



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **WAPPINGERS CENTRAL SCHOOL
DISTRICT**

District ID **132101060000**

Superintendent **RICHARD POWELL**

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Grades **K-12, UE**

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 **WAPPINGERS 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	763	775	757
Grade 1	934	909	920
Grade 2	893	934	874
Grade 3	909	933	938
Grade 4	844	955	938
Grade 5	941	891	972
Grade 6	925	1005	907
Ungraded Elementary	229	1	1
Grade 7	972	1000	1030
Grade 8	906	1000	1006
Grade 9	1007	996	1088
Grade 10	956	1049	952
Grade 11	904	1010	1061
Grade 12	824	854	957
Ungraded Secondary	130	0	0
Total K-12	12137	12312	12401

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	24	23	24
Grade 8			
English	26	23	26
Mathematics	26	23	26
Science	26	25	27
Social Studies	26	25	27
Grade 10			
English	26	25	24
Mathematics	19	20	21
Science	26	25	27
Social Studies	24	26	27

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 **WAPPINGERS CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	726	6%	742	6%	618	5%
Reduced-Price Lunch	452	4%	507	4%	418	3%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	170	1%	156	1%	195	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	11	0%	18	0%	16	0%
Black or African American	611	5%	616	5%	643	5%
Hispanic or Latino	910	7%	1001	8%	1083	9%
Asian or Native Hawaiian/Other Pacific Islander	612	5%	644	5%	641	5%
White	9993	82%	10033	81%	10018	81%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		94%		95%		95%
Student Suspensions	596	N/A	840	7%	797	6%

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 **WAPPINGERS CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1917	2170	2977
Percent Not Taught by Highly Qualified Teachers	9%	7%	4%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	2	1	3
Percent with No Valid Teaching Certificate	0%	0%	0%
Individuals Teaching Out of Certification			
Number of Teachers	7	12	13
Percentage of Total	1%	1%	2%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	14%	15%	15%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	771	822	821
Total Other Professional Staff	116	89	90
Total Paraprofessionals*	241	321	345
Assistant Principals	12	12	13
Principals	15	15	15

* 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.

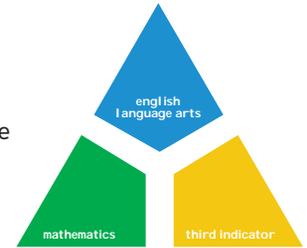
Staff Counts Information

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 **WAPPINGERS 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	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 3 of 7	✗ 4 of 7	✓ 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 **WAPPINGERS CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts

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

Accountability Measures 8 of 8 Student groups making AYP in English Language Arts
 Made AYP

Prospective Status This district will be in good standing in 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 (5856:5737)			100%		165	121	
Ethnicity							
American Indian or Alaska Native (11:9)	–	–	–	–	–	–	–
Black or African American (304:289)			100%		148	116	
Hispanic or Latino (538:505)			99%		150	117	
Asian or Native Hawaiian/Other Pacific Islander (305:297)			100%		174	116	
White (4698:4637)			100%		167	120	
Other Groups							
Students with Disabilities ⁴ (829:799)			98%		96	118	101 106
Limited English Proficient (64:55)			100%		140	109	
Economically Disadvantaged (664:639)			100%		146	118	
Final AYP Determination	 8 of 8						

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 **WAPPINGERS CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics

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

Accountability Measures 8 of 8 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 (5848:5706)			100%		173	85	
Ethnicity							
American Indian or Alaska Native (11:9)	–	–	–	–	–	–	–
Black or African American (301:281)			99%		161	80	
Hispanic or Latino (536:505)			99%		162	81	
Asian or Native Hawaiian/Other Pacific Islander (305:295)			100%		182	80	
White (4695:4616)			100%		174	84	
Other Groups							
Students with Disabilities ⁴ (835:801)			98%		106	82	
Limited English Proficient (64:55)			100%		125	73	
Economically Disadvantaged (669:637)			100%		156	82	
Final AYP Determination	 8 of 8						

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 **WAPPINGERS 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 (1949:1891)		Qualified		99%		184	100	
Ethnicity								
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–	–
Black or African American (101:92)		Qualified		98%		173	100	
Hispanic or Latino (167:155)		Qualified		98%		177	100	
Asian or Native Hawaiian/Other Pacific Islander (91:87)		Qualified		97%		184	100	
White (1588:1555)		Qualified		99%		185	100	
Other Groups								
Students with Disabilities (296:286)		Qualified		98%		138	100	
Limited English Proficient (20:15)	–	–	–	–	–	–	–	–
Economically Disadvantaged (197:184)		Qualified		97%		178	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 **WAPPINGERS CENTRAL SCHOOL DISTRICT**

Secondary-Level English Language Arts

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

Accountability Measures 3 of 7 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 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

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 (1788:929)			94%		177	150	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (97:50)			89%		144	141	
Hispanic or Latino (121:73)			94%		153	143	
Asian or Native Hawaiian/Other Pacific Islander (100:50)			96%		178	141	
White (1470:756)			95%		181	150	
Other Groups							
Students with Disabilities (104:65)			42%		51	142	86† 66
Limited English Proficient (6:9)	–	–	–	–	–	–	– –
Economically Disadvantaged (36:38)		–	–		161	138	
Final AYP Determination		3 of 7					

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 **WAPPINGERS CENTRAL SCHOOL DISTRICT**

Secondary-Level Mathematics

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

Accountability Measures 4 of 7 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in Mathematics 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 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

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 (961:929)			96%		182	142	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (97:50)			93%		154	133	
Hispanic or Latino (121:73)			94%		163	135	
Asian or Native Hawaiian/Other Pacific Islander (49:50)			96%		184	133	
White (792:756)			96%		186	142	
Other Groups							
Students with Disabilities (104:65)			49%		80	134	88† 92
Limited English Proficient (6:9)	–	–	–	–	–	–	– –
Economically Disadvantaged (36:38)		–	–		176	130	
Final AYP Determination		4 of 7					

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 **WAPPINGERS 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 (868)			78%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (44)			64%	55%		
Hispanic or Latino (60)			63%	55%		
Asian or Native Hawaiian/Other Pacific Islander (48)			98%	55%		
White (716)			79%	55%		
Other Groups						
Students with Disabilities (43)			14%	55%	16%	15%
Limited English Proficient (3)	–		–	–	–	–
Economically Disadvantaged (33)			61%	55%		
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 **WAPPINGERS 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

13 schools identified 87% of total

BRINCKERHOFF ELEMENTARY SCHOOL
FISHKILL ELEMENTARY SCHOOL
FISHKILL PLAINS ELEMENTARY SCHOOL
GAYHEAD SCHOOL
JAMES S. EVANS ELEMENTARY SCHOOL
JOHN JAY SENIOR HIGH SCHOOL
KINRY ROAD ELEMENTARY SCHOOL
MYERS CORNERS SCHOOL
OAK GROVE ELEMENTARY SCHOOL
ORCHARD VIEW ALTERNATIVE HIGH SCHOOL
ROY C. KETCHAM SENIOR HIGH SCHOOL
SHEAFE ROAD ELEMENTARY SCHOOL
VASSAR ROAD ELEMENTARY SCHOOL

