



# The New York State District Report Card

**Accountability  
and Overview Report  
2009 – 10**

District **LOCKPORT CITY SCHOOL DISTRICT**  
District ID **40-04-00-01-0000**  
Superintendent **TERRY ANN CARBONE**  
Telephone **(716) 478-4835**  
Grades **PK-12**

## This District's Report Card

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

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

### 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 View School Accountability Status.**

This section lists all schools in your district by 2010–11 accountability status.

#### **4 Review an Overview of District Performance.**

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

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [dataquest@mail.nysed.gov](mailto:dataquest@mail.nysed.gov)

## District Profile

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

### Enrollment

	2007-08	2008-09	2009-10
Pre-K	124	294	283
Kindergarten	387	388	353
Grade 1	381	393	401
Grade 2	404	387	382
Grade 3	386	394	381
Grade 4	370	388	399
Grade 5	360	368	381
Grade 6	391	372	372
Ungraded Elementary	5	7	0
Grade 7	368	393	390
Grade 8	398	379	398
Grade 9	523	479	481
Grade 10	416	446	448
Grade 11	400	401	385
Grade 12	376	376	384
Ungraded Secondary	0	0	0
<b>Total K-12</b>	<b>5165</b>	<b>5171</b>	<b>5155</b>

### Average Class Size

	2007-08	2008-09	2009-10
<b>Common Branch</b>	<b>18</b>	<b>19</b>	<b>19</b>
<b>Grade 8</b>			
English	19	18	18
Mathematics	19	18	19
Science	17	16	17
Social Studies	19	18	20
<b>Grade 10</b>			
English	21	20	19
Mathematics	21	18	20
Science	21	18	19
Social Studies	21	18	19

### 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 **LOCKPORT CITY SCHOOL DISTRICT**District ID **40-04-00-01-0000**

## Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	1472	28%	1428	28%	1744	34%
Reduced-Price Lunch	471	9%	461	9%	462	9%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	30	1%	40	1%	54	1%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	40	1%	45	1%	45	1%
Black or African American	673	13%	711	14%	735	14%
Hispanic or Latino	177	3%	202	4%	216	4%
Asian or Native Hawaiian/Other Pacific Islander	49	1%	46	1%	48	1%
White	4186	81%	4140	80%	4097	79%
Multiracial	40	1%	27	1%	14	0%

\* Available only at the school level.

## Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate	95%		94%		95%	
Student Suspensions	300	6%	346	7%	208	4%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

## Teacher Qualifications

	2007-08	2008-09	2009-10
<b>Total Number of Teachers</b>	457	458	456
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	6%	6%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	52%	54%	56%
<b>Total Number of Core Classes</b>	1163	1200	1166
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
<b>Total Number of Classes</b>	1602	1715	1715
Percent Taught by Teachers Without Appropriate Certification	1%	1%	0%

## Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	10%	10%	11%
Turnover Rate of All Teachers	7%	7%	6%

## Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	52	51	53
Total Paraprofessionals*	112	120	122
Assistant Principals	5	5	6
Principals	10	10	10

\* 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. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the Housse process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

## 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 2009–10, 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.p12.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 2009–10 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 2006 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 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2005 graduation-rate total cohort earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### 12<sup>th</sup> Graders

The count of 12<sup>th</sup> graders enrolled during the 2009–10 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

### 2006 Cohort

The count of students in the 2006 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

### Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, who were enrolled on October 7, 2009 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, 2010, are not included in the 2006 school accountability cohort. The 2006 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 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.)

### Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

### 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 is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make 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.p12.nysed.gov/irts](http://www.p12.nysed.gov/irts).

### Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2005 cohort that earned a local or Regents diploma by August 31, 2009.

### Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total 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, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at <http://www.p12.nysed.gov/irts/sirs>.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

### Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

### Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.



## Useful Terms for Understanding Accountability (continued)

### Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12<sup>th</sup> graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2009–10, the participation enrollment (“Total” or “12<sup>th</sup> Graders”) shown in the tables is the sum of 2008–09 and 2009–10 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

### Performance Index (PI)

A 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:

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

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

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

A list of tests used to measure student performance for accountability is available at [www.p12.nysed.gov/irts](http://www.p12.nysed.gov/irts).

### Progress Targets

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

**Science:** The current year's Science Progress Target is calculated by adding one point to the previous year's Performance Index (PI). Example: The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI.

**Graduation Rate:** The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year's graduation-rate cohort and the state standard. Example: The 2009–10 Graduation-Rate Progress Target =  $[(80 - \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}) \times 0.20] + \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}$ .

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

### Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2009–10 safe harbor targets are calculated using the following equation:  
 $2008-09 \text{ PI} + (200 - \text{the } 2008-09 \text{ PI}) \times 0.10$

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

### Safe Harbor Qualification (\*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “\*” symbol after the 2009–10 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

### State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2009–10, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

### Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

### Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2006 cohort (for secondary-level ELA and mathematics) in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2006 cohort members in the All Students group in 2009–10, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

### Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

## 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.p12.nysed.gov/irts/accountability/>.

### 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 (2010–11)

▲ 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

2008–09

2009–10

2010–11

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 Language Arts	Mathematics	Science	English 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	✗	✓	—	✓ <sup>SH</sup>	✗	—
Limited English Proficient	—	—	—	—	—	—
Economically Disadvantaged	✓	✓	—	✓	✓	—
<b>Student groups making AYP in each subject</b>	✗ 5 of 6	✓ 6 of 6	✓ 1 of 1	✗ 4 of 5	✗ 4 of 5	✓ 1 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

#### Accountability Status Levels

##### Federal

- Good Standing ▲
- Improvement (Year 1) ▲
- Improvement (Year 2) ▲
- Improvement (Year 3) ▲
- Improvement (Year 4) ▲
- Improvement (Year 5 & Above) ▲
- Pending – Requires Special Evaluation

##### State

- Good Standing ■
- Requiring Academic Progress (Year 1) ■
- Requiring Academic Progress (Year 2) ■
- Requiring Academic Progress (Year 3) ■
- Requiring Academic Progress (Year 4) ■
- Requiring Academic Progress (Year 5 & Above) ■

## Elementary/Middle-Level English Language Arts

### Accountability Status for This Subject (2010–11)



Good Standing

### Accountability Measures

5 of 6

Student groups making AYP in English language arts



Did not make AYP

### Prospective Status

A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
<b>Accountability Groups</b>							
<b>All Students</b> (2362:2273)	✓	✓	100%	✓	172	153	
<b>Ethnicity</b>							
American Indian or Alaska Native (25:25)	—	—	—	—	—	—	—
Black or African American (357:344)	✓	✓	99%	✓	158	149	
Hispanic or Latino (17:17)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (24:23)	—	—	—	—	—	—	—
White (1898:1827)	✓	✓	100%	✓	175	152	
Multiracial (41:37)	✓	✓	100%	✓	162	139	
<b>Other Groups</b>							
Students with Disabilities (389:397)	✗	✓	99%	✗	123	149	145 94
Limited English Proficient (23:16)	—	—	—	—	—	—	—
Economically Disadvantaged (1045:992)	✓	✓	100%	✓	162	152	
<b>Final AYP Determination</b>	✗ 5 of 6						
<b>Non-Accountability Groups</b>							
Female (1125:1081)			100%		177	152	
Male (1237:1192)			100%		167	152	
Migrant (0:0)							

#### Symbols

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

## Elementary/Middle-Level Mathematics

### Accountability Status for This Subject (2010–11)



Good Standing

### Accountability Measures

6 of 6

Student groups making AYP in mathematics



Made AYP

### Prospective Status

This district will be in good standing in 2011-12. [201]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
<b>Accountability Groups</b>							
<b>All Students</b> (2362:2273)	✓	✓	100%	✓	185	133	
<b>Ethnicity</b>							
American Indian or Alaska Native (25:25)	—	—	—	—	—	—	—
Black or African American (358:344)	✓	✓	99%	✓	174	129	
Hispanic or Latino (17:17)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (24:23)	—	—	—	—	—	—	—
White (1897:1827)	✓	✓	100%	✓	187	132	
Multiracial (41:37)	✓	✓	100%	✓	181	119	
<b>Other Groups</b>							
Students with Disabilities (389:398)	✓	✓	99%	✓	142	129	
Limited English Proficient (23:22)	—	—	—	—	—	—	—
Economically Disadvantaged (1044:994)	✓	✓	99%	✓	178	132	
<b>Final AYP Determination</b>	✓ 6 of 6						
<b>Non-Accountability Groups</b>							
Female (1126:1081)			100%		185	132	
Male (1236:1192)			100%		184	132	
Migrant (0:0)							

