



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **GUILDERLAND CENTRAL SCHOOL
DISTRICT**

District ID **010802060000**

Superintendent **GREGORY AIDALA**

Telephone **(518) 456-6200**

Grades **K-12**

This District's Report Card

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

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

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

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 districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2006–07 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, and on high school graduation rate.

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

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

	2003-04	2004-05	2005-06
Pre-K	0	0	0
Kindergarten	339	322	332
Grade 1	351	392	358
Grade 2	374	358	383
Grade 3	403	375	376
Grade 4	439	413	387
Grade 5	468	455	407
Grade 6	466	468	472
Ungraded Elementary	0	0	0
Grade 7	452	472	491
Grade 8	487	456	465
Grade 9	478	509	466
Grade 10	478	475	498
Grade 11	486	455	465
Grade 12	443	495	451
Ungraded Secondary	0	0	0
Total K-12	5664	5645	5551

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	20	20	20
Grade 8			
English	24	25	23
Mathematics	24	23	22
Science	24	23	23
Social Studies	24	23	22
Grade 10			
English	21	22	25
Mathematics	20	22	21
Science	20	19	21
Social Studies	21	22	22

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 **GUILDERLAND CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	147	3%	181	3%	196	4%
Reduced-Price Lunch	96	2%	101	2%	119	2%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	97	2%	111	2%	95	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	4	0%	9	0%	9	0%
Black or African American	191	3%	194	3%	228	4%
Hispanic or Latino	73	1%	108	2%	131	2%
Asian or Native Hawaiian/Other Pacific Islander	255	5%	329	6%	353	6%
White	5141	91%	5005	89%	4830	87%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		96%
Student Suspensions	118	N/A	87	2%	117	2%

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 **GUILDERLAND CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1213	1274	1661
Percent Not Taught by Highly Qualified Teachers	1%	1%	3%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	0	0	2
Percent with No Valid Teaching Certificate	0%	0%	0%
Individuals Teaching Out of Certification			
Number of Teachers	4	3	11
Percentage of Total	1%	1%	2%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	10%	12%	13%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	443	454	443
Total Other Professional Staff	59	60	56
Total Paraprofessionals*	200	199	211
Assistant Principals	8	9	9
Principals	7	7	6

* Not available at the school level.

Teacher Qualifications Information

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

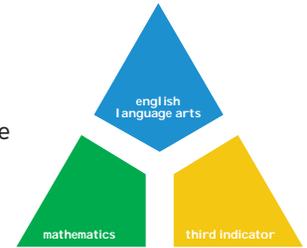
Staff Counts Information

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 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

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



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 2005–06 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. At the secondary level, the PI of each group in the 2002 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 meet the qualification for Safe Harbor.

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 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 PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 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 2001 graduation-rate cohort earning a local diploma by August 31, 2005 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

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 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 secondary-level AMO 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.

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 (indicating no proficiency) to Level 4 (indicating advanced proficiency). 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.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 original 2005–06 safe harbor targets were calculated using the following equation:

$$2005\text{--}06 \text{ PI} + (200 - \text{the } 2005\text{--}06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, 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: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

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.

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

▲ Good Standing

Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

2005–06

2006–07

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
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	–	–	–	–	–	–
Black or African American	✓	✓	–	–	–	–
Hispanic or Latino	✓	✓	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	–	–	–	–
White	✓	✓	–	✓	✓	–
Other Groups						
Students with Disabilities	✓	✓	–	✓	✓	–
Limited English Proficient	–	–	–	–	–	–
Economically Disadvantaged	✓	✓	–	–	–	–
Student groups making AYP in each subject	✓ 7 of 7	✓ 7 of 7	✓ 1 of 1	✓ 3 of 3	✓ 3 of 3	✓ 1 of 1

AYP Status

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

Accountability Status Levels

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

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 7 of 7 Student groups making AYP in English Language Arts
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (2597:2566)			100%		177	120	
Ethnicity							
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–
Black or African American (110:107)			100%		162	112	
Hispanic or Latino (56:55)			100%		155	109	
Asian or Native Hawaiian/Other Pacific Islander (173:167)			100%		187	114	
White (2255:2234)			100%		177	120	
Other Groups							
Students with Disabilities ⁴ (382:375)			99%		122	116	
Limited English Proficient (26:23)	–	–	–	–	–	–	–
Economically Disadvantaged (155:148)			99%		154	113	
Final AYP Determination	 7 of 7						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

‡ 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

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 7 of 7 Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (2594:2558)			100%		183	84	
Ethnicity							
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–
Black or African American (108:104)			100%		166	76	
Hispanic or Latino (56:55)			100%		156	73	
Asian or Native Hawaiian/Other Pacific Islander (168:164)			100%		196	78	
White (2259:2232)			100%		184	84	
Other Groups							
Students with Disabilities ⁴ (382:373)			98%		134	80	
Limited English Proficient (25:24)	–	–	–	–	–	–	–
Economically Disadvantaged (155:148)			100%		152	77	
Final AYP Determination	 7 of 7						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

‡ 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

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Science
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
All Students (858:842)		Qualified		99%		194	100	
Ethnicity								
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–	–
Black or African American (21:21)	–	–	–	–	–	–	–	–
Hispanic or Latino (19:16)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (56:55)		Qualified		100%		198	100	
White (760:748)		Qualified		99%		194	100	
Other Groups								
Students with Disabilities (118:114)		Qualified		97%		173	100	
Limited English Proficient (6:6)	–	–	–	–	–	–	–	–
Economically Disadvantaged (50:49)		Qualified		98%		180	100	
Final AYP Determination		1 of 1						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.

AYP Status

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

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

Secondary-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 3 of 3 Student groups making AYP in English Language Arts
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (476:428)			98%		193	149	
Ethnicity							
American Indian or Alaska Native (1:0)	–	–	–	–	–	–	–
Black or African American (12:10)	–	–	–	–	–	–	–
Hispanic or Latino (10:9)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (21:15)	–	–	–	–	–	–	–
White (433:394)			98%		193	148	
Other Groups							
Students with Disabilities (53:47)			96%		172	140	
Limited English Proficient (5:4)	–	–	–	–	–	–	–
Economically Disadvantaged (2:2)	–	–	–	–	–	–	–
Final AYP Determination	 3 of 3						

NOTES

- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ 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

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

Secondary-Level Mathematics

Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 3 of 3 Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07	
All Students (476:428)			99%		195	141		
Ethnicity								
American Indian or Alaska Native (1:0)	–	–	–	–	–	–	–	–
Black or African American (12:10)	–	–	–	–	–	–	–	–
Hispanic or Latino (10:9)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (21:15)	–	–	–	–	–	–	–	–
White (433:394)			98%		194	140		
Other Groups								
Students with Disabilities (53:47)			96%		170	132		
Limited English Proficient (5:4)	–	–	–	–	–	–	–	–
Economically Disadvantaged (2:2)	–	–	–	–	–	–	–	–
Final AYP Determination	 3 of 3							

