (228:218)		Qualified		97%		155	100	
Limited English Proficient <sup>4</sup> (14:13)	—	—	—	—	—	—	—	—
Economically Disadvantaged (346:334)		Qualified		98%		182	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.


<sup>3</sup> 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.


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

#### AYP Status

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

















## Secondary-Level English Language Arts

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

**Accountability Measures** 5 of 5 Student groups making AYP in English language arts  
 Made AYP

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




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

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
(12th Graders: 2005 Cohort) <sup>1</sup>							
<b>All Students</b> (569:566)			100%		188	166	
<b>Ethnicity</b>							
American Indian or Alaska Native (4:4)	—	—	—	—	—	—	—
Black or African American (52:47)			100%		183	157	
Hispanic or Latino (10:10)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (14:14)	—	—	—	—	—	—	—
White (489:491)			100%		189	166	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (54:74)			100%		146	160	154 151
Limited English Proficient <sup>5</sup> (0:1)	—	—	—	—	—	—	—
Economically Disadvantaged (108:112)			99%		189	161	
<b>Final AYP Determination</b>	 5 of 5						


#### NOTES


- <sup>1</sup> 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).
  - <sup>2</sup> 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.
  - <sup>3</sup> 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.
  - <sup>4</sup> 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.
  - <sup>5</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

#### AYP Status

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

















## Secondary-Level Mathematics

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

**Accountability Measures** 5 of 5 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	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09    2009–10
(12th Graders: 2005 Cohort) <sup>1</sup>							
<b>All Students</b> (569:566)			99%		189	161	
<b>Ethnicity</b>							
American Indian or Alaska Native (4:4)	—	—	—	—	—	—	—
Black or African American (52:47)			98%		183	152	
Hispanic or Latino (10:10)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (14:14)	—	—	—	—	—	—	—
White (489:491)			99%		189	161	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (54:74)			100%		153	155	155    158
Limited English Proficient <sup>5</sup> (0:1)	—	—	—	—	—	—	—
Economically Disadvantaged (108:112)			98%		183	156	
<b>Final AYP Determination</b>		5 of 5					

#### NOTES

<sup>1</sup> 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).

<sup>2</sup> 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.




<sup>3</sup> 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.

<sup>4</sup> 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.


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


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

#### AYP Status

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








## Graduation Rate

**Accountability Status**  Good Standing  
**for This Indicator**  
**(2009–10)**

**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		Graduation Rate <sup>1</sup>	Objectives	
	AYP	Met Criterion		State Standard	Progress Target 2008–09 2009–10
<b>All Students</b> (699)			80%	55%	
<b>Ethnicity</b>					
American Indian or Alaska Native (3)		–	–	–	
Black or African American (43)			77%	55%	
Hispanic or Latino (15)		–	–	–	
Asian or Native Hawaiian/Other Pacific Islander (21)		–	–	–	
White (617)			81%	55%	
Multiracial (0)					
<b>Other Groups</b>					
Students with Disabilities (100)			56%	55%	
Limited English Proficient <sup>2</sup> (4)		–	–	–	
Economically Disadvantaged (121)			75%	55%	
<b>Final AYP Determination</b>		1 of 1			

#### NOTES

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

<sup>2</sup> 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 LIVERPOOL CENTRAL SCHOOL DISTRICT

District ID 42-15-01-06-0000

## 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
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	77%			546
Grade 4	78%			588
Grade 5	86%			568
Grade 6	88%			601
Grade 7	90%			588
Grade 8	72%			618
<b>Mathematics</b>				
Grade 3	93%			546
Grade 4	87%			587
Grade 5	91%			564
Grade 6	89%			599
Grade 7	95%			591
Grade 8	91%			618
<b>Science</b>				
Grade 4	92%			588
Grade 8	85%			612

<b>Secondary Level</b>	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	82%			642
Mathematics	84%			642

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

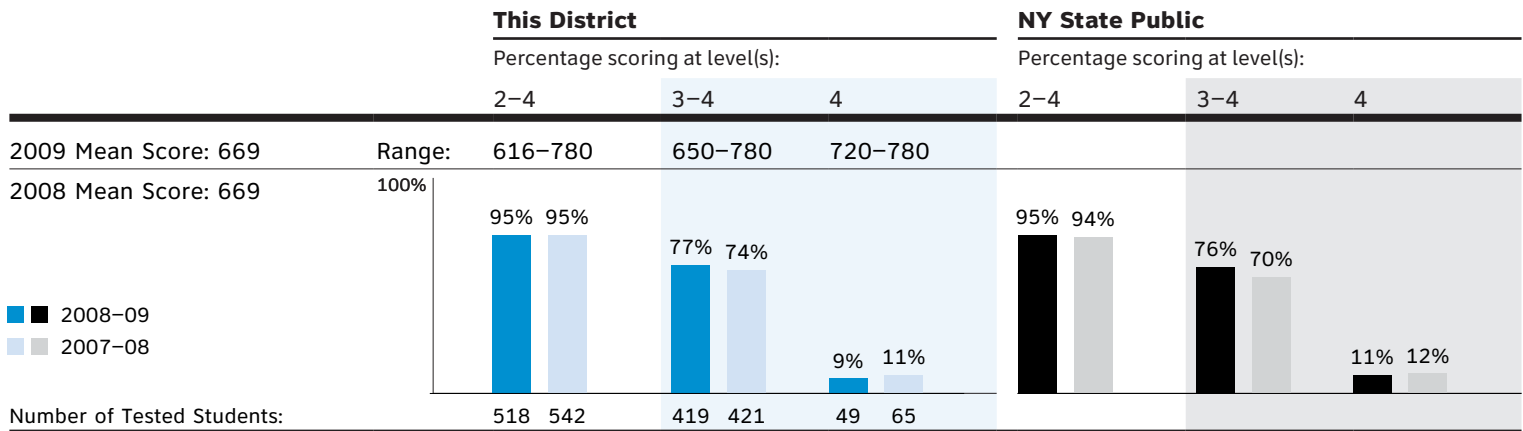
In this section, this district's performance is compared with that of public schools statewide.

### This District's N/RC Category:

#### Average Need Districts

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

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



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>546</b>	<b>95%</b>	<b>77%</b>	<b>9%</b>	<b>570</b>	<b>95%</b>	<b>74%</b>	<b>11%</b>
Female	254	97%	83%	10%	281	98%	76%	14%
Male	292	93%	71%	8%	289	92%	72%	9%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	35	83%	51%	0%	40	85%	58%	13%
Hispanic or Latino	10	-	-	-	10	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	19	95%	89%	5%	24	100%	71%	4%
White	480	96%	78%	10%	492	96%	76%	12%
Multiracial								
Small Group Totals	12	100%	92%	0%	14	93%	64%	14%
General-Education Students	449	100%	86%	11%	483	99%	82%	13%
Students with Disabilities	97	73%	32%	1%	87	72%	26%	1%
English Proficient	533	95%	77%	9%	555	95%	74%	12%
Limited English Proficient	13	100%	85%	0%	15	93%	60%	7%
Economically Disadvantaged	172	89%	66%	3%	140	90%	62%	6%
Not Disadvantaged	374	98%	82%	12%	430	97%	78%	13%
Migrant								
Not Migrant	546	95%	77%	9%	570	95%	74%	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.

