The New York State District Report Card

Accountability and Overview Report 2005 – 06

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**
District ID **190301040000**
Superintendent **SALLY SHARKEY**
Telephone **(518) 622-8534**
Grades **K-12, UE, US**

This District's Report Card

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

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

Use this report to:

1 Get District Profile information.
This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.
This section indicates whether a district made adequate yearly progress (AYP) and identifies 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.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

District 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	113	107	108
Grade 1	123	115	104
Grade 2	123	117	114
Grade 3	112	125	127
Grade 4	131	113	121
Grade 5	150	133	117
Grade 6	154	152	138
Ungraded Elementary	0	0	21
Grade 7	158	159	160
Grade 8	154	142	141
Grade 9	191	155	153
Grade 10	146	151	154
Grade 11	135	149	137
Grade 12	112	149	159
Ungraded Secondary	11	0	18
Total K–12	1813	1767	1772

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

	2003–04	2004–05	2005–06
Common Branch	21	21	20
Grade 8			
English	16	19	19
Mathematics	24	19	20
Science	27	24	20
Social Studies	23	20	20
Grade 10			
English	15	20	23
Mathematics	20	30	25
Science	22		19
Social Studies	23	25	20

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 **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2003–04		2004–05		2005–06	
	#	%	#	%	#	%
Eligible for Free Lunch	316	17%	436	25%	406	23%
Reduced-Price Lunch	205	11%	212	12%	204	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	6	0%	7	0%	2	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	5	0%	4	0%	5	0%
Black or African American	25	1%	27	2%	57	3%
Hispanic or Latino	52	3%	41	2%	76	4%
Asian or Native Hawaiian/Other Pacific Islander	18	1%	20	1%	17	1%
White	1713	94%	1675	95%	1617	91%

* Not available at the district level.

Attendance and Suspensions

	2002–03		2003–04		2004–05	
	#	%	#	%	#	%
Annual Attendance Rate		93%		92%		92%
Student Suspensions	78	N/A	100	6%	81	5%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2003–04	2004–05	2005–06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	389	372	525
Percent Not Taught by Highly Qualified Teachers	11%	5%	3%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	3	2	2
Percent with No Valid Teaching Certificate	2%	1%	1%
Individuals Teaching Out of Certification			
Number of Teachers	13	5	6
Percentage of Total	10%	4%	4%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	9%	8%	7%

Staff Counts

	2003–04	2004–05	2005–06
Total Teachers	133	138	138
Total Other Professional Staff	9	10	13
Total Paraprofessionals*	27	33	28
Assistant Principals	1	1	1
Principals	6	6	5

* 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

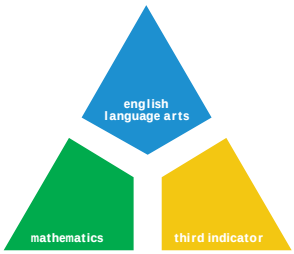
Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

2 District Accountability

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

2005–06 PI + (200 – the 2005–06 PI) × 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.

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

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

2 District Accountability

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

Good Standing

Elementary/Middle Level		Secondary Level	
ELA	Good Standing	ELA	Good Standing
Math	Good Standing	Math	Good Standing
Science	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?

	Elementary/Middle Level			Secondary Level		
Student Groups	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✔	✔	✔	✔	✔	✔
Ethnicity						
American Indian or Alaska Native						
Black or African American	–	–		–	–	
Hispanic or Latino	✔	✔		–	–	
Asian or Native Hawaiian/Other Pacific Islander	–	–		–	–	
White	✔	✔		✔	✔	
Other Groups						
Students with Disabilities	✘	✔		–	–	
Limited English Proficient	–	–				
Economically Disadvantaged	✔	✔		–	–	
Student groups making AYP in each subject	✘ 4 of 5	✔ 5 of 5	✔ 1 of 1	✔ 2 of 2	✔ 2 of 2	✔ 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)

2 District Accountability

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2006–07)	^	Good Standing
Accountability Measures	4 of 5	Student groups making AYP in English Language Arts
	✘	Did not make AYP
Prospective Status		A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 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 elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2005–06	Safe Harbor Target 2006–07
All Students (834:812)	✔	✔	99%	✔	143	118		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (26:25)	–	–	–	–	–	–		–
Hispanic or Latino (32:32)	✔	–	–	✔	138	105		
Asian or Native Hawaiian/Other Pacific Islander (8:8)	–	–	–	–	–	–		–
White (768:747)	✔	✔	99%	✔	143	118		
Other Groups								
Students with Disabilities[4] (141:129)	✘	✔	95%	✘	75	113	108	88
Limited English Proficient (5:4)	–	–	–	–	–	–		–
Economically Disadvantaged (321:311)	✔	✔	99%	✔	125	116		
Final AYP Determination	✘ 4 of 5							

AYP Status

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

NOTES

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

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

2 District Accountability

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2006–07)	^	Good Standing
Accountability Measures	5 of 5	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 Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2005–06	Safe Harbor Target 2006–07
All Students (840:802)	✔	✔	98%	✔	158	82		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (32:25)	–	–	–	–	–	–		–
Hispanic or Latino (32:32)	✔	–	–	✔	144	69		
Asian or Native Hawaiian/Other Pacific Islander (8:8)	–	–	–	–	–	–		–
White (768:737)	✔	✔	98%	✔	159	82		
Other Groups								
Students with Disabilities[4] (174:122)	✔	✔	95%	✔	101	77		
Limited English Proficient (5:4)	–	–	–	–	–	–		–
Economically Disadvantaged (328:305)	✔	✔	98%	✔	144	80		
Final AYP Determination	✔ 5 of 5							