NOTES

- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
- ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ 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

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
All Students (466)			92%	55%		
Ethnicity						
American Indian or Alaska Native (1)	–	–	–	–	–	–
Black or African American (12)	–	–	–	–	–	–
Hispanic or Latino (4)	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (18)	–	–	–	–	–	–
White (431)			92%	55%		
Other Groups						
Students with Disabilities (48)			63%	55%		
Limited English Proficient (2)	–	–	–	–	–	–
Economically Disadvantaged (12)	–	–	–	–	–	–
Final AYP Determination	 1 of 1					

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

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 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

Federal Title I Status

New York State Status

Good Standing

7 schools identified 100% of total

ALTAMONT ELEMENTARY SCHOOL

FARNSWORTH MIDDLE SCHOOL

GUILDERLAND ELEMENTARY SCHOOL

GUILDERLAND HIGH SCHOOL

LYNNWOOD ELEMENTARY SCHOOL

PINE BUSH ELEMENTARY SCHOOL

WESTMERE ELEMENTARY SCHOOL

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

Summary of 2005–06 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%	
English Language Arts				
Grade 3	80%			372
Grade 4	82%			384
Grade 5	87%			393
Grade 6	79%			461
Grade 7	78%			478
Grade 8	67%			447
Mathematics				
Grade 3	92%			379
Grade 4	91%			389
Grade 5	85%			395
Grade 6	85%			465
Grade 7	80%			479
Grade 8	85%			449
Science				
Grade 4	96%			390
Grade 8	92%			447

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	92%			451
Mathematics	94%			451

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	87%			451

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

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

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

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

This District's N/RC Category:

Low Need Districts

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

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts

	This District			NY State Public			
	Percentage scoring at level(s):			Percentage scoring at level(s):			
	2-4	3-4	4	2-4	3-4	4	
Mean Score: 682	Range: 616-780			650-780			730-780
Number of Students:	362	297	37				

Results by Student Group

	2005-06 School Year				2004-05 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
All Students	372	97%	80%	10%				
Female	189	98%	84%	13%				
Male	183	97%	75%	7%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	18	100%	67%	6%				
Hispanic or Latino	10	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	18	100%	89%	17%				
White	325	97%	81%	10%	This test was not given in 2004-05.			
Small Group Totals	11	100%	64%	0%				
General-Education Students	328	99%	86%	11%				
Students with Disabilities	44	84%	34%	0%				
English Proficient	371	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	21	95%	71%	0%				
Not Disadvantaged	351	97%	80%	11%				
Migrant								
Not Migrant	372	97%	80%	10%				

NOTES

The - symbol indicates that data for a group of students has 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.

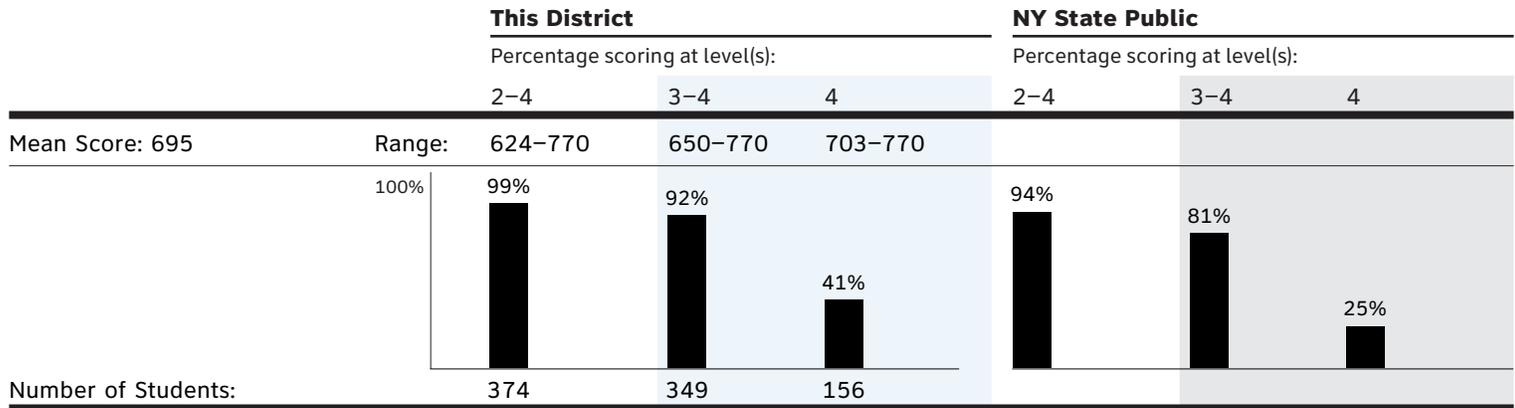
Other Assessments

	2005-06 School Year				2004-05 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	6	6	6	5	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	5	5	5	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 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
All Students	379	99%	92%	41%				
Female	190	99%	93%	45%				
Male	189	98%	91%	37%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	18	100%	94%	17%				
Hispanic or Latino	10	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	22	100%	100%	64%				
White	328	98%	91%	41%	This test was not given in 2004-05.			
Small Group Totals	11	100%	91%	36%				
General-Education Students	334	100%	96%	46%				
Students with Disabilities	45	91%	64%	7%				
English Proficient	373	99%	92%	41%				
Limited English Proficient	6	100%	100%	50%				
Economically Disadvantaged	23	96%	91%	17%				
Not Disadvantaged	356	99%	92%	43%				
Migrant								
Not Migrant	379	99%	92%	41%				

NOTES

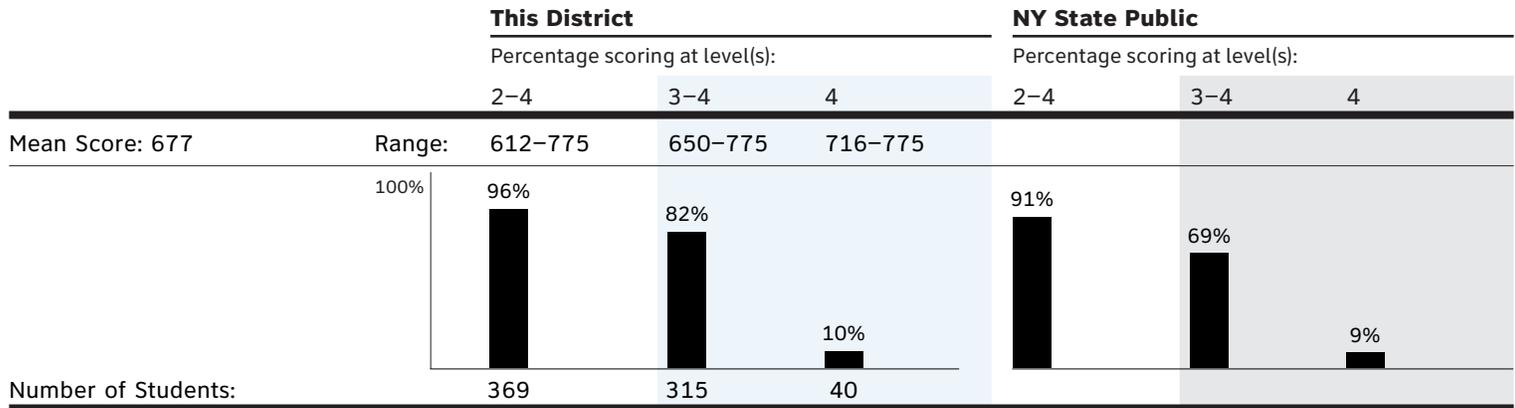
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Other Assessments

	2005-06 School Year				2004-05 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	5	5	4	3	This test was not given in 2004-05.			