Requiring Academic Progress (Year 2)

2 schools identified 13% of total

VAN WYCK JUNIOR HIGH SCHOOL
WAPPINGERS FALLS JUNIOR HIGH SCHOOL

District **WAPPINGERS 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	77%			942
Grade 4	78%			921
Grade 5	72%			970
Grade 6	70%			903
Grade 7	70%			1029
Grade 8	54%			1008
Mathematics				
Grade 3	90%			954
Grade 4	85%			931
Grade 5	80%			977
Grade 6	65%			910
Grade 7	72%			1028
Grade 8	69%			1004
Science				
Grade 4	93%			920
Grade 8	74%			825

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	79%			1021
Mathematics	84%			1021

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	79%			1021

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

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

This District's N/RC Category:

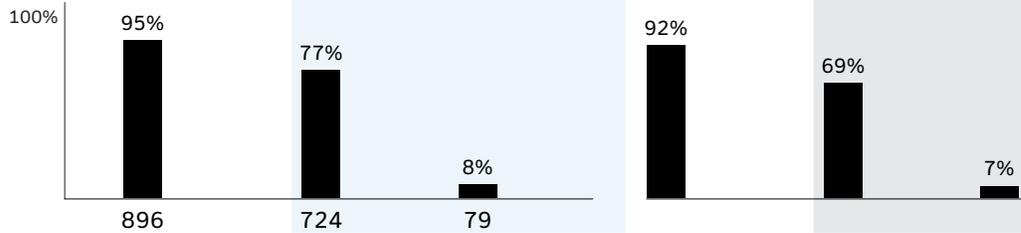
Average Need Districts

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

District **WAPPINGERS 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: 676	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	896	724	79	92%	69%	7%



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	942	95%	77%	8%				
Female	439	95%	80%	11%				
Male	503	95%	74%	6%				
American Indian or Alaska Native	5	100%	80%	20%				
Black or African American	52	94%	69%	6%				
Hispanic or Latino	76	93%	55%	0%				
Asian or Native Hawaiian/Other Pacific Islander	46	96%	83%	13%				
White	763	95%	79%	9%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	825	99%	84%	9%				
Students with Disabilities	117	69%	28%	1%				
English Proficient	933	95%	77%	8%				
Limited English Proficient	9	89%	33%	0%				
Economically Disadvantaged	115	90%	66%	3%				
Not Disadvantaged	827	96%	78%	9%				
Migrant								
Not Migrant	942	95%	77%	8%				

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	3	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	9	8	7	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 **WAPPINGERS CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 681	Range: 624-770	650-770	703-770			
	97%	90%	24%	94%	81%	25%
Number of Students:	928	862	229			

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	954	97%	90%	24%				
Female	449	97%	90%	22%				
Male	505	98%	91%	26%				
American Indian or Alaska Native	5	100%	80%	40%				
Black or African American	51	96%	88%	8%				
Hispanic or Latino	80	95%	84%	10%				
Asian or Native Hawaiian/Other Pacific Islander	54	96%	91%	39%				
White	764	98%	91%	25%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	835	100%	95%	27%				
Students with Disabilities	119	79%	59%	5%				
English Proficient	936	97%	91%	24%				
Limited English Proficient	18	94%	72%	11%				
Economically Disadvantaged	118	93%	85%	11%				
Not Disadvantaged	836	98%	91%	26%				
Migrant								
Not Migrant	954	97%	90%	24%				

NOTES

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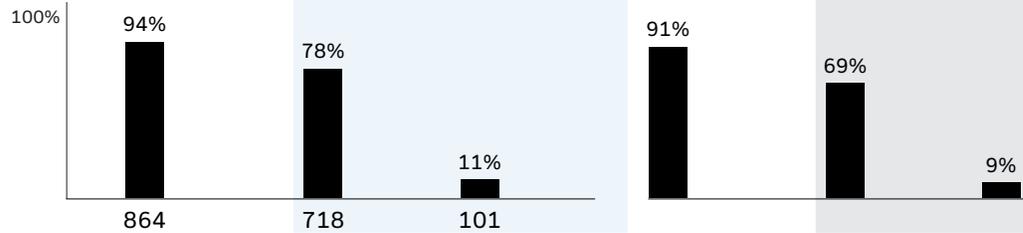
Other Assessments

	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	3	-	-	-	This test was not given in 2004-05.			

District **WAPPINGERS CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 674	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	864	718	101			



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	921	94%	78%	11%				
Female	474	96%	82%	14%				
Male	447	91%	74%	8%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	43	-	-	-				
Hispanic or Latino	77	94%	62%	6%				
Asian or Native Hawaiian/Other Pacific Islander	43	95%	84%	33%				
White	757	94%	80%	11%				
Small Group Totals	44	98%	64%	2%				
General-Education Students	786	98%	85%	12%				
Students with Disabilities	135	67%	35%	2%				
English Proficient	916	94%	78%	11%				
Limited English Proficient	5	80%	20%	0%				
Economically Disadvantaged	123	93%	65%	2%				
Not Disadvantaged	798	94%	80%	12%				
Migrant								
Not Migrant	921	94%	78%	11%				

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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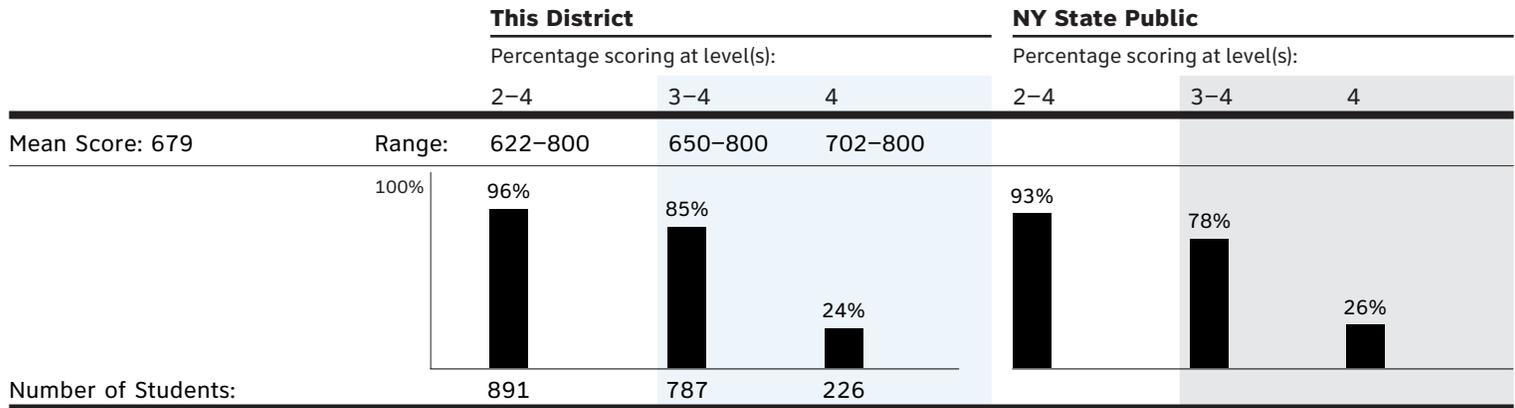
Other Assessments