#### Symbols



Made AYP



Made AYP Using Safe Harbor Target



Did not make AYP



Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment



Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2010–11)**

**Accountability Measures** 1 of 1 Student groups making AYP in science  
 Made AYP

**Prospective Status** This district will be in good standing in 2011-12. [201]

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target	
							2009–10	2010–11	
Accountability Groups									
All Students (806:775)	✓	Qualified	✓	99%	✓	189	100		
Ethnicity									
American Indian or Alaska Native (8:8)		–	–	–	–	–	–		–
Black or African American (133:125)		Qualified	✓	99%	✓	179	100		
Hispanic or Latino (5:5)		–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (9:8)		–	–	–	–	–	–		–
White (637:617)		Qualified	✓	99%	✓	191	100		
Multiracial (14:12)		–	–	–	–	–	–		–
Other Groups									
Students with Disabilities (123:127)		Qualified	✓	98%	✓	165	100		
Limited English Proficient (11:11)		–	–	–	–	–	–		–
Economically Disadvantaged (345:326)		Qualified	✓	98%	✓	184	100		
Final AYP Determination	✓ 1 of 1								
Non-Accountability Groups									
Female (377:363)				99%		191	100		
Male (429:412)				98%		187	100		
Migrant (0:0)									

#### Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

## Secondary-Level English Language Arts

### Accountability Status for This Subject (2010–11)



Good Standing

### Accountability Measures

4 of 5

Student groups making AYP in English language arts



Did not make AYP

### Prospective Status

A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2009-10	2010-11
Accountability Groups								
All Students (394:384)	✓	✓	99%	✓	190	171		
Ethnicity								
American Indian or Alaska Native (5:5)	—	—	—	—	—	—		—
Black or African American (32:33)	✗	—	—	✗	158	160	160	162
Hispanic or Latino (0:0)								
Asian or Native Hawaiian/Other Pacific Islander (6:6)	—	—	—	—	—	—		—
White (351:340)	✓	✓	99%	✓	193	171		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (36:43)	✓ <sup>SH</sup>	—	—	✓ <sup>SH</sup>	135	162	128	142
Limited English Proficient (1:1)	—	—	—	—	—	—		—
Economically Disadvantaged (59:62)	✓	✓	100%	✓	177	165		
Final AYP Determination	✗ 4 of 5							
Non-Accountability Groups								
Female (190:183)			100%		192	169		
Male (204:201)			99%		189	169		
Migrant (0:0)								

#### Symbols

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 12<sup>th</sup> Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

## Secondary-Level Mathematics

### Accountability Status for This Subject (2010–11)



Good Standing

### Accountability Measures

4 of 5

Student groups making AYP in mathematics



Did not make AYP

### Prospective Status

This district will be in good standing in 2011-12. [201]

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10      2010–11
<b>Accountability Groups</b>							
<b>All Students</b> (394:384)	✓	✓	99%	✓	190	167	
<b>Ethnicity</b>							
American Indian or Alaska Native (5:5)	—	—	—	—	—	—	—
Black or African American (32:33)	✓	—	—	✓	170	156	
Hispanic or Latino (0:0)							
Asian or Native Hawaiian/Other Pacific Islander (6:6)	—	—	—	—	—	—	—
White (351:340)	✓	✓	99%	✓	192	167	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (36:43)	✗	—	—	✗	123	158	146      131
Limited English Proficient (1:1)	—	—	—	—	—	—	—
Economically Disadvantaged (59:62)	✓	✓	100%	✓	177	161	
<b>Final AYP Determination</b>	✗ 4 of 5						
<b>Non-Accountability Groups</b>							
Female (190:183)			100%		191	165	
Male (204:201)			99%		189	165	
Migrant (0:0)							

#### Symbols

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 12<sup>th</sup> Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.



## Graduation Rate

**Accountability Status for This Indicator (2010–11)**  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 2011-12. [201]

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives State Standard	Progress Target	
	AYP	Met Criterion	Graduation Rate		2009–10	2010–11
Accountability Groups						
All Students (428)	✓	✓	82%	80%		
Ethnicity						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (49)		✓	71%	80%	62%	73%
Hispanic or Latino (8)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (3)		–	–	–		
White (367)		✓	84%	80%		
Multiracial (0)						
Other Groups						
Students with Disabilities (54)		✓	48%	80%	42%	54%
Limited English Proficient (1)		–	–	–		
Economically Disadvantaged (100)		✓	77%	80%	70%	78%
Final AYP Determination	✓ 1 of 1					
Non-Accountability Groups						
Female (217)			86%	80%		
Male (211)			79%	80%		
Migrant (0)						

#### Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

#### Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **85%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

# 3 School Accountability Status

District **LOCKPORT CITY SCHOOL DISTRICT**

District ID **40-04-00-01-0000**

## 2010–11 Accountability Status of Schools in Your District

This section lists all schools in your district by 2010–11 accountability status.

---

### In Good Standing

9 schools identified 90% of total

ANNA MERRITT ELEMENTARY SCHOOL  
CHARLES A UPSON ELEMENTARY SCHOOL  
DEWITT CLINTON ELEMENTARY SCHOOL  
EMMET BELKNAP MIDDLE SCHOOL  
GEORGE SOUTHARD ELEMENTARY SCHOOL  
JOHN E POUND ELEMENTARY SCHOOL  
NORTH PARK MIDDLE SCHOOL  
ROY KELLEY ELEMENTARY SCHOOL  
WASHINGTON HUNT SCHOOL

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### Improvement (year 1) Focused

1 school identified 10% of total

LOCKPORT HIGH SCHOOL

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# 4 Overview of District Performance

District **LOCKPORT CITY SCHOOL DISTRICT**


District ID **40-04-00-01-0000**

## Summary of 2009–10 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.



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	58%			382
Grade 4	60%			399
Grade 5	54%			384
Grade 6	45%			380
Grade 7	44%			389
Grade 8	50%			393

### Mathematics

Grade 3	54%		381
Grade 4	67%		400
Grade 5	65%		384
Grade 6	47%		382
Grade 7	63%		389
Grade 8	55%		393

### Science

Grade 4	91%		398
Grade 8	90%		387

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	83%			447
Mathematics	83%			447

## 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.p12.nysed.gov/irts](http://www.p12.nysed.gov/irts).

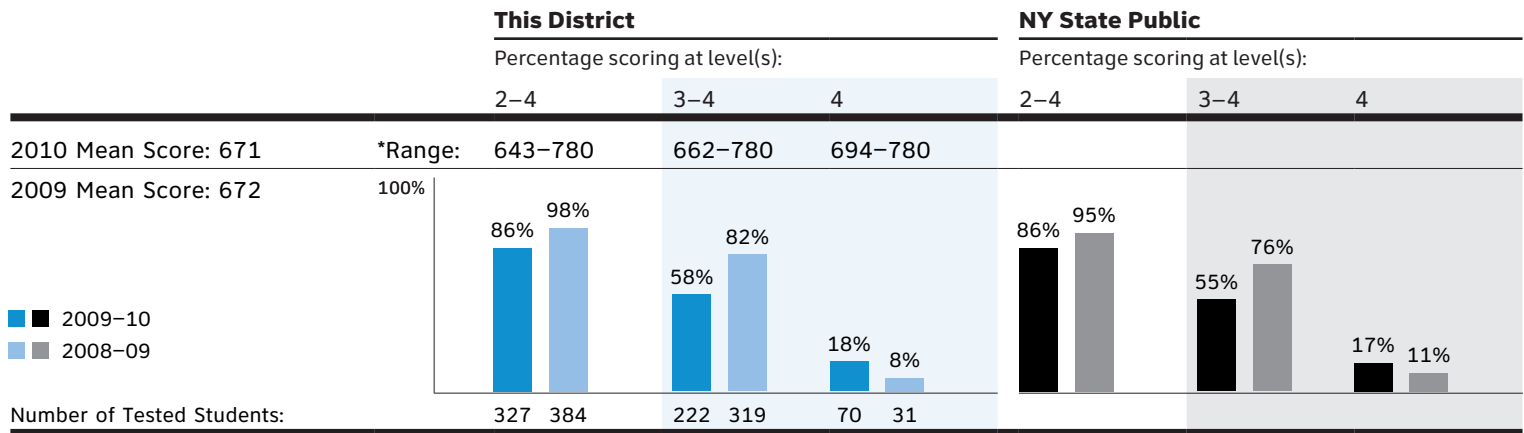
In this section, this district's performance is compared with that of public schools statewide.

## 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

	2009-10 School Year				2008-09 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>382</b>	<b>86%</b>	<b>58%</b>	<b>18%</b>	<b>390</b>	<b>98%</b>	<b>82%</b>	<b>8%</b>
Female	179	89%	63%	22%	183	99%	87%	9%
Male	203	83%	54%	15%	207	98%	77%	7%
American Indian or Alaska Native	4	—	—	—	3	—	—	—
Black or African American	59	71%	44%	7%	83	99%	73%	4%
Hispanic or Latino	4	—	—	—	17	94%	71%	0%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	50%	6	—	—	—
White	302	89%	60%	21%	281	99%	85%	9%
Multiracial	7	71%	57%	0%				
Small Group Totals	8	63%	50%	13%	9	100%	89%	22%
General-Education Students	313	96%	67%	21%	332	100%	88%	9%
Students with Disabilities	69	41%	19%	7%	58	90%	45%	2%
English Proficient	377	86%	59%	19%	386	—	—	—
Limited English Proficient	5	40%	20%	0%	4	—	—	—
Economically Disadvantaged	209	81%	47%	10%	150	99%	79%	6%
Not Disadvantaged	173	91%	71%	28%	240	98%	84%	9%
Migrant								
Not Migrant	382	86%	58%	18%	390	98%	82%	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.