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 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
All Students	384	96%	82%	10%				
Female	194	95%	83%	11%				
Male	190	97%	81%	9%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	6	-	-	-				
Hispanic or Latino	9	67%	56%	11%				
Asian or Native Hawaiian/Other Pacific Islander	24	100%	96%	29%				
White	344	97%	82%	9%				
Small Group Totals	7	86%	86%	14%				
General-Education Students	343	99%	89%	12%				
Students with Disabilities	41	73%	27%	0%				
English Proficient	384	96%	82%	10%				
Limited English Proficient								
Economically Disadvantaged	26	81%	46%	4%				
Not Disadvantaged	358	97%	85%	11%				
Migrant								
Not Migrant	384	96%	82%	10%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

The - symbol indicates that data for a group of students has 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

	2005-06 School Year				2004-05 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	2	-	-	-	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	5	5	5	N/A	3	-	-	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 696	Range: 622-800	650-800	702-800			
Number of Students:	377	355	173			

Results by Student Group

	2005-06 School Year				2004-05 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
All Students	389	97%	91%	44%				
Female	196	96%	89%	39%				
Male	193	98%	94%	50%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	6	-	-	-				
Hispanic or Latino	10	90%	70%	10%				
Asian or Native Hawaiian/Other Pacific Islander	27	100%	100%	67%				
White	345	97%	92%	44%				
Small Group Totals	7	86%	71%	43%				
General-Education Students	348	99%	96%	49%				
Students with Disabilities	41	76%	51%	5%				
English Proficient	385	-	-	-				
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	26	73%	58%	8%				
Not Disadvantaged	363	99%	94%	47%				
Migrant								
Not Migrant	389	97%	91%	44%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

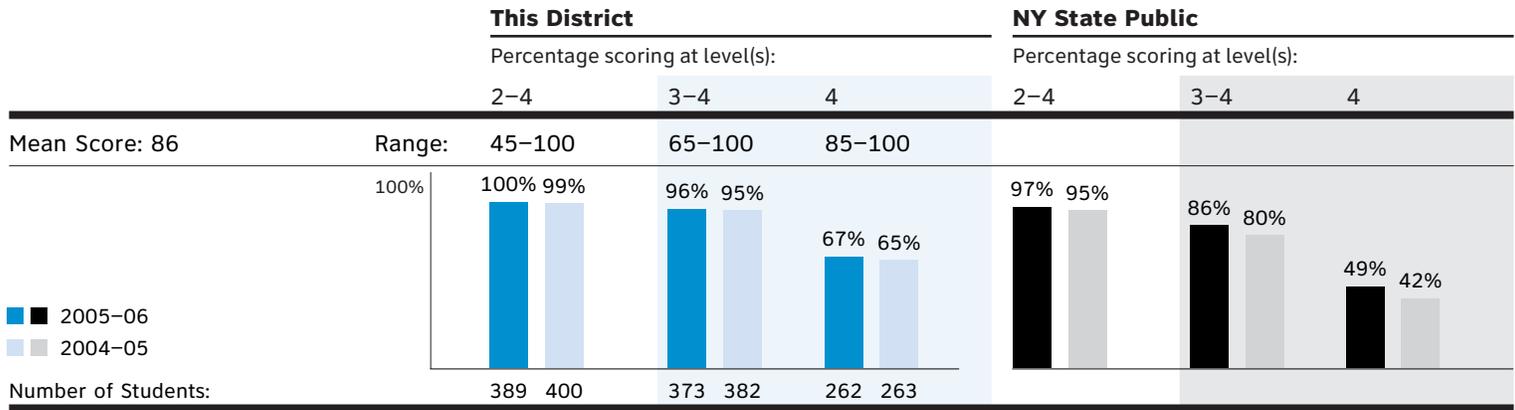
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Other Assessments

	2005-06 School Year				2004-05 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	1	-	-	-	4	-	-	-

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 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
All Students	390	100%	96%	67%	403	99%	95%	65%
Female	199	99%	95%	63%	208	100%	95%	62%
Male	191	100%	96%	71%	195	99%	94%	69%
American Indian or Alaska Native	1	-	-	-				
Black or African American	6	-	-	-	14	100%	93%	43%
Hispanic or Latino	9	100%	89%	33%	5	100%	80%	40%
Asian or Native Hawaiian/Other Pacific Islander	28	100%	100%	89%	29	97%	97%	72%
White	346	100%	96%	66%	355	99%	95%	66%
Small Group Totals	7	100%	86%	57%				
General-Education Students	350	100%	98%	72%	349	100%	99%	71%
Students with Disabilities	40	98%	73%	25%	54	96%	70%	26%
English Proficient	386	-	-	-	400	-	-	-
Limited English Proficient	4	-	-	-	3	-	-	-
Economically Disadvantaged	25	96%	76%	32%	22	95%	86%	41%
Not Disadvantaged	365	100%	97%	70%	381	99%	95%	67%
Migrant								
Not Migrant	390	100%	96%	67%	403	99%	95%	65%

NOTES

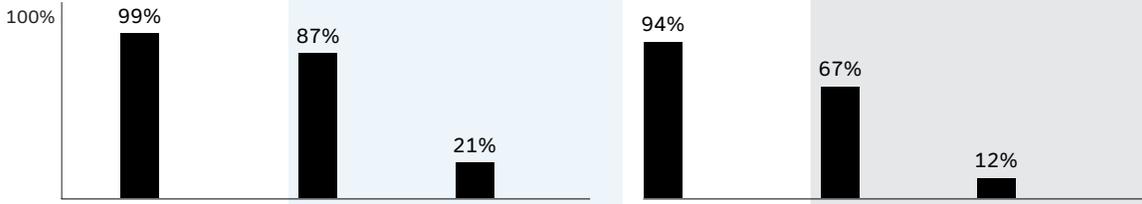
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Other Assessments

	2005-06 School Year				2004-05 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	1	-	-	-	4	-	-	-

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 683	Range: 608-795			650-795 711-795		
						