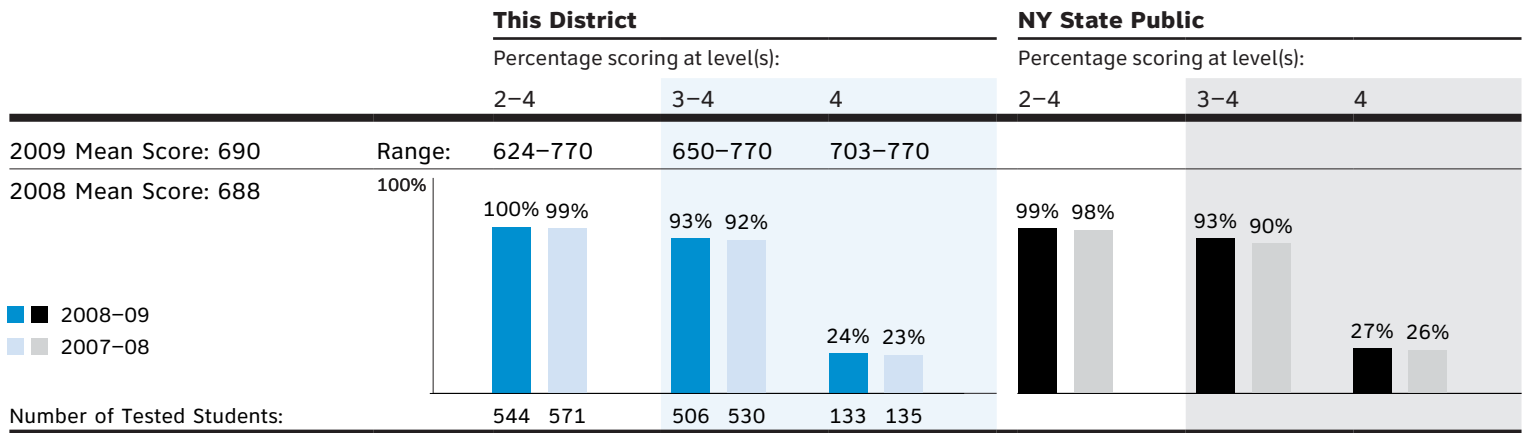
## Other Assessments

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



## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>546</b>	<b>100%</b>	<b>93%</b>	<b>24%</b>	<b>579</b>	<b>99%</b>	<b>92%</b>	<b>23%</b>
Female	254	100%	94%	25%	283	99%	91%	22%
Male	292	100%	91%	24%	296	99%	92%	24%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	38	97%	79%	11%	42	95%	79%	10%
Hispanic or Latino	10	-	-	-	11	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	19	95%	95%	47%	25	100%	100%	24%
White	477	100%	94%	25%	497	99%	92%	25%
Multiracial								
Small Group Totals	12	100%	100%	17%	15	100%	93%	20%
General-Education Students	450	100%	98%	28%	489	100%	96%	27%
Students with Disabilities	96	98%	70%	8%	90	92%	67%	2%
English Proficient	533	100%	93%	24%	564	99%	91%	23%
Limited English Proficient	13	100%	92%	23%	15	100%	93%	20%
Economically Disadvantaged	172	99%	86%	16%	146	98%	84%	12%
Not Disadvantaged	374	100%	96%	28%	433	99%	94%	27%
Migrant								
Not Migrant	546	100%	93%	24%	579	99%	92%	23%

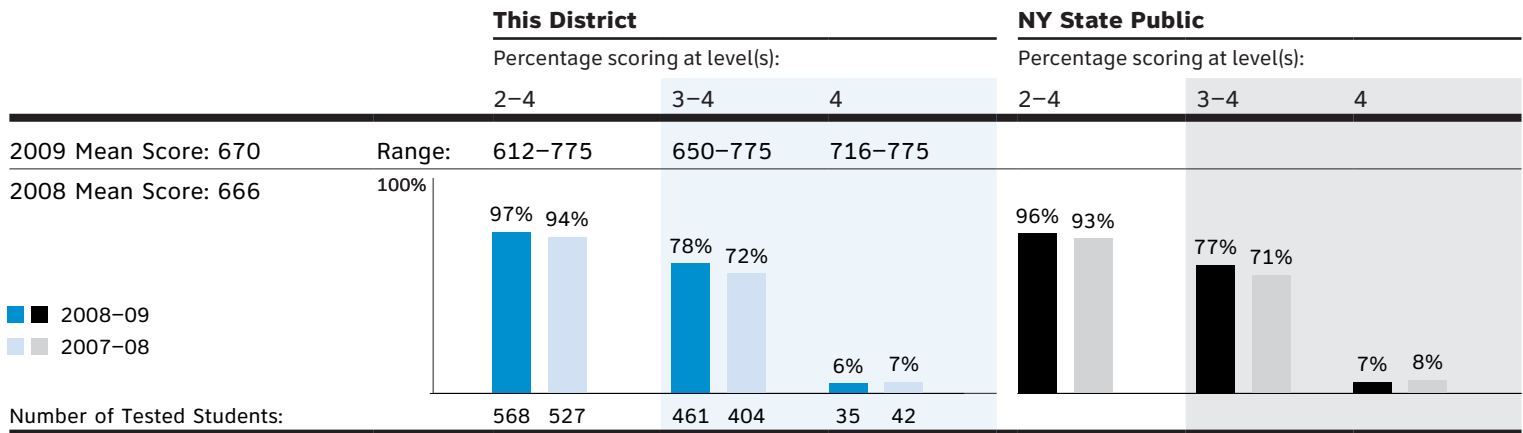
### NOTES

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

## This District's Results in Grade 4 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>588</b>	<b>97%</b>	<b>78%</b>	<b>6%</b>	<b>563</b>	<b>94%</b>	<b>72%</b>	<b>7%</b>
Female	284	98%	82%	8%	281	95%	78%	9%
Male	304	95%	75%	4%	282	92%	66%	6%
American Indian or Alaska Native	3	-	-	-	5	100%	60%	0%
Black or African American	46	91%	67%	7%	39	87%	46%	3%
Hispanic or Latino	11	-	-	-	10	80%	80%	0%
Asian or Native Hawaiian/Other Pacific Islander	25	96%	80%	8%	13	92%	85%	15%
White	503	97%	79%	6%	496	94%	73%	8%
Multiracial								
Small Group Totals	14	100%	86%	14%				
General-Education Students	483	99%	89%	7%	467	99%	80%	9%
Students with Disabilities	105	86%	30%	0%	96	69%	30%	2%
English Proficient	576	97%	78%	6%	558	94%	72%	8%
Limited English Proficient	12	100%	75%	0%	5	100%	80%	0%
Economically Disadvantaged	171	92%	70%	2%	157	88%	57%	5%
Not Disadvantaged	417	98%	82%	7%	406	96%	77%	8%
Migrant								
Not Migrant	588	97%	78%	6%	563	94%	72%	7%