\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 Accountability and Overview Reports.

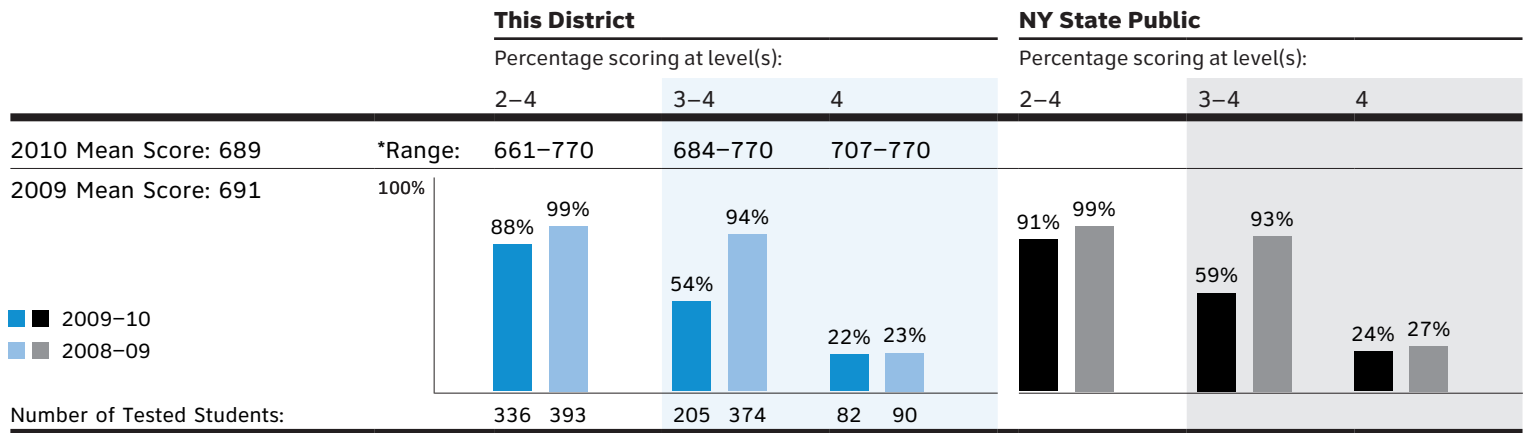
### Other

#### Assessments

	2009-10 School Year				2008-09 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	3	—	—	—	2	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	N/A	N/A	N/A	1	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	1	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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>381</b>	<b>88%</b>	<b>54%</b>	<b>22%</b>	<b>398</b>	<b>99%</b>	<b>94%</b>	<b>23%</b>
Female	179	89%	53%	20%	188	99%	94%	26%
Male	202	87%	55%	23%	210	99%	94%	20%
American Indian or Alaska Native	4	—	—	—	3	—	—	—
Black or African American	59	78%	39%	15%	85	96%	91%	13%
Hispanic or Latino	4	—	—	—	18	100%	89%	6%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	50%	6	—	—	—
White	301	91%	56%	23%	285	99%	95%	26%
Multiracial	7	71%	43%	29%	1	—	—	—
Small Group Totals	8	75%	38%	0%	10	100%	90%	40%
General-Education Students	313	95%	62%	26%	335	100%	98%	27%
Students with Disabilities	68	59%	15%	3%	63	92%	73%	2%
English Proficient	375	89%	54%	22%	393	99%	94%	22%
Limited English Proficient	6	17%	17%	0%	5	100%	60%	40%
Economically Disadvantaged	210	83%	42%	18%	153	99%	91%	21%
Not Disadvantaged	171	95%	68%	26%	245	99%	96%	24%
Migrant								
Not Migrant	381	88%	54%	22%	398	99%	94%	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.

\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

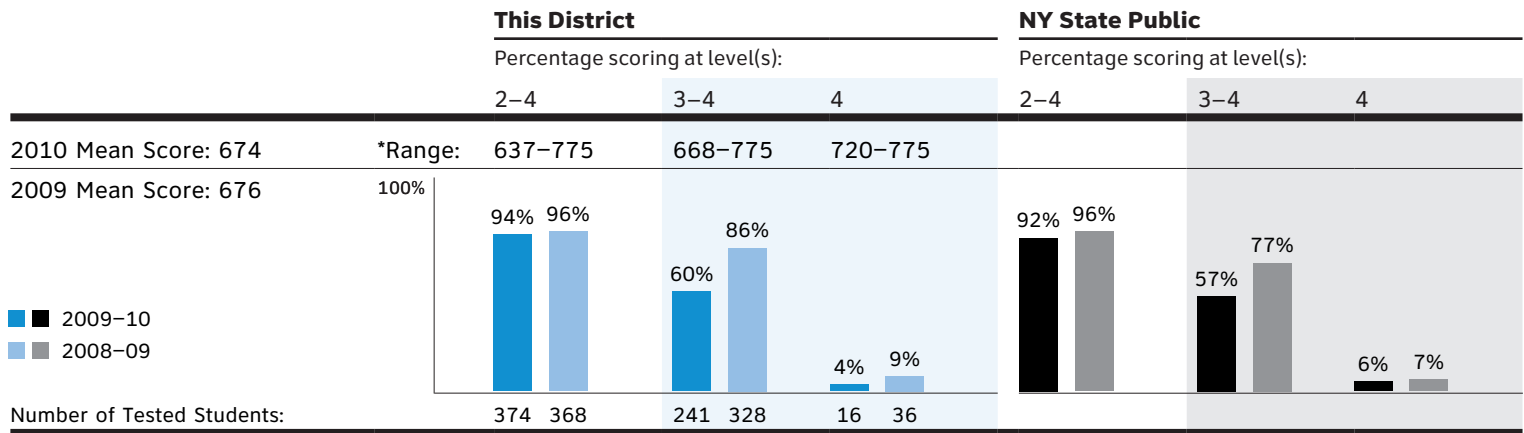
## Other

## Assessments

	2009-10 School Year				2008-09 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	3	—	—	—	2	—	—	—

District **LOCKPORT CITY SCHOOL DISTRICT**District ID **40-04-00-01-0000**

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



### Results by Student Group

	2009-10 School Year				2008-09 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>399</b>	<b>94%</b>	<b>60%</b>	<b>4%</b>	<b>382</b>	<b>96%</b>	<b>86%</b>	<b>9%</b>
Female	190	96%	67%	5%	201	98%	88%	12%
Male	209	92%	54%	3%	181	95%	83%	6%
American Indian or Alaska Native	5	80%	40%	0%	5	—	—	—
Black or African American	80	88%	45%	3%	63	98%	79%	3%
Hispanic or Latino	5	100%	40%	0%	15	93%	80%	7%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	71%	14%	2	—	—	—
White	295	95%	65%	4%	297	96%	88%	11%
Multiracial	7	100%	43%	0%				
Small Group Totals					7	100%	86%	0%
General-Education Students	337	97%	69%	5%	336	99%	93%	11%
Students with Disabilities	62	76%	15%	0%	46	74%	33%	0%
English Proficient	394	94%	61%	4%	379	—	—	—
Limited English Proficient	5	60%	20%	0%	3	—	—	—
Economically Disadvantaged	196	92%	54%	3%	139	95%	76%	3%
Not Disadvantaged	203	96%	67%	5%	243	97%	91%	13%
Migrant								
Not Migrant	399	94%	60%	4%	382	96%	86%	9%