Number of Students:	390	343	84			

Results by Student Group

	2005-06 School Year				2004-05 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
All Students	393	99%	87%	21%				
Female	201	100%	89%	24%				
Male	192	99%	85%	19%				
American Indian or Alaska Native								
Black or African American	13	92%	85%	8%				
Hispanic or Latino	8	100%	38%	13%				
Asian or Native Hawaiian/Other Pacific Islander	26	100%	92%	27%				
White	346	99%	88%	22%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	339	100%	94%	24%				
Students with Disabilities	54	94%	48%	6%				
English Proficient	393	99%	87%	21%				
Limited English Proficient								
Economically Disadvantaged	20	100%	65%	5%				
Not Disadvantaged	373	99%	88%	22%				
Migrant								
Not Migrant	393	99%	87%	21%				

NOTES

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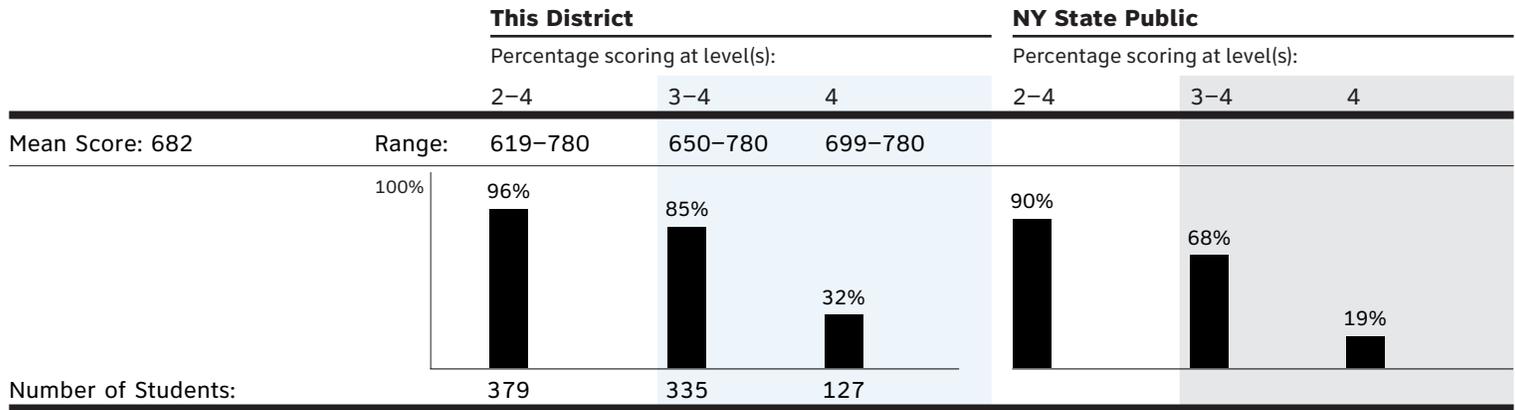
Other Assessments

	2005-06 School Year				2004-05 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	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	3	–	–	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 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
All Students	395	96%	85%	32%				
Female	203	96%	85%	34%				
Male	192	96%	84%	30%				
American Indian or Alaska Native								
Black or African American	13	100%	85%	15%				
Hispanic or Latino	9	78%	56%	0%				
Asian or Native Hawaiian/Other Pacific Islander	28	96%	93%	54%				
White	345	96%	85%	32%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	341	100%	93%	37%				
Students with Disabilities	54	70%	35%	4%				
English Proficient	392	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	22	82%	64%	14%				
Not Disadvantaged	373	97%	86%	33%				
Migrant								
Not Migrant	395	96%	85%	32%				

NOTES

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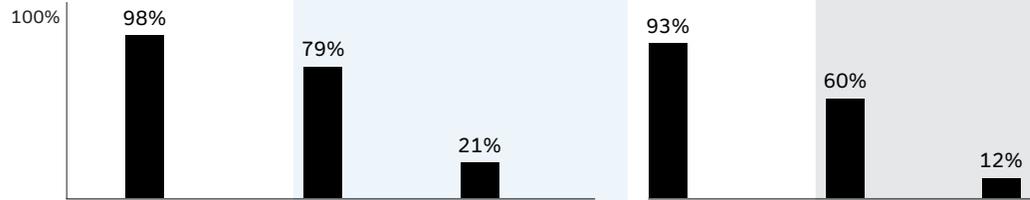
Other Assessments

	2005-06 School Year				2004-05 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	-	-	-	This test was not given in 2004-05.			

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 675	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	453	365	99			



Results by Student Group

	2005-06 School Year				2004-05 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
All Students	461	98%	79%	21%				
Female	225	99%	83%	24%				
Male	236	98%	76%	19%				
American Indian or Alaska Native								
Black or African American	28	96%	71%	7%				
Hispanic or Latino	8	100%	63%	25%				
Asian or Native Hawaiian/Other Pacific Islander	31	100%	90%	39%				
White	394	98%	79%	21%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	394	100%	88%	25%				
Students with Disabilities	67	88%	25%	3%				
English Proficient	461	98%	79%	21%				
Limited English Proficient								
Economically Disadvantaged	29	97%	62%	14%				
Not Disadvantaged	432	98%	80%	22%				
Migrant								
Not Migrant	461	98%	79%	21%				

NOTES

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Other Assessments

	2005-06 School Year				2004-05 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	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	6	6	6	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 681	Range: 616-780	650-780	696-780			
Number of Students:	454	396	146			

Results by Student Group

	2005-06 School Year				2004-05 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
All Students	465	98%	85%	31%				
Female	228	98%	86%	30%				
Male	237	97%	85%	33%				
American Indian or Alaska Native								
Black or African American	26	92%	62%	15%				
Hispanic or Latino	10	80%	70%	10%				
Asian or Native Hawaiian/Other Pacific Islander	34	100%	97%	59%				
White	395	98%	86%	31%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	397	100%	92%	36%				
Students with Disabilities	68	84%	47%	7%				
English Proficient	459	98%	85%	31%				
Limited English Proficient	6	83%	83%	33%				
Economically Disadvantaged	28	86%	64%	14%				
Not Disadvantaged	437	98%	86%	32%				
Migrant								
Not Migrant	465	98%	85%	31%				