AYP Status

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

NOTES

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

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

2 District Accountability

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level Science

Accountability Status for This Subject (2006–07)	^	Good Standing
Accountability Measures	1 of 1	Student groups making AYP in Science
	✔	Made AYP
Prospective Status		This district will be in good standing in 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 Status	AYP Safe Harbor Qualification	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives State Standard	Progress Target 2005–06	Progress Target 2006–07
All Students (277:256)	✔	Qualified	✔	95%	✔	182	100		
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (8:5)		–	–	–	–	–	–		–
Hispanic or Latino (10:9)		–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (5:5)		–	–	–	–	–	–		–
White (254:237)		Qualified	✔	96%	✔	182	100		
Other Groups									
Students with Disabilities (53:45)		Qualified	✔	92%	✔	162	100		
Limited English Proficient (1:1)		–	–	–	–	–	–		–
Economically Disadvantaged (100:91)		Qualified	✔	96%	✔	175	100		
Final AYP Determination	✔	1 of 1							

AYP Status

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

NOTES

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

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

2 District Accountability

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

Secondary-Level English Language Arts

Accountability Status for This Subject (2006–07)	^	Good Standing
Accountability Measures	2 of 2	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 Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2005–06	Safe Harbor Target 2006–07
All Students (132:125)	✔	✔	96%	✔	163	145		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (1:1)	–	–	–	–	–	–	–	–
Hispanic or Latino (3:4)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (1:0)	–	–	–	–	–	–	–	–
White (128:120)	✔	✔	96%	✔	163	145		
Other Groups								
Students with Disabilities (14:13)	–	–	–	–	–	–	–	–
Limited English Proficient (0:0)								
Economically Disadvantaged (25:24)	–	–	–	–	–	–	–	–
Final AYP Determination	✔ 2 of 2							

AYP Status

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

NOTES

1 These data show the count of 12th graders in 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.

2 District Accountability

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

Secondary-Level Mathematics

Accountability Status for This Subject (2006–07)	^	Good Standing
Accountability Measures	2 of 2	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	Safe Harbor Target 2006–07
All Students (132:125)	✔	✔	97%	✔	163	137		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (1:1)	–	–	–	–	–	–	–	–
Hispanic or Latino (3:4)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (1:0)	–	–	–	–	–	–	–	–
White (128:120)	✔	✔	97%	✔	163	137		
Other Groups								
Students with Disabilities (14:13)	–	–	–	–	–	–	–	–
Limited English Proficient (0:0)								
Economically Disadvantaged (25:24)	–	–	–	–	–	–	–	–
Final AYP Determination	✔ 2 of 2							

AYP Status

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

NOTES

1 These data show the count of 12th graders in 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.

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

Graduation Rate

Accountability Status for This Indicator (2006–07)	✔	Good Standing
Accountability Measures	1 of 1	Student groups making AYP in Graduation Rate
	✔	Made AYP
Prospective Status		This district will be in good standing in 2007-08. [201]

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

Student Group (Cohort Count)[1]	Graduation AYP	Graduation Met Criterion	Graduation Graduation Rate[2]	Objectives State Standard	Progress Target 2005–06	Progress Target 2006-07
All Students (134)	✔	✔	71%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (0)						
Hispanic or Latino (2)		–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (1)		–	–	–	–	–
White (131)		✔	71%	55%		
Other Groups						
Students with Disabilities (16)		–	–	–	–	–
Limited English Proficient (0)						
Economically Disadvantaged (17)		–	–	–	–	–
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.

District **CAIRO-DURHAM 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	
3 schools identified 75% of total	
CAIRO ELEMENTARY SCHOOL	
CAIRO-DURHAM MIDDLE SCHOOL	
DURHAM ELEMENTARY SCHOOL	
	Requiring Academic Progress (Year 1)
	1 school identified 25% of total
	CAIRO-DURHAM HIGH SCHOOL

District **CAIRO-DURHAM 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
English Language Arts	0% 50% 100%	
Grade 3	48%	128
Grade 4	50%	119
Grade 5	60%	118
Grade 6	50%	137
Grade 7	56%	154
Grade 8	55%	146
Mathematics		
Grade 3	68%	129
Grade 4	75%	118
Grade 5	70%	118
Grade 6	57%	140
Grade 7	65%	154
Grade 8	63%	148
Science		
Grade 4	87%	119
Grade 8	78%	117

	Percentage of students that scored at or above Level 3	2002 Cohort
Secondary Level	0% 50% 100%	
English	60%	149
Mathematics	64%	149

	Percentage of students who graduated	2002 Cohort
Graduation Rate	0% 50% 100%	
2002 Cohort	60%	149