#### 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.

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### Other

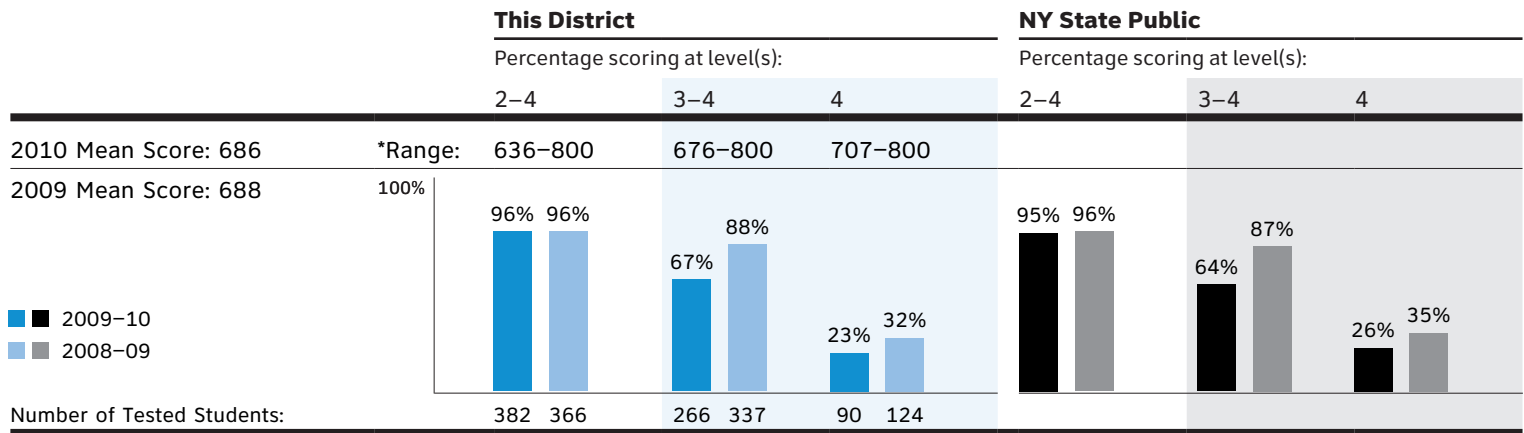
#### Assessments

	2009-10 School Year				2008-09 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	5	5	4	3	5	5	4	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	N/A	N/A	N/A	0	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	1	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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>400</b>	<b>96%</b>	<b>67%</b>	<b>23%</b>	<b>382</b>	<b>96%</b>	<b>88%</b>	<b>32%</b>
Female	191	96%	71%	24%	201	96%	88%	35%
Male	209	95%	63%	21%	181	96%	89%	30%
American Indian or Alaska Native	5	80%	60%	0%	5	—	—	—
Black or African American	80	94%	55%	16%	63	97%	84%	14%
Hispanic or Latino	5	100%	60%	20%	16	100%	81%	25%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	86%	71%	2	—	—	—
White	296	96%	70%	24%	296	95%	89%	36%
Multiracial	7	100%	57%	0%				
Small Group Totals					7	100%	100%	43%
General-Education Students	338	99%	74%	27%	335	100%	94%	35%
Students with Disabilities	62	79%	26%	0%	47	68%	47%	15%
English Proficient	394	96%	67%	23%	379	—	—	—
Limited English Proficient	6	83%	17%	0%	3	—	—	—
Economically Disadvantaged	197	94%	60%	19%	138	92%	80%	21%
Not Disadvantaged	203	97%	73%	26%	244	98%	93%	39%
Migrant								
Not Migrant	400	96%	67%	23%	382	96%	88%	32%

### 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.

\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

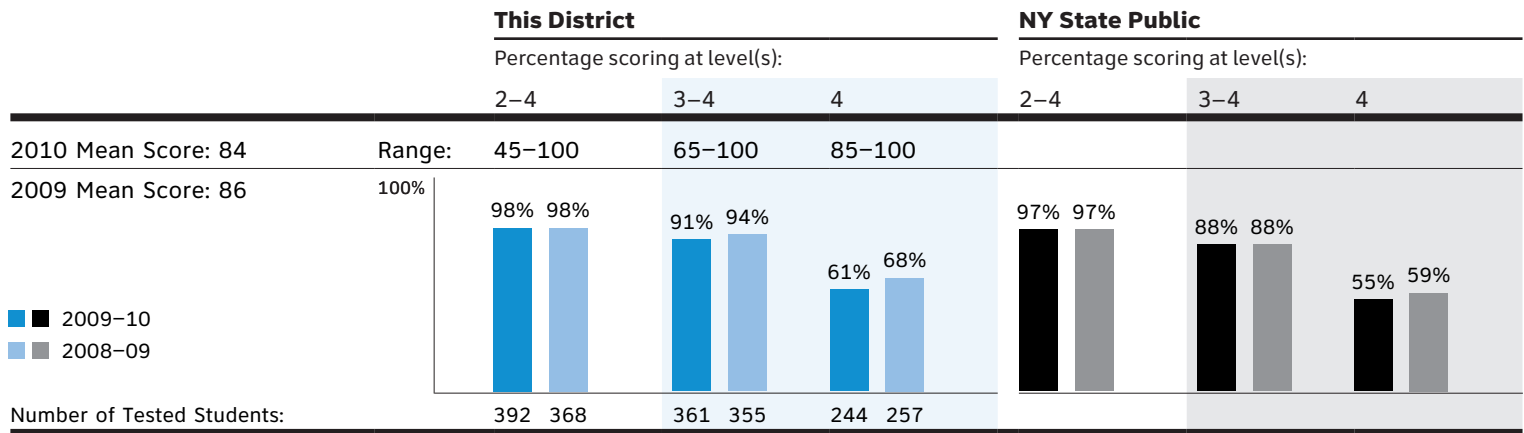
## Other

## Assessments

	2009-10 School Year				2008-09 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	5	5	5	3	5	5	4	3

District **LOCKPORT CITY SCHOOL DISTRICT**District ID **40-04-00-01-0000**

## This District's Results in Grade 4 Science



### Results by Student Group

	2009-10 School Year				2008-09 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>398</b>	<b>98%</b>	<b>91%</b>	<b>61%</b>	<b>377</b>	<b>98%</b>	<b>94%</b>	<b>68%</b>
Female	190	99%	93%	61%	198	98%	94%	66%
Male	208	98%	89%	62%	179	97%	94%	70%
American Indian or Alaska Native	5	100%	60%	60%	5	—	—	—
Black or African American	81	98%	86%	51%	62	98%	90%	53%
Hispanic or Latino	5	100%	100%	60%	15	93%	87%	60%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	57%	2	—	—	—
White	293	99%	92%	65%	293	98%	95%	71%
Multiracial	7	100%	100%	57%				
Small Group Totals					7	100%	100%	86%
General-Education Students	336	99%	96%	66%	333	99%	97%	71%
Students with Disabilities	62	95%	65%	34%	44	84%	75%	43%
English Proficient	392	99%	91%	62%	374	—	—	—
Limited English Proficient	6	67%	50%	0%	3	—	—	—
Economically Disadvantaged	196	98%	89%	56%	136	96%	89%	55%
Not Disadvantaged	202	99%	92%	67%	241	98%	97%	76%
Migrant								
Not Migrant	398	98%	91%	61%	377	98%	94%	68%

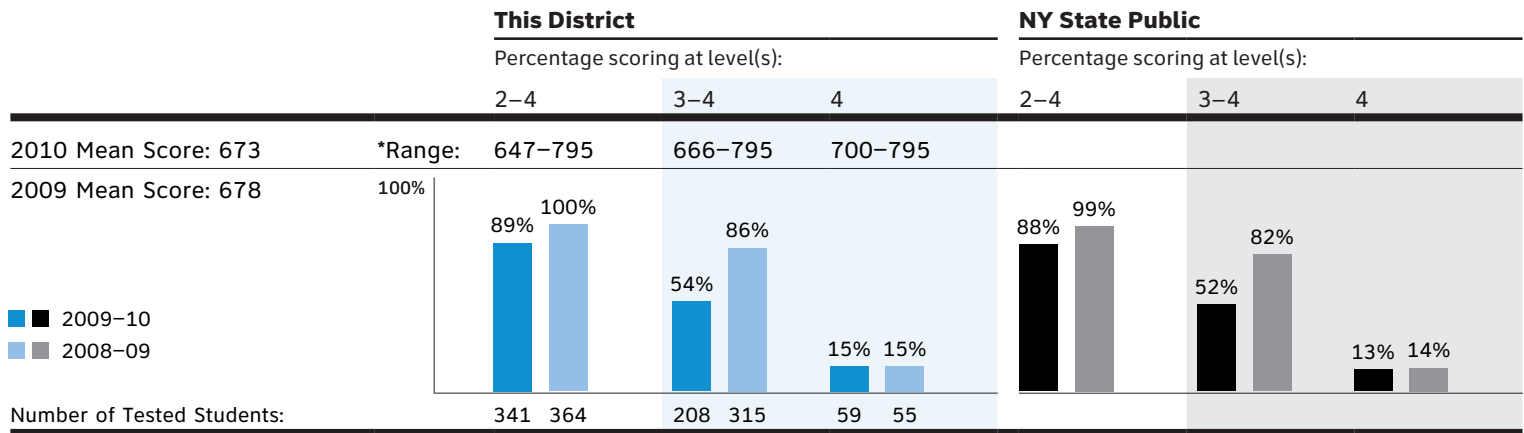
#### NOTES

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### Other Assessments

	2009-10 School Year				2008-09 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	5	5	5	4	5	5	5	5

