



# The New York State District Report Card

**Accountability  
and Overview Report  
2005 – 06**

District **WASHINGTONVILLE CENTRAL  
SCHOOL DISTRICT**

District ID **440102060000**

Superintendent **ROBERTA GREENE**

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Grades **PK-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](mailto: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 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	36	35	36
Kindergarten	297	279	266
Grade 1	341	352	332
Grade 2	328	340	370
Grade 3	354	333	356
Grade 4	371	356	335
Grade 5	398	367	372
Grade 6	393	399	394
Ungraded Elementary	68	26	7
Grade 7	422	395	404
Grade 8	421	420	392
Grade 9	469	428	404
Grade 10	412	460	431
Grade 11	405	407	473
Grade 12	391	372	401
Ungraded Secondary	0	0	0
<b>Total K-12</b>	5070	4934	4937

### Average Class Size

	2003-04	2004-05	2005-06
<b>Common Branch</b>	22	22	24
<b>Grade 8</b>			
English	22	23	22
Mathematics	22	24	23
Science	22	23	22
Social Studies	23	24	23
<b>Grade 10</b>			
English	26	26	26
Mathematics	25	25	28
Science	19	25	28
Social Studies	27	23	26

### 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.

## Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	262	5%	213	4%	304	6%
Reduced-Price Lunch	231	5%	224	5%	221	4%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	61	1%	115	2%	65	1%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	16	0%	18	0%	17	0%
Black or African American	290	6%	282	6%	300	6%
Hispanic or Latino	558	11%	538	11%	606	12%
Asian or Native Hawaiian/Other Pacific Islander	87	2%	101	2%	106	2%
White	4119	81%	3995	81%	3908	79%

\* Not available at the district level.

## Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		95%		96%		96%
Student Suspensions	199	N/A	319	6%	228	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 WASHINGTONVILLE CENTRAL SCHOOL DISTRICT

## Teacher Qualifications

	2003-04	2004-05	2005-06
<b>Core Classes Not Taught by Highly Qualified Teachers</b>			
Total Number of Core Classes	762	808	1239
Percent Not Taught by Highly Qualified Teachers	6%	4%	8%
<b>Teachers with No Valid Teaching Certificate</b>			
Total Number of Teachers	4	6	13
Percent with No Valid Teaching Certificate	1%	2%	4%
<b>Individuals Teaching Out of Certification</b>			
Number of Teachers	13	12	25
Percentage of Total	4%	3%	7%
<b>Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate</b>	9%	10%	15%

## Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	354	360	328
Total Other Professional Staff	33	38	15
Total Paraprofessionals*	69	69	69
Assistant Principals	7	7	5
Principals	5	5	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.

## 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](http://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](http://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:

$$100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Continuously\ Enrolled\ Tested\ Students]$$

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

$$100 \times [(Count\ of\ Cohort\ Members\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Cohort\ Members]$$

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

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

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

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

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](http://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.



## 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
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native	–	–		–	–	
Black or African American				–	–	
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander				–	–	
White						
<b>Other Groups</b>						
Students with Disabilities	SH					
Limited English Proficient	–	–		–	–	
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>	7 of 7	7 of 7	1 of 1	4 of 5	4 of 5	1 of 1

#### AYP Status

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

#### Accountability Status Levels

##### Federal

- Good Standing
- Improvement (Year 1)
- Improvement (Year 2)
- Improvement (Year 3)
- Improvement (Year 4)
- Improvement (Year 5 & Above)

##### State

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



## Elementary/Middle-Level English Language Arts

### Accountability Status for This Subject (2006–07)



Good Standing

### Accountability Measures

7 of 7

Student groups making AYP in English Language Arts



Made AYP

### Prospective Status

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
<b>All Students</b> (2292:2251)	✓	✓	99%	✓	161	120		
<b>Ethnicity</b>								
American Indian or Alaska Native (8:8)	–	–	–	–	–	–		–
Black or African American (138:133)	✓	✓	99%	✓	141	113		
Hispanic or Latino (303:292)	✓	✓	100%	✓	150	116		
Asian or Native Hawaiian/Other Pacific Islander (54:50)	✓	✓	98%	✓	160	109		
White (1789:1768)	✓	✓	100%	✓	164	119		
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (254:245)	✓ <sup>SH</sup>	✓	97%	✓ <sup>SH</sup>	89	115	89	100
Limited English Proficient (23:23)	–	–	–	–	–	–		–
Economically Disadvantaged (285:271)	✓	✓	99%	✓	132	115		
<b>Final AYP Determination</b>	✓ 7 of 7							

#### NOTES

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

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

<sup>3</sup> 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.

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

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

## Elementary/Middle-Level Mathematics

### Accountability Status for This Subject (2006–07)



Good Standing

### Accountability Measures

7 of 7

Student groups making AYP in Mathematics



Made AYP

### Prospective Status

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06      2006–07
<b>All Students</b> (2292:2239)	✓	✓	100%	✓	160	84	
<b>Ethnicity</b>							
American Indian or Alaska Native (8:8)	–	–	–	–	–	–	–
Black or African American (139:132)	✓	✓	99%	✓	136	77	
Hispanic or Latino (301:285)	✓	✓	100%	✓	146	80	
Asian or Native Hawaiian/Other Pacific Islander (56:51)	✓	✓	100%	✓	169	73	
White (1788:1763)	✓	✓	100%	✓	163	83	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (255:244)	✓	✓	98%	✓	89	79	
Limited English Proficient (23:23)	–	–	–	–	–	–	–
Economically Disadvantaged (287:265)	✓	✓	99%	✓	131	79	
<b>Final AYP Determination</b>	✓ 7 of 7						

#### NOTES

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

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

<sup>3</sup> 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.

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

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

## Elementary/Middle-Level Science

Accountability Status  
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) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
<b>All Students</b> (743:721)	✓	Qualified	✓	99%	✓	185	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (2:2)		–	–	–	–	–	–	–
Black or African American (45:41)		Qualified	✓	98%	✓	166	100	
Hispanic or Latino (85:79)		Qualified	✓	99%	✓	181	100	
Asian or Native Hawaiian/Other Pacific Islander (17:16)		–	–	–	–	–	–	–
White (594:583)		Qualified	✓	99%	✓	187	100	
<b>Other Groups</b>								
Students with Disabilities (78:75)		Qualified	✓	97%	✓	159	100	
Limited English Proficient (5:5)		–	–	–	–	–	–	–
Economically Disadvantaged (86:77)		Qualified	✓	98%	✓	169	100	
<b>Final AYP Determination</b>	✓	1 of 1						

## AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

## NOTES

- <sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- <sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 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.
- <sup>3</sup> 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.

## Secondary-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 secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
<b>All Students</b> (407:394)	✓	✓	98%	✓	183	148		
<b>Ethnicity</b>								
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–	–
Black or African American (29:28)	–	–	–	–	–	–	–	–
Hispanic or Latino (39:39)	✓	–	–	✓	174	138		
Asian or Native Hawaiian/Other Pacific Islander (5:6)	–	–	–	–	–	–	–	–
White (331:318)	✓	✓	98%	✓	186	148		
<b>Other Groups</b>								
Students with Disabilities (60:33)	✗	✗	78%	✗	103	137	110	113
Limited English Proficient (7:8)	–	–	–	–	–	–	–	–
Economically Disadvantaged (32:30)	✓	–	–	✓	163	137		
<b>Final AYP Determination</b>	✗ 4 of 5							

#### NOTES

<sup>1</sup> 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).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.

<sup>3</sup> 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

## Secondary-Level Mathematics

### Accountability Status for This Subject (2006–07)



Good Standing

### Accountability Measures

4 of 5

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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
<b>All Students</b> (407:394)	✓	✓	99%	✓	184	140		
<b>Ethnicity</b>								
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–	–
Black or African American (29:28)	–	–	–	–	–	–	–	–
Hispanic or Latino (39:39)	✓	–	–	✓	182	130		
Asian or Native Hawaiian/Other Pacific Islander (5:6)	–	–	–	–	–	–	–	–
White (331:318)	✓	✓	98%	✓	185	140		
<b>Other Groups</b>								
Students with Disabilities (60:33)	✗	✗	83%	✗	112	129	119	121
Limited English Proficient (7:8)	–	–	–	–	–	–	–	–
Economically Disadvantaged (32:30)	✓	–	–	✓	170	129		
<b>Final AYP Determination</b>	✗ 4 of 5							

#### NOTES

<sup>1</sup> 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).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.