NOTES

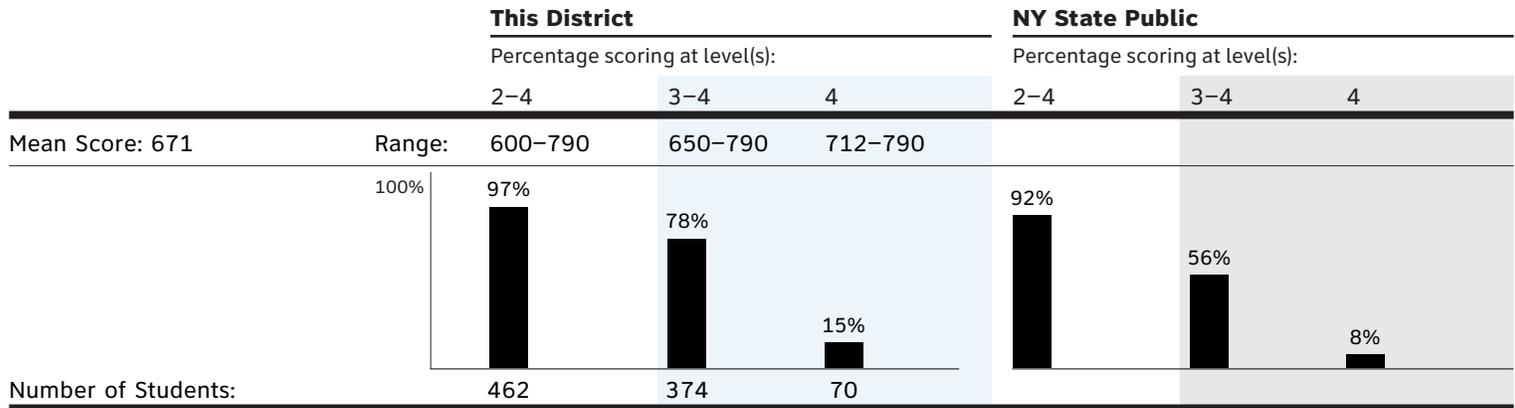
The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 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	–	–	–	This test was not given in 2004-05.			

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 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
All Students	478	97%	78%	15%				
Female	232	98%	85%	19%				
Male	246	96%	72%	10%				
American Indian or Alaska Native								
Black or African American	29	97%	62%	7%				
Hispanic or Latino	7	100%	71%	14%				
Asian or Native Hawaiian/Other Pacific Islander	27	100%	78%	30%				
White	415	96%	80%	14%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	399	100%	88%	17%				
Students with Disabilities	79	80%	30%	4%				
English Proficient	478	97%	78%	15%				
Limited English Proficient								
Economically Disadvantaged	30	97%	53%	3%				
Not Disadvantaged	448	97%	80%	15%				
Migrant								
Not Migrant	478	97%	78%	15%				

NOTES

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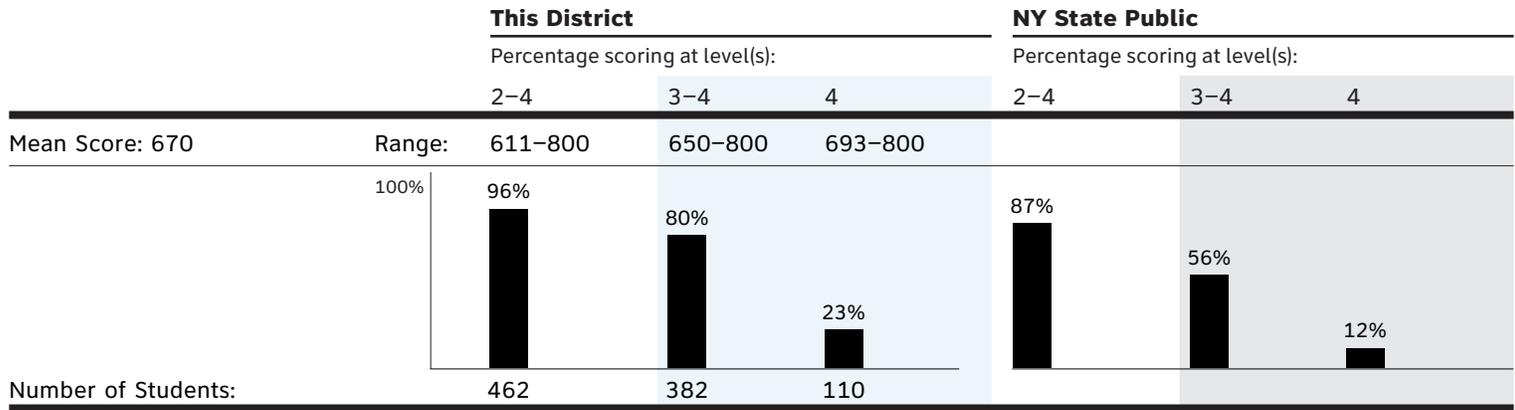
Other Assessments

	2005-06 School Year				2004-05 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	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	3	–	–	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 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
All Students	479	96%	80%	23%				
Female	231	97%	82%	25%				
Male	248	96%	77%	21%				
American Indian or Alaska Native								
Black or African American	29	97%	55%	3%				
Hispanic or Latino	8	88%	75%	13%				
Asian or Native Hawaiian/Other Pacific Islander	28	100%	93%	50%				
White	414	96%	81%	23%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	401	100%	88%	27%				
Students with Disabilities	78	81%	38%	4%				
English Proficient	476	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	30	90%	53%	7%				
Not Disadvantaged	449	97%	82%	24%				
Migrant								
Not Migrant	479	96%	80%	23%				

NOTES

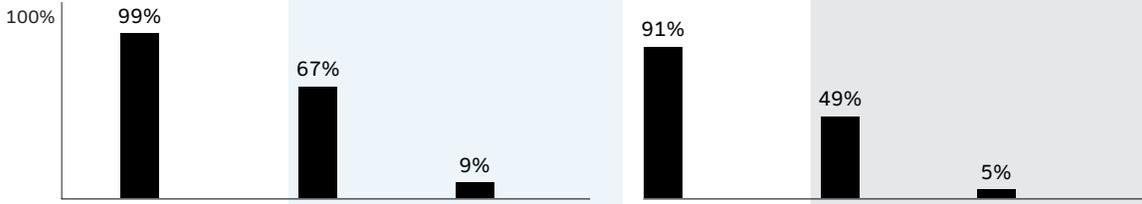
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Other Assessments

	2005-06 School Year				2004-05 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	-	-	-	This test was not given in 2004-05.			

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 667	Range: 602-790			650-790 715-790		
						
