



# The New York State District Report Card

**Accountability  
and Overview Report  
2005 – 06**

District **GOUVERNEUR CENTRAL SCHOOL  
DISTRICT**

District ID **511101060000**

Superintendent **CHRISTINE LAROSE**

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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.

### 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	0	0	0
Kindergarten	147	118	148
Grade 1	109	140	115
Grade 2	130	109	138
Grade 3	111	123	107
Grade 4	136	116	123
Grade 5	128	132	121
Grade 6	145	130	143
Ungraded Elementary	20	23	13
Grade 7	143	149	146
Grade 8	136	143	147
Grade 9	134	150	159
Grade 10	123	118	131
Grade 11	128	117	116
Grade 12	128	118	117
Ungraded Secondary	18	23	59
<b>Total K-12</b>	<b>1736</b>	<b>1709</b>	<b>1783</b>

### Average Class Size

	2003-04	2004-05	2005-06
<b>Common Branch</b>	20	21	21
<b>Grade 8</b>			
English	20	21	20
Mathematics	18	20	18
Science	22	19	19
Social Studies	20	22	18
<b>Grade 10</b>			
English	20	16	21
Mathematics	26	21	23
Science	13	18	15
Social Studies	18	16	16

### 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	587	34%	690	40%	641	36%
Reduced-Price Lunch	216	12%	282	17%	244	14%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	0	0%	3	0%	0	0%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	4	0%	4	0%	5	0%
Black or African American	28	2%	38	2%	35	2%
Hispanic or Latino	16	1%	7	0%	19	1%
Asian or Native Hawaiian/Other Pacific Islander	7	0%	8	0%	8	0%
White	1681	97%	1652	97%	1716	96%

\* Not available at the district level.

## Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		95%
Student Suspensions	132	N/A	104	6%	131	8%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

## Teacher Qualifications

	2003-04	2004-05	2005-06
<b>Core Classes Not Taught by Highly Qualified Teachers</b>			
Total Number of Core Classes	273	293	449
Percent Not Taught by Highly Qualified Teachers	0%	1%	0%
<b>Teachers with No Valid Teaching Certificate</b>			
Total Number of Teachers	0	0	0
Percent with No Valid Teaching Certificate	0%	0%	0%
<b>Individuals Teaching Out of Certification</b>			
Number of Teachers	2	0	1
Percentage of Total	2%	0%	1%
<b>Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate</b>	28%	33%	35%

## Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	122	118	121
Total Other Professional Staff	17	18	19
Total Paraprofessionals*	39	38	37
Assistant Principals	1	1	1
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**

YES

**2005–06**

YES

**2006–07**

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	✓ <sup>SH</sup>	✓		–	–	
Limited English Proficient	–	–				
Economically Disadvantaged	✓	✓		–	–	
<b>Student groups making AYP in each subject</b>	✓ 4 of 4	✓ 4 of 4	✓ 1 of 1	✓ 2 of 2	✓ 2 of 2	✓ 1 of 1

#### AYP Status

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

#### Accountability Status Levels

##### Federal

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

##### 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

4 of 4

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> (831:789)	✓	✓	99%	✓	150	118		
<b>Ethnicity</b>								
American Indian or Alaska Native (4:4)	–	–	–	–	–	–		–
Black or African American (26:20)	–	–	–	–	–	–		–
Hispanic or Latino (6:5)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (8:8)	–	–	–	–	–	–		–
White (787:752)	✓	✓	99%	✓	149	118		
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (172:156)	✓ <sup>SH</sup>	✓	97%	✓ <sup>SH</sup>	101	114	94	111
Limited English Proficient (1:1)	–	–	–	–	–	–		–
Economically Disadvantaged (423:390)	✓	✓	99%	✓	136	116		
<b>Final AYP Determination</b>	✓ 4 of 4							