	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	3	-	-	-	5	5	5	3
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	9	7	7	N/A	2	-	-	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 **WAPPINGERS CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 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	931	96%	85%	24%				
Female	474	96%	86%	24%				
Male	457	95%	83%	24%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	42	-	-	-				
Hispanic or Latino	82	93%	78%	13%				
Asian or Native Hawaiian/Other Pacific Islander	45	93%	84%	56%				
White	761	96%	85%	24%				
Small Group Totals	43	100%	84%	12%				
General-Education Students	793	99%	92%	28%				
Students with Disabilities	138	75%	44%	4%				
English Proficient	917	96%	85%	24%				
Limited English Proficient	14	79%	43%	14%				
Economically Disadvantaged	126	94%	78%	12%				
Not Disadvantaged	805	96%	86%	26%				
Migrant								
Not Migrant	931	96%	85%	24%				

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

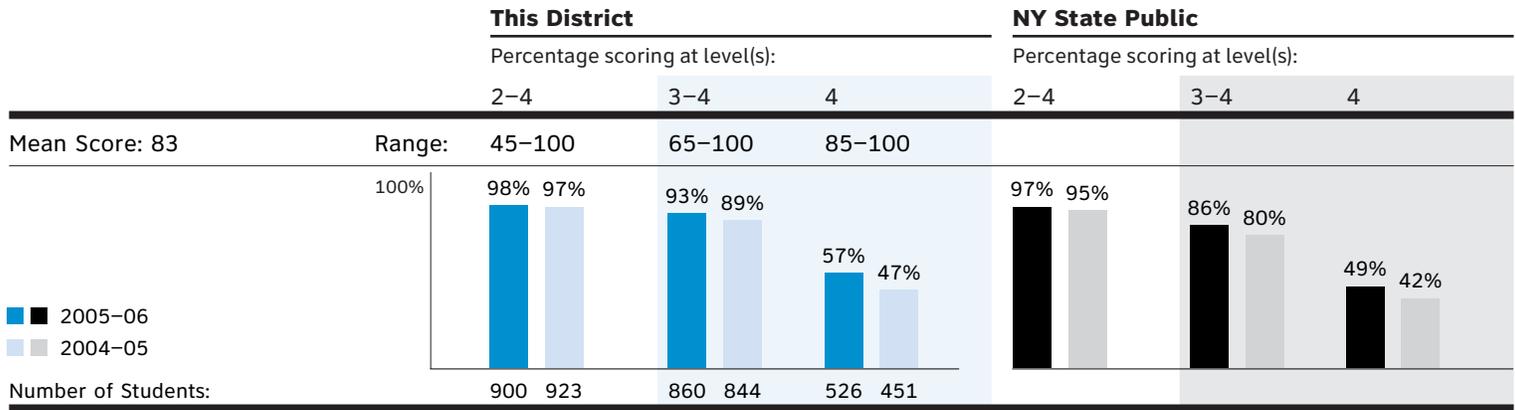
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Other Assessments

	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	2	-	-	-	5	5	5	3

District **WAPPINGERS 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	920	98%	93%	57%	953	97%	89%	47%
Female	468	99%	95%	58%	430	97%	87%	46%
Male	452	97%	92%	56%	523	97%	90%	48%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	41	-	-	-	47	-	-	-
Hispanic or Latino	81	99%	88%	44%	81	90%	75%	33%
Asian or Native Hawaiian/Other Pacific Islander	43	93%	86%	67%	54	100%	91%	48%
White	754	98%	95%	59%	769	98%	90%	50%
Small Group Totals	42	100%	93%	40%	49	94%	80%	35%
General-Education Students	780	100%	98%	64%	830	99%	94%	53%
Students with Disabilities	140	87%	70%	19%	123	82%	54%	11%
English Proficient	907	98%	94%	58%	944	97%	89%	48%
Limited English Proficient	13	77%	46%	15%	9	89%	56%	11%
Economically Disadvantaged	124	97%	93%	43%	134	93%	78%	31%
Not Disadvantaged	796	98%	94%	59%	819	98%	90%	50%
Migrant								
Not Migrant	920	98%	93%	57%	953	97%	89%	47%

NOTES

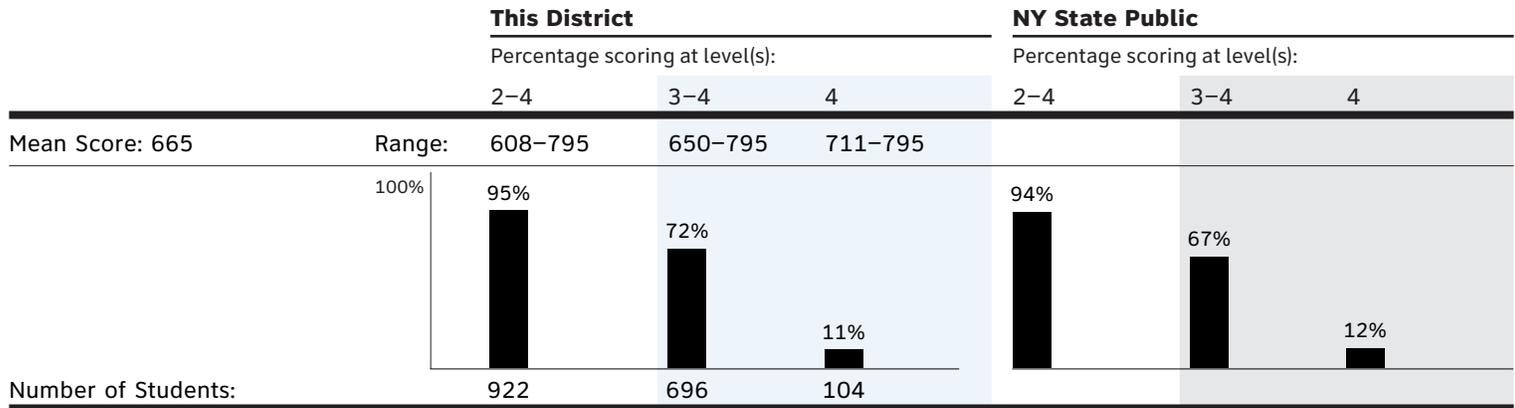
The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	4	-	-	-	4	-	-	-