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



### Results by Student Group

	2009-10 School Year				2008-09 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>384</b>	<b>89%</b>	<b>54%</b>	<b>15%</b>	<b>365</b>	<b>100%</b>	<b>86%</b>	<b>15%</b>
Female	198	90%	60%	20%	172	100%	88%	18%
Male	186	88%	48%	10%	193	99%	84%	12%
American Indian or Alaska Native	4	—	—	—	6	—	—	—
Black or African American	55	80%	35%	5%	58	100%	74%	2%
Hispanic or Latino	8	75%	38%	0%	17	100%	88%	12%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	4	—	—	—
White	303	91%	58%	17%	280	100%	89%	18%
Multiracial	12	75%	50%	8%				
Small Group Totals	6	100%	67%	33%	10	100%	90%	10%
General-Education Students	341	94%	59%	17%	297	100%	92%	18%
Students with Disabilities	43	49%	16%	2%	68	99%	60%	1%
English Proficient	383	—	—	—	363	—	—	—
Limited English Proficient	1	—	—	—	2	—	—	—
Economically Disadvantaged	180	84%	41%	5%	142	99%	77%	6%
Not Disadvantaged	204	93%	66%	25%	223	100%	92%	21%
Migrant								
Not Migrant	384	89%	54%	15%	365	100%	86%	15%

#### NOTES

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\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

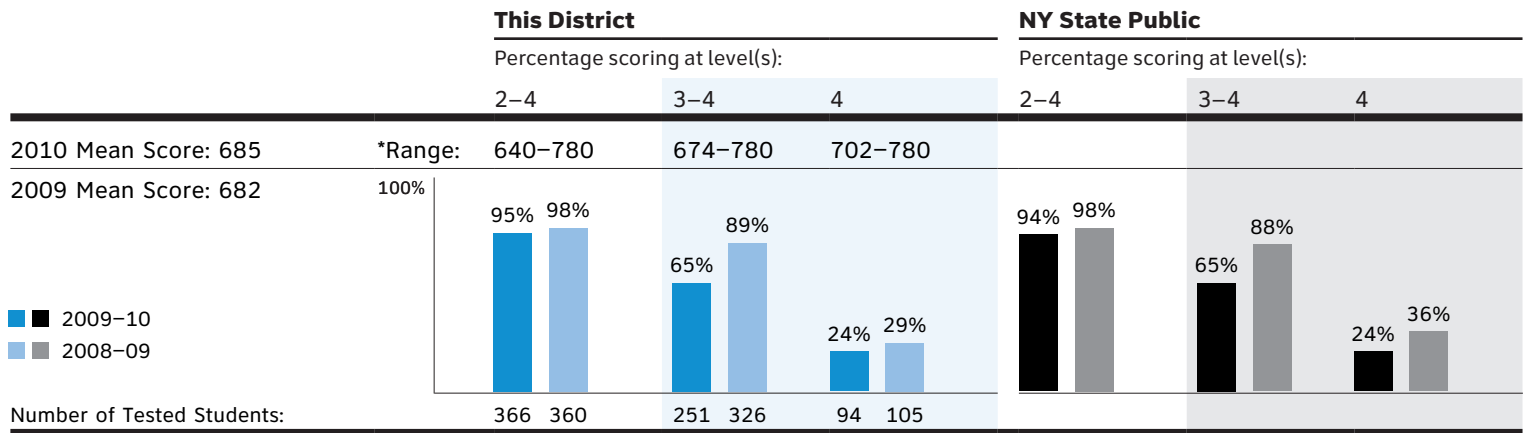
### Other

### Assessments

	2009-10 School Year				2008-09 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
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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>384</b>	<b>95%</b>	<b>65%</b>	<b>24%</b>	<b>366</b>	<b>98%</b>	<b>89%</b>	<b>29%</b>
Female	198	94%	67%	26%	176	98%	90%	27%
Male	186	96%	63%	23%	190	98%	88%	30%
American Indian or Alaska Native	4	—	—	—	6	—	—	—
Black or African American	55	93%	51%	11%	59	98%	80%	10%
Hispanic or Latino	8	88%	38%	13%	18	100%	89%	6%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	4	—	—	—
White	303	96%	69%	28%	279	98%	91%	34%
Multiracial	12	92%	67%	8%				
Small Group Totals	6	100%	67%	0%	10	100%	100%	30%
General-Education Students	341	99%	70%	28%	296	100%	95%	33%
Students with Disabilities	43	63%	28%	0%	70	91%	66%	9%
English Proficient	383	—	—	—	364	—	—	—
Limited English Proficient	1	—	—	—	2	—	—	—
Economically Disadvantaged	180	94%	53%	13%	139	99%	82%	15%
Not Disadvantaged	204	97%	76%	35%	227	98%	93%	37%
Migrant								
Not Migrant	384	95%	65%	24%	366	98%	89%	29%

#### NOTES

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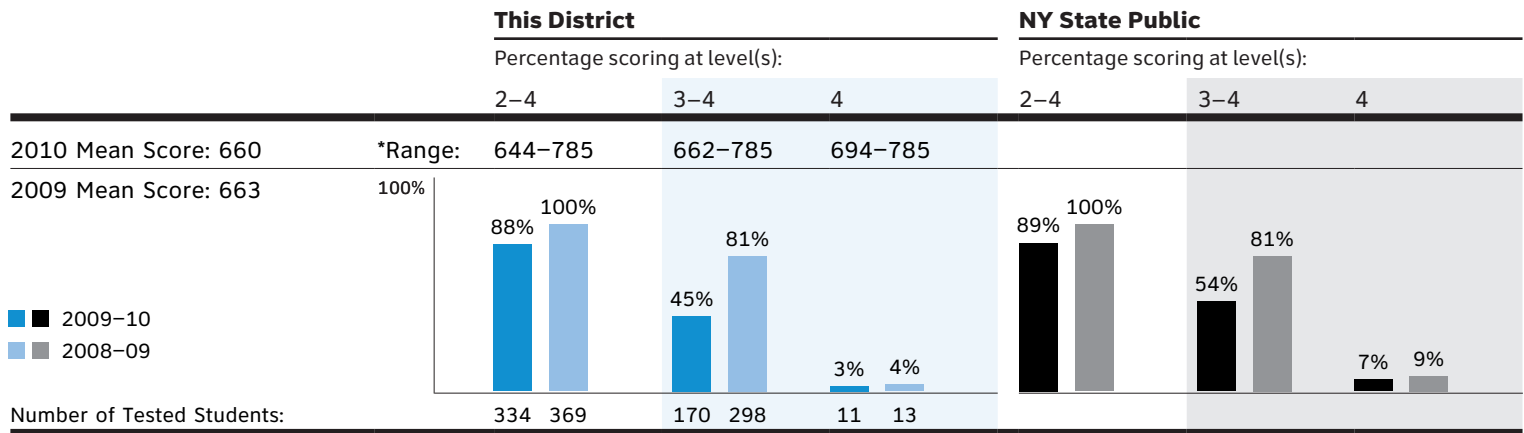
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### Other

#### Assessments

	2009-10 School Year				2008-09 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	—	—	—	3	—	—	—

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



### Results by Student Group

	2009-10 School Year				2008-09 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>380</b>	<b>88%</b>	<b>45%</b>	<b>3%</b>	<b>369</b>	<b>100%</b>	<b>81%</b>	<b>4%</b>
Female	179	91%	52%	4%	181	100%	81%	6%
Male	201	85%	38%	2%	188	100%	80%	2%
American Indian or Alaska Native	6	—	—	—	3	—	—	—
Black or African American	55	84%	27%	0%	48	100%	69%	0%
Hispanic or Latino					11	100%	64%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	3	—	—	—
White	315	88%	48%	3%	304	100%	83%	4%
Multiracial	1	—	—	—				
Small Group Totals	10	100%	40%	0%	6	100%	100%	0%
General-Education Students	303	95%	54%	4%	312	100%	89%	4%
Students with Disabilities	77	58%	8%	0%	57	100%	37%	0%
English Proficient	378	—	—	—	367	—	—	—
Limited English Proficient	2	—	—	—	2	—	—	—
Economically Disadvantaged	153	82%	31%	1%	119	100%	70%	1%
Not Disadvantaged	227	92%	54%	4%	250	100%	86%	5%
Migrant								
Not Migrant	380	88%	45%	3%	369	100%	81%	4%