#### 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

4 of 4

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> (835:784)	✓	✓	100%	✓	160	82	
<b>Ethnicity</b>							
American Indian or Alaska Native (4:4)	–	–	–	–	–	–	–
Black or African American (27:20)	–	–	–	–	–	–	–
Hispanic or Latino (7:5)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (8:8)	–	–	–	–	–	–	–
White (789:747)	✓	✓	99%	✓	159	82	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (170:156)	✓	✓	98%	✓	107	78	
Limited English Proficient (3:3)	–	–	–	–	–	–	–
Economically Disadvantaged (419:387)	✓	✓	100%	✓	146	80	
<b>Final AYP Determination</b>	✓ 4 of 4						

#### 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> (282:248)	✓	Qualified	✓	93%	✓	180	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (2:2)		–	–	–	–	–	–	–
Black or African American (11:5)		–	–	–	–	–	–	–
Hispanic or Latino (0:0)								
Asian or Native Hawaiian/Other Pacific Islander (1:1)		–	–	–	–	–	–	–
White (268:240)		Qualified	✓	93%	✓	180	100	
<b>Other Groups</b>								
Students with Disabilities (56:48)		Qualified	✓	96%	✓	163	100	
Limited English Proficient (0:0)								
Economically Disadvantaged (131:118)		Qualified	✓	98%	✓	174	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

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) <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> (116:112)	✓	✓	99%	✓	180	144		
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (0:0)								
Hispanic or Latino (0:0)								
Asian or Native Hawaiian/Other Pacific Islander (1:0)	–	–	–	–	–	–	–	–
White (116:112)	✓	✓	99%	✓	180	144		
<b>Other Groups</b>								
Students with Disabilities (5:7)	–	–	–	–	–	–	–	–
Limited English Proficient (0:0)								
Economically Disadvantaged (18:19)	–	–	–	–	–	–	–	–
<b>Final AYP Determination</b>	✓ 2 of 2							

#### 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

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) <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> (116:112)	✓	✓	100%	✓	195	136		
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (0:0)								
Hispanic or Latino (0:0)								
Asian or Native Hawaiian/Other Pacific Islander (1:0)	–	–	–	–	–	–	–	–
White (116:112)	✓	✓	100%	✓	195	136		
<b>Other Groups</b>								
Students with Disabilities (5:7)	–	–	–	–	–	–	–	–
Limited English Proficient (0:0)								
Economically Disadvantaged (18:19)	–	–	–	–	–	–	–	–
<b>Final AYP Determination</b>	✓ 2 of 2							

#### 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> (130)			85%	55%	
<b>Ethnicity</b>					
American Indian or Alaska Native (0)					
Black or African American (0)					
Hispanic or Latino (0)					
Asian or Native Hawaiian/Other Pacific Islander (1)		–	–	–	–
White (129)			84%	55%	
<b>Other Groups</b>					
Students with Disabilities (13)		–	–	–	–
Limited English Proficient (0)					
Economically Disadvantaged (30)			80%	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 **GOUVERNEUR 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

4 schools identified 100% of total

EAST SIDE ELEMENTARY SCHOOL

FOWLER ELEMENTARY SCHOOL

GOUVERNEUR JUNIOR-SENIOR HIGH SCHOOL







WEST SIDE ELEMENTARY SCHOOL









District **GOVERNEUR 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	61%			108
Grade 4	66%			127
Grade 5	67%			123
Grade 6	50%			139
Grade 7	53%			156
Grade 8	40%			156


### Mathematics

Grade 3	70%		115
Grade 4	79%		127
Grade 5	76%		123
Grade 6	64%		142
Grade 7	60%		155
Grade 8	51%		155

### Science

Grade 4	98%		127
Grade 8	62%		133

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	66%			143
Mathematics	76%			143