<sup>3</sup> 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







## 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) <sup>1</sup>	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	Progress Target 2005–06 2006–07
<b>All Students</b> (387)			87%	55%	
<b>Ethnicity</b>					
American Indian or Alaska Native (3)		–	–	–	– –
Black or African American (16)		–	–	–	– –
Hispanic or Latino (35)			77%	55%	
Asian or Native Hawaiian/Other Pacific Islander (3)		–	–	–	– –
White (330)			88%	55%	
<b>Other Groups</b>					
Students with Disabilities (23)		–	–	–	– –
Limited English Proficient (1)		–	–	–	– –
Economically Disadvantaged (30)			77%	55%	
<b>Final AYP Determination</b>	 1 of 1				

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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 **WASHINGTONVILLE 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

5 schools identified 100% of total

LITTLE BRITAIN ELEMENTARY SCHOOL

ROUND HILL ELEMENTARY SCHOOL

TAFT ELEMENTARY SCHOOL

WASHINGTONVILLE MIDDLE SCHOOL







WASHINGTONVILLE SENIOR HIGH SCHOOL



District **WASHINGTONVILLE 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.



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	71%			355
Grade 4	78%			336
Grade 5	69%			374
Grade 6	59%			388
Grade 7	65%			408
Grade 8	54%			400


### Mathematics

Grade 3	80%		356
Grade 4	86%		341
Grade 5	70%		371
Grade 6	45%		390
Grade 7	55%		408
Grade 8	68%		397

### Science

Grade 4	94%		336
Grade 8	74%		317

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	83%			418
Mathematics	85%			418

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	86%			418

## About the Performance Level Descriptors

### Level 1: Not Meeting Learning Standards.

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

### Level 2: Partially Meeting Learning Standards.

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

### Level 3: Meeting Learning Standards.

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

### Level 4: Meeting Learning Standards with Distinction.

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

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

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

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

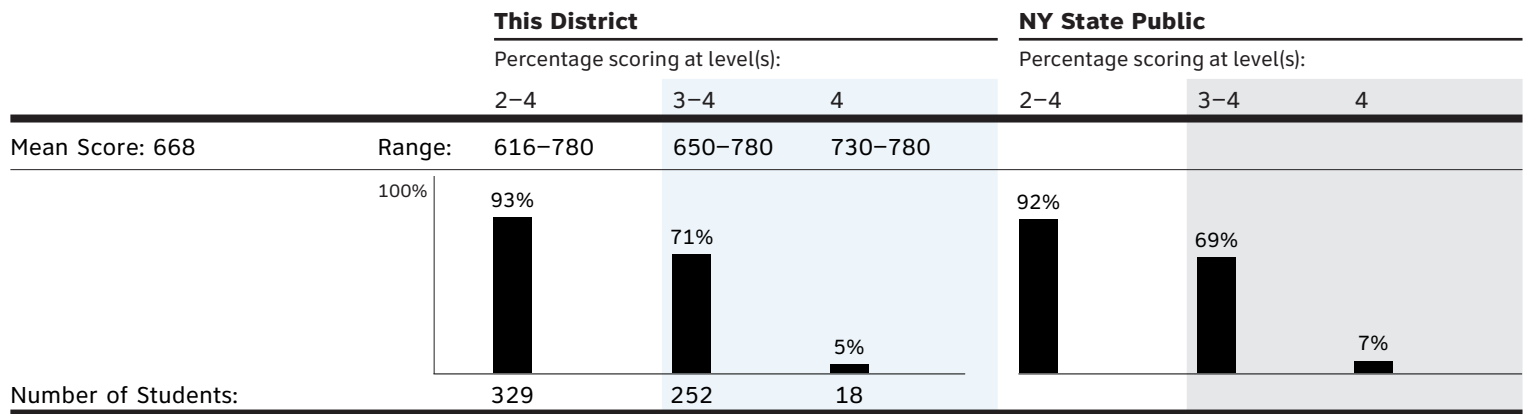
## This District's N/RC Category:

### Average Need Districts

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

District **WASHINGTONVILLE CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 3 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
<b>All Students</b>	<b>355</b>	<b>93%</b>	<b>71%</b>	<b>5%</b>				
Female	177	96%	78%	7%				
Male	178	89%	64%	3%				
American Indian or Alaska Native	2	—	—	—				
Black or African American	22	86%	45%	0%				
Hispanic or Latino	46	87%	63%	4%				
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—				
White	276	94%	75%	5%	This test was not given in 2004-05.			
Small Group Totals	11	100%	64%	18%				
General-Education Students	322	98%	77%	6%				
Students with Disabilities	33	45%	15%	0%				
English Proficient	348	94%	72%	5%				
Limited English Proficient	7	43%	43%	0%				
Economically Disadvantaged	43	91%	58%	0%				
Not Disadvantaged	312	93%	73%	6%				
Migrant								
Not Migrant	355	93%	71%	5%				

#### NOTES

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

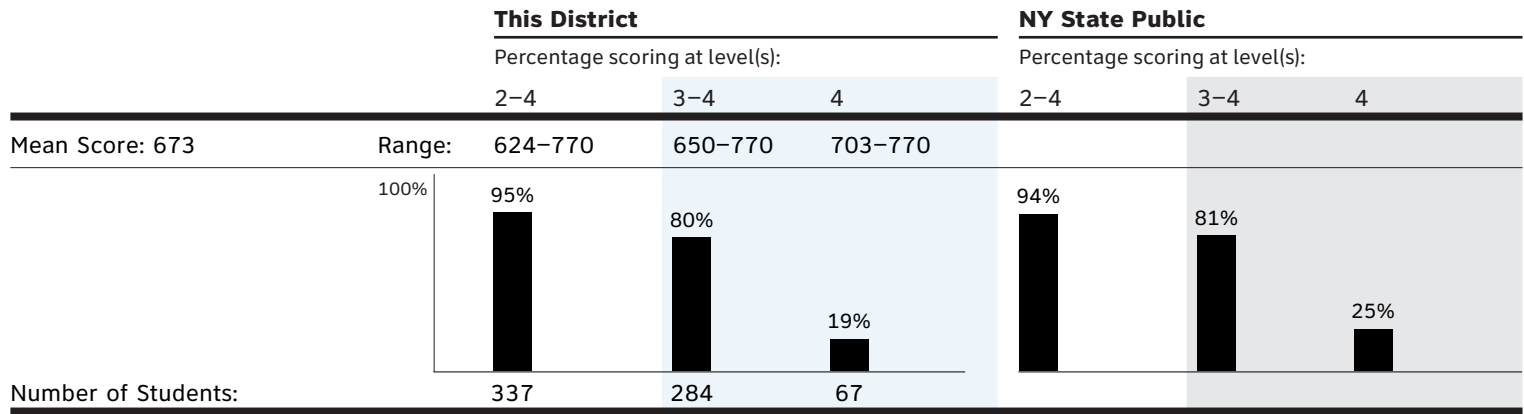
### Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	—	—	—	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 **WASHINGTONVILLE CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>356</b>	<b>95%</b>	<b>80%</b>	<b>19%</b>				
Female	175	95%	85%	16%				
Male	181	94%	75%	22%				
American Indian or Alaska Native	2	—	—	—				
Black or African American	22	77%	50%	9%				
Hispanic or Latino	44	93%	77%	20%				
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—				
White	279	96%	83%	19%	This test was not given in 2004-05.			
Small Group Totals	11	100%	73%	18%				
General-Education Students	322	98%	84%	20%				
Students with Disabilities	34	62%	35%	3%				
English Proficient	349	95%	81%	19%				
Limited English Proficient	7	71%	43%	0%				
Economically Disadvantaged	45	91%	67%	13%				
Not Disadvantaged	311	95%	82%	20%				
Migrant								
Not Migrant	356	95%	80%	19%				

### NOTES

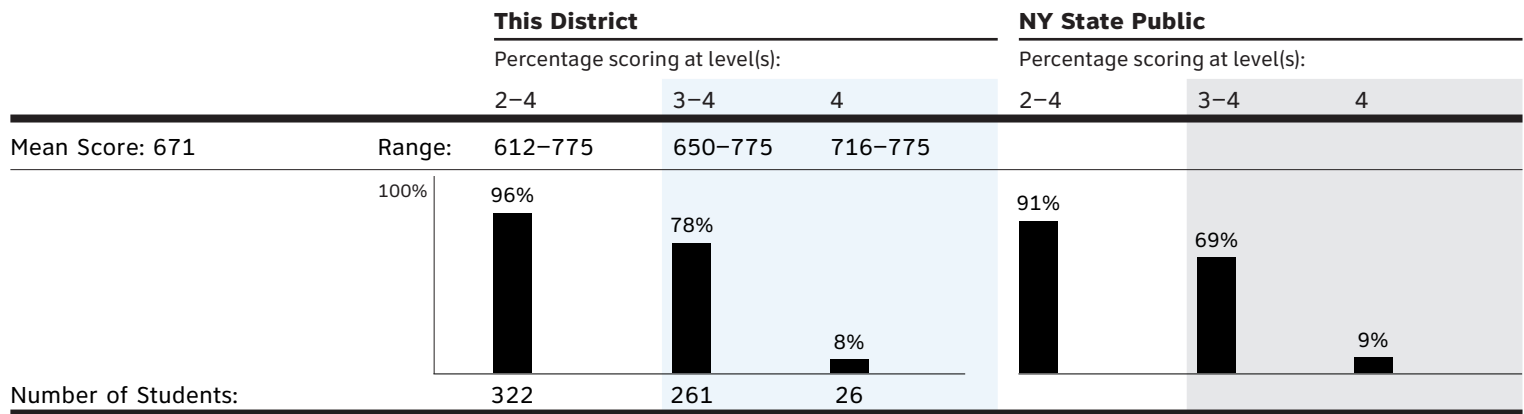
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## Other Assessments

	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	2	—	—	—	This test was not given in 2004-05.			