### NOTES

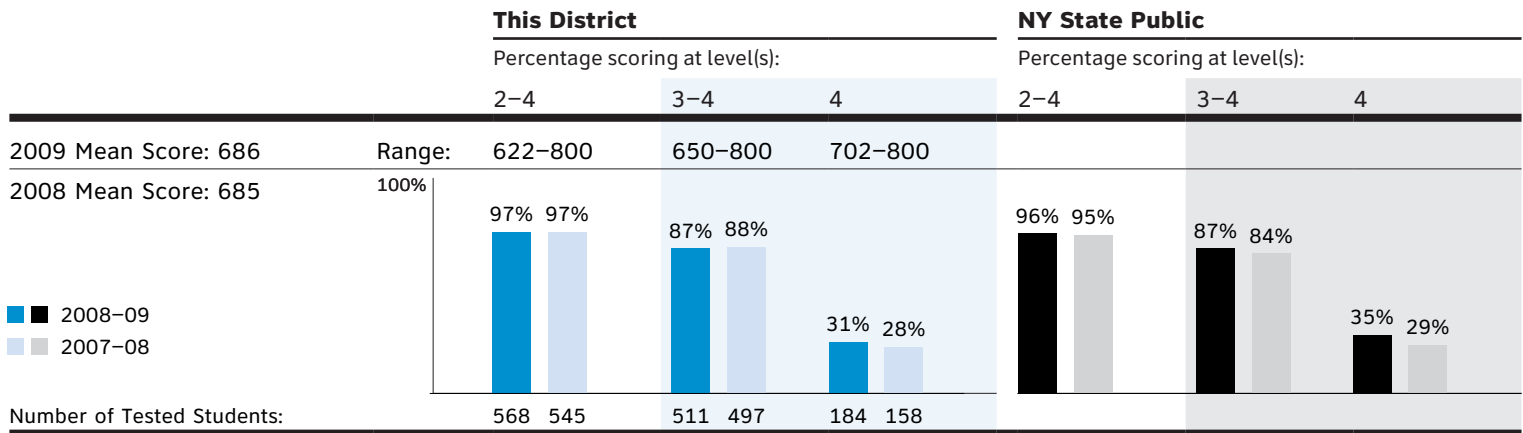
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

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

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

## This District's Results in Grade 4 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>587</b>	<b>97%</b>	<b>87%</b>	<b>31%</b>	<b>564</b>	<b>97%</b>	<b>88%</b>	<b>28%</b>
Female	284	98%	88%	30%	283	97%	90%	24%
Male	303	96%	86%	33%	281	96%	86%	32%
American Indian or Alaska Native	3	-	-	-	5	100%	100%	40%
Black or African American	47	98%	77%	19%	39	95%	74%	13%
Hispanic or Latino	11	-	-	-	10	90%	80%	10%
Asian or Native Hawaiian/Other Pacific Islander	25	100%	96%	36%	12	100%	100%	50%
White	501	96%	88%	33%	498	97%	89%	29%
Multiracial								
Small Group Totals	14	100%	79%	14%				
General-Education Students	483	99%	95%	37%	468	99%	95%	32%
Students with Disabilities	104	87%	52%	4%	96	83%	55%	8%
English Proficient	575	97%	87%	32%	560	-	-	-
Limited English Proficient	12	92%	92%	8%	4	-	-	-
Economically Disadvantaged	170	94%	78%	19%	158	95%	82%	15%
Not Disadvantaged	417	98%	91%	36%	406	97%	90%	33%
Migrant								
Not Migrant	587	97%	87%	31%	564	97%	88%	28%

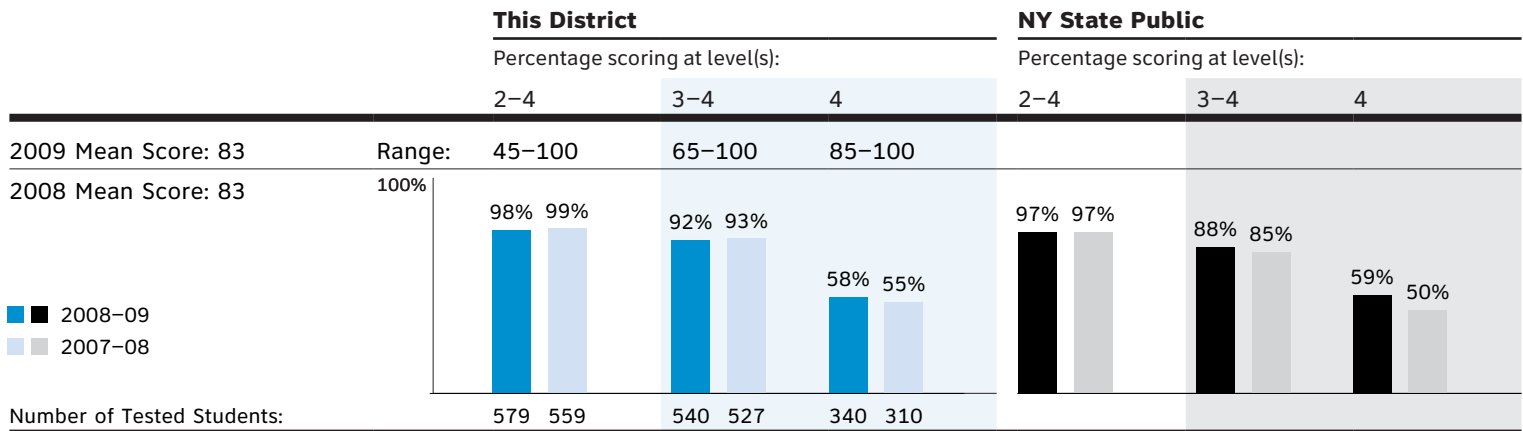
### NOTES

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):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	-	-	-	5	5	5	5

## This District's Results in Grade 4 Science



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>588</b>	<b>98%</b>	<b>92%</b>	<b>58%</b>	<b>565</b>	<b>99%</b>	<b>93%</b>	<b>55%</b>
Female	285	99%	91%	54%	285	99%	93%	54%
Male	303	98%	93%	62%	280	99%	94%	56%
American Indian or Alaska Native	2	-	-	-	5	100%	100%	40%
Black or African American	47	96%	85%	47%	38	97%	87%	37%
Hispanic or Latino	11	-	-	-	10	100%	80%	50%
Asian or Native Hawaiian/Other Pacific Islander	25	100%	96%	60%	13	100%	85%	62%
White	503	99%	92%	58%	499	99%	94%	56%
Multiracial								
Small Group Totals	13	100%	100%	69%				
General-Education Students	485	100%	96%	66%	468	100%	96%	60%
Students with Disabilities	103	92%	73%	18%	97	95%	79%	28%
English Proficient	576	99%	92%	58%	560	99%	93%	55%
Limited English Proficient	12	92%	92%	42%	5	100%	100%	60%
Economically Disadvantaged	167	97%	89%	43%	160	99%	92%	42%
Not Disadvantaged	421	99%	93%	64%	405	99%	94%	60%
Migrant								
Not Migrant	588	98%	92%	58%	565	99%	93%	55%