#### NOTES

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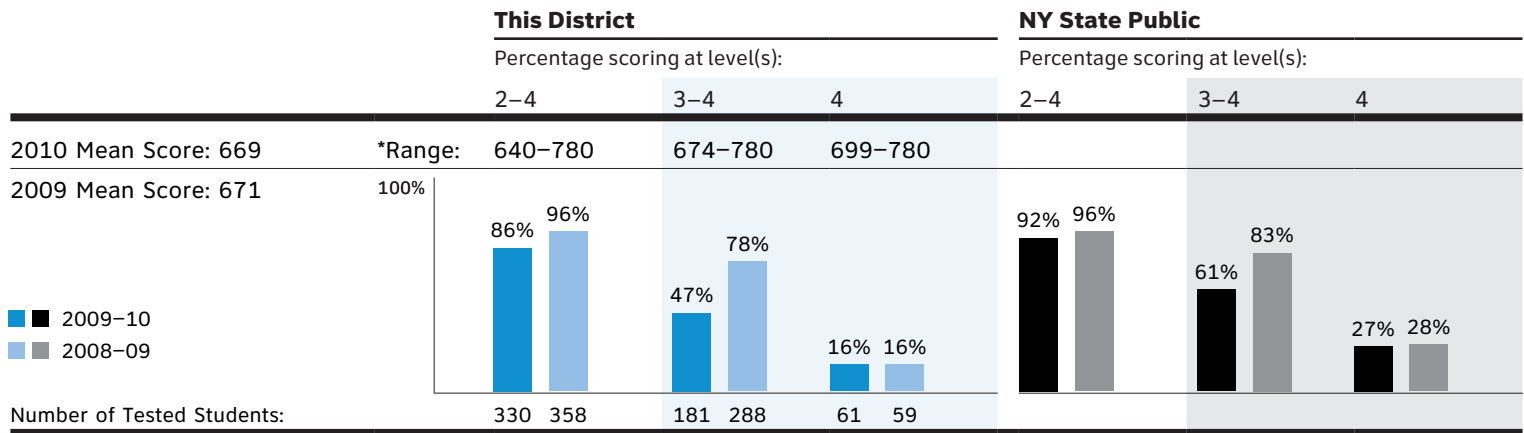
### Other

#### Assessments

	2009-10 School Year				2008-09 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	3	—	—	—	3	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	1	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	2	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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>382</b>	<b>86%</b>	<b>47%</b>	<b>16%</b>	<b>371</b>	<b>96%</b>	<b>78%</b>	<b>16%</b>
Female	180	88%	51%	16%	183	97%	73%	15%
Male	202	85%	45%	16%	188	96%	82%	17%
American Indian or Alaska Native	6	—	—	—	3	—	—	—
Black or African American	56	77%	16%	9%	50	94%	52%	8%
Hispanic or Latino					11	100%	64%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	4	—	—	—
White	316	88%	53%	17%	303	97%	82%	17%
Multiracial	1	—	—	—				
Small Group Totals	10	100%	40%	10%	7	100%	100%	29%
General-Education Students	303	95%	58%	20%	314	99%	85%	18%
Students with Disabilities	79	53%	5%	1%	57	81%	35%	2%
English Proficient	378	—	—	—	368	—	—	—
Limited English Proficient	4	—	—	—	3	—	—	—
Economically Disadvantaged	154	79%	34%	7%	119	93%	60%	8%
Not Disadvantaged	228	92%	56%	22%	252	98%	86%	19%
Migrant								
Not Migrant	382	86%	47%	16%	371	96%	78%	16%

#### NOTES

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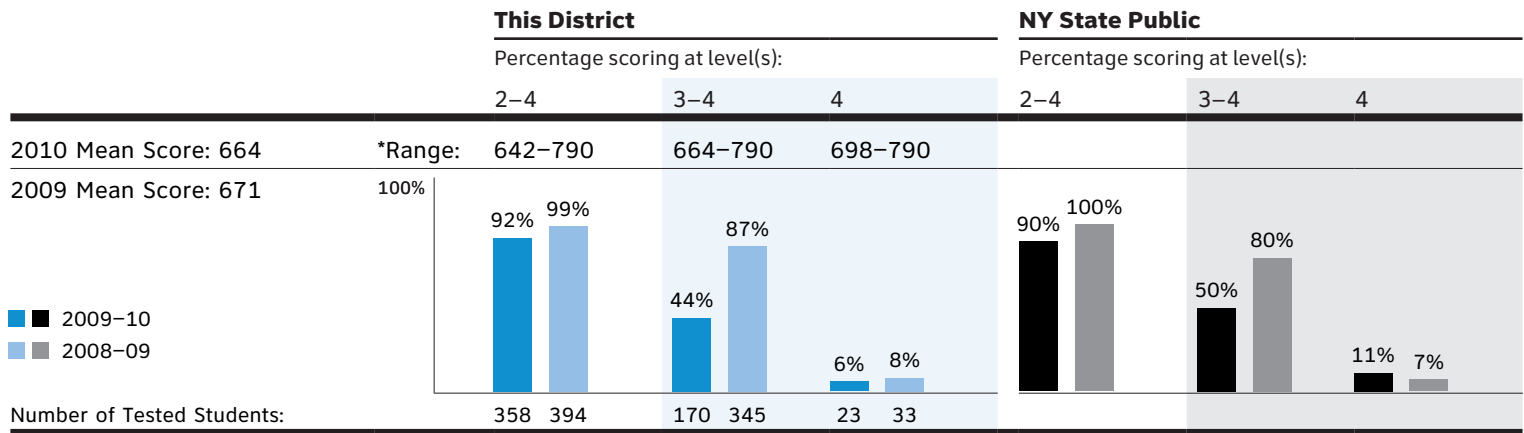
### Other

#### Assessments

	2009-10 School Year				2008-09 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	3	—	—	—	3	—	—	—



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



### Results by Student Group

	2009-10 School Year				2008-09 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>389</b>	<b>92%</b>	<b>44%</b>	<b>6%</b>	<b>397</b>	<b>99%</b>	<b>87%</b>	<b>8%</b>
Female	186	91%	47%	6%	174	99%	91%	11%
Male	203	93%	41%	6%	223	99%	84%	6%
American Indian or Alaska Native	3	—	—	—	2	—	—	—
Black or African American	53	92%	23%	2%	55	100%	76%	0%
Hispanic or Latino					11	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	1	—	—	—
White	322	92%	47%	7%	328	99%	89%	10%
Multiracial	7	100%	43%	0%				
Small Group Totals	7	100%	43%	0%	14	100%	71%	0%
General-Education Students	327	97%	50%	7%	341	100%	93%	10%
Students with Disabilities	62	65%	10%	0%	56	95%	50%	0%
English Proficient	389	92%	44%	6%	395	—	—	—
Limited English Proficient					2	—	—	—
Economically Disadvantaged	151	88%	29%	2%	127	98%	76%	3%
Not Disadvantaged	238	95%	53%	8%	270	100%	92%	11%
Migrant								
Not Migrant	389	92%	44%	6%	397	99%	87%	8%

#### NOTES

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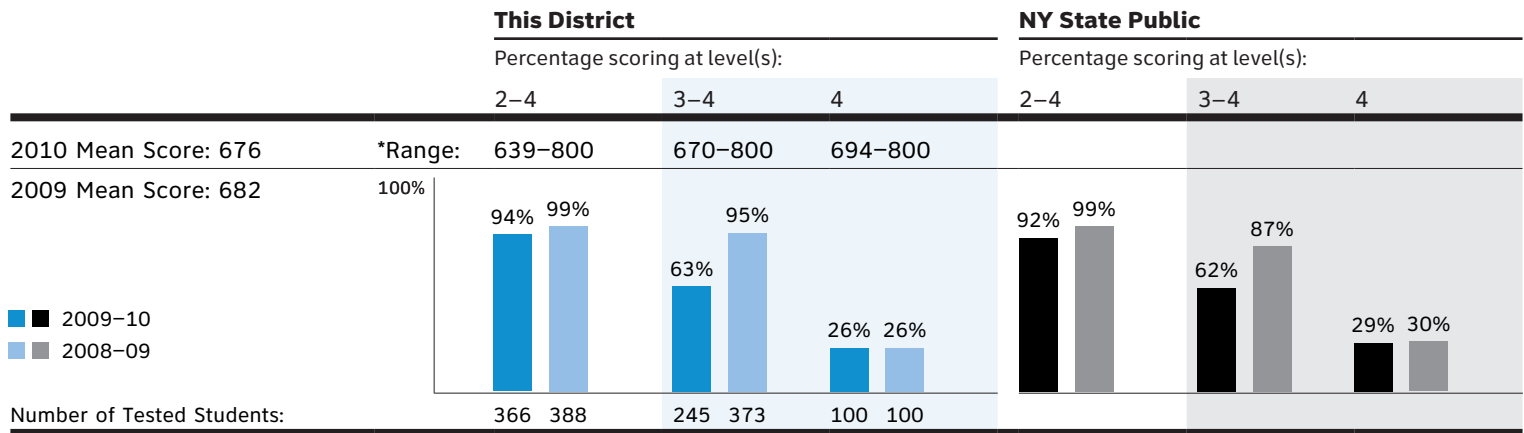
### Other