District **WAPPINGERS CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 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	970	95%	72%	11%				
Female	441	97%	79%	13%				
Male	529	93%	65%	9%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	47	-	-	-				
Hispanic or Latino	91	87%	60%	7%				
Asian or Native Hawaiian/Other Pacific Islander	51	100%	78%	22%				
White	779	96%	73%	10%	This test was not given in 2004-05.			
Small Group Totals	49	90%	65%	16%				
General-Education Students	825	99%	80%	12%				
Students with Disabilities	145	74%	27%	1%				
English Proficient	968	-	-	-				
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	135	90%	57%	4%				
Not Disadvantaged	835	96%	74%	12%				
Migrant								
Not Migrant	970	95%	72%	11%				

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 5 Equivalent	2	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	4	-	-	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 **WAPPINGERS CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 673	619-780	650-780	699-780			
Range:	619-780	650-780	699-780			
Number of Students:	919	786	214			

Performance Level	This District (%)	NY State Public (%)
2-4	94%	90%
3-4	80%	68%
4	22%	19%

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	977	94%	80%	22%				
Female	444	95%	81%	18%				
Male	533	93%	80%	25%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	48	-	-	-				
Hispanic or Latino	94	87%	71%	13%				
Asian or Native Hawaiian/Other Pacific Islander	51	100%	92%	33%				
White	782	95%	81%	23%	This test was not given in 2004-05.			
Small Group Totals	50	92%	82%	16%				
General-Education Students	826	99%	90%	26%				
Students with Disabilities	151	66%	29%	1%				
English Proficient	971	94%	81%	22%				
Limited English Proficient	6	67%	33%	0%				
Economically Disadvantaged	135	87%	69%	12%				
Not Disadvantaged	842	95%	82%	24%				
Migrant								
Not Migrant	977	94%	80%	22%				

NOTES

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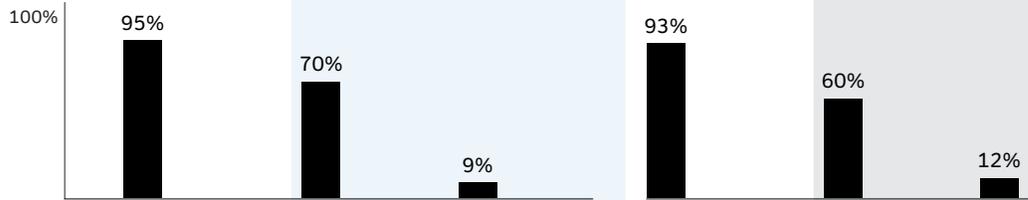
Other Assessments

	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	3	-	-	-	This test was not given in 2004-05.			

District **WAPPINGERS 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: 661	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	861	629	81			



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	903	95%	70%	9%				
Female	448	97%	74%	9%				
Male	455	94%	66%	9%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	41	-	-	-				
Hispanic or Latino	89	96%	58%	4%				
Asian or Native Hawaiian/Other Pacific Islander	53	96%	79%	28%				
White	719	95%	71%	8%	This test was not given in 2004-05.			
Small Group Totals	42	95%	50%	2%				
General-Education Students	789	99%	77%	10%				
Students with Disabilities	114	71%	21%	0%				
English Proficient	902	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	102	91%	52%	0%				
Not Disadvantaged	801	96%	72%	10%				
Migrant								
Not Migrant	903	95%	70%	9%				

NOTES

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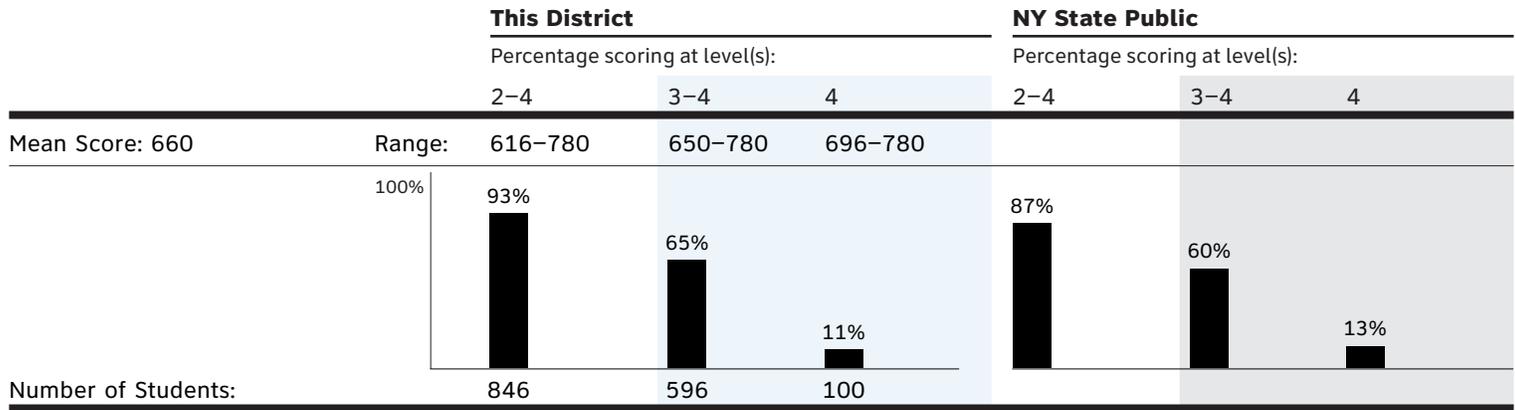
Other Assessments

	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	2	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	7	7	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 **WAPPINGERS CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 6 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	910	93%	65%	11%				
Female	453	93%	65%	9%				
Male	457	93%	66%	13%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	42	-	-	-				
Hispanic or Latino	94	93%	48%	4%				
Asian or Native Hawaiian/Other Pacific Islander	54	96%	87%	33%				
White	719	93%	68%	11%	This test was not given in 2004-05.			
Small Group Totals	43	88%	42%	5%				
General-Education Students	796	97%	72%	13%				
Students with Disabilities	114	65%	21%	0%				
English Proficient	902	93%	66%	11%				
Limited English Proficient	8	88%	13%	0%				
Economically Disadvantaged	107	86%	49%	1%				
Not Disadvantaged	803	94%	68%	12%				
Migrant								
Not Migrant	910	93%	65%	11%				

NOTES

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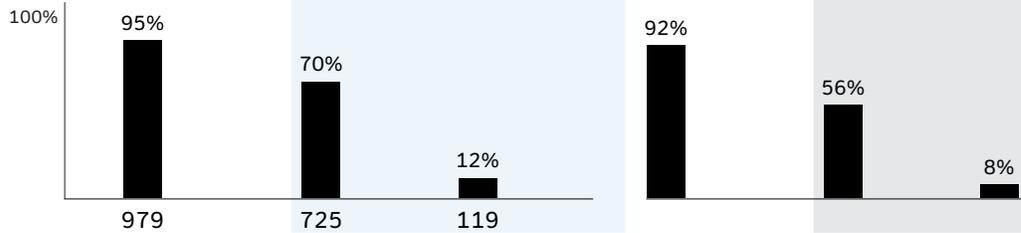
Other Assessments

	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.			