Number of Students:	441	301	41			

Results by Student Group

	2005-06 School Year				2004-05 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
All Students	447	99%	67%	9%				
Female	219	99%	73%	13%				
Male	228	99%	62%	5%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	13	100%	23%	0%				
Hispanic or Latino	8	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	28	100%	75%	36%				
White	397	98%	69%	8%				
Small Group Totals	9	100%	44%	11%				
General-Education Students	388	100%	75%	10%				
Students with Disabilities	59	92%	19%	2%				
English Proficient	446	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	23	100%	57%	4%				
Not Disadvantaged	424	99%	68%	9%				
Migrant								
Not Migrant	447	99%	67%	9%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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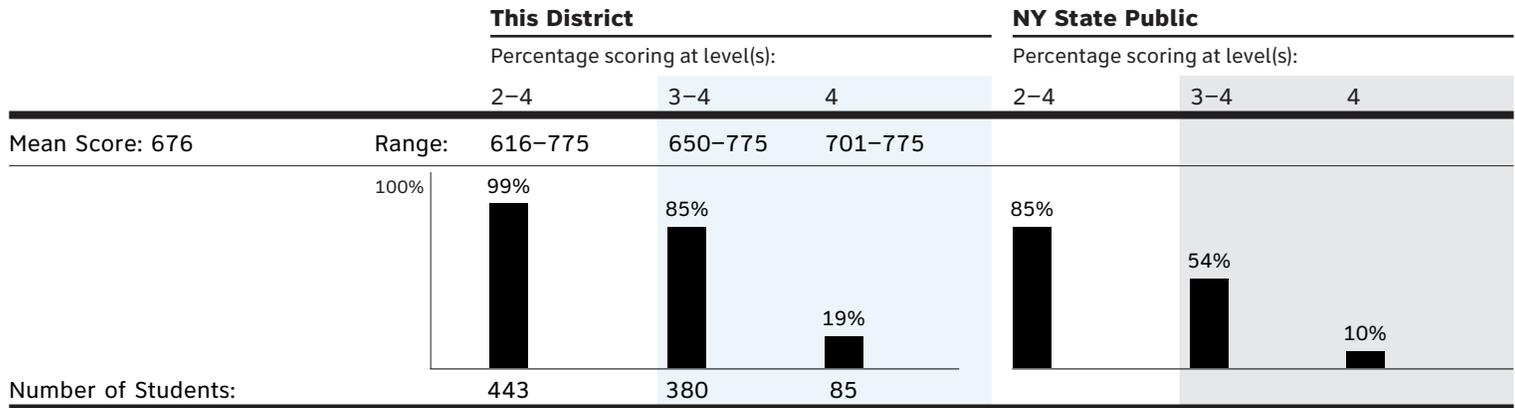
Other Assessments

	2005-06 School Year				2004-05 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	13	13	13	11	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	2	-	-	N/A	3	-	-	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 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
All Students	449	99%	85%	19%				
Female	221	100%	84%	20%				
Male	228	98%	85%	18%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	13	100%	62%	8%				
Hispanic or Latino	8	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	29	100%	97%	59%				
White	398	98%	85%	17%				
Small Group Totals	9	100%	56%	11%				
General-Education Students	391	100%	90%	21%				
Students with Disabilities	58	90%	52%	3%				
English Proficient	446	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	23	100%	61%	0%				
Not Disadvantaged	426	99%	86%	20%				
Migrant								
Not Migrant	449	99%	85%	19%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

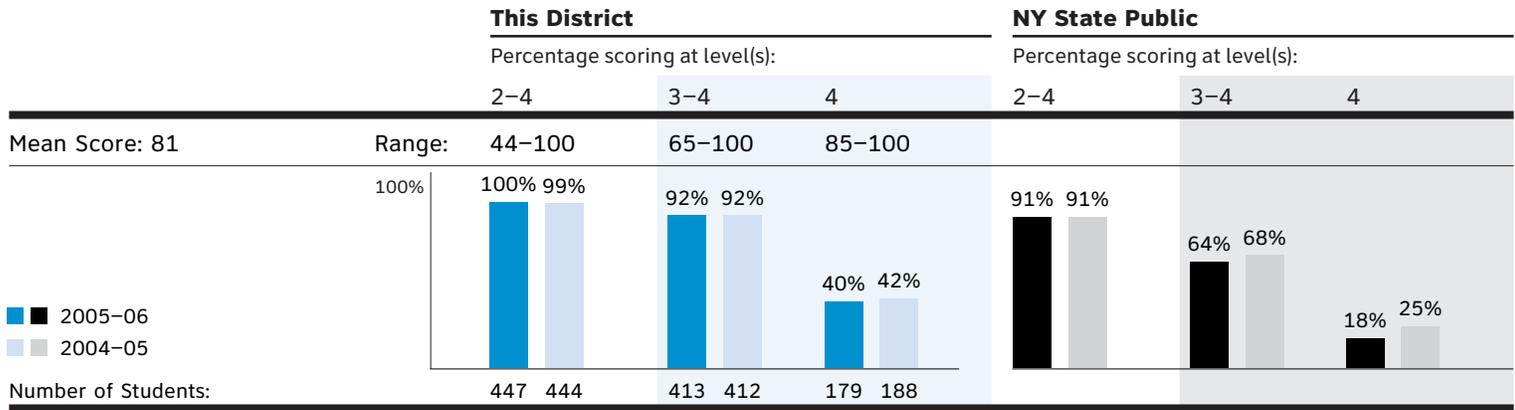
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Other Assessments

	2005-06 School Year				2004-05 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	14	14	13	11	3	-	-	-

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 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
All Students	447	100%	92%	40%	447	99%	92%	42%
Female	221	100%	92%	37%	214	99%	90%	37%
Male	226	100%	93%	43%	233	100%	94%	47%
American Indian or Alaska Native	1	-	-	-				
Black or African American	13	100%	92%	8%	13	100%	92%	23%
Hispanic or Latino	9	-	-	-	13	100%	92%	31%
Asian or Native Hawaiian/Other Pacific Islander	28	100%	96%	61%	30	90%	83%	47%
White	396	100%	93%	40%	391	100%	93%	43%
Small Group Totals	10	100%	70%	40%				
General-Education Students	388	100%	96%	45%	384	100%	93%	43%
Students with Disabilities	59	100%	69%	8%	63	97%	86%	33%
English Proficient	445	-	-	-	437	100%	92%	42%
Limited English Proficient	2	-	-	-	10	80%	80%	30%
Economically Disadvantaged	21	100%	86%	10%	17	94%	76%	18%
Not Disadvantaged	426	100%	93%	42%	430	100%	93%	43%
Migrant								
Not Migrant	447	100%	92%	40%	447	99%	92%	42%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 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	14	14	13	13	4	-	-	-
Regents Science	0				0			

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

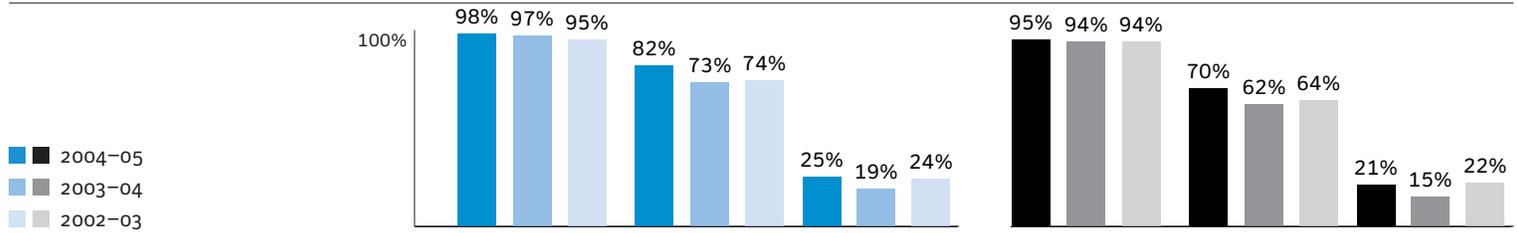
Percentage scoring at level(s):