District **WASHINGTONVILLE CENTRAL SCHOOL DISTRICT**

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



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>336</b>	<b>96%</b>	<b>78%</b>	<b>8%</b>				
Female	169	97%	83%	11%				
Male	167	95%	72%	4%				
American Indian or Alaska Native	2	—	—	—				
Black or African American	22	95%	77%	9%				
Hispanic or Latino	30	90%	77%	10%				
Asian or Native Hawaiian/Other Pacific Islander	11	—	—	—				
White	271	96%	79%	7%				
Small Group Totals	13	100%	54%	15%				
General-Education Students	304	97%	84%	9%				
Students with Disabilities	32	81%	19%	0%				
English Proficient	332	—	—	—				
Limited English Proficient	4	—	—	—				
Economically Disadvantaged	44	89%	64%	7%				
Not Disadvantaged	292	97%	80%	8%				
Migrant								
Not Migrant	336	96%	78%	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

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.

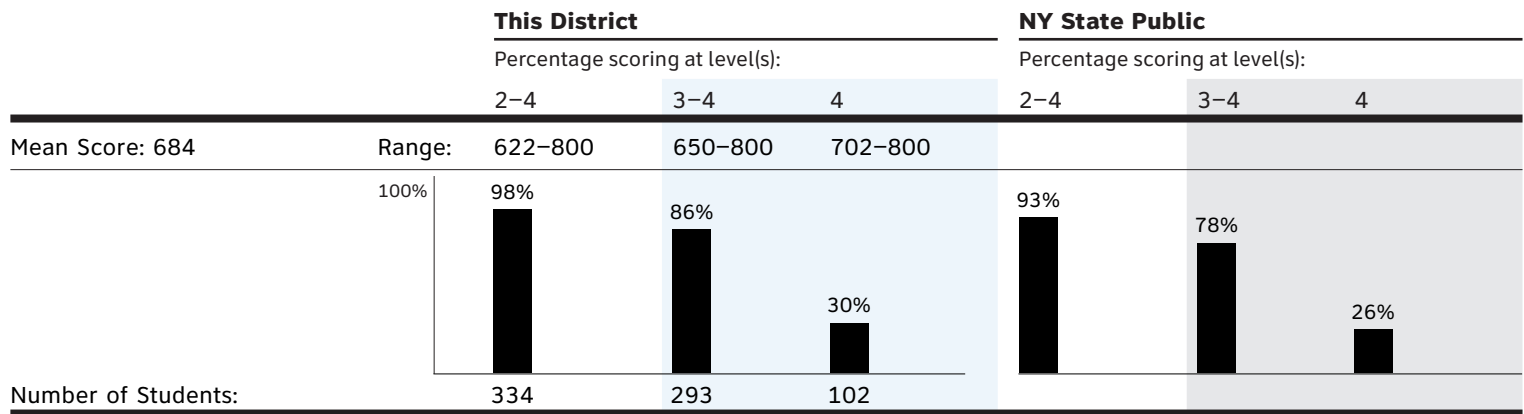
## Other Assessments

	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	—	—	—	2	—	—	—
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 **WASHINGTONVILLE 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
<b>All Students</b>	<b>341</b>	<b>98%</b>	<b>86%</b>	<b>30%</b>				
Female	171	98%	87%	30%				
Male	170	98%	85%	30%				
American Indian or Alaska Native	2	—	—	—				
Black or African American	22	95%	86%	23%				
Hispanic or Latino	31	97%	77%	16%				
Asian or Native Hawaiian/Other Pacific Islander	12	—	—	—				
White	274	98%	86%	32%				
Small Group Totals	14	100%	100%	36%				
General-Education Students	308	99%	89%	33%				
Students with Disabilities	33	85%	55%	0%				
English Proficient	337	—	—	—				
Limited English Proficient	4	—	—	—				
Economically Disadvantaged	46	93%	76%	20%				
Not Disadvantaged	295	99%	87%	32%				
Migrant								
Not Migrant	341	98%	86%	30%				

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

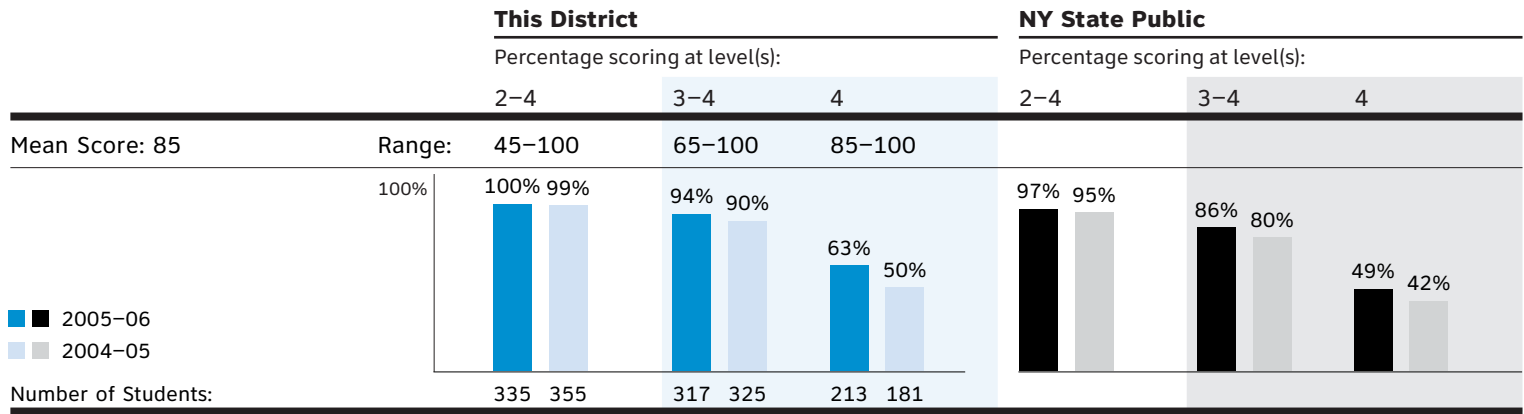
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## Other Assessments

	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	4	—	—	—	2	—	—	—

District **WASHINGTONVILLE 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
<b>All Students</b>	<b>336</b>	<b>100%</b>	<b>94%</b>	<b>63%</b>	<b>360</b>	<b>99%</b>	<b>90%</b>	<b>50%</b>
Female	168	100%	95%	64%	169	99%	95%	50%
Male	168	99%	94%	63%	191	98%	86%	51%
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Black or African American	22	100%	95%	64%	18	89%	83%	33%
Hispanic or Latino	31	100%	97%	61%	46	100%	89%	35%
Asian or Native Hawaiian/Other Pacific Islander	12	—	—	—	8	—	—	—
White	269	100%	94%	64%	287	99%	91%	54%
Small Group Totals	14	100%	86%	64%	9	100%	100%	56%
General-Education Students	303	100%	95%	68%	321	100%	94%	55%
Students with Disabilities	33	97%	85%	21%	39	90%	59%	15%
English Proficient	332	—	—	—	352	99%	90%	51%
Limited English Proficient	4	—	—	—	8	100%	88%	25%
Economically Disadvantaged	44	100%	84%	52%	46	93%	72%	28%
Not Disadvantaged	292	100%	96%	65%	314	99%	93%	54%
Migrant								
Not Migrant	336	100%	94%	63%	360	99%	90%	50%