District **WAPPINGERS CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 663	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	979	725	119	92%	56%	8%



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	1029	95%	70%	12%				
Female	471	98%	75%	14%				
Male	558	93%	67%	9%				
American Indian or Alaska Native								
Black or African American	60	85%	50%	3%				
Hispanic or Latino	97	94%	56%	3%				
Asian or Native Hawaiian/Other Pacific Islander	53	94%	75%	23%				
White	819	96%	73%	12%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	899	99%	78%	13%				
Students with Disabilities	130	71%	21%	2%				
English Proficient	1024	95%	71%	12%				
Limited English Proficient	5	60%	20%	0%				
Economically Disadvantaged	108	90%	46%	2%				
Not Disadvantaged	921	96%	73%	13%				
Migrant								
Not Migrant	1029	95%	70%	12%				

NOTES

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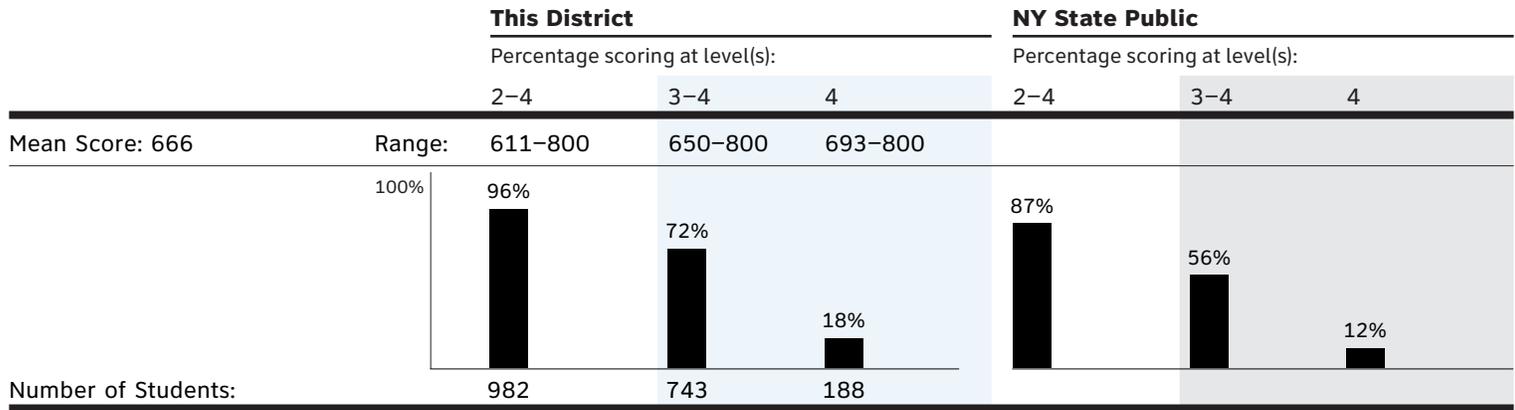
Other Assessments

	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	5	5	5	5	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	7	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 **WAPPINGERS 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	1028	96%	72%	18%				
Female	470	97%	73%	18%				
Male	558	94%	72%	19%				
American Indian or Alaska Native								
Black or African American	56	88%	59%	9%				
Hispanic or Latino	98	94%	65%	7%				
Asian or Native Hawaiian/Other Pacific Islander	55	93%	85%	40%				
White	819	96%	73%	19%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	896	99%	79%	21%				
Students with Disabilities	132	74%	25%	2%				
English Proficient	1016	96%	73%	19%				
Limited English Proficient	12	67%	50%	0%				
Economically Disadvantaged	111	90%	50%	2%				
Not Disadvantaged	917	96%	75%	20%				
Migrant								
Not Migrant	1028	96%	72%	18%				

NOTES

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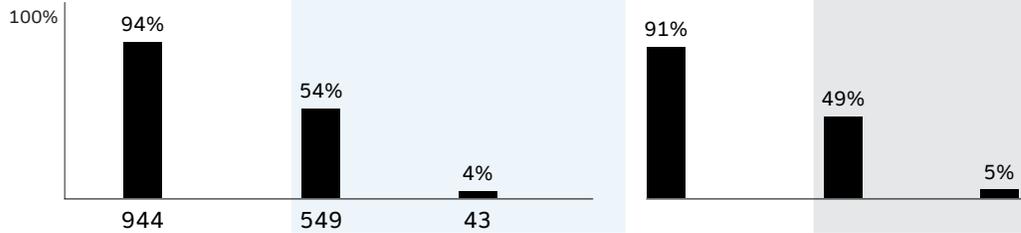
Other Assessments

	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	5	5	5	3	This test was not given in 2004-05.			

District **WAPPINGERS 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: 653	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	944	549	43	91%	49%	5%



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	1008	94%	54%	4%				
Female	483	95%	59%	5%				
Male	525	93%	51%	3%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	58	93%	34%	3%				
Hispanic or Latino	83	90%	45%	0%				
Asian or Native Hawaiian/Other Pacific Islander	46	-	-	-				
White	820	94%	56%	4%				
Small Group Totals	47	94%	68%	17%				
General-Education Students	861	98%	62%	5%				
Students with Disabilities	147	66%	9%	0%				
English Proficient	1004	-	-	-				
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	68	88%	32%	1%				
Not Disadvantaged	940	94%	56%	4%				
Migrant								
Not Migrant	1008	94%	54%	4%				