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 **CAIRO-DURHAM 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: 649	Range:	616–780	650–780	730–780			
	100%	84%	48%	1%	92%	69%	7%
Number of Students:		108	61	1			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**128**	**84%**	**48%**	**1%**				
Female	57	86%	53%	2%				
Male	71	83%	44%	0%				
American Indian or Alaska Native								
Black or African American	5	60%	40%	0%				
Hispanic or Latino	7	71%	43%	0%				
Asian or Native Hawaiian/Other Pacific Islander								
White	116	86%	48%	1%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	116	90%	53%	1%				
Students with Disabilities	12	33%	0%	0%				
English Proficient	128	84%	48%	1%				
Limited English Proficient								
Economically Disadvantaged	48	81%	44%	0%				
Not Disadvantaged	80	86%	50%	1%				
Migrant								
Not Migrant	128	84%	48%	1%				

NOTES

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Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	5	5	5	5	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0				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 **CAIRO-DURHAM 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: 664	Range:	624–770	650–770	703–770			
	100%	92%	68%	14%	94%	81%	25%
Number of Students:		119	88	18			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**129**	**92%**	**68%**	**14%**				
Female	57	89%	63%	18%				
Male	72	94%	72%	11%				
American Indian or Alaska Native								
Black or African American	6	100%	33%	0%				
Hispanic or Latino	7	86%	57%	14%				
Asian or Native Hawaiian/Other Pacific Islander								
White	116	92%	71%	15%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	117	95%	74%	15%				
Students with Disabilities	12	67%	8%	0%				
English Proficient	129	92%	68%	14%				
Limited English Proficient								
Economically Disadvantaged	49	94%	59%	8%				
Not Disadvantaged	80	91%	74%	18%				
Migrant								
Not Migrant	129	92%	68%	14%				

NOTES

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Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	4	–	–	–	This test was not given in 2004-05.			

District **CAIRO-DURHAM 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: 650	Range:	612–775	650–775	716–775			
		87%	50%	0%	91%	69%	9%
Number of Students:		103	60	0			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**119**	**87%**	**50%**	**0%**				
Female	61	92%	52%	0%				
Male	58	81%	48%	0%				
American Indian or Alaska Native								
Black or African American	4	–	–	–				
Hispanic or Latino	3	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–				
White	110	86%	51%	0%				
Small Group Totals	9	89%	44%	0%				
General-Education Students	100	95%	58%	0%				
Students with Disabilities	19	42%	11%	0%				
English Proficient	119	87%	50%	0%				
Limited English Proficient								
Economically Disadvantaged	46	78%	37%	0%				
Not Disadvantaged	73	92%	59%	0%				
Migrant								
Not Migrant	119	87%	50%	0%				

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): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	6	6	4	4	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0				0			

† 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 **CAIRO-DURHAM 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: 675	Range:	622–800	650–800	702–800			
	100%	91%	75%	25%	93%	78%	26%
Number of Students:		107	88	29			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**118**	**91%**	**75%**	**25%**				
Female	61	93%	72%	23%				
Male	57	88%	77%	26%				
American Indian or Alaska Native								
Black or African American	4	–	–	–				
Hispanic or Latino	3	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–				
White	109	90%	75%	24%				
Small Group Totals	9	100%	67%	33%				
General-Education Students	99	94%	79%	29%				
Students with Disabilities	19	74%	53%	0%				
English Proficient	118	91%	75%	25%				
Limited English Proficient								
Economically Disadvantaged	45	87%	69%	13%				
Not Disadvantaged	73	93%	78%	32%				
Migrant								
Not Migrant	118	91%	75%	25%				

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.

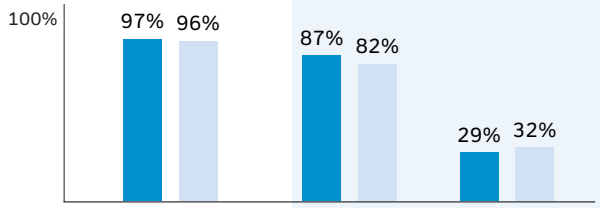
Other Assessments

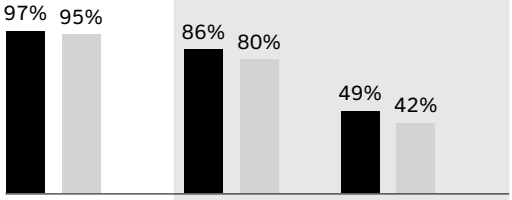
	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	6	6	6	3	1	–	–	–

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 Science

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 77	Range:	45–100	65–100	85–100			
2005–06		97%	87%	29%	97%	86%	49%
2004–05		96%	82%	32%	95%	80%	42%
Number of Students:		116 110	104 93	35 36			





Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**119**	**97%**	**87%**	**29%**	**114**	**96%**	**82%**	**32%**
Female	61	95%	82%	31%	62	97%	82%	26%
Male	58	100%	93%	28%	52	96%	81%	38%
American Indian or Alaska Native								
Black or African American	4	–	–	–	2	–	–	–
Hispanic or Latino	3	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–				
White	110	97%	86%	30%	111	–	–	–
Small Group Totals	9	100%	100%	22%	114	96%	82%	32%
General-Education Students	100	97%	87%	35%	97	98%	82%	37%
Students with Disabilities	19	100%	89%	0%	17	88%	76%	0%
English Proficient	119	97%	87%	29%	114	96%	82%	32%
Limited English Proficient								
Economically Disadvantaged	46	98%	83%	20%	48	96%	75%	15%
Not Disadvantaged	73	97%	90%	36%	66	97%	86%	44%
Migrant								
Not Migrant	119	97%	87%	29%	114	96%	82%	32%