2-4	3-4	4
Range: 603-800	645-800	692-800

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
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Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	8	63	233	100	404	675
Feb 2004	15	104	245	83	447	664
Feb 2003	24	90	225	108	447	666

Grade 8

This School

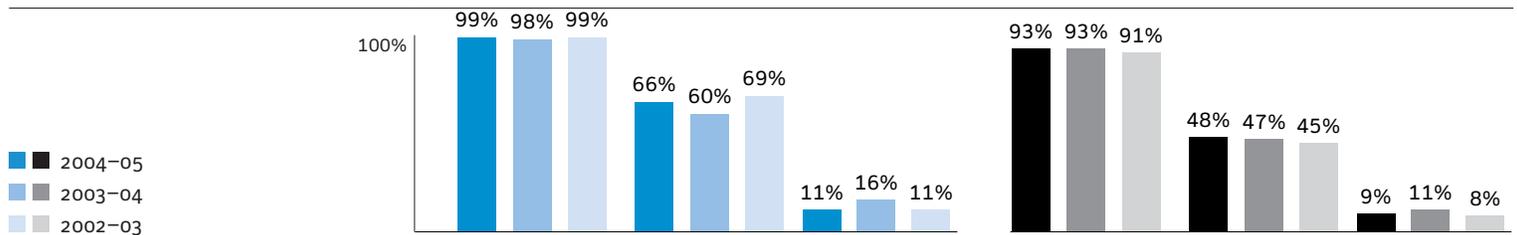
Percentage scoring at level(s):

2-4	3-4	4
Range: 658-830	697-830	737-830

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	5	150	248	48	451	708
Jan 2004	11	183	217	76	487	710
Jan 2003	6	131	254	47	438	707

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

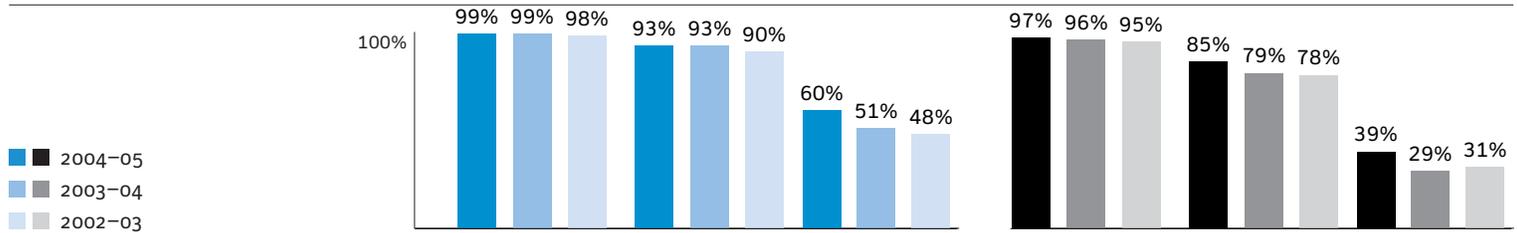
Percentage scoring at level(s):

2-4 3-4 4
 Range: 602-810 637-810 678-810

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	5	24	131	244	404	687
May 2004	5	26	187	228	446	680
May 2003	10	35	193	217	455	676

Grade 8

This School

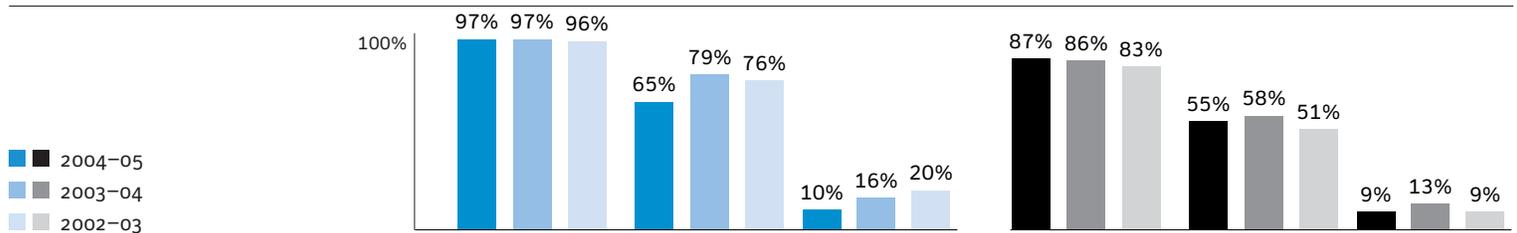
Percentage scoring at level(s):

2-4 3-4 4
 Range: 681-882 716-882 760-882

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	15	140	251	43	449	727
May 2004	15	88	309	77	489	733
May 2003	19	87	252	88	446	735

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

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

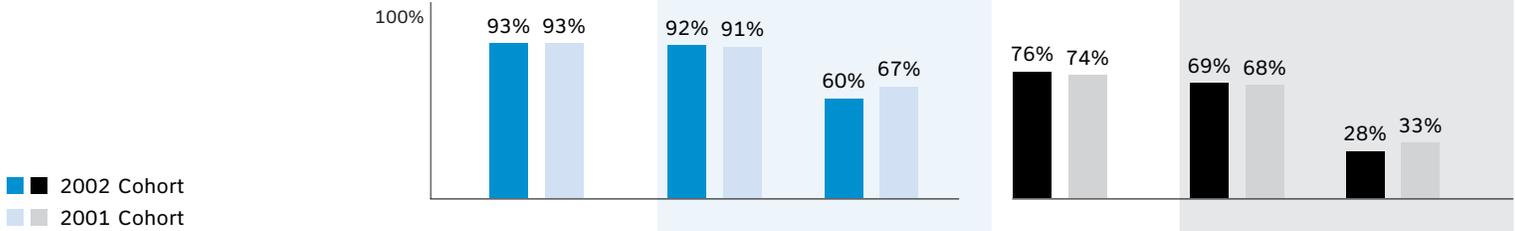
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	451	93%	92%	60%	491	93%	91%	67%
Female	206	96%	95%	70%	239	94%	92%	76%
Male	245	91%	89%	52%	252	92%	90%	59%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	11	-	-	-	12	92%	83%	42%
Hispanic or Latino	11	91%	91%	55%	4	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	19	89%	89%	68%	24	92%	88%	46%
White	409	94%	93%	61%	450	93%	92%	69%
Small Group Totals	12	75%	75%	17%	5	100%	100%	100%
General-Education Students	403	95%	94%	65%	436	97%	96%	74%
Students with Disabilities	48	83%	73%	17%	55	65%	53%	11%
English Proficient	447	-	-	-	487	-	-	-
Limited English Proficient	4	-	-	-	4	-	-	-
Economically Disadvantaged	3	-	-	-				
Not Disadvantaged	448	-	-	-				
Migrant								
Not Migrant	451	93%	92%	60%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	1	3

* 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.