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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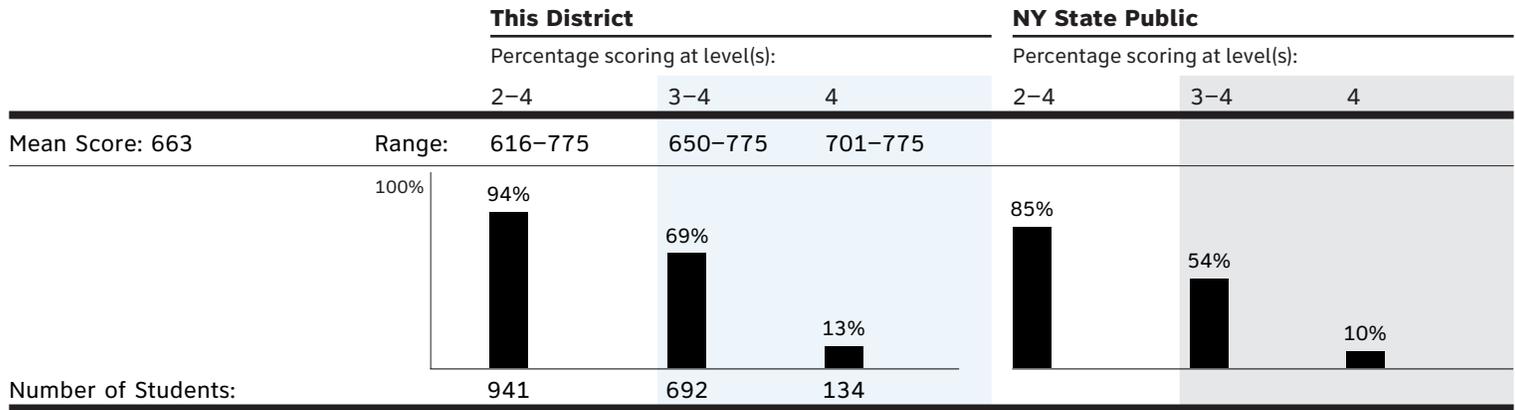
Other Assessments

	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	2	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	2	-	-	N/A	5	5	5	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 **WAPPINGERS 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	1004	94%	69%	13%				
Female	480	93%	67%	13%				
Male	524	94%	70%	13%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	58	91%	52%	5%				
Hispanic or Latino	84	94%	64%	2%				
Asian or Native Hawaiian/Other Pacific Islander	46	-	-	-				
White	815	94%	70%	13%				
Small Group Totals	47	91%	79%	40%				
General-Education Students	855	98%	78%	15%				
Students with Disabilities	149	67%	18%	2%				
English Proficient	998	94%	69%	13%				
Limited English Proficient	6	83%	17%	0%				
Economically Disadvantaged	69	88%	48%	4%				
Not Disadvantaged	935	94%	70%	14%				
Migrant								
Not Migrant	1004	94%	69%	13%				

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

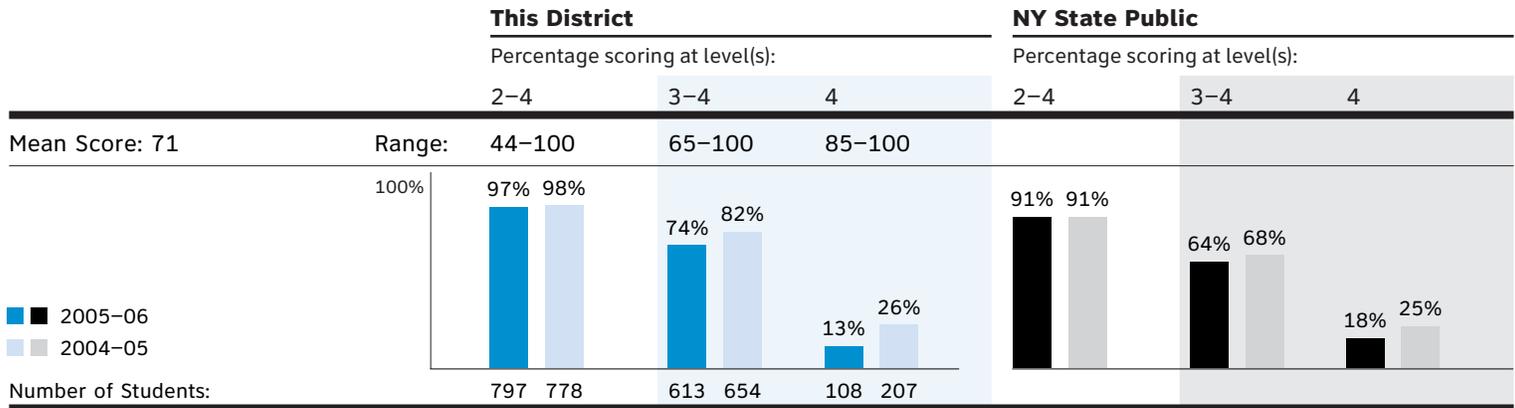
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Other Assessments

	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	2	-	-	-	3	-	-	-

District **WAPPINGERS 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	825	97%	74%	13%	797	98%	82%	26%
Female	391	96%	69%	8%	371	98%	80%	21%
Male	434	97%	79%	18%	426	97%	84%	30%
American Indian or Alaska Native	1	-	-	-				
Black or African American	54	93%	61%	2%	49	94%	53%	8%
Hispanic or Latino	81	99%	68%	11%	70	100%	77%	17%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	22	95%	86%	23%
White	667	97%	76%	14%	656	98%	85%	28%
Small Group Totals	23	91%	78%	17%				
General-Education Students	680	99%	83%	15%	673	99%	88%	29%
Students with Disabilities	145	86%	34%	6%	124	89%	52%	11%
English Proficient	820	97%	75%	13%	788	98%	83%	26%
Limited English Proficient	5	60%	40%	0%	9	89%	22%	0%
Economically Disadvantaged	65	94%	60%	5%	83	93%	66%	12%
Not Disadvantaged	760	97%	76%	14%	714	98%	84%	28%
Migrant					1	-	-	-
Not Migrant	825	97%	74%	13%	796	-	-	-

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	2	-	-	-	3	-	-	-
Regents Science	172	172	172	139	189	189	189	152

District **WAPPINGERS 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):

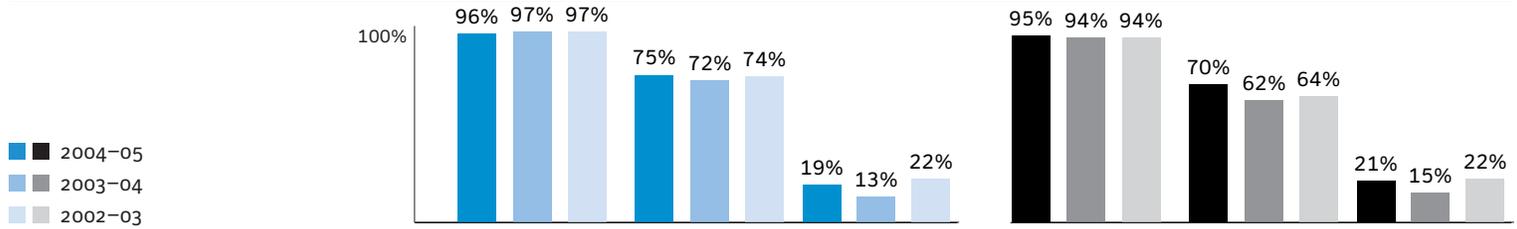
2-4 3-4 4

Range: 603-800 645-800 692-800

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	36	201	550	179	966	665
Feb 2004	25	216	509	110	860	660
Feb 2003	27	224	497	214	962	666

Grade 8

This School

Percentage scoring at level(s):