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): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	6	6	6	5	1	–	–	–

District **CAIRO-DURHAM 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: 655	Range:	608–795	650–795	711–795			
	100%	94%	60%	5%	94%	67%	12%
Number of Students:		111	71	6			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**118**	**94%**	**60%**	**5%**				
Female	69	94%	57%	6%				
Male	49	94%	65%	4%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	5	100%	60%	0%				
Hispanic or Latino	5	100%	40%	0%				
Asian or Native Hawaiian/Other Pacific Islander								
White	108	94%	61%	6%				
Small Group Totals								
General-Education Students	103	96%	66%	6%				
Students with Disabilities	15	80%	20%	0%				
English Proficient	117	–	–	–				
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	48	92%	48%	0%				
Not Disadvantaged	70	96%	69%	9%				
Migrant	1	–	–	–				
Not Migrant	117	–	–	–				

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): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0				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 **CAIRO-DURHAM 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: 665	Range:	619–780	650–780	699–780			
	100%	92%	70%	15%	90%	68%	19%
Number of Students:		109	83	18			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**118**	**92%**	**70%**	**15%**				
Female	69	94%	71%	12%				
Male	49	90%	69%	20%				
American Indian or Alaska Native								
Black or African American	5	80%	60%	0%				
Hispanic or Latino	5	60%	40%	20%				
Asian or Native Hawaiian/Other Pacific Islander								
White	108	94%	72%	16%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	103	97%	77%	17%				
Students with Disabilities	15	60%	27%	0%				
English Proficient	117	–	–	–				
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	48	92%	58%	6%				
Not Disadvantaged	70	93%	79%	21%				
Migrant	1	–	–	–				
Not Migrant	117	–	–	–				

NOTES

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Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	–	–	–	This test was not given in 2004-05.			

District **CAIRO-DURHAM 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: 644	Range:	598–785	650–785	705–785			
	100%	88%	50%	4%	93%	60%	12%
Number of Students:		121	68	5			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**137**	**88%**	**50%**	**4%**				
Female	62	87%	53%	3%				
Male	75	89%	47%	4%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	4	–	–	–				
Hispanic or Latino	2	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–				
White	129	88%	49%	4%				
Small Group Totals	8	100%	63%	0%				
General-Education Students	116	93%	54%	4%				
Students with Disabilities	21	62%	24%	0%				
English Proficient	137	88%	50%	4%				
Limited English Proficient								
Economically Disadvantaged	61	80%	30%	2%				
Not Disadvantaged	76	95%	66%	5%				
Migrant								
Not Migrant	137	88%	50%	4%				

NOTES

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Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	3	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	–	–	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 **CAIRO-DURHAM 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: 652	Range:	616–780	650–780	696–780			
	100%	86%	57%	8%	87%	60%	13%
Number of Students:		121	80	11			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**140**	**86%**	**57%**	**8%**				
Female	64	88%	53%	5%				
Male	76	86%	61%	11%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	7	100%	43%	0%				
Hispanic or Latino	3	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–				
White	128	85%	59%	8%				
Small Group Totals	5	100%	40%	20%				
General-Education Students	119	90%	62%	8%				
Students with Disabilities	21	67%	29%	5%				
English Proficient	139	–	–	–				
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	64	78%	42%	3%				
Not Disadvantaged	76	93%	70%	12%				
Migrant	1	–	–	–				
Not Migrant	139	–	–	–				

NOTES

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Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2	–	–	–	This test was not given in 2004-05.			

District **CAIRO-DURHAM 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: 652	Range:	600–790	650–790	712–790			
	100%	94%	56%	6%	92%	56%	8%
Number of Students:		144	87	9			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**154**	**94%**	**56%**	**6%**				
Female	75	96%	60%	8%				
Male	79	91%	53%	4%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	4	–	–	–				
Hispanic or Latino	6	100%	67%	0%				
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	143	94%	57%	6%				
Small Group Totals	5	80%	40%	0%				
General-Education Students	133	99%	65%	7%				
Students with Disabilities	21	57%	0%	0%				
English Proficient	153	–	–	–				
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	55	85%	45%	4%				
Not Disadvantaged	99	98%	63%	7%				
Migrant								
Not Migrant	154	94%	56%	6%				

NOTES

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Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0				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 **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 658	Range:	611–800	650–800	693–800			
	100%	95%	65%	13%	87%	56%	12%
Number of Students:		147	100	20			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**154**	**95%**	**65%**	**13%**				
Female	76	96%	63%	14%				
Male	78	95%	67%	12%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	5	–	–	–				
Hispanic or Latino	6	100%	67%	17%				
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	142	96%	66%	13%				
Small Group Totals	6	67%	33%	17%				
General-Education Students	133	100%	73%	15%				
Students with Disabilities	21	67%	14%	0%				
English Proficient	153	–	–	–				
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	56	88%	55%	11%				
Not Disadvantaged	98	100%	70%	14%				
Migrant								
Not Migrant	154	95%	65%	13%				

NOTES

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Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	–	–	–	This test was not given in 2004-05.			