### NOTES

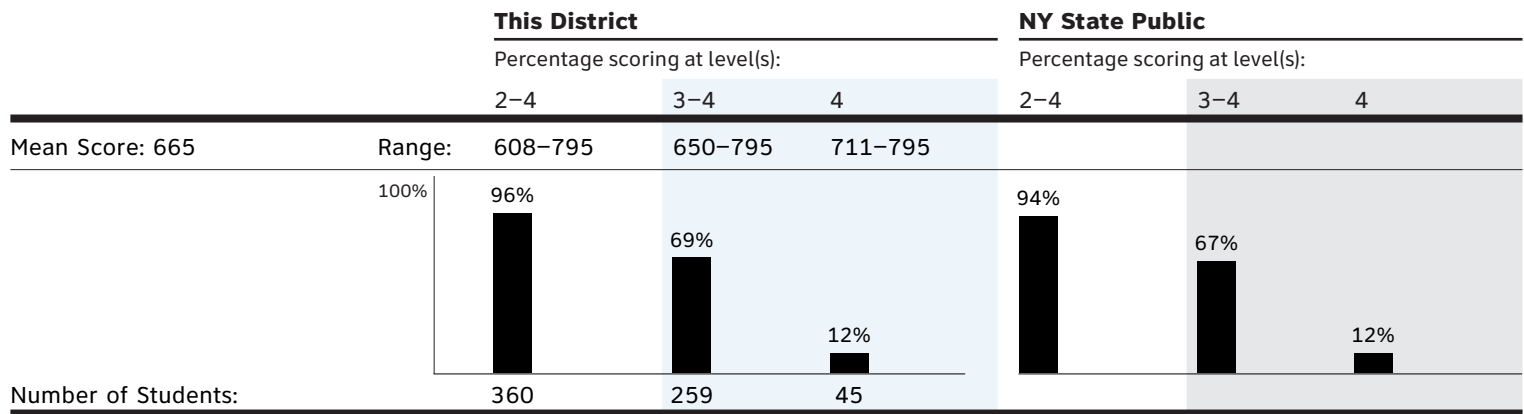
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## Other Assessments

	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	—	—	—	2	—	—	—

District **WASHINGTONVILLE 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
<b>All Students</b>	<b>374</b>	<b>96%</b>	<b>69%</b>	<b>12%</b>				
Female	178	98%	75%	18%				
Male	196	95%	64%	7%				
American Indian or Alaska Native								
Black or African American	19	95%	63%	0%				
Hispanic or Latino	58	98%	59%	5%				
Asian or Native Hawaiian/Other Pacific Islander	10	90%	60%	0%				
White	287	96%	72%	15%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	329	100%	76%	13%				
Students with Disabilities	45	71%	18%	2%				
English Proficient	369	96%	70%	12%				
Limited English Proficient	5	80%	20%	0%				
Economically Disadvantaged	53	87%	45%	0%				
Not Disadvantaged	321	98%	73%	14%				
Migrant								
Not Migrant	374	96%	69%	12%				

### NOTES

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## Other Assessments

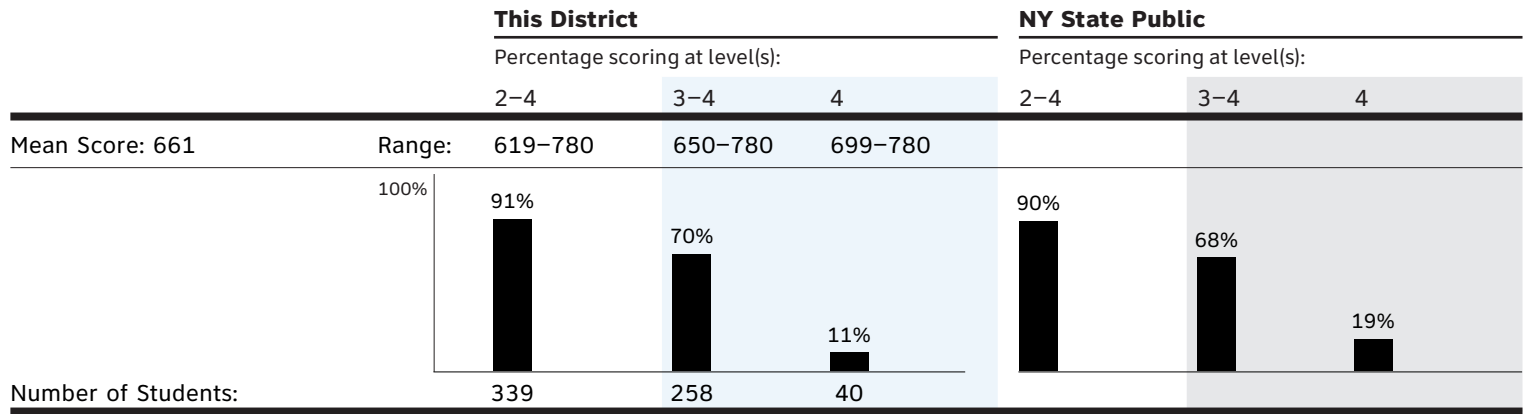
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	–	–	–	This test was not given in 2004-05.			
New York State English as a Second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

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>371</b>	<b>91%</b>	<b>70%</b>	<b>11%</b>				
Female	175	95%	71%	13%				
Male	196	88%	68%	9%				
American Indian or Alaska Native								
Black or African American	19	89%	58%	0%				
Hispanic or Latino	56	88%	61%	14%				
Asian or Native Hawaiian/Other Pacific Islander	10	90%	70%	20%				
White	286	92%	72%	10%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	327	96%	77%	12%				
Students with Disabilities	44	55%	14%	2%				
English Proficient	366	92%	70%	11%				
Limited English Proficient	5	80%	60%	0%				
Economically Disadvantaged	52	71%	48%	8%				
Not Disadvantaged	319	95%	73%	11%				
Migrant								
Not Migrant	371	91%	70%	11%				

### NOTES

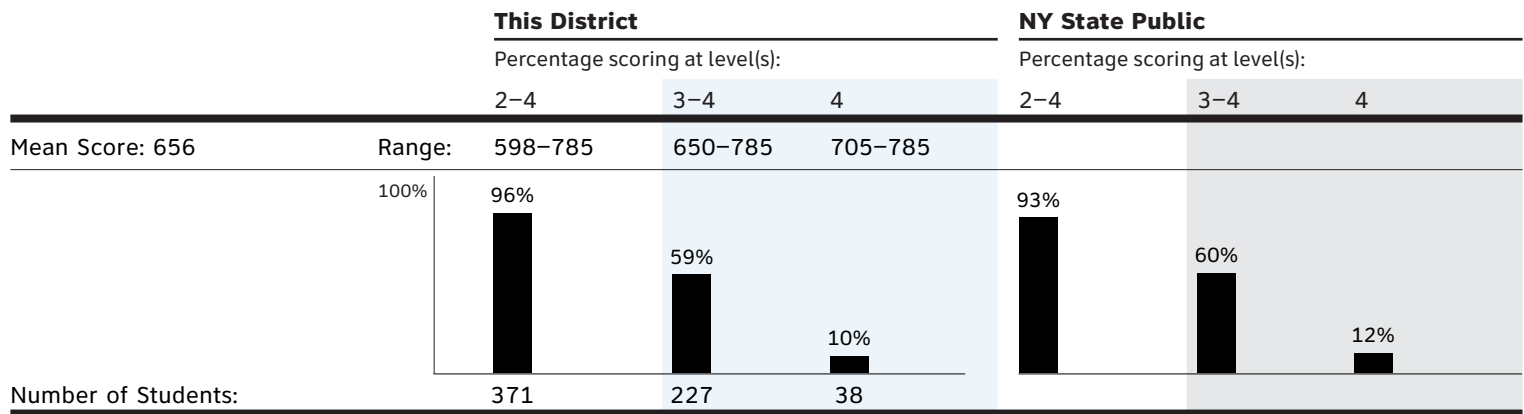
The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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

District **WASHINGTONVILLE CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 6 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
<b>All Students</b>	<b>388</b>	<b>96%</b>	<b>59%</b>	<b>10%</b>				
Female	189	97%	66%	12%				
Male	199	94%	52%	8%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	30	93%	43%	7%				
Hispanic or Latino	52	92%	44%	2%				
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—				
White	296	96%	62%	11%	This test was not given in 2004-05.			
Small Group Totals	10	100%	70%	20%				
General-Education Students	348	98%	64%	11%				
Students with Disabilities	40	75%	15%	0%				
English Proficient	387	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	46	87%	24%	2%				
Not Disadvantaged	342	97%	63%	11%				
Migrant								
Not Migrant	388	96%	59%	10%				