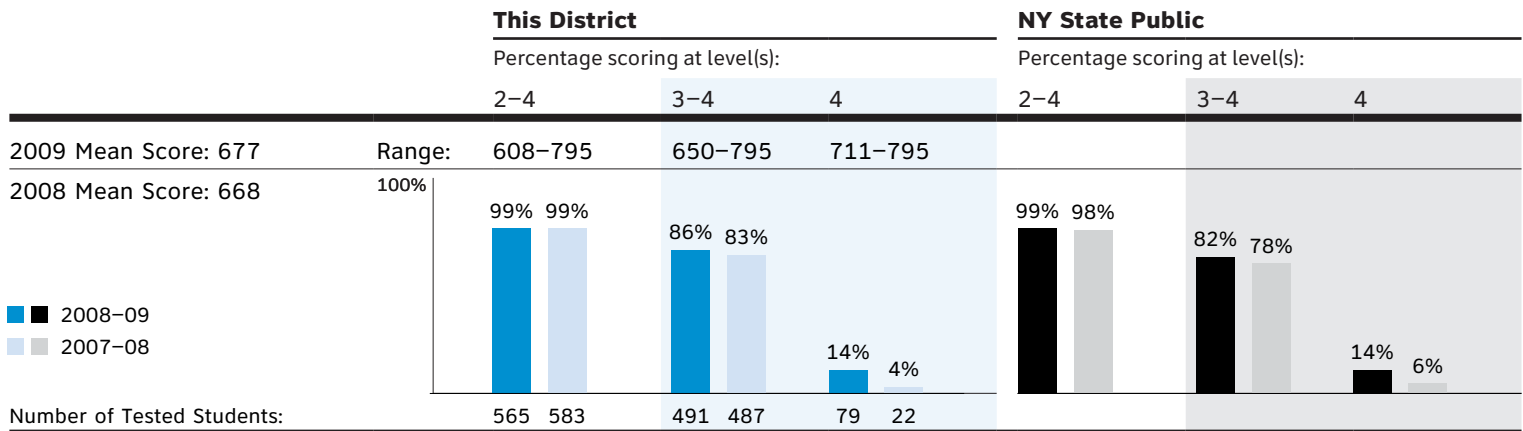
### NOTES

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):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	-	-	-	5	5	5	5

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



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>568</b>	<b>99%</b>	<b>86%</b>	<b>14%</b>	<b>590</b>	<b>99%</b>	<b>83%</b>	<b>4%</b>
Female	281	99%	88%	15%	284	99%	83%	4%
Male	287	100%	85%	13%	306	99%	82%	4%
American Indian or Alaska Native	6	100%	83%	0%	2	-	-	-
Black or African American	45	100%	73%	16%	41	98%	59%	0%
Hispanic or Latino	12	100%	75%	17%	11	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	14	100%	93%	21%	23	100%	96%	0%
White	491	99%	88%	14%	513	99%	84%	4%
Multiracial								
Small Group Totals					13	92%	69%	0%
General-Education Students	464	100%	94%	16%	481	100%	90%	5%
Students with Disabilities	104	97%	51%	3%	109	94%	50%	0%
English Proficient	565	-	-	-	584	99%	83%	4%
Limited English Proficient	3	-	-	-	6	100%	50%	0%
Economically Disadvantaged	178	100%	81%	11%	158	98%	66%	2%
Not Disadvantaged	390	99%	89%	15%	432	99%	88%	4%
Migrant								
Not Migrant	568	99%	86%	14%	590	99%	83%	4%

### NOTES

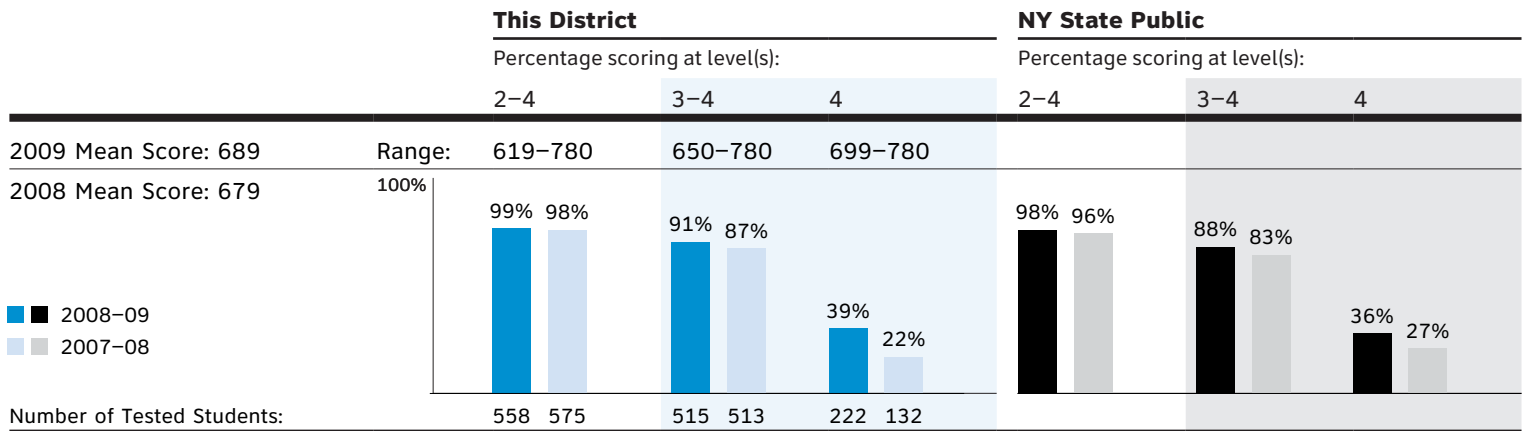
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

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

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

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>564</b>	<b>99%</b>	<b>91%</b>	<b>39%</b>	<b>589</b>	<b>98%</b>	<b>87%</b>	<b>22%</b>
Female	277	100%	92%	40%	283	96%	82%	20%
Male	287	98%	91%	39%	306	99%	92%	25%
American Indian or Alaska Native	6	100%	83%	50%	2	-	-	-
Black or African American	41	98%	78%	20%	40	90%	68%	3%
Hispanic or Latino	12	100%	92%	33%	10	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	15	100%	100%	53%	22	100%	95%	32%
White	490	99%	92%	41%	515	98%	89%	24%
Multiracial								
Small Group Totals					12	100%	75%	8%
General-Education Students	459	100%	98%	47%	481	100%	94%	27%
Students with Disabilities	105	94%	61%	7%	108	89%	58%	3%
English Proficient	561	-	-	-	583	98%	87%	23%
Limited English Proficient	3	-	-	-	6	100%	100%	0%
Economically Disadvantaged	174	98%	86%	28%	160	96%	78%	14%
Not Disadvantaged	390	99%	94%	45%	429	98%	91%	25%
Migrant								
Not Migrant	564	99%	91%	39%	589	98%	87%	22%