District **CAIRO-DURHAM 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: 654	Range:	602–790	650–790	715–790			
	100%	90%	55%	8%	91%	49%	5%
Number of Students:		131	81	11			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**146**	**90%**	**55%**	**8%**				
Female	65	91%	66%	9%				
Male	81	89%	47%	6%				
American Indian or Alaska Native								
Black or African American	2	–	–	–				
Hispanic or Latino	7	100%	43%	0%				
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–				
White	134	89%	55%	8%				
Small Group Totals	5	100%	80%	0%				
General-Education Students	122	98%	66%	9%				
Students with Disabilities	24	46%	4%	0%				
English Proficient	145	–	–	–				
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	45	87%	40%	2%				
Not Disadvantaged	101	91%	62%	10%				
Migrant								
Not Migrant	146	90%	55%	8%				

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

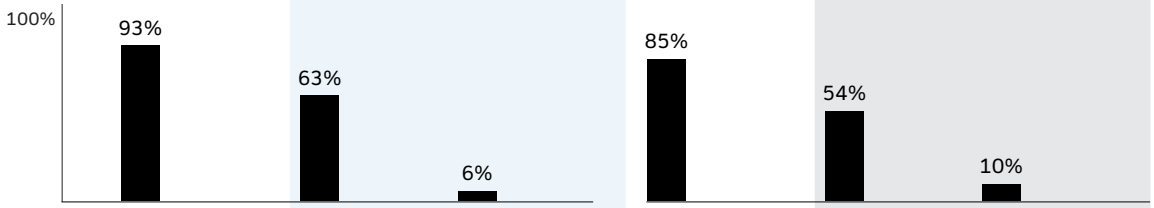
	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	–	–	–	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0				0			

† 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 **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 657	Range:	616–775	650–775	701–775			
		93%	63%	6%	85%	54%	10%
Number of Students:		137	93	9			



Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**148**	**93%**	**63%**	**6%**				
Female	67	94%	67%	6%				
Male	81	91%	59%	6%				
American Indian or Alaska Native								
Black or African American	3	–	–	–				
Hispanic or Latino	7	100%	71%	0%				
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–				
White	135	93%	63%	7%				
Small Group Totals	6	67%	50%	0%				
General-Education Students	126	96%	71%	7%				
Students with Disabilities	22	73%	14%	0%				
English Proficient	147	–	–	–				
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	46	96%	52%	4%				
Not Disadvantaged	102	91%	68%	7%				
Migrant								
Not Migrant	148	93%	63%	6%				

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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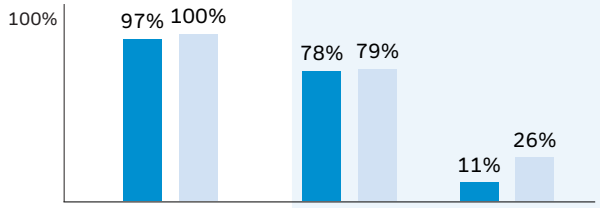
Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	–	–	–	2	–	–	–

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 Science

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 72	Range:	44–100	65–100	85–100			
2005–06		97%	78%	11%	91%	64%	18%
2004–05		100%	79%	26%	91%	68%	25%
Number of Students:		114 134	91 106	13 35			



Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**117**	**97%**	**78%**	**11%**	**134**	**100%**	**79%**	**26%**
Female	55	98%	76%	9%	68	100%	74%	22%
Male	62	97%	79%	13%	66	100%	85%	30%
American Indian or Alaska Native								
Black or African American	2	–	–	–	1	–	–	–
Hispanic or Latino	5	100%	80%	0%	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–				
White	107	97%	78%	12%	129	100%	79%	27%
Small Group Totals	5	100%	80%	0%	5	100%	80%	0%
General-Education Students	95	100%	87%	14%	119	100%	85%	29%
Students with Disabilities	22	86%	36%	0%	15	100%	33%	0%
English Proficient	116	–	–	–	134	100%	79%	26%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	39	97%	64%	8%	28	100%	61%	4%
Not Disadvantaged	78	97%	85%	13%	106	100%	84%	32%
Migrant								
Not Migrant	117	97%	78%	11%	134	100%	79%	26%

NOTES

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Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	–	–	–	1	–	–	–
Regents Science	20	20	20	16	0			

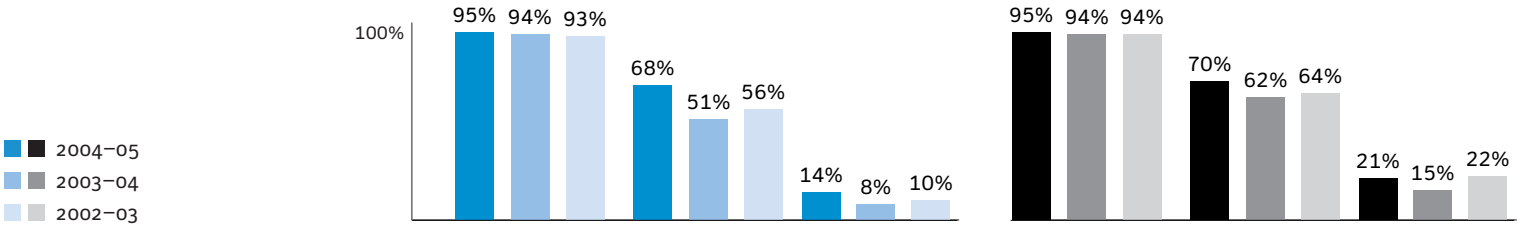
District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