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	74%			143

## 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.

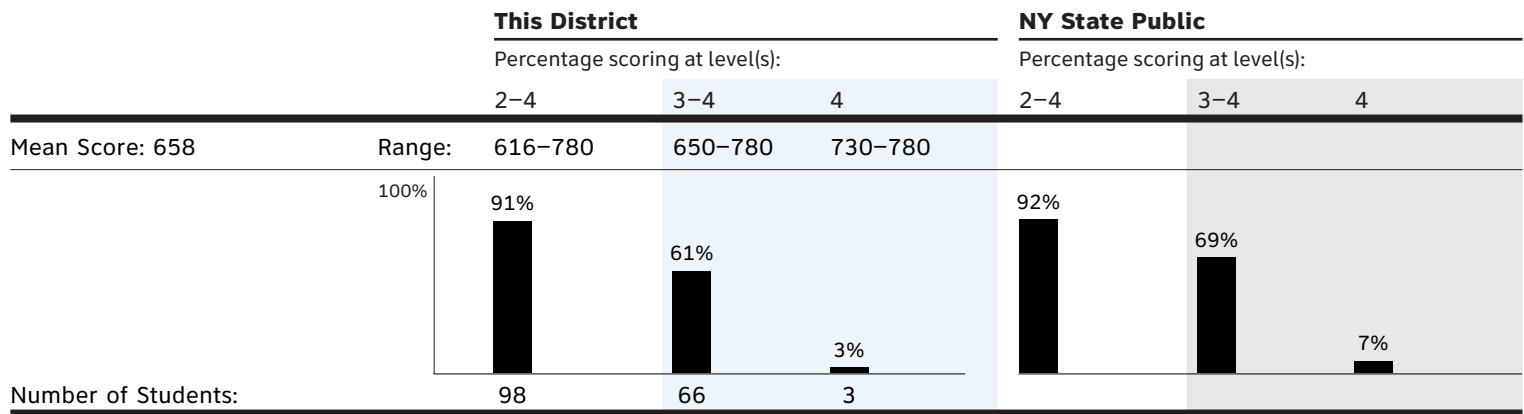
## This District's N/RC Category:

### High Need/Resource Rural Districts

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

District **GOVERNEUR 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>108</b>	<b>91%</b>	<b>61%</b>	<b>3%</b>				
Female	53	94%	66%	4%				
Male	55	87%	56%	2%				
American Indian or Alaska Native								
Black or African American	9	—	—	—				
Hispanic or Latino	1	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander								
White	98	91%	61%	3%	This test was not given in 2004-05.			
Small Group Totals	10	90%	60%	0%				
General-Education Students	88	97%	67%	3%				
Students with Disabilities	20	65%	35%	0%				
English Proficient	108	91%	61%	3%				
Limited English Proficient								
Economically Disadvantaged	72	88%	56%	1%				
Not Disadvantaged	36	97%	72%	6%				
Migrant								
Not Migrant	108	91%	61%	3%				