### NOTES

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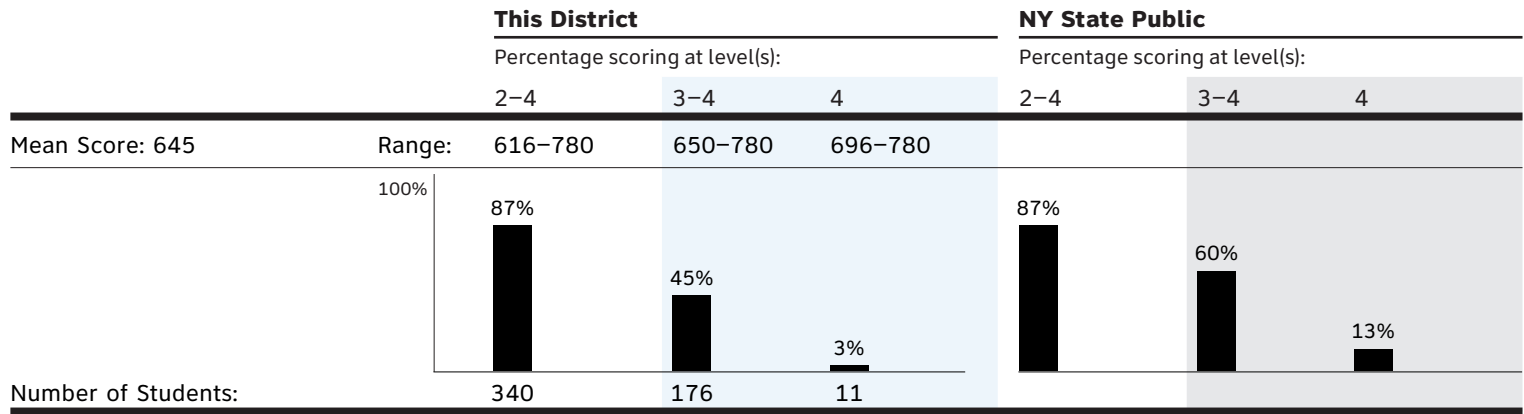
## Other Assessments

	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	6	6	5	5	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	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 **WASHINGTONVILLE 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
<b>All Students</b>	<b>390</b>	<b>87%</b>	<b>45%</b>	<b>3%</b>				
Female	189	84%	43%	3%				
Male	201	91%	47%	2%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	30	90%	40%	0%				
Hispanic or Latino	53	79%	38%	0%				
Asian or Native Hawaiian/Other Pacific Islander	11	—	—	—				
White	295	88%	46%	3%	This test was not given in 2004-05.			
Small Group Totals	12	100%	58%	17%				
General-Education Students	348	93%	49%	3%				
Students with Disabilities	42	43%	12%	0%				
English Proficient	389	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	46	70%	15%	0%				
Not Disadvantaged	344	90%	49%	3%				
Migrant								
Not Migrant	390	87%	45%	3%				

### NOTES

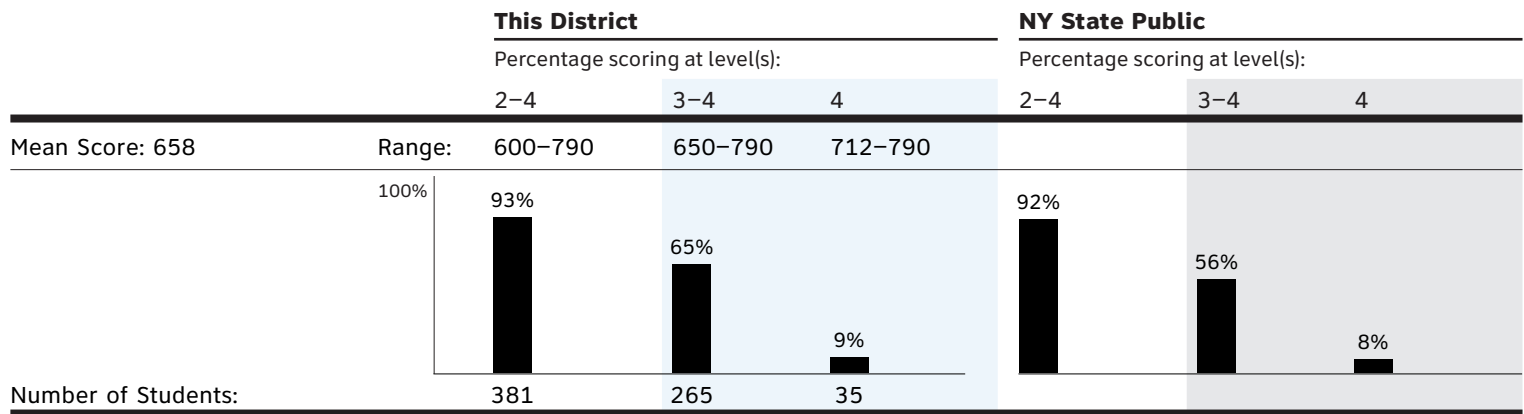
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## Other Assessments

	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	6	6	5	4	This test was not given in 2004-05.			

District **WASHINGTONVILLE CENTRAL SCHOOL DISTRICT**

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



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>408</b>	<b>93%</b>	<b>65%</b>	<b>9%</b>				
Female	188	95%	67%	10%				
Male	220	92%	63%	8%				
American Indian or Alaska Native	3	—	—	—				
Black or African American	20	80%	45%	0%				
Hispanic or Latino	61	90%	54%	3%				
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—				
White	316	95%	68%	10%	This test was not given in 2004-05.			
Small Group Totals	11	91%	73%	9%				
General-Education Students	369	97%	71%	9%				
Students with Disabilities	39	59%	10%	0%				
English Proficient	403	94%	66%	9%				
Limited English Proficient	5	60%	0%	0%				
Economically Disadvantaged	52	83%	46%	2%				
Not Disadvantaged	356	95%	68%	10%				
Migrant								
Not Migrant	408	93%	65%	9%				

### NOTES

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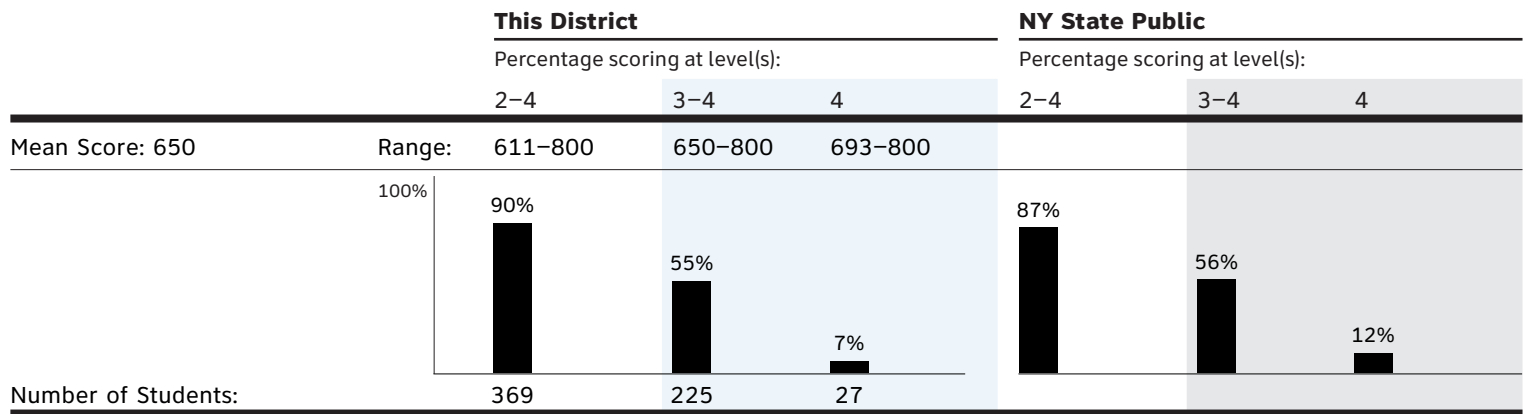
## Other Assessments

	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 7 Equivalent	3	—	—	—	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): <sup>†</sup> Grade 7	0				N/A	N/A	N/A	N/A

<sup>†</sup> 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 **WASHINGTONVILLE 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
<b>All Students</b>	<b>408</b>	<b>90%</b>	<b>55%</b>	<b>7%</b>				
Female	188	91%	54%	6%				
Male	220	90%	56%	7%				
American Indian or Alaska Native	3	—	—	—				
Black or African American	21	86%	33%	0%				
Hispanic or Latino	60	85%	40%	5%				
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—				
White	316	92%	59%	7%	This test was not given in 2004-05.			
Small Group Totals	11	91%	55%	18%				
General-Education Students	369	96%	60%	7%				
Students with Disabilities	39	41%	8%	3%				
English Proficient	403	91%	56%	7%				
Limited English Proficient	5	60%	20%	0%				
Economically Disadvantaged	53	87%	36%	2%				
Not Disadvantaged	355	91%	58%	7%				
Migrant								
Not Migrant	408	90%	55%	7%				