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

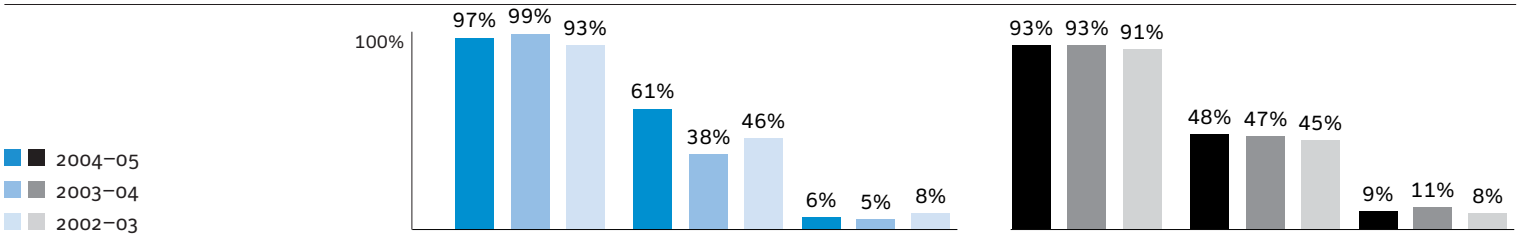
	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4
Range:	603–800	645–800	692–800			
2004–05	95%	68%	14%	95%	70%	21%
2003–04	94%	51%	8%	94%	62%	15%
2002–03	93%	56%	10%	94%	64%	22%



Test Date	Number of students scoring at each performance level: Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	6	31	62	16	115	658
Feb 2004	7	54	53	10	124	645
Feb 2003	10	54	69	14	147	649

Grade 8

	This School			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4
Range:	658–830	697–830	737–830			
2004–05	97%	61%	6%	93%	48%	9%
2003–04	99%	38%	5%	93%	47%	11%
2002–03	93%	46%	8%	91%	45%	8%



Test Date	Number of students scoring at each performance level: Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	4	52	77	9	142	704
Jan 2004	2	92	51	7	152	695
Jan 2003	10	67	53	12	142	697

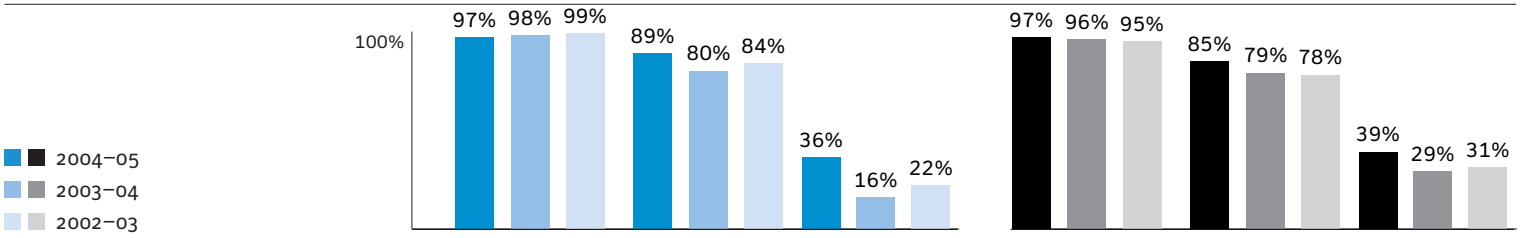
District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

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

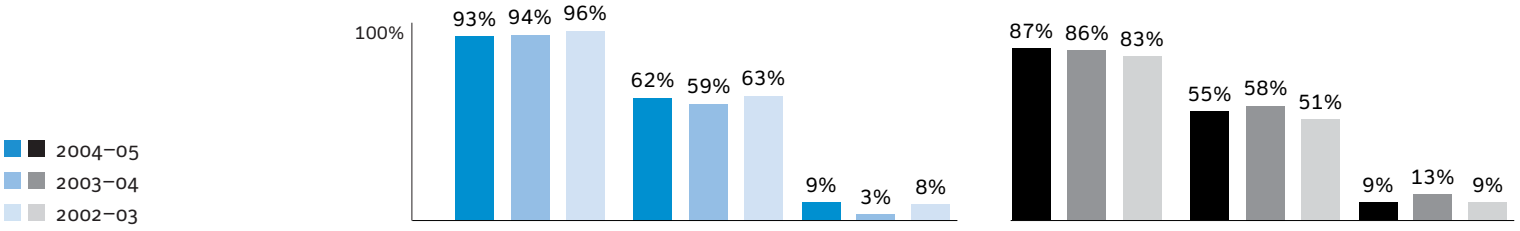
	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4
Range:	602–810	637–810	678–810			
2004–05	97%	89%	36%	97%	85%	39%
2003–04	98%	80%	16%	96%	79%	29%
2002–03	99%	84%	22%	95%	78%	31%



	Number of students scoring at each performance level:					
Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	3	9	61	41	114	670
May 2004	3	22	81	20	126	657
May 2003	1	22	91	32	146	658

Grade 8

	This School			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4
Range:	681–882	716–882	760–882			
2004–05	93%	62%	9%	87%	55%	9%
2003–04	94%	59%	3%	86%	58%	13%
2002–03	96%	63%	8%	83%	51%	9%