### 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.

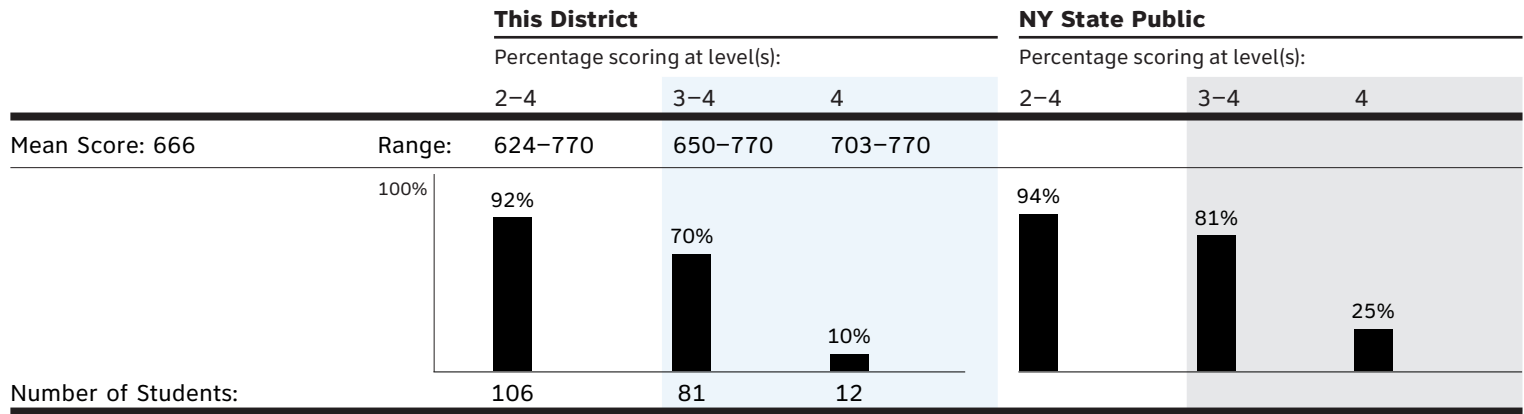
## Other Assessments

	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	1	—	—	—	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 **GOVERNEUR 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>115</b>	<b>92%</b>	<b>70%</b>	<b>10%</b>				
Female	55	96%	78%	7%				
Male	60	88%	63%	13%				
American Indian or Alaska Native								
Black or African American	10	—	—	—				
Hispanic or Latino	3	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander								
White	102	92%	70%	12%	This test was not given in 2004-05.			
Small Group Totals	13	92%	77%	0%				
General-Education Students	94	95%	77%	12%				
Students with Disabilities	21	81%	43%	5%				
English Proficient	114	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	73	92%	68%	10%				
Not Disadvantaged	42	93%	74%	12%				
Migrant								
Not Migrant	115	92%	70%	10%				

### NOTES

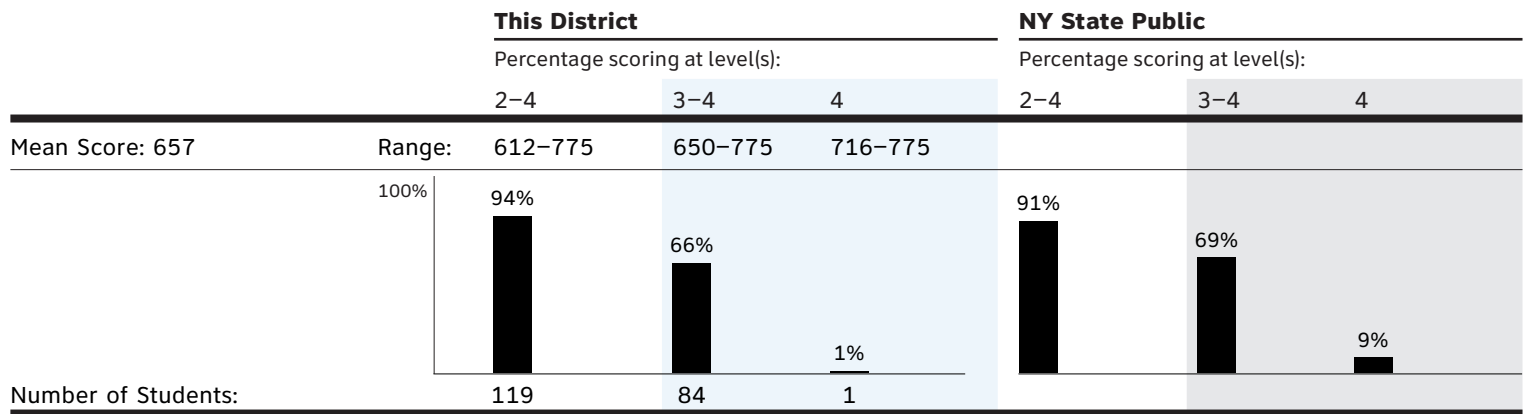
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## Other Assessments

	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 3 Equivalent	1	—	—	—	This test was not given in 2004-05.			