### NOTES

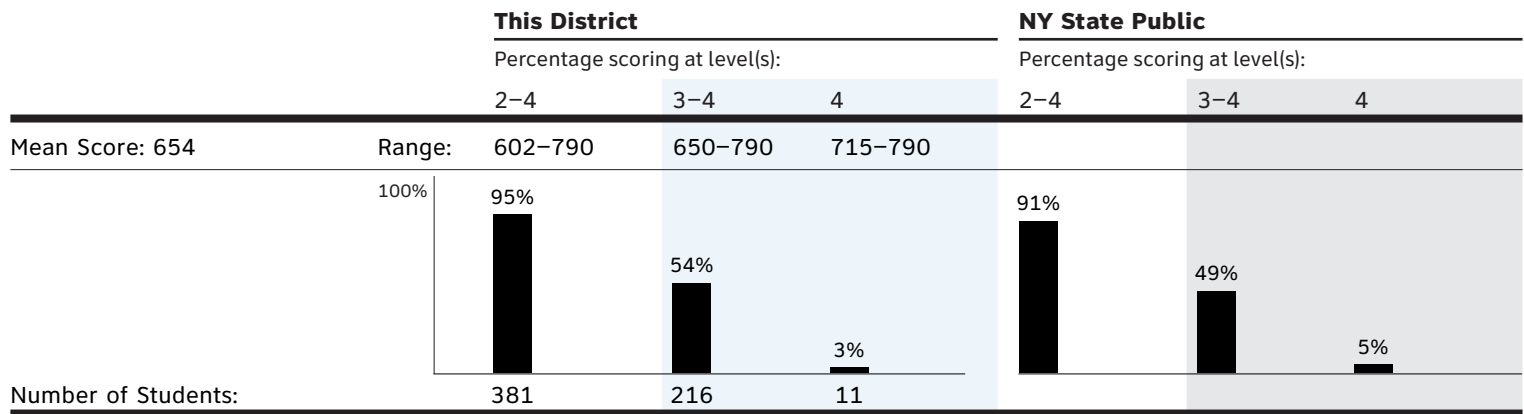
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## Other Assessments

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

District **WASHINGTONVILLE CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 8 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
<b>All Students</b>	<b>400</b>	<b>95%</b>	<b>54%</b>	<b>3%</b>				
Female	205	97%	60%	3%				
Male	195	94%	48%	3%				
American Indian or Alaska Native								
Black or African American	21	90%	33%	0%				
Hispanic or Latino	55	95%	49%	2%				
Asian or Native Hawaiian/Other Pacific Islander	5	80%	40%	20%				
White	319	96%	56%	3%				
Small Group Totals								
General-Education Students	362	99%	58%	3%				
Students with Disabilities	38	61%	16%	0%				
English Proficient	399	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	42	90%	31%	2%				
Not Disadvantaged	358	96%	57%	3%				
Migrant								
Not Migrant	400	95%	54%	3%				

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

### NOTES

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

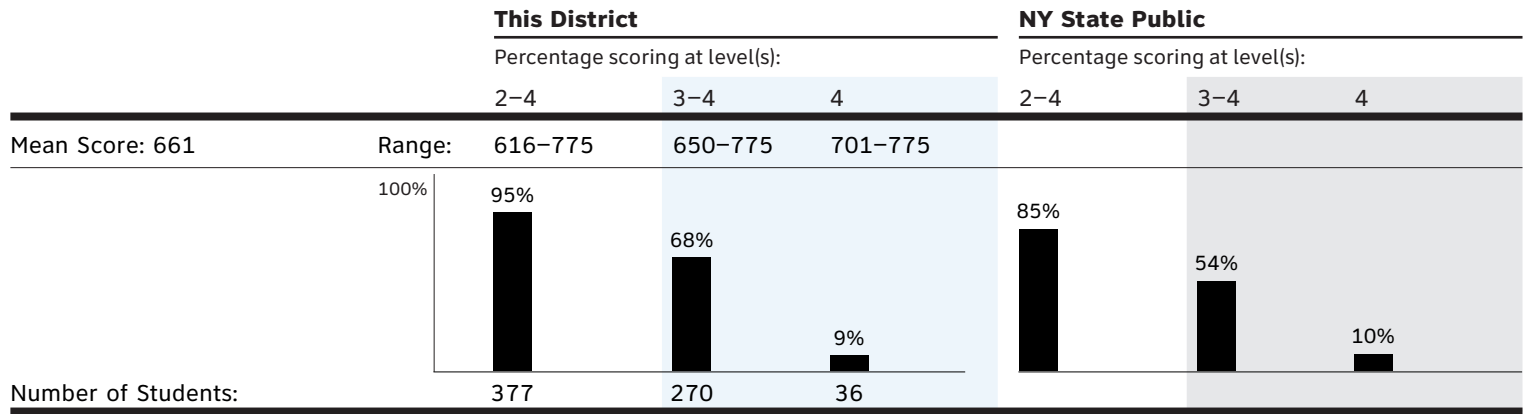
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	—	—	—	3	—	—	—
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 **WASHINGTONVILLE 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
<b>All Students</b>	<b>397</b>	<b>95%</b>	<b>68%</b>	<b>9%</b>				
Female	204	97%	68%	8%				
Male	193	93%	68%	10%				
American Indian or Alaska Native								
Black or African American	20	75%	45%	5%				
Hispanic or Latino	56	96%	57%	4%				
Asian or Native Hawaiian/Other Pacific Islander	5	80%	60%	0%				
White	316	96%	72%	10%				
Small Group Totals								
General-Education Students	360	97%	73%	10%				
Students with Disabilities	37	73%	16%	0%				
English Proficient	396	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	41	93%	44%	0%				
Not Disadvantaged	356	95%	71%	10%				
Migrant								
Not Migrant	397	95%	68%	9%				

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

### NOTES

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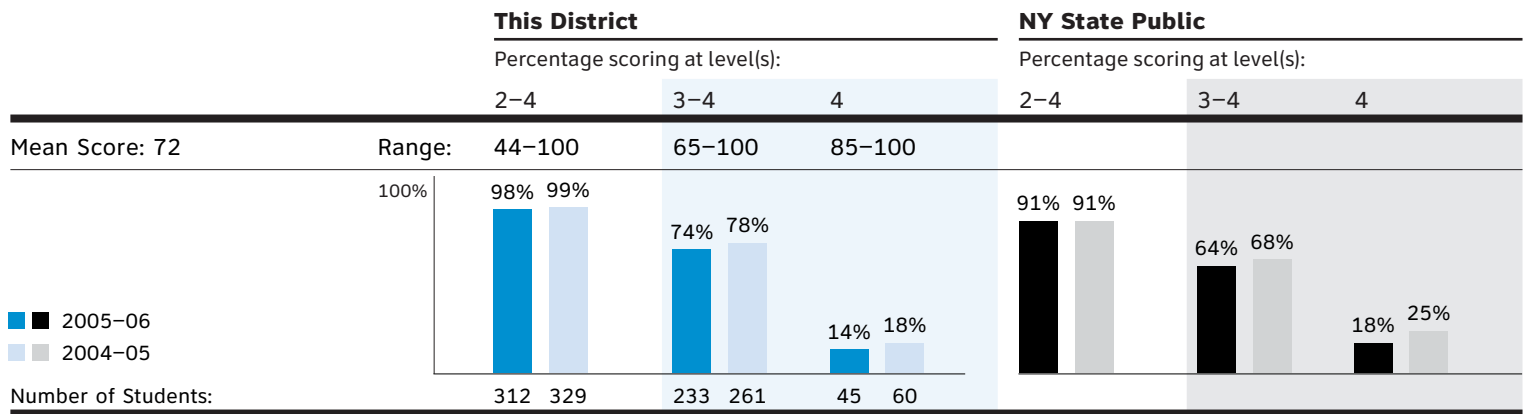
## Other Assessments

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



District **WASHINGTONVILLE 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
<b>All Students</b>	<b>317</b>	<b>98%</b>	<b>74%</b>	<b>14%</b>	<b>334</b>	<b>99%</b>	<b>78%</b>	<b>18%</b>
Female	161	99%	76%	12%	159	99%	76%	16%
Male	156	98%	71%	16%	175	98%	80%	19%
American Indian or Alaska Native								
Black or African American	19	—	—	—	27	96%	48%	7%
Hispanic or Latino	48	98%	71%	4%	34	97%	68%	9%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	6	100%	100%	33%
White	247	99%	77%	17%	267	99%	82%	20%
Small Group Totals	22	95%	36%	9%				
General-Education Students	279	100%	77%	15%	298	99%	84%	20%
Students with Disabilities	38	89%	45%	8%	36	94%	31%	0%
English Proficient	316	—	—	—	332	—	—	—
Limited English Proficient	1	—	—	—	2	—	—	—
Economically Disadvantaged	40	95%	58%	13%	41	98%	59%	12%
Not Disadvantaged	277	99%	76%	14%	293	99%	81%	19%
Migrant								
Not Migrant	317	98%	74%	14%	334	99%	78%	18%