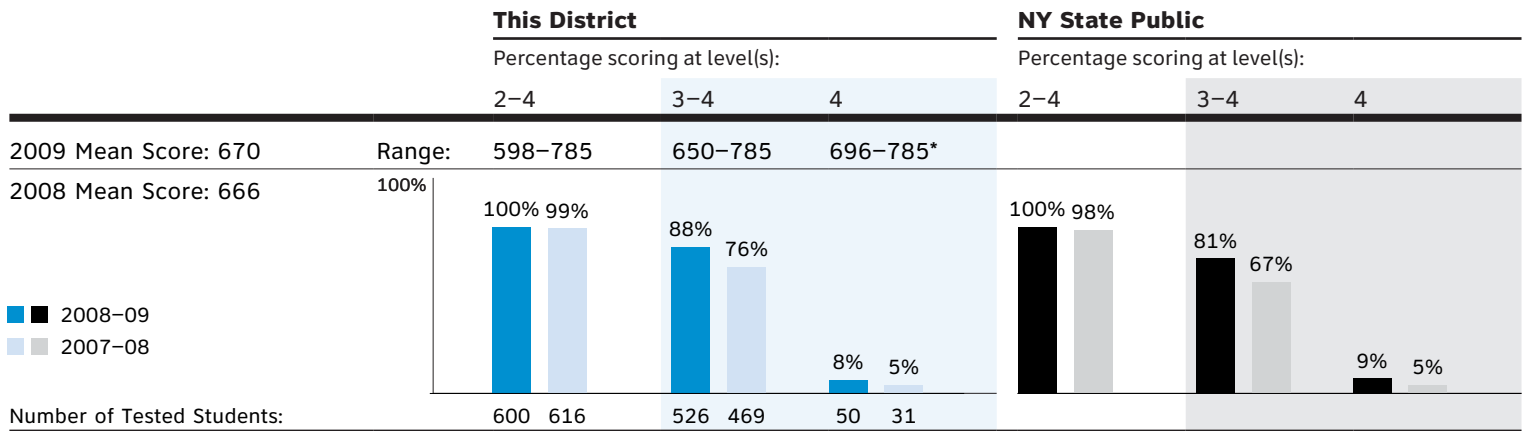
### NOTES

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):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	4	-	-	-	4	-	-	-

## This District's Results in Grade 6 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>601</b>	<b>100%</b>	<b>88%</b>	<b>8%</b>	<b>620</b>	<b>99%</b>	<b>76%</b>	<b>5%</b>
Female	294	100%	88%	11%	311	99%	75%	6%
Male	307	100%	87%	6%	309	99%	76%	4%
American Indian or Alaska Native	3	-	-	-	5	100%	80%	0%
Black or African American	42	100%	62%	7%	56	96%	61%	0%
Hispanic or Latino	13	-	-	-	17	100%	71%	0%
Asian or Native Hawaiian/Other Pacific Islander	24	100%	96%	17%	25	100%	84%	12%
White	519	100%	90%	8%	517	100%	77%	5%
Multiracial								
Small Group Totals	16	100%	75%	0%				
General-Education Students	494	100%	94%	10%	489	100%	85%	6%
Students with Disabilities	107	99%	58%	0%	131	97%	40%	0%
English Proficient	596	100%	88%	8%	616	-	-	-
Limited English Proficient	5	100%	80%	0%	4	-	-	-
Economically Disadvantaged	182	99%	75%	3%	177	100%	62%	2%
Not Disadvantaged	419	100%	93%	11%	443	99%	81%	6%
Migrant								
Not Migrant	601	100%	88%	8%	620	99%	76%	5%

### NOTES

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

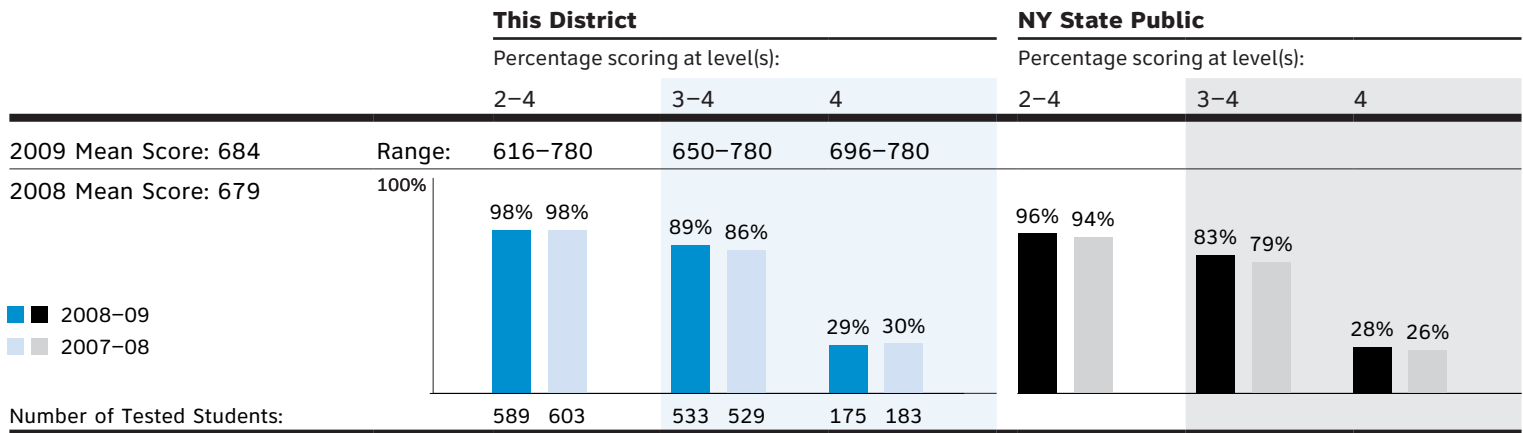
\* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	5	5	5	4	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	N/A	N/A	N/A	0	N/A	N/A	N/A

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

## This District's Results in Grade 6 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>599</b>	<b>98%</b>	<b>89%</b>	<b>29%</b>	<b>616</b>	<b>98%</b>	<b>86%</b>	<b>30%</b>
Female	292	98%	87%	28%	308	98%	85%	24%
Male	307	98%	91%	30%	308	98%	87%	35%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	42	95%	79%	14%	53	96%	77%	8%
Hispanic or Latino	14	-	-	-	16	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	24	100%	100%	38%	25	100%	96%	44%
White	516	99%	90%	31%	518	98%	86%	31%
Multiracial								
Small Group Totals	17	94%	82%	6%	20	100%	85%	25%
General-Education Students	492	100%	96%	35%	488	99%	93%	35%
Students with Disabilities	107	93%	58%	5%	128	93%	58%	8%
English Proficient	593	98%	89%	29%	612	-	-	-
Limited English Proficient	6	100%	100%	17%	4	-	-	-
Economically Disadvantaged	179	96%	82%	18%	174	96%	77%	19%
Not Disadvantaged	420	99%	92%	34%	442	99%	89%	34%
Migrant								
Not Migrant	599	98%	89%	29%	616	98%	86%	30%