District **GOVERNEUR 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>127</b>	<b>94%</b>	<b>66%</b>	<b>1%</b>				
Female	60	95%	70%	0%				
Male	67	93%	63%	1%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	3	—	—	—				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—				
White	122	93%	66%	1%				
Small Group Totals	5	100%	60%	0%				
General-Education Students	104	98%	75%	1%				
Students with Disabilities	23	74%	26%	0%				
English Proficient	127	94%	66%	1%				
Limited English Proficient								
Economically Disadvantaged	61	89%	57%	2%				
Not Disadvantaged	66	98%	74%	0%				
Migrant								
Not Migrant	127	94%	66%	1%				

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

### NOTES

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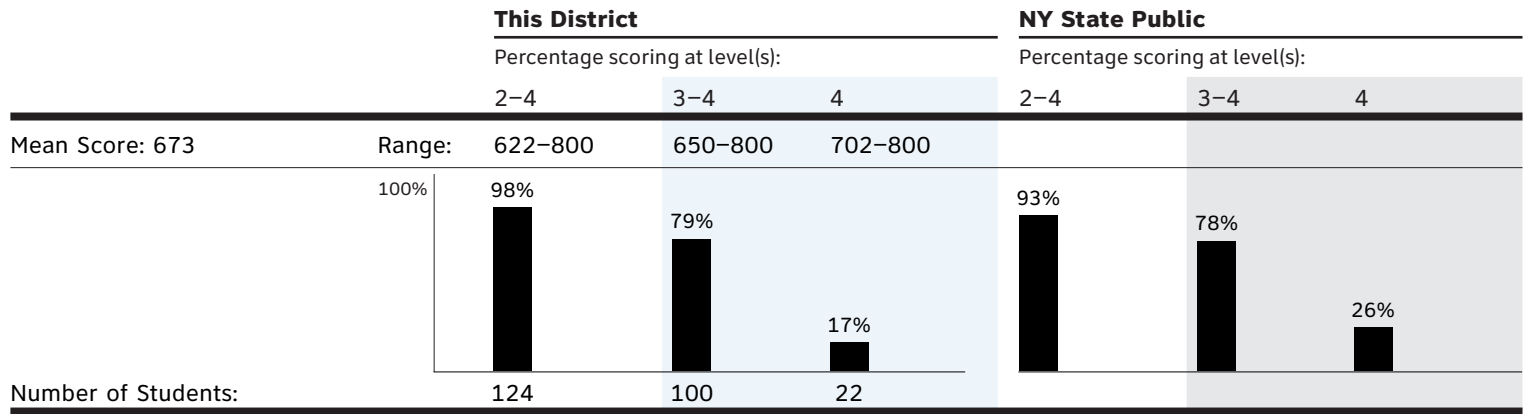
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	—	—	—	2	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT): <sup>†</sup> Grade 4	0				1	—	—	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 **GOVERNEUR 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>127</b>	<b>98%</b>	<b>79%</b>	<b>17%</b>				
Female	59	100%	78%	14%				
Male	68	96%	79%	21%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	4	—	—	—				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—				
White	121	98%	79%	18%				
Small Group Totals	6	100%	67%	0%				
General-Education Students	104	99%	82%	20%				
Students with Disabilities	23	91%	65%	4%				
English Proficient	127	98%	79%	17%				
Limited English Proficient								
Economically Disadvantaged	60	95%	73%	17%				
Not Disadvantaged	67	100%	84%	18%				
Migrant								
Not Migrant	127	98%	79%	17%				