#### Assessments

	2009-10 School Year				2008-09 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	—	—	—	5	5	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	N/A	N/A	N/A	2	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	1	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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>389</b>	<b>94%</b>	<b>63%</b>	<b>26%</b>	<b>392</b>	<b>99%</b>	<b>95%</b>	<b>26%</b>
Female	185	94%	59%	25%	176	99%	96%	25%
Male	204	95%	66%	26%	216	99%	94%	26%
American Indian or Alaska Native	3	—	—	—	2	—	—	—
Black or African American	53	89%	43%	11%	54	100%	91%	13%
Hispanic or Latino					12	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	2	—	—	—
White	322	95%	66%	29%	322	99%	96%	28%
Multiracial	7	100%	43%	0%				
Small Group Totals	7	100%	86%	29%	16	100%	88%	25%
General-Education Students	327	99%	71%	30%	340	100%	99%	29%
Students with Disabilities	62	69%	23%	2%	52	92%	73%	4%
English Proficient	388	—	—	—	388	—	—	—
Limited English Proficient	1	—	—	—	4	—	—	—
Economically Disadvantaged	151	90%	51%	15%	123	98%	91%	11%
Not Disadvantaged	238	97%	71%	33%	269	99%	97%	32%
Migrant								
Not Migrant	389	94%	63%	26%	392	99%	95%	26%

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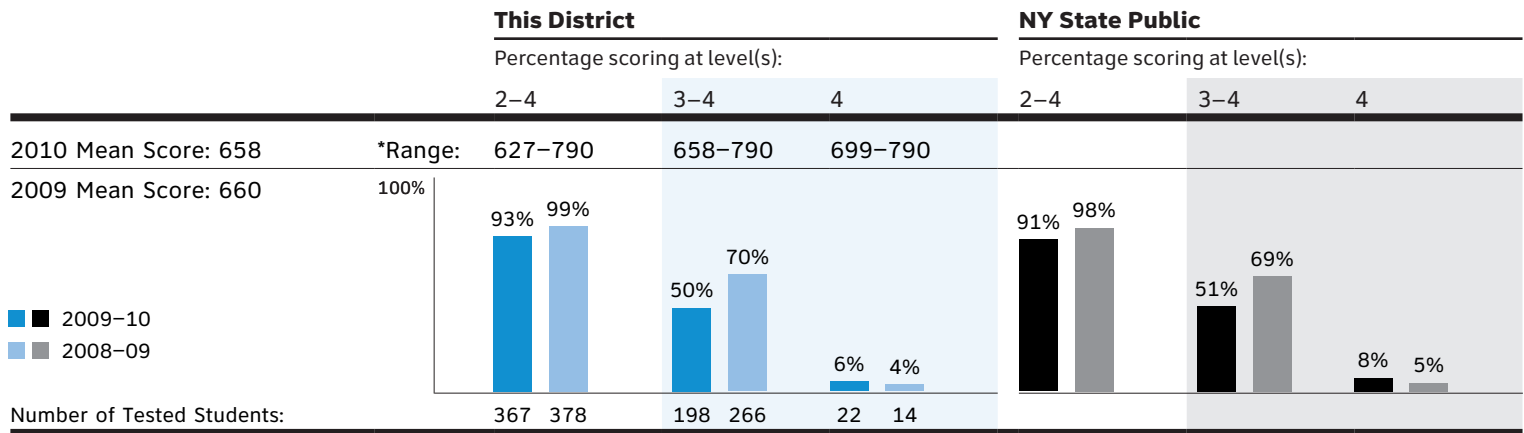
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## Other

## Assessments

	2009-10 School Year				2008-09 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	—	—	—	5	5	5	4

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



### Results by Student Group

	2009-10 School Year				2008-09 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>393</b>	<b>93%</b>	<b>50%</b>	<b>6%</b>	<b>380</b>	<b>99%</b>	<b>70%</b>	<b>4%</b>
Female	183	95%	62%	7%	203	100%	75%	4%
Male	210	92%	40%	4%	177	99%	64%	3%
American Indian or Alaska Native	3	—	—	—	5	100%	20%	0%
Black or African American	50	86%	34%	0%	50	100%	46%	0%
Hispanic or Latino					17	94%	59%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	4	—	—	—
White	331	95%	53%	7%	303	100%	75%	5%
Multiracial	7	100%	43%	0%	1	—	—	—
Small Group Totals	5	60%	20%	0%	5	100%	80%	0%
General-Education Students	345	97%	56%	6%	324	100%	77%	4%
Students with Disabilities	48	65%	10%	0%	56	96%	27%	0%
English Proficient	389	—	—	—	379	—	—	—
Limited English Proficient	4	—	—	—	1	—	—	—
Economically Disadvantaged	143	87%	36%	1%	109	99%	49%	1%
Not Disadvantaged	250	97%	59%	8%	271	100%	79%	5%
Migrant								
Not Migrant	393	93%	50%	6%	380	99%	70%	4%

#### NOTES

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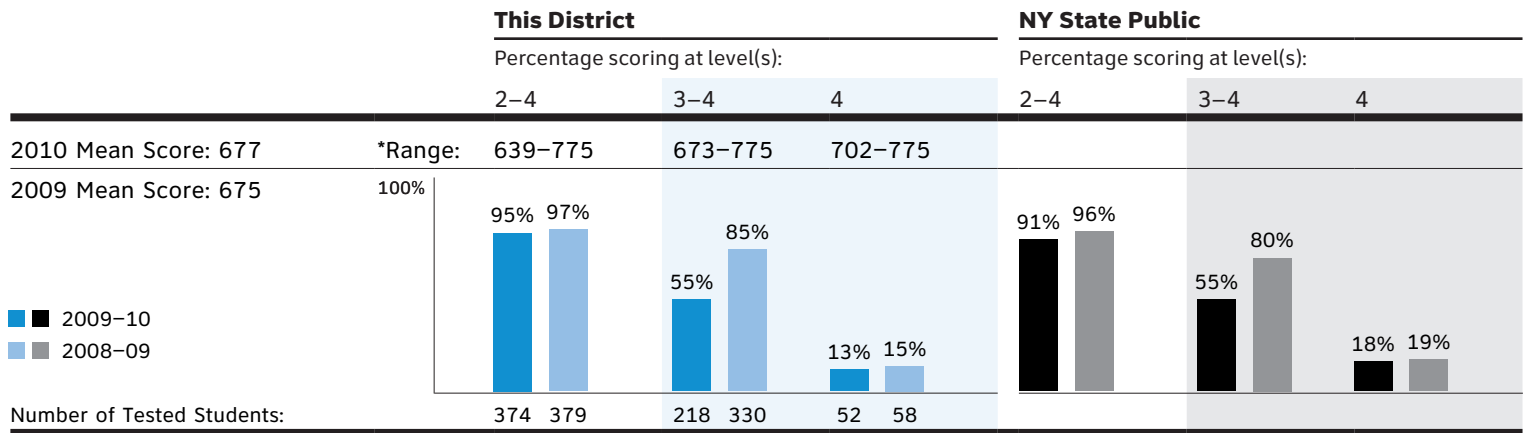
### Other

#### Assessments

	2009-10 School Year				2008-09 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	4	—	—	—	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	1	N/A	N/A	N/A	2	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	1	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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>393</b>	<b>95%</b>	<b>55%</b>	<b>13%</b>	<b>389</b>	<b>97%</b>	<b>85%</b>	<b>15%</b>
Female	183	97%	61%	14%	208	99%	88%	17%
Male	210	94%	50%	13%	181	96%	82%	13%
American Indian or Alaska Native	3	—	—	—	5	—	—	—
Black or African American	50	88%	46%	6%	52	100%	67%	6%
Hispanic or Latino					19	95%	79%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	6	100%	100%	17%
White	331	96%	58%	14%	306	97%	89%	18%
Multiracial	7	100%	43%	29%	1	—	—	—
Small Group Totals	5	80%	20%	20%	6	100%	50%	0%
General-Education Students	344	99%	62%	15%	332	100%	93%	17%
Students with Disabilities	49	67%	10%	0%	57	82%	35%	2%
English Proficient	388	95%	56%	13%	386	—	—	—
Limited English Proficient	5	80%	0%	0%	3	—	—	—
Economically Disadvantaged	142	92%	40%	4%	108	94%	74%	6%
Not Disadvantaged	251	97%	64%	18%	281	99%	89%	18%
Migrant								
Not Migrant	393	95%	55%	13%	389	97%	85%	15%