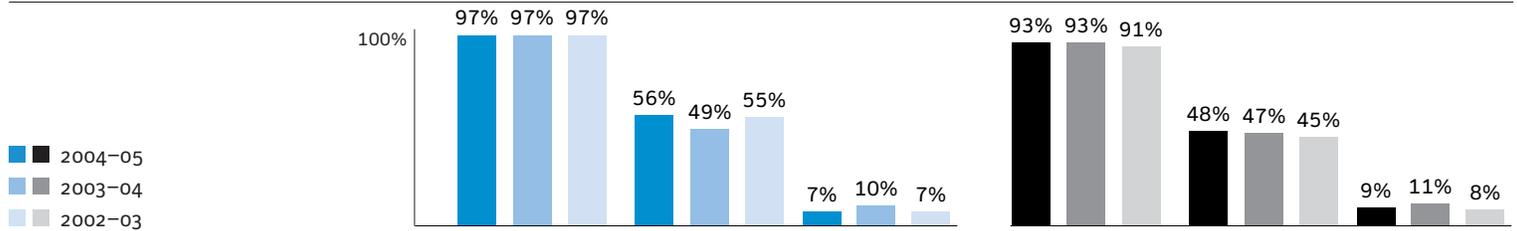
2-4 3-4 4

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	32	408	488	73	1001	701
Jan 2004	31	447	358	94	930	701
Jan 2003	30	413	470	71	984	700

District **WAPPINGERS 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

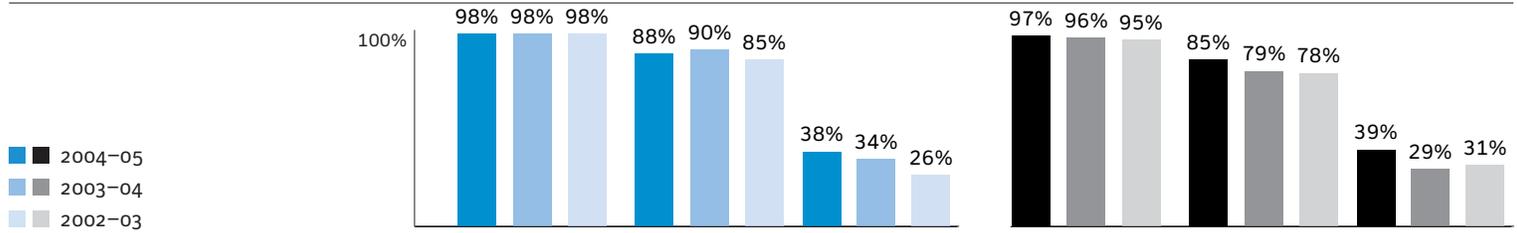
Percentage scoring at level(s):

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	22	90	488	369	969	670
May 2004	14	70	490	294	868	668
May 2003	20	128	568	256	972	662

Grade 8

This School

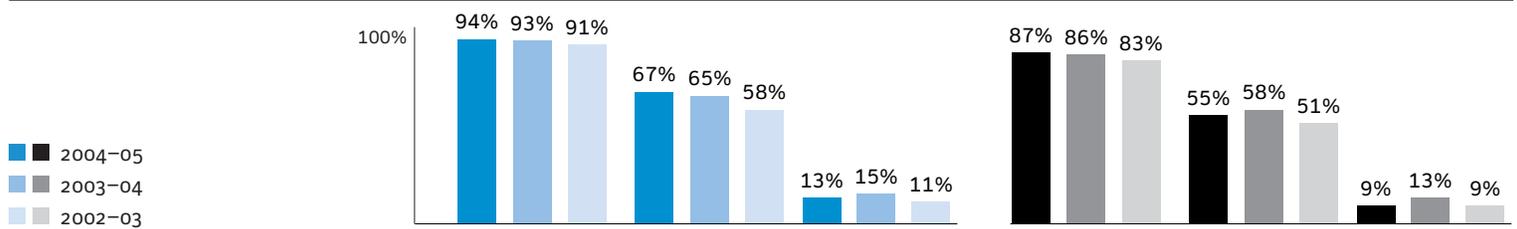
Percentage scoring at level(s):

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	60	273	543	129	1005	728
May 2004	62	261	467	140	930	727
May 2003	88	327	457	111	983	720

District **WAPPINGERS 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

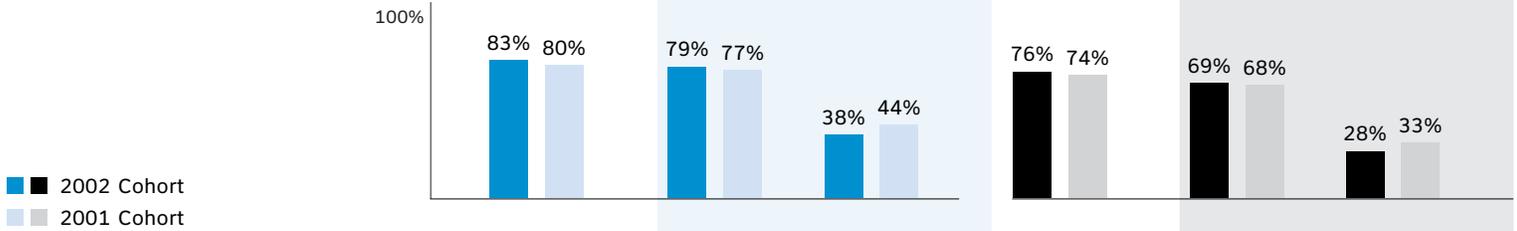
NY State Public

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	1021	83%	79%	38%	940	80%	77%	44%
Female	467	86%	82%	46%	465	84%	82%	50%
Male	554	80%	76%	31%	475	77%	73%	38%
American Indian or Alaska Native								
Black or African American	54	67%	61%	17%	53	68%	62%	30%
Hispanic or Latino	88	68%	64%	18%	67	73%	70%	31%
Asian or Native Hawaiian/Other Pacific Islander	50	84%	82%	62%	50	96%	90%	64%
White	829	85%	81%	40%	770	81%	78%	44%
Small Group Totals								
General-Education Students	938	88%	84%	41%	878	84%	81%	46%
Students with Disabilities	83	19%	14%	5%	62	24%	19%	3%
English Proficient	1011	83%	79%	38%	937	-	-	-
Limited English Proficient	10	70%	50%	0%	3	-	-	-
Economically Disadvantaged	43	77%	65%	23%				
Not Disadvantaged	978	83%	79%	38%				
Migrant								
Not Migrant	1021	83%	79%	38%				

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	2	5

* 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 **WAPPINGERS 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