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

### NOTES

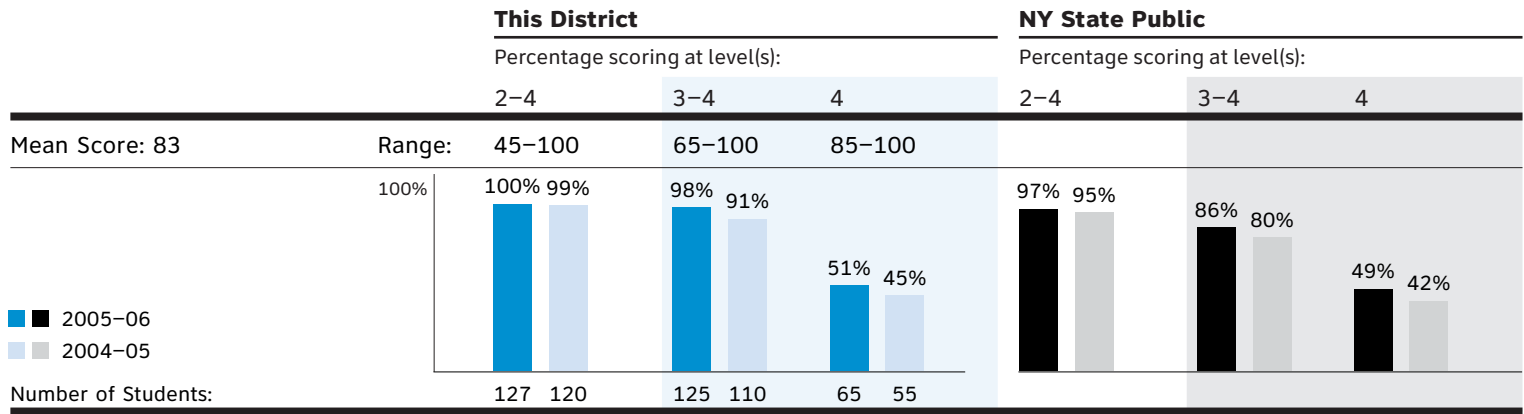
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## Other Assessments

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

District **GOVERNEUR 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>127</b>	<b>100%</b>	<b>98%</b>	<b>51%</b>	<b>121</b>	<b>99%</b>	<b>91%</b>	<b>45%</b>
Female	59	100%	98%	47%	60	100%	95%	43%
Male	68	100%	99%	54%	61	98%	87%	48%
American Indian or Alaska Native	1	—	—	—				
Black or African American	6	—	—	—	5	100%	80%	60%
Hispanic or Latino					3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	2	—	—	—
White	119	100%	98%	53%	111	99%	91%	44%
Small Group Totals	8	100%	100%	25%	5	100%	100%	60%
General-Education Students	105	100%	99%	54%	105	100%	92%	47%
Students with Disabilities	22	100%	95%	36%	16	94%	81%	38%
English Proficient	127	100%	98%	51%	120	—	—	—
Limited English Proficient					1	—	—	—
Economically Disadvantaged	58	100%	97%	43%	59	98%	86%	29%
Not Disadvantaged	69	100%	100%	58%	62	100%	95%	61%
Migrant					1	—	—	—
Not Migrant	127	100%	98%	51%	120	—	—	—

### NOTES

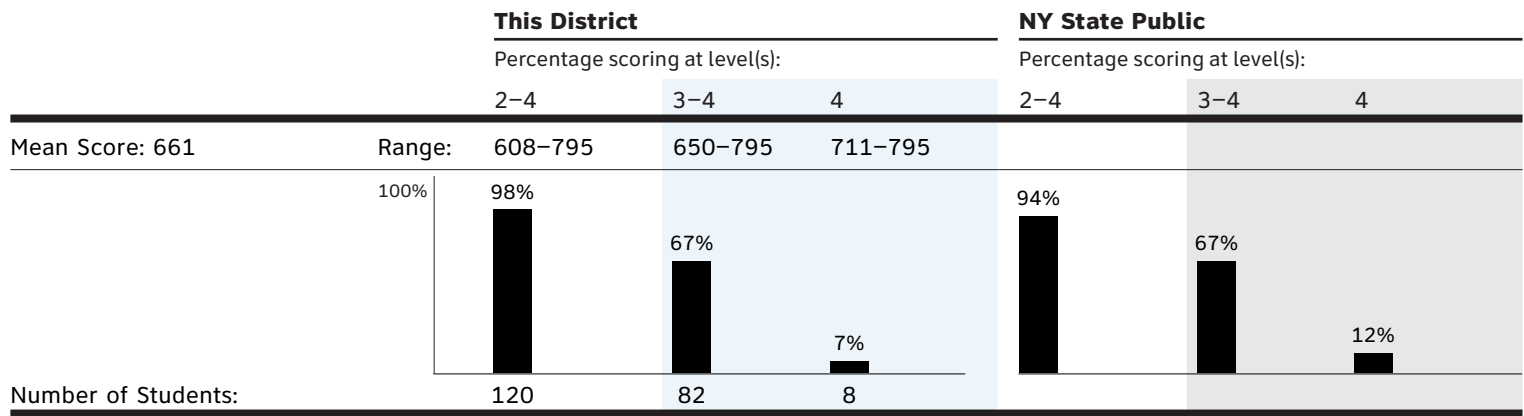
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## Other Assessments