#### NOTES

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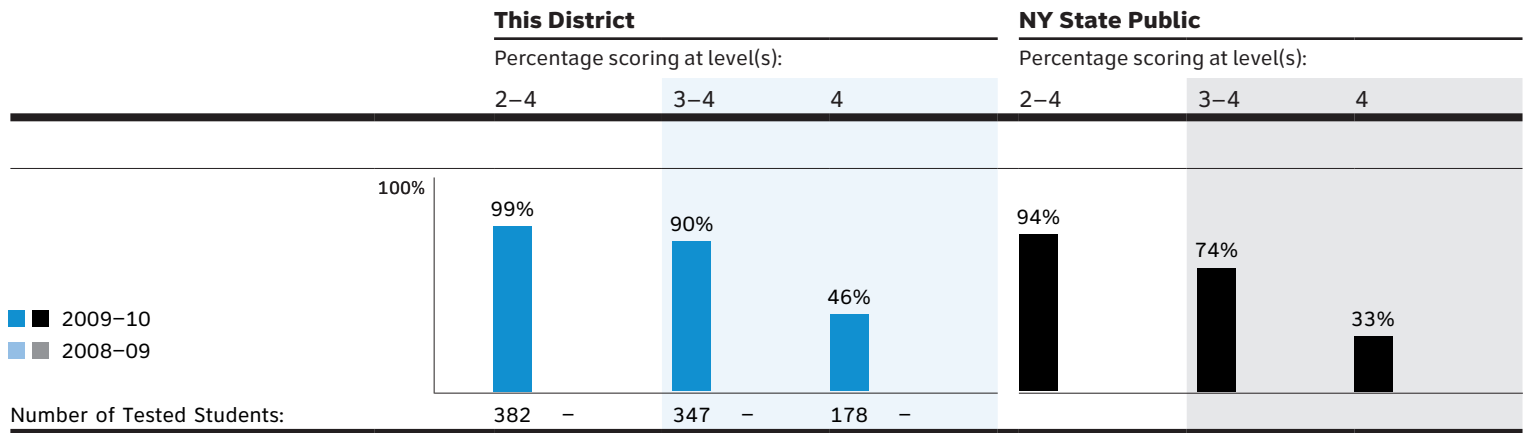
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

### Other

#### Assessments

	2009-10 School Year				2008-09 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	4	—	—	—	0			

## This District's Results in Grade 8 Science



### Results by Student Group

	2009-10 School Year				2008-09 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>387</b>	<b>99%</b>	<b>90%</b>	<b>46%</b>	<b>382</b>	<b>97%</b>	<b>85%</b>	<b>29%</b>
Female	180	99%	91%	42%	203	99%	85%	24%
Male	207	99%	88%	50%	179	94%	85%	34%
American Indian or Alaska Native	3	—	—	—	5	—	—	—
Black or African American	50	94%	78%	26%	52	88%	62%	13%
Hispanic or Latino					18	83%	67%	6%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	6	100%	83%	33%
White	326	99%	92%	50%	300	99%	90%	33%
Multiracial	6	100%	83%	33%	1	—	—	—
Small Group Totals	5	100%	60%	20%	6	100%	83%	0%
General-Education Students	338	99%	93%	51%	326	99%	90%	32%
Students with Disabilities	49	96%	67%	12%	56	84%	52%	9%
English Proficient	382	99%	91%	47%	379	—	—	—
Limited English Proficient	5	60%	20%	0%	3	—	—	—
Economically Disadvantaged	140	99%	81%	28%	104	95%	75%	18%
Not Disadvantaged	247	99%	95%	56%	278	97%	88%	33%
Migrant								
Not Migrant	387	99%	90%	46%	382	97%	85%	29%

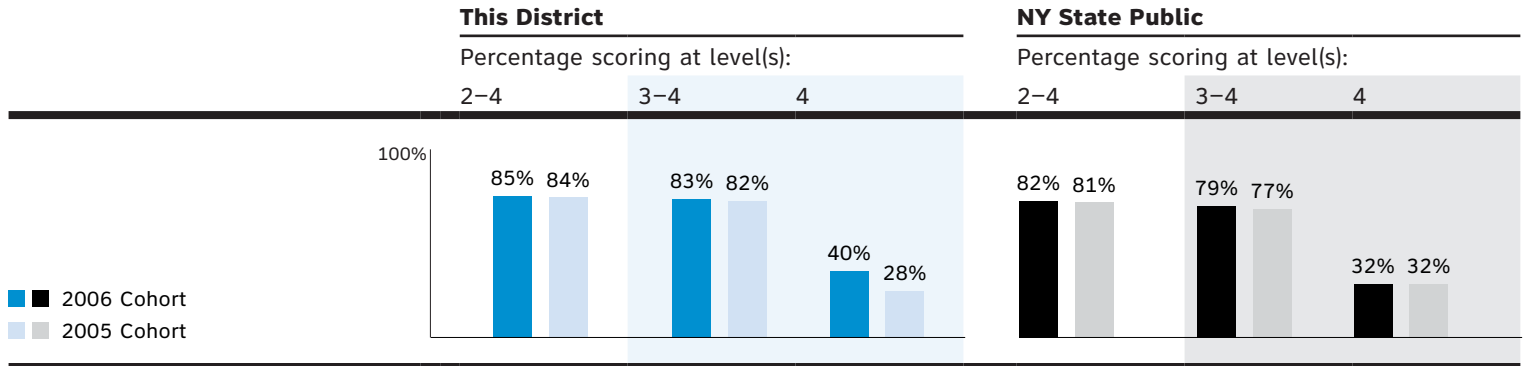
#### NOTES

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### Other Assessments

	2009-10 School Year				2008-09 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	4	—	—	—	0			
Regents Science	0				1	—	—	—

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



## Results by Student Group

	2006 Cohort				2005 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>447</b>	<b>85%</b>	<b>83%</b>	<b>40%</b>	<b>431</b>	<b>84%</b>	<b>82%</b>	<b>28%</b>
Female	216	86%	85%	45%	220	88%	86%	33%
Male	231	84%	82%	36%	211	80%	79%	23%
American Indian or Alaska Native	7	71%	71%	14%	1	–	–	–
Black or African American	45	62%	58%	18%	50	70%	62%	10%
Hispanic or Latino					8	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	67%	3	–	–	–
White	389	87%	86%	43%	369	86%	85%	31%
Multiracial								
Small Group Totals					12	83%	83%	17%
General-Education Students	386	90%	90%	46%	384	89%	88%	32%
Students with Disabilities	61	49%	41%	2%	47	40%	36%	0%
English Proficient	446	–	–	–	430	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	77	75%	73%	21%	102	79%	75%	13%
Not Disadvantaged	370	87%	86%	44%	329	85%	84%	33%
Migrant								
Not Migrant	447	85%	83%	40%	431	84%	82%	28%

### NOTES

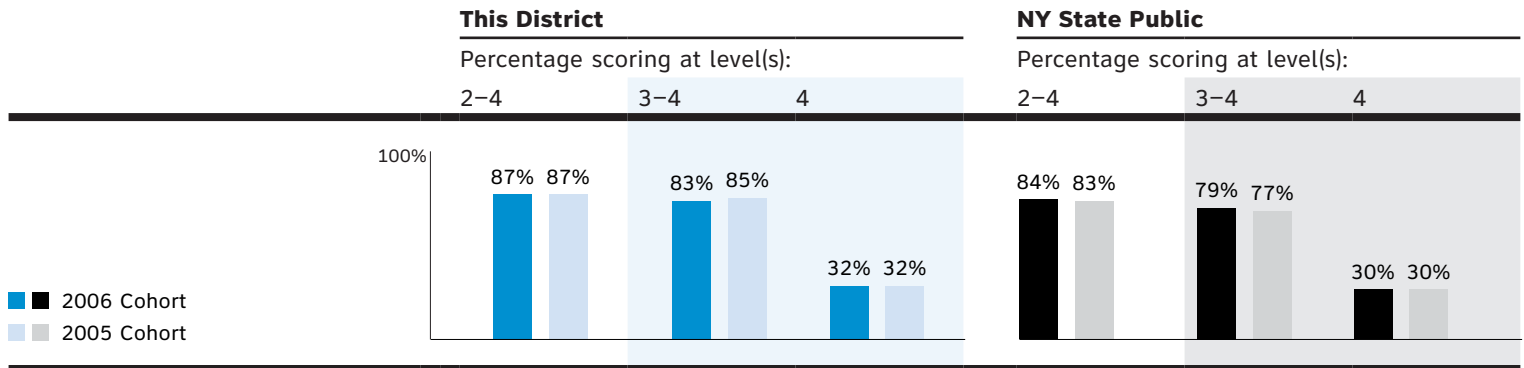
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\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students 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.

\*\* 2005 cohort data are those reported in the 2008–09 *Accountability and Overview Report*.



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



## Results by Student Group

	2006 Cohort				2005 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>447</b>	<b>87%</b>	<b>83%</b>	<b>32%</b>	<b>431</b>	<b>87%</b>	<b>85%</b>	<b>32%</b>
Female	216	89%	84%	31%	220	90%	88%	35%
Male	231	85%	83%	32%	211	84%	82%	29%
American Indian or Alaska Native	7	71%	57%	14%	1	–	–	–
Black or African American	45	73%	64%	9%	50	82%	70%	6%
Hispanic or Latino					8	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	50%	3	–	–	–
White	389	89%	86%	34%	369	88%	87%	36%
Multiracial								
Small Group Totals					12	83%	83%	25%
General-Education Students	386	93%	91%	36%	384	91%	90%	35%
Students with Disabilities	61	49%	34%	2%	47	53%	43%	2%
English Proficient	446	–	–	–	430	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	77	78%	70%	16%	102	83%	82%	19%
Not Disadvantaged	370	89%	86%	35%	329	88%	85%	36%
Migrant								
Not Migrant	447	87%	83%	32%	431	87%	85%	32%

### NOTES

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