### 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 8 Equivalent	2	—	—	—	2	—	—	—
Regents Science	78	78	78	76	69	69	69	59

District **WASHINGTONVILLE 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

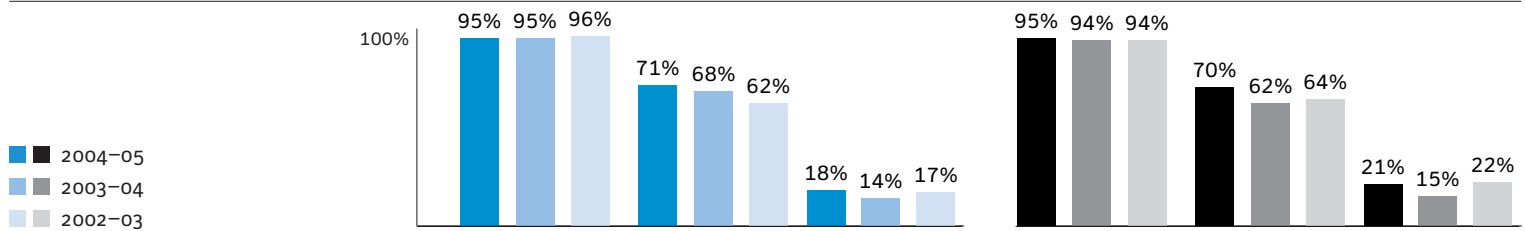
Percentage scoring at level(s):

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	19	87	191	65	362	662
Feb 2004	18	107	214	53	392	658
Feb 2003	15	139	184	69	407	657

### Grade 8

#### This School

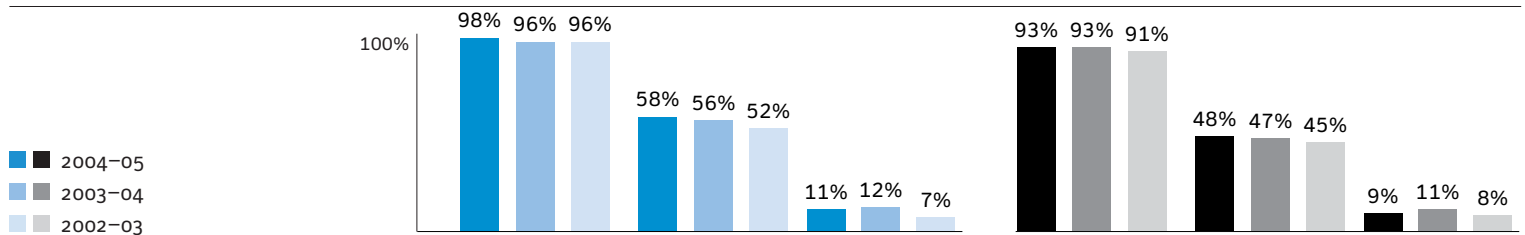
Percentage scoring at level(s):

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	8	166	198	47	419	705
Jan 2004	16	167	183	52	418	704
Jan 2003	19	200	206	32	457	698

District **WASHINGTONVILLE 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

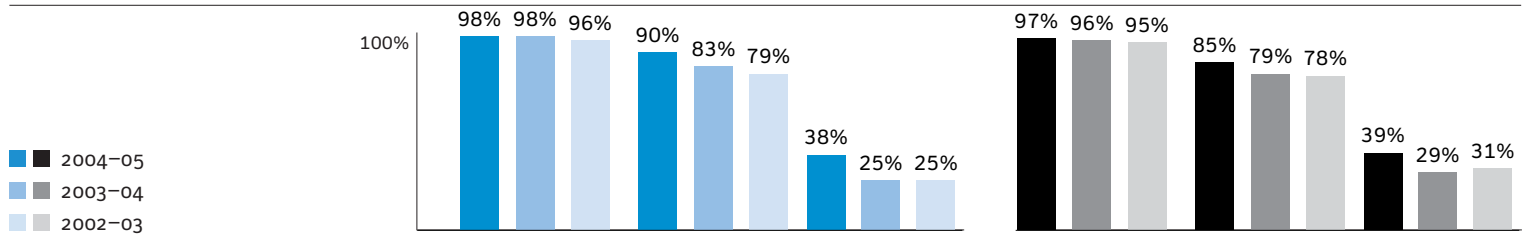
Percentage scoring at level(s):

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	6	30	187	138	361	670
May 2004	8	58	229	99	394	662
May 2003	15	71	224	102	412	658

### Grade 8

#### This School

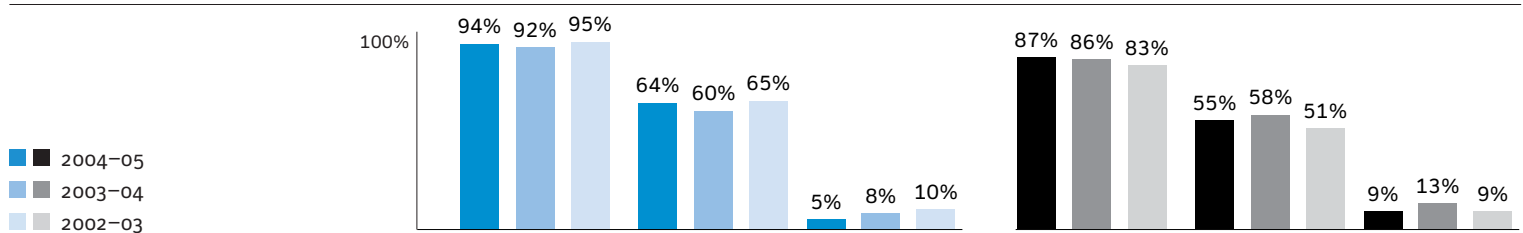
Percentage scoring at level(s):

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

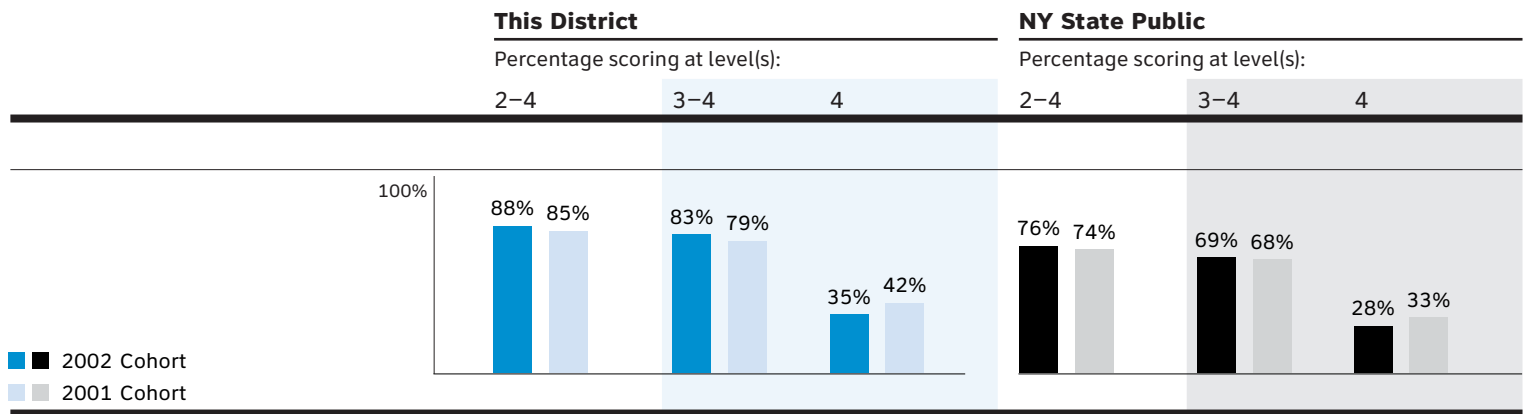


#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	26	122	245	20	413	722
May 2004	34	130	214	34	412	721
May 2003	23	138	251	46	458	725

District **WASHINGTONVILLE 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):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>418</b>	<b>88%</b>	<b>83%</b>	<b>35%</b>	<b>407</b>	<b>85%</b>	<b>79%</b>	<b>42%</b>
Female	201	91%	85%	44%	178	89%	83%	48%
Male	217	86%	80%	27%	229	82%	77%	37%
American Indian or Alaska Native	3	—	—	—	4	—	—	—
Black or African American	29	86%	72%	17%	26	69%	54%	8%
Hispanic or Latino	40	90%	80%	30%	39	69%	67%	36%
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	3	—	—	—
White	340	88%	84%	38%	335	88%	83%	44%
Small Group Totals	9	78%	78%	33%	7	71%	71%	57%
General-Education Students	380	92%	89%	39%	379	90%	85%	45%
Students with Disabilities	38	47%	21%	3%	28	11%	7%	0%
English Proficient	410	88%	83%	36%	406	—	—	—
Limited English Proficient	8	75%	63%	13%	1	—	—	—
Economically Disadvantaged	31	84%	71%	19%				
Not Disadvantaged	387	88%	83%	37%				
Migrant								
Not Migrant	418	88%	83%	35%				