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

District **GOVERNEUR 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>123</b>	<b>98%</b>	<b>67%</b>	<b>7%</b>				
Female	65	97%	68%	9%				
Male	58	98%	66%	3%				
American Indian or Alaska Native								
Black or African American	4	—	—	—				
Hispanic or Latino	3	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—				
White	113	97%	65%	5%	This test was not given in 2004-05.			
Small Group Totals	10	100%	90%	20%				
General-Education Students	99	100%	73%	8%				
Students with Disabilities	24	88%	42%	0%				
English Proficient	122	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	59	95%	58%	3%				
Not Disadvantaged	64	100%	75%	9%				
Migrant								
Not Migrant	123	98%	67%	7%				

### NOTES

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## Other Assessments

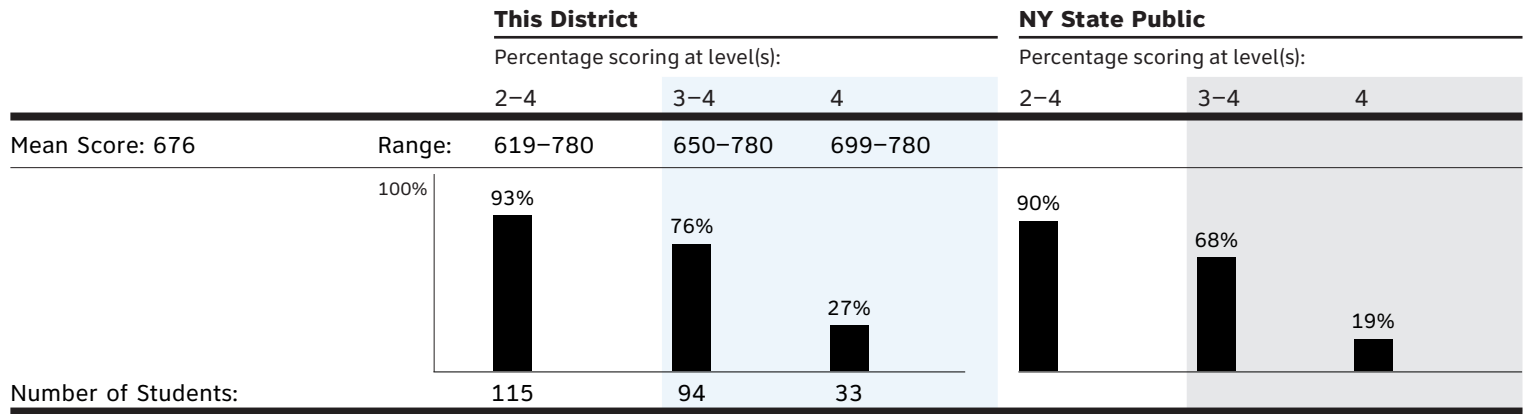
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	—	—	—	This test was not given in 2004-05.			
New York State English as a Second 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 **GOVERNEUR 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>123</b>	<b>93%</b>	<b>76%</b>	<b>27%</b>				
Female	65	94%	77%	28%				
Male	58	93%	76%	26%				
American Indian or Alaska Native								
Black or African American	4	—	—	—				
Hispanic or Latino	1	—	—	—				
Asian or Native Hawaiian/Other								
Pacific Islander	3	—	—	—				
White	115	93%	76%	25%				
Small Group Totals	8	100%	88%	50%				
General-Education Students	99	99%	87%	33%				
Students with Disabilities	24	71%	33%	0%				
English Proficient	122	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	59	88%	68%	17%				
Not Disadvantaged	64	98%	84%	36%				
Migrant								
Not Migrant	123	93%	76%	27%				

This test was not given in 2004-05.

### NOTES

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