### NOTES

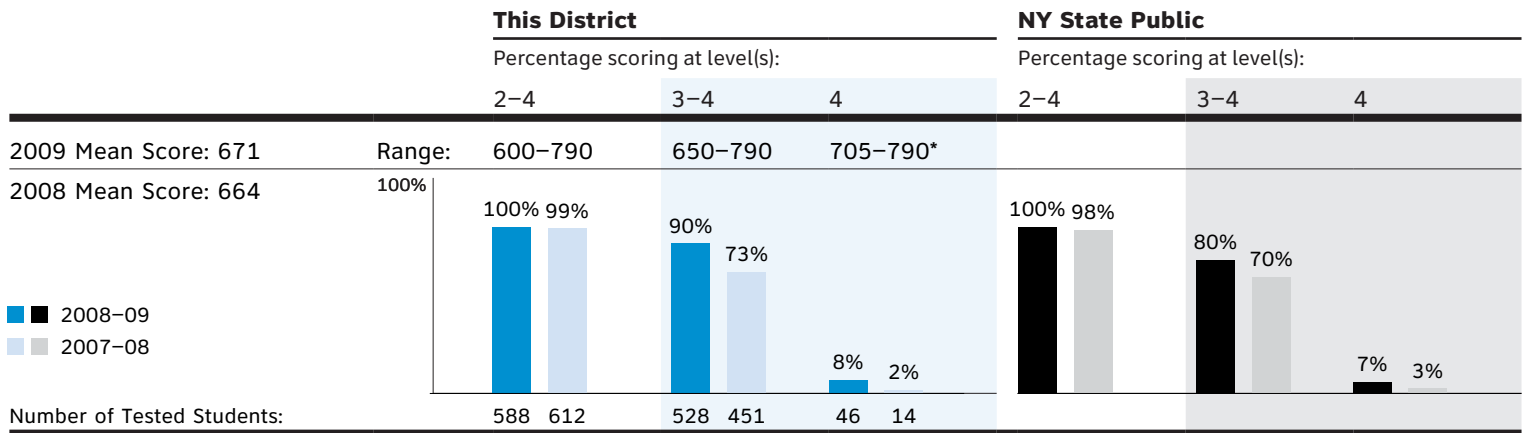
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	5	5	5	4	4	-	-	-



## This District's Results in Grade 7 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>588</b>	<b>100%</b>	<b>90%</b>	<b>8%</b>	<b>621</b>	<b>99%</b>	<b>73%</b>	<b>2%</b>
Female	295	100%	91%	6%	303	100%	83%	3%
Male	293	100%	89%	10%	318	97%	63%	2%
American Indian or Alaska Native	5	100%	80%	0%	6	100%	50%	0%
Black or African American	50	100%	84%	2%	60	98%	52%	2%
Hispanic or Latino	16	100%	88%	0%	14	100%	50%	0%
Asian or Native Hawaiian/Other Pacific Islander	27	100%	89%	19%	16	100%	81%	0%
White	490	100%	91%	8%	525	98%	76%	2%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	475	100%	94%	10%	500	100%	83%	3%
Students with Disabilities	113	100%	73%	0%	121	93%	28%	0%
English Proficient	586	-	-	-	618	-	-	-
Limited English Proficient	2	-	-	-	3	-	-	-
Economically Disadvantaged	188	100%	82%	3%	164	96%	57%	2%
Not Disadvantaged	400	100%	93%	10%	457	99%	78%	2%
Migrant								
Not Migrant	588	100%	90%	8%	621	99%	73%	2%

### NOTES

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

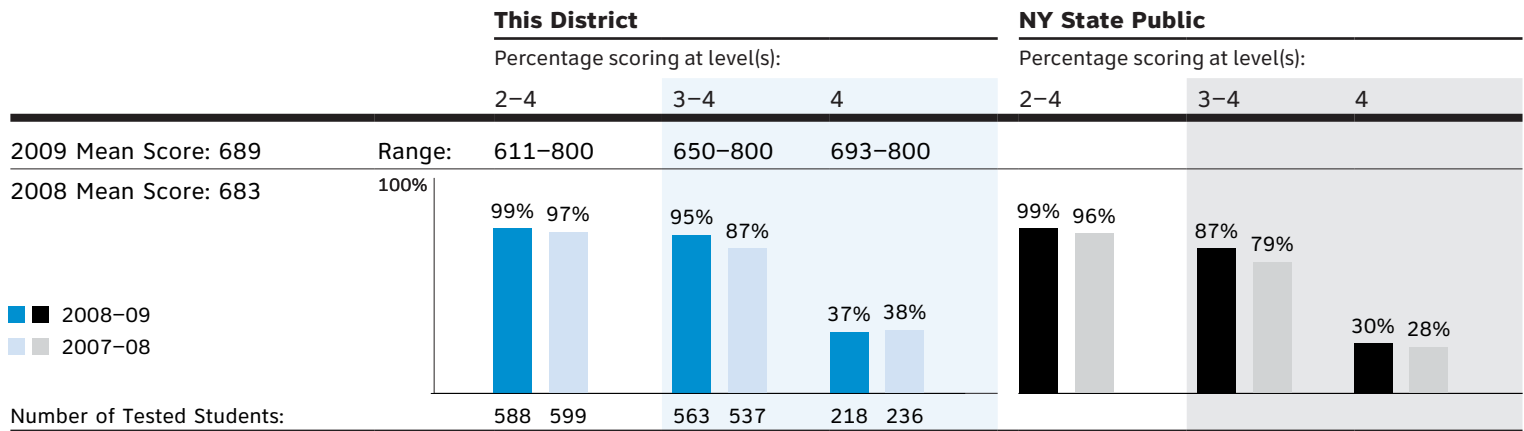
\* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

## Other Assessments

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

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>591</b>	<b>99%</b>	<b>95%</b>	<b>37%</b>	<b>619</b>	<b>97%</b>	<b>87%</b>	<b>38%</b>
Female	296	100%	96%	33%	300	99%	92%	39%
Male	295	99%	94%	40%	319	95%	82%	37%
American Indian or Alaska Native	5	100%	100%	40%	5	100%	80%	0%
Black or African American	51	100%	84%	14%	58	91%	66%	19%
Hispanic or Latino	17	100%	94%	18%	15	100%	87%	7%
Asian or Native Hawaiian/Other Pacific Islander	29	100%	100%	55%	16	100%	94%	69%
White	489	99%	96%	39%	525	97%	89%	41%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	477	100%	98%	42%	499	100%	95%	47%
Students with Disabilities	114	97%	84%	15%	120	84%	51%	3%
English Proficient	587	-	-	-	614	97%	87%	38%
Limited English Proficient	4	-	-	-	5	100%	100%	20%
Economically Disadvantaged	186	99%	92%	25%	165	94%	76%	19%
Not Disadvantaged	405	100%	97%	42%	454	98%	91%	45%
Migrant								
Not Migrant	591	99%	95%	37%	619	97%	87%	38%