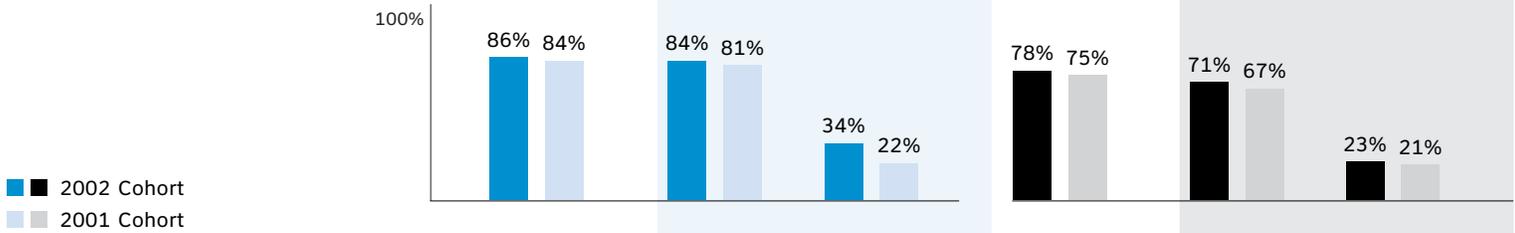
NY State Public

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	1021	86%	84%	34%	940	84%	81%	22%
Female	467	90%	88%	34%	465	88%	86%	23%
Male	554	82%	80%	33%	475	79%	77%	21%
American Indian or Alaska Native								
Black or African American	54	74%	65%	19%	53	74%	70%	13%
Hispanic or Latino	88	75%	72%	15%	67	79%	70%	15%
Asian or Native Hawaiian/Other Pacific Islander	50	90%	90%	78%	50	98%	94%	50%
White	829	87%	86%	34%	770	84%	82%	21%
Small Group Totals								
General-Education Students	938	91%	89%	36%	878	88%	85%	23%
Students with Disabilities	83	29%	25%	6%	62	29%	19%	0%
English Proficient	1011	86%	84%	34%	937	-	-	-
Limited English Proficient	10	80%	80%	20%	3	-	-	-
Economically Disadvantaged	43	81%	74%	16%				
Not Disadvantaged	978	86%	84%	34%				
Migrant								
Not Migrant	1021	86%	84%	34%				

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	0	4

* 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.

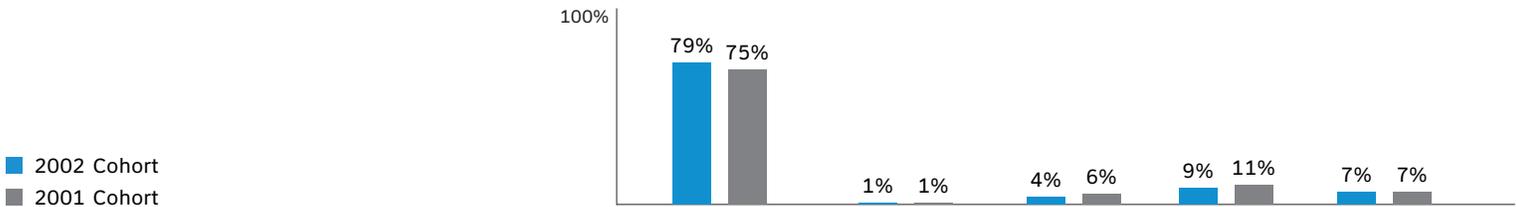
District **WAPPINGERS CENTRAL SCHOOL DISTRICT**

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	1021	79%	1%	4%	9%	7%
	2001	940	75%	1%	6%	11%	7%
Female	2002	467	83%	1%	3%	7%	7%
	2001	465	81%	1%	5%	9%	5%
Male	2002	554	76%	2%	5%	12%	6%
	2001	475	69%	1%	7%	14%	9%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
Black or African American	2002	54	65%	4%	7%	20%	4%
	2001	53	62%	2%	6%	21%	9%
Hispanic or Latino	2002	88	63%	2%	8%	13%	15%
	2001	67	63%	1%	9%	18%	9%
Asian or Native Hawaiian/Other Pacific Islander	2002	50	90%	2%	0%	4%	4%
	2001	50	98%	0%	0%	2%	0%
White	2002	829	81%	1%	3%	9%	6%
	2001	770	75%	1%	6%	11%	7%
Small Group Totals							
General-Education Students	2002	938	85%	0%	4%	6%	6%
	2001	878	79%	0%	5%	9%	6%
Students with Disabilities	2002	83	12%	17%	7%	45%	19%
	2001	62	8%	15%	11%	44%	23%
English Proficient	2002	1011	79%	1%	4%	9%	7%
	2001	937	–	–	–	–	–
Limited English Proficient	2002	10	60%	0%	0%	30%	10%
	2001	3	–	–	–	–	–
Economically Disadvantaged	2002	43	67%	5%	5%	19%	5%
	2001	–	–	–	–	–	–
Not Disadvantaged	2002	978	79%	1%	4%	9%	7%
	2001	–	–	–	–	–	–
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	–	–	–	–	–	–
Not Migrant	2002	1021	79%	1%	4%	9%	7%
	2001	–	–	–	–	–	–

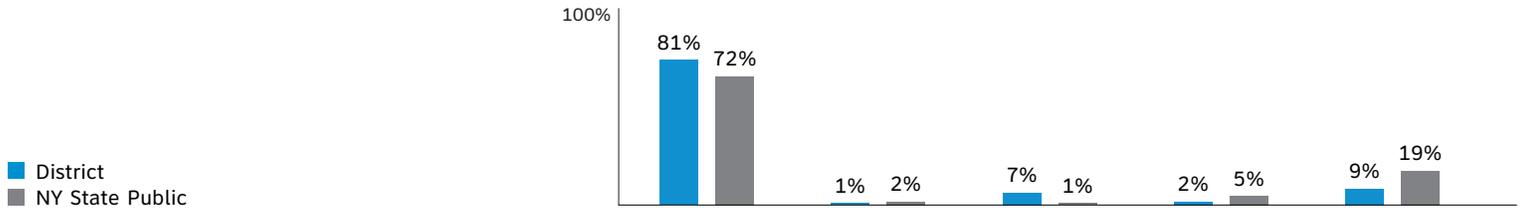
NOTES

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 **WAPPINGERS 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	943	81%	1%	7%	2%	9%
Female	466	85%	1%	6%	2%	6%
Male	477	77%	1%	8%	3%	11%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	53	74%	4%	8%	4%	11%
Hispanic or Latino	69	71%	1%	12%	0%	16%
Asian or Native Hawaiian/Other Pacific Islander	51	100%	0%	0%	0%	0%
White	770	81%	1%	7%	3%	9%
Small Group Totals						
General-Education Students	885	85%	0%	6%	1%	7%
Students with Disabilities	58	16%	19%	16%	17%	33%
English Proficient	940	–	–	–	–	–
Limited English Proficient	3	–	–	–	–	–
Economically Disadvantaged	41	66%	0%	17%	0%	17%
Not Disadvantaged	902	81%	1%	6%	2%	9%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	943	81%	1%	7%	2%	9%

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.