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

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

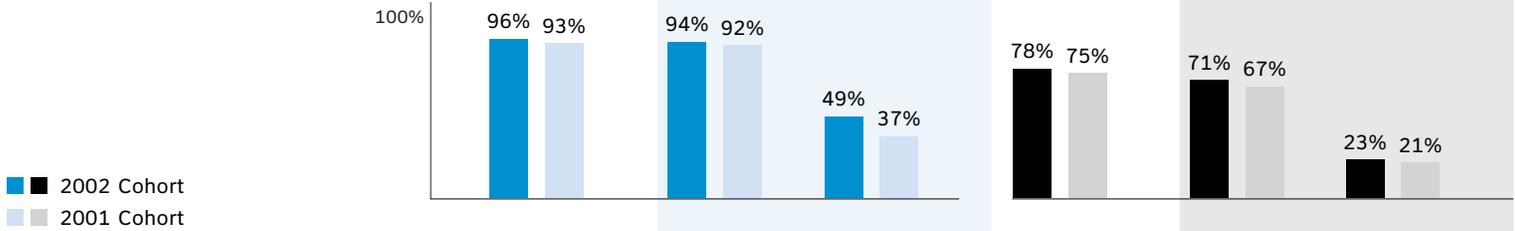
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	451	96%	94%	49%	491	93%	92%	37%
Female	206	98%	96%	52%	239	92%	91%	43%
Male	245	94%	92%	46%	252	94%	92%	32%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	11	–	–	–	12	75%	67%	17%
Hispanic or Latino	11	91%	91%	18%	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	19	100%	95%	63%	24	88%	88%	38%
White	409	96%	94%	50%	450	94%	92%	38%
Small Group Totals	12	75%	75%	8%	5	100%	100%	60%
General-Education Students	403	97%	97%	53%	436	97%	96%	42%
Students with Disabilities	48	83%	71%	8%	55	62%	58%	2%
English Proficient	447	–	–	–	487	–	–	–
Limited English Proficient	4	–	–	–	4	–	–	–
Economically Disadvantaged	3	–	–	–				
Not Disadvantaged	448	–	–	–				
Migrant								
Not Migrant	451	96%	94%	49%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	1	3

* 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.

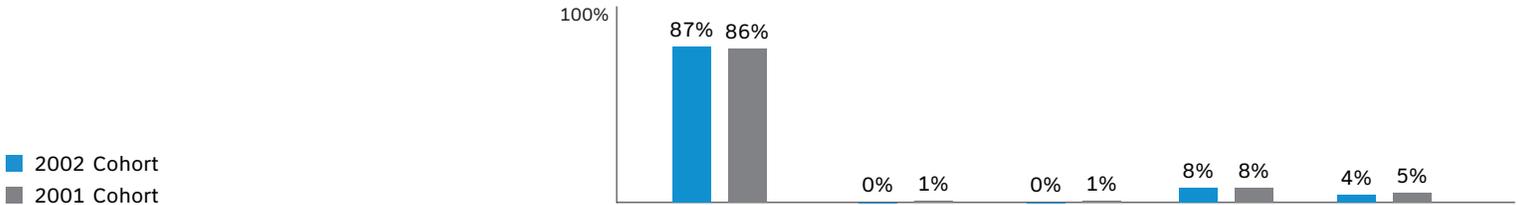
District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	451	87%	0%	0%	8%	4%
	2001	491	86%	1%	1%	8%	5%
Female	2002	206	92%	0%	0%	5%	2%
	2001	239	90%	0%	0%	7%	4%
Male	2002	245	83%	0%	0%	11%	6%
	2001	252	82%	2%	2%	9%	6%
American Indian or Alaska Native	2002	1	–	–	–	–	–
	2001	1	–	–	–	–	–
Black or African American	2002	11	–	–	–	–	–
	2001	12	67%	0%	0%	25%	8%
Hispanic or Latino	2002	11	91%	0%	0%	0%	9%
	2001	4	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2002	19	95%	0%	0%	0%	5%
	2001	24	83%	0%	0%	8%	8%
White	2002	409	87%	0%	0%	9%	4%
	2001	450	86%	1%	1%	7%	4%
Small Group Totals	2002	12	67%	0%	0%	17%	17%
	2001	5	100%	0%	0%	0%	0%
General-Education Students	2002	403	89%	0%	0%	6%	4%
	2001	436	90%	0%	0%	5%	4%
Students with Disabilities	2002	48	69%	2%	0%	25%	4%
	2001	55	51%	9%	4%	29%	7%
English Proficient	2002	447	–	–	–	–	–
	2001	487	–	–	–	–	–
Limited English Proficient	2002	4	–	–	–	–	–
	2001	4	–	–	–	–	–
Economically Disadvantaged	2002	3	–	–	–	–	–
	2001	–	–	–	–	–	–
Not Disadvantaged	2002	448	–	–	–	–	–
	2001	–	–	–	–	–	–
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	–	–	–	–	–	–
Not Migrant	2002	451	87%	0%	0%	8%	4%
	2001	–	–	–	–	–	–

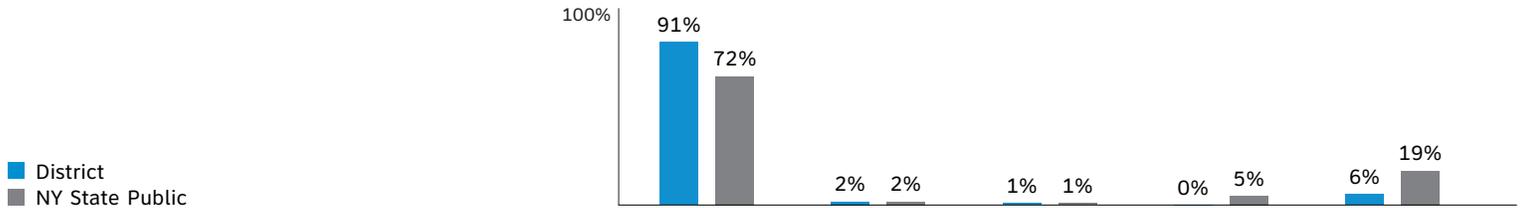
NOTES

The – symbol indicates that data for a group of students has 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.

District **GUILDERLAND CENTRAL SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	486	91%	2%	1%	0%	6%
Female	238	93%	2%	0%	0%	5%
Male	248	89%	2%	2%	0%	7%
American Indian or Alaska Native	1	–	–	–	–	–
Black or African American	11	82%	9%	0%	0%	9%
Hispanic or Latino	4	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	24	92%	0%	0%	0%	8%
White	446	91%	2%	1%	0%	6%
Small Group Totals	5	100%	0%	0%	0%	0%
General-Education Students	438	94%	0%	1%	0%	5%
Students with Disabilities	48	67%	19%	4%	0%	10%
English Proficient	484	–	–	–	–	–
Limited English Proficient	2	–	–	–	–	–
Economically Disadvantaged	12	67%	8%	8%	0%	17%
Not Disadvantaged	474	92%	2%	1%	0%	5%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	486	91%	2%	1%	0%	6%

NOTES

The – symbol indicates that data for a group of students has 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.