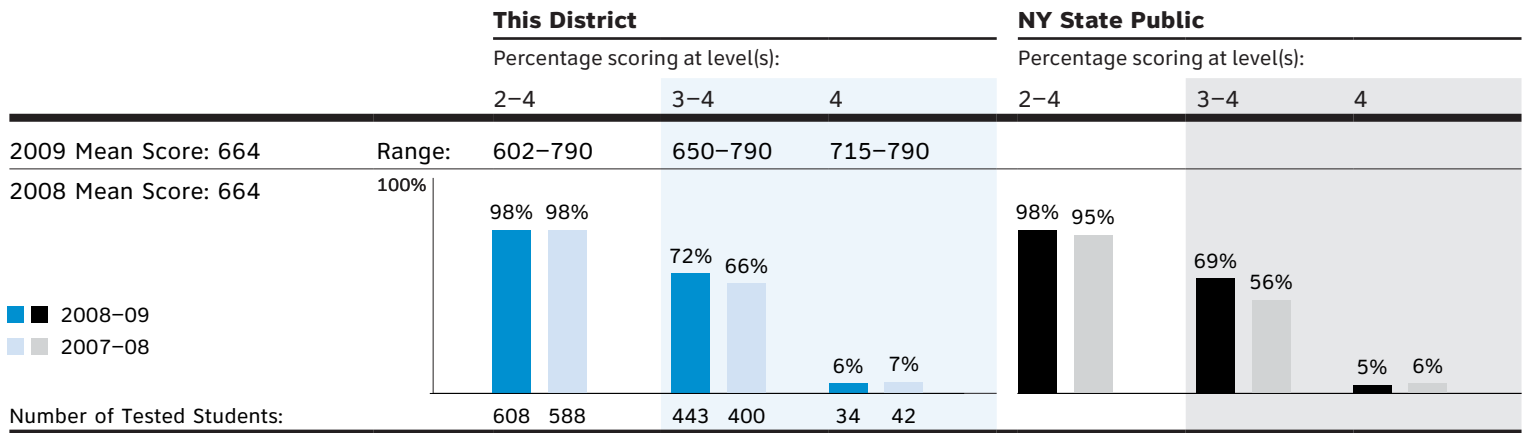
### NOTES

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

## Other Assessments

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

## This District's Results in Grade 8 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>618</b>	<b>98%</b>	<b>72%</b>	<b>6%</b>	<b>603</b>	<b>98%</b>	<b>66%</b>	<b>7%</b>
Female	305	99%	77%	7%	282	99%	72%	9%
Male	313	97%	66%	4%	321	96%	61%	6%
American Indian or Alaska Native	4	-	-	-	5	100%	60%	0%
Black or African American	62	97%	52%	3%	55	96%	35%	4%
Hispanic or Latino	14	93%	36%	0%	10	100%	60%	0%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	17	88%	59%	6%
White	525	99%	75%	6%	516	98%	70%	8%
Multiracial								
Small Group Totals	17	100%	71%	6%				
General-Education Students	502	100%	82%	7%	490	100%	78%	9%
Students with Disabilities	116	91%	26%	0%	113	87%	17%	0%
English Proficient	616	-	-	-	602	-	-	-
Limited English Proficient	2	-	-	-	1	-	-	-
Economically Disadvantaged	177	98%	62%	2%	166	97%	51%	2%
Not Disadvantaged	441	99%	76%	7%	437	98%	72%	9%
Migrant								
Not Migrant	618	98%	72%	6%	603	98%	66%	7%

### NOTES

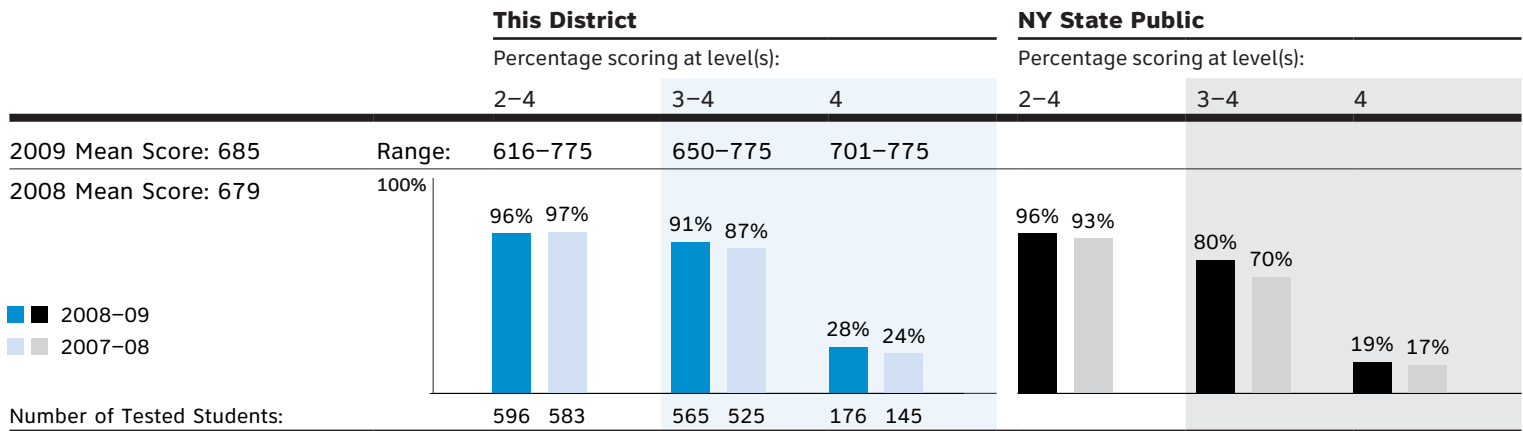
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	-	-	-	6	6	6	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.

## This District's Results in Grade 8 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>618</b>	<b>96%</b>	<b>91%</b>	<b>28%</b>	<b>603</b>	<b>97%</b>	<b>87%</b>	<b>24%</b>
Female	304	98%	96%	33%	282	98%	89%	28%
Male	314	95%	87%	25%	321	95%	85%	21%
American Indian or Alaska Native	4	-	-	-	5	100%	80%	20%
Black or African American	63	89%	75%	13%	54	91%	69%	6%
Hispanic or Latino	14	100%	93%	7%	10	100%	70%	0%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	18	100%	89%	39%
White	524	97%	93%	30%	516	97%	89%	26%
Multiracial								
Small Group Totals	17	100%	94%	47%				
General-Education Students	500	100%	98%	35%	490	99%	94%	29%
Students with Disabilities	118	82%	65%	3%	113	86%	58%	4%
English Proficient	616	-	-	-	601	-	-	-
Limited English Proficient	2	-	-	-	2	-	-	-
Economically Disadvantaged	176	95%	87%	17%	168	94%	76%	11%
Not Disadvantaged	442	97%	93%	33%	435	98%	91%	29%
Migrant								
Not Migrant	618	96%	91%	28%	603	97%	87%	24%

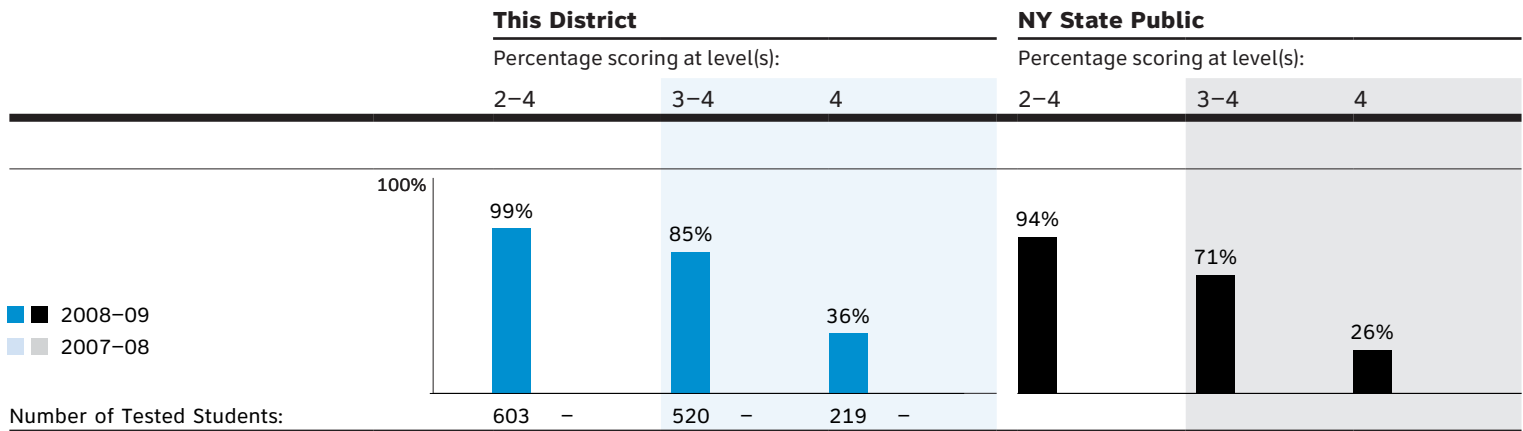
### NOTES

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):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	-	-	-	6	2	2	0