### 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.

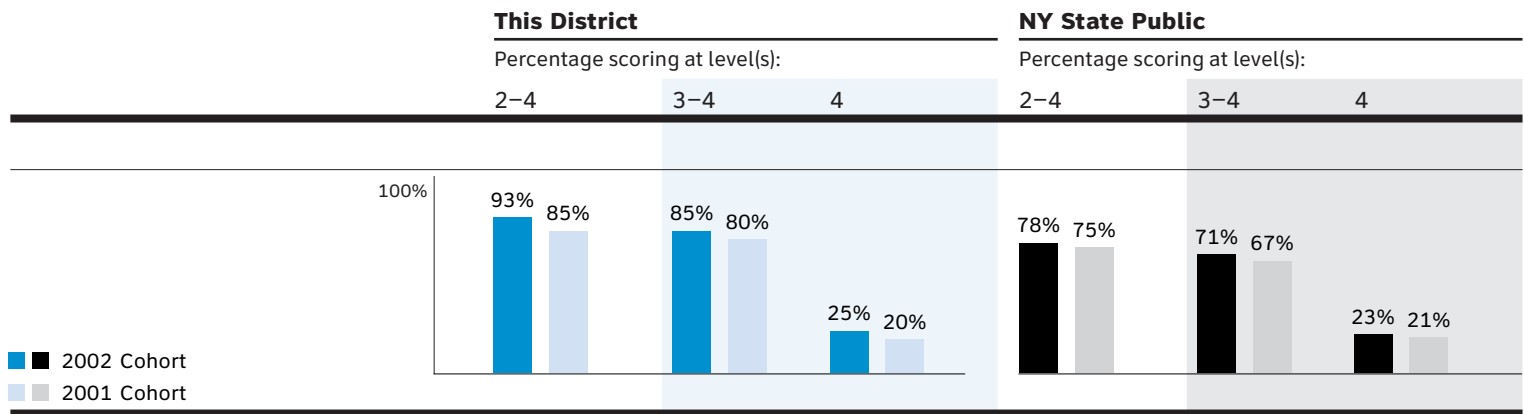
## Other Assessments

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

\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **WASHINGTONVILLE 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):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>418</b>	<b>93%</b>	<b>85%</b>	<b>25%</b>	<b>407</b>	<b>85%</b>	<b>80%</b>	<b>20%</b>
Female	201	92%	87%	24%	178	87%	80%	19%
Male	217	94%	83%	25%	229	84%	79%	22%
American Indian or Alaska Native	3	—	—	—	4	—	—	—
Black or African American	29	90%	79%	7%	26	73%	54%	0%
Hispanic or Latino	40	95%	83%	15%	39	77%	72%	18%
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	3	—	—	—
White	340	93%	85%	28%	335	87%	83%	22%
Small Group Totals	9	89%	89%	22%	7	86%	71%	14%
General-Education Students	380	97%	91%	27%	379	90%	85%	22%
Students with Disabilities	38	50%	26%	5%	28	18%	7%	0%
English Proficient	410	93%	85%	25%	406	—	—	—
Limited English Proficient	8	88%	75%	25%	1	—	—	—
Economically Disadvantaged	31	87%	74%	19%				
Not Disadvantaged	387	93%	86%	25%				
Migrant								
Not Migrant	418	93%	85%	25%				

### NOTES

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## Other Assessments

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

\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

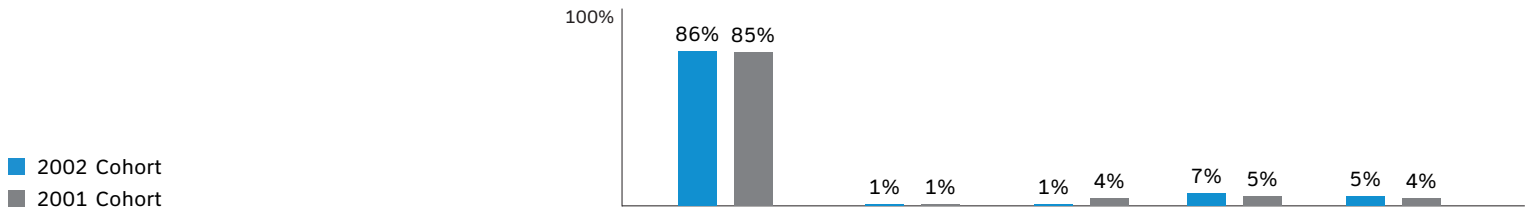
District **WASHINGTONVILLE CENTRAL SCHOOL DISTRICT**

## 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
<b>All Students</b>	<b>2002</b>	<b>418</b>	<b>86%</b>	<b>1%</b>	<b>1%</b>	<b>7%</b>	<b>5%</b>
	<b>2001</b>	<b>407</b>	<b>85%</b>	<b>1%</b>	<b>4%</b>	<b>5%</b>	<b>4%</b>
Female	2002	201	90%	1%	0%	5%	4%
	2001	178	90%	0%	3%	3%	4%
Male	2002	217	83%	0%	3%	9%	5%
	2001	229	82%	2%	6%	7%	4%
American Indian or Alaska Native	2002	3	—	—	—	—	—
	2001	4	—	—	—	—	—
Black or African American	2002	29	83%	0%	0%	10%	7%
	2001	26	69%	0%	4%	8%	19%
Hispanic or Latino	2002	40	88%	0%	0%	5%	8%
	2001	39	72%	0%	8%	13%	8%
Asian or Native Hawaiian/Other Pacific Islander	2002	6	—	—	—	—	—
	2001	3	—	—	—	—	—
White	2002	340	86%	1%	2%	7%	4%
	2001	335	88%	1%	4%	4%	3%
Small Group Totals	2002	9	89%	0%	0%	11%	0%
	2001	7	86%	0%	0%	14%	0%
General-Education Students	2002	380	89%	0%	1%	6%	4%
	2001	379	91%	0%	3%	2%	3%
Students with Disabilities	2002	38	58%	8%	3%	18%	13%
	2001	28	4%	14%	21%	43%	18%
English Proficient	2002	410	86%	1%	1%	7%	5%
	2001	406	—	—	—	—	—
Limited English Proficient	2002	8	88%	0%	0%	13%	0%
	2001	1	—	—	—	—	—
Economically Disadvantaged	2002	31	84%	6%	3%	3%	3%
Not Disadvantaged	2002	387	87%	0%	1%	7%	5%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	418	86%	1%	1%	7%	5%

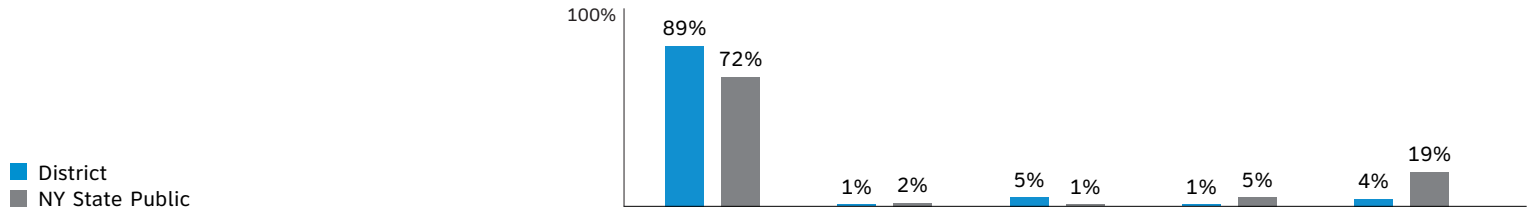
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District **WASHINGTONVILLE CENTRAL SCHOOL DISTRICT**

## 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
<b>All Students</b>	<b>402</b>	<b>89%</b>	<b>1%</b>	<b>5%</b>	<b>1%</b>	<b>4%</b>
Female	176	91%	0%	3%	1%	4%
Male	226	86%	2%	6%	1%	5%
American Indian or Alaska Native	4	—	—	—	—	—
Black or African American	25	76%	0%	4%	0%	20%
Hispanic or Latino	37	81%	0%	8%	3%	8%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—
White	333	90%	1%	5%	1%	3%
Small Group Totals	7	86%	0%	0%	0%	14%
General-Education Students	376	93%	0%	3%	1%	3%
Students with Disabilities	26	27%	15%	27%	8%	23%
English Proficient	401	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—
Economically Disadvantaged	34	71%	3%	9%	3%	15%
Not Disadvantaged	368	90%	1%	4%	1%	4%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	402	89%	1%	5%	1%	4%

### NOTES

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