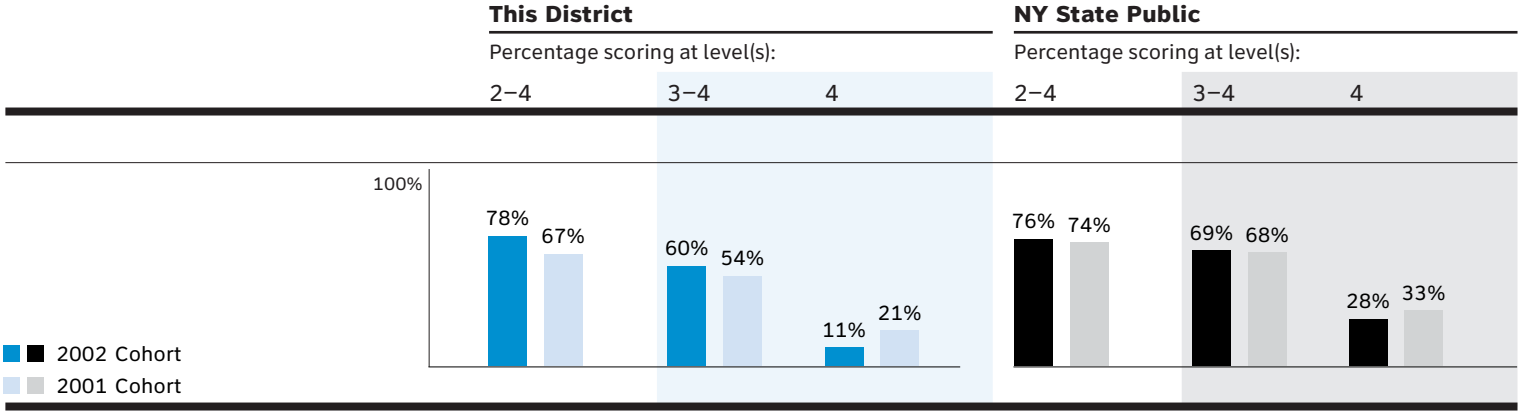


	Number of students scoring at each performance level:					
Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	10	44	76	13	143	723
May 2004	9	52	82	5	148	719
May 2003	6	47	79	12	144	724

4 Overview of District Performance

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

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



Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**149**	**78%**	**60%**	**11%**	**159**	**67%**	**54%**	**21%**
Female	76	82%	62%	14%	86	72%	63%	29%
Male	73	74%	59%	8%	73	62%	44%	11%
American Indian or Alaska Native								
Black or African American	1	–	–	–				
Hispanic or Latino	4	–	–	–	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander					1	–	–	–
White	144	78%	60%	12%	154	67%	54%	20%
Small Group Totals	5	80%	80%	0%	5	80%	60%	40%
General-Education Students	132	82%	63%	13%	133	76%	61%	25%
Students with Disabilities	17	47%	41%	0%	26	23%	19%	0%
English Proficient	149	78%	60%	11%	159	67%	54%	21%
Limited English Proficient								
Economically Disadvantaged	31	71%	55%	3%				
Not Disadvantaged	118	80%	62%	14%				
Migrant								
Not Migrant	149	78%	60%	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

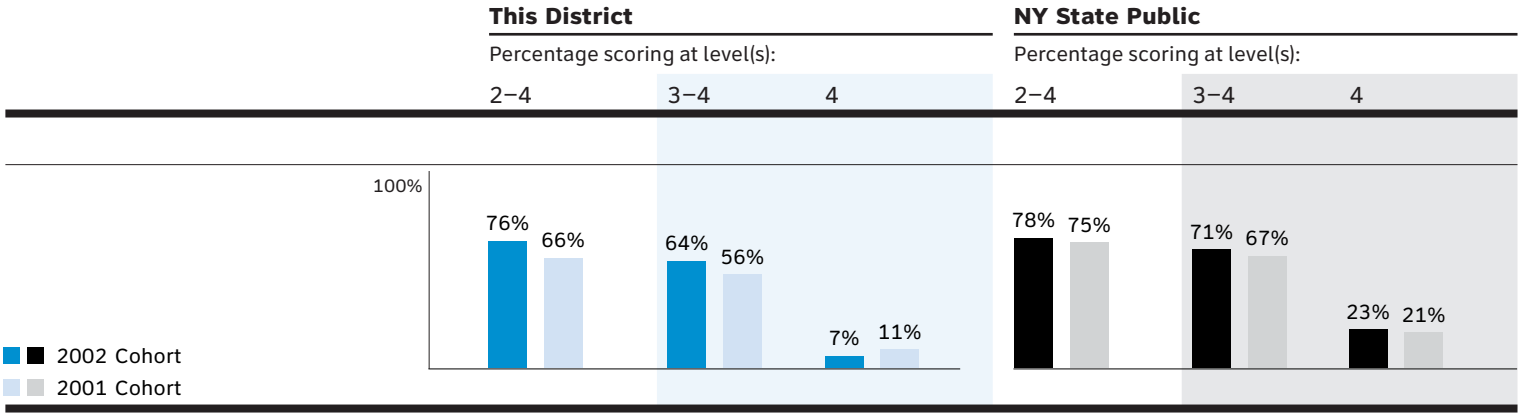
	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s): 2–4	3–4	4	Number of Students	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	1	–	–	–	0			

* 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.