## 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):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>612</b>	<b>99%</b>	<b>85%</b>	<b>36%</b>	<b>585</b>	<b>99%</b>	<b>91%</b>	<b>46%</b>
Female	304	99%	87%	34%	273	100%	91%	42%
Male	308	98%	83%	38%	312	99%	90%	48%
American Indian or Alaska Native	4	-	-	-	5	100%	80%	20%
Black or African American	61	92%	62%	15%	47	100%	79%	11%
Hispanic or Latino	14	100%	71%	14%	10	100%	90%	60%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	17	100%	88%	35%
White	520	99%	88%	38%	506	99%	92%	49%
Multiracial								
Small Group Totals	17	100%	82%	53%				
General-Education Students	499	100%	93%	43%	484	100%	96%	53%
Students with Disabilities	113	93%	49%	4%	101	97%	63%	10%
English Proficient	610	-	-	-	583	-	-	-
Limited English Proficient	2	-	-	-	2	-	-	-
Economically Disadvantaged	171	98%	80%	16%	163	98%	80%	28%
Not Disadvantaged	441	99%	87%	43%	422	100%	95%	53%
Migrant								
Not Migrant	612	99%	85%	36%	585	99%	91%	46%

### 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):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	-	-	-	6	6	5	5
Regents Science	0				1	-	-	-

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

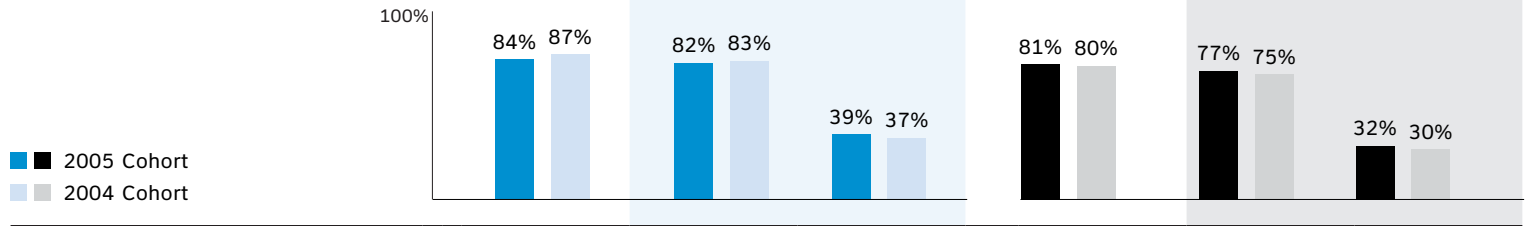
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2005 Cohort

Number of Students	Percentage scoring at level(s):		
	2-4	3-4	4

### 2004 Cohort\*\*

Number of Students	Percentage scoring at level(s):		
	2-4	3-4	4

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>642</b>	<b>84%</b>	<b>82%</b>	<b>39%</b>	<b>704</b>	<b>87%</b>	<b>83%</b>	<b>37%</b>
Female	325	89%	88%	44%	351	92%	89%	44%
Male	317	79%	76%	33%	353	82%	76%	29%
American Indian or Alaska Native	5	60%	60%	20%	4	-	-	-
Black or African American	57	79%	77%	21%	44	82%	73%	18%
Hispanic or Latino	10	90%	90%	10%	15	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	15	87%	87%	53%	21	86%	81%	33%
White	555	85%	83%	41%	620	88%	84%	39%
Multiracial								
Small Group Totals					19	74%	68%	26%
General-Education Students	547	89%	88%	44%	599	92%	89%	43%
Students with Disabilities	95	55%	47%	5%	105	59%	45%	4%
English Proficient	641	-	-	-	700	-	-	-
Limited English Proficient	1	-	-	-	4	-	-	-
Economically Disadvantaged	128	84%	81%	23%	122	84%	77%	24%
Not Disadvantaged	514	84%	83%	42%	582	87%	84%	40%
Migrant								
Not Migrant	642	84%	82%	39%	704	87%	83%	37%

### 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

Number of Students	Number scoring at level(s):		
	2-4	3-4	4

### 2004 Cohort

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.

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

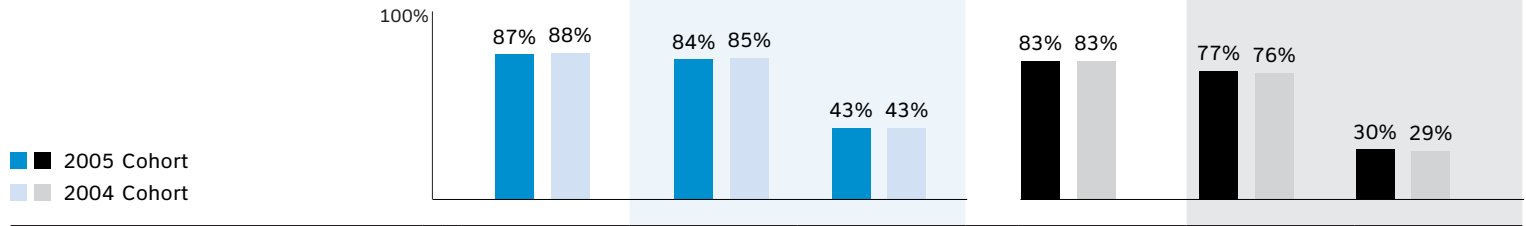
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2005 Cohort

Number of Students	Percentage scoring at level(s):		
	2-4	3-4	4

### 2004 Cohort\*\*

Number of Students	Percentage scoring at level(s):		
	2-4	3-4	4

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>642</b>	<b>87%</b>	<b>84%</b>	<b>43%</b>	<b>704</b>	<b>88%</b>	<b>85%</b>	<b>43%</b>
Female	325	90%	88%	45%	351	92%	90%	48%
Male	317	84%	80%	40%	353	83%	79%	38%
American Indian or Alaska Native	5	80%	80%	40%	4	-	-	-
Black or African American	57	77%	77%	19%	44	82%	73%	27%
Hispanic or Latino	10	90%	80%	10%	15	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	15	93%	93%	73%	21	86%	81%	57%
White	555	88%	85%	45%	620	88%	86%	45%
Multiracial								
Small Group Totals					19	79%	74%	16%
General-Education Students	547	91%	89%	49%	599	92%	90%	49%
Students with Disabilities	95	65%	54%	8%	105	62%	52%	9%
English Proficient	641	-	-	-	700	-	-	-
Limited English Proficient	1	-	-	-	4	-	-	-
Economically Disadvantaged	128	84%	79%	28%	122	88%	84%	32%
Not Disadvantaged	514	88%	85%	46%	582	87%	85%	45%
Migrant								
Not Migrant	642	87%	84%	43%	704	88%	85%	43%

### 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

Number of Students	Number scoring at level(s):		
	2-4	3-4	4

### 2004 Cohort

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.