4 Overview of District Performance

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

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



Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**149**	**76%**	**64%**	**7%**	**159**	**66%**	**56%**	**11%**
Female	76	79%	62%	4%	86	71%	53%	10%
Male	73	73%	66%	10%	73	60%	59%	11%
American Indian or Alaska Native								
Black or African American	1	–	–	–				
Hispanic or Latino	4	–	–	–	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander					1	–	–	–
White	144	76%	63%	7%	154	66%	56%	10%
Small Group Totals	5	80%	80%	0%	5	60%	40%	20%
General-Education Students	132	80%	67%	6%	133	74%	62%	13%
Students with Disabilities	17	47%	41%	12%	26	23%	23%	0%
English Proficient	149	76%	64%	7%	159	66%	56%	11%
Limited English Proficient								
Economically Disadvantaged	31	68%	61%	6%				
Not Disadvantaged	118	78%	64%	7%				
Migrant								
Not Migrant	149	76%	64%	7%				

NOTES

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Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s): 2–4	3–4	4	Number of Students	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	1	–	–	–	0			

* 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.

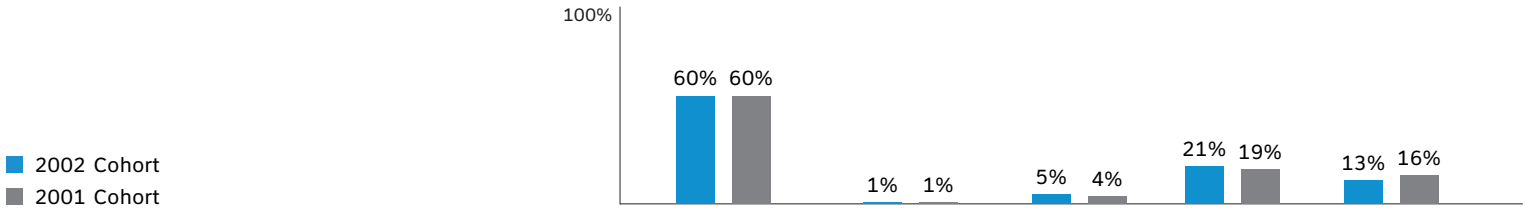
District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

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**	**149**	**60%**	**1%**	**5%**	**21%**	**13%**
	2001	**159**	**60%**	**1%**	**4%**	**19%**	**16%**
Female	2002	76	66%	1%	5%	20%	8%
	2001	86	63%	1%	3%	15%	17%
Male	2002	73	53%	0%	5%	22%	19%
	2001	73	56%	0%	4%	25%	15%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
Black or African American	2002	1	–	–	–	–	–
Hispanic or Latino	2002	4	–	–	–	–	–
	2001	4	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	1	–	–	–	–	–
White	2002	144	60%	1%	6%	20%	14%
	2001	154	60%	1%	4%	19%	16%
Small Group Totals	2002	5	60%	0%	0%	40%	0%
	2001	5	60%	0%	0%	20%	20%
General-Education Students	2002	132	63%	0%	5%	20%	12%
	2001	133	66%	0%	2%	19%	13%
Students with Disabilities	2002	17	35%	6%	12%	24%	24%
	2001	26	27%	4%	12%	23%	35%
English Proficient	2002	149	60%	1%	5%	21%	13%
	2001	159	60%	1%	4%	19%	16%
Limited English Proficient	2002	0	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	2002	31	42%	3%	6%	29%	19%
Not Disadvantaged	2002	118	64%	0%	5%	19%	12%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	149	60%	1%	5%	21%	13%

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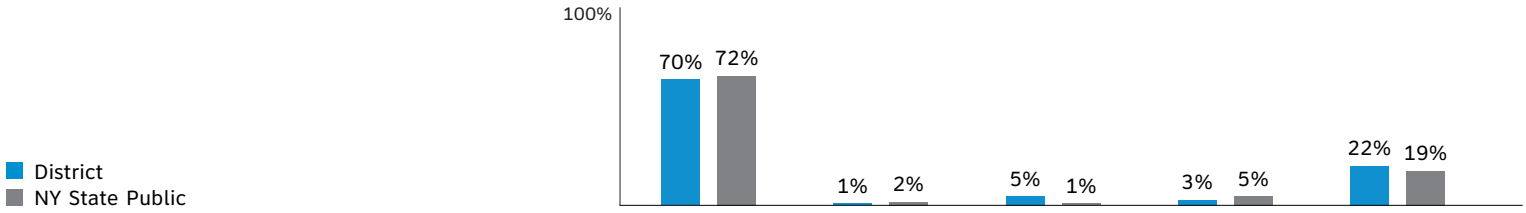
District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

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	**153**	**70%**	**1%**	**5%**	**3%**	**22%**
Female	83	71%	1%	5%	2%	20%
Male	70	69%	0%	4%	4%	23%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	0	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	4	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–
White	148	70%	1%	5%	3%	22%
Small Group Totals	5	80%	0%	0%	0%	20%
General-Education Students	129	77%	0%	3%	3%	17%
Students with Disabilities	24	33%	4%	13%	4%	46%
English Proficient	153	70%	1%	5%	3%	22%
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	23	61%	0%	0%	4%	35%
Not Disadvantaged	130	72%	1%	5%	3%	19%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	153	70%	1%	5%	3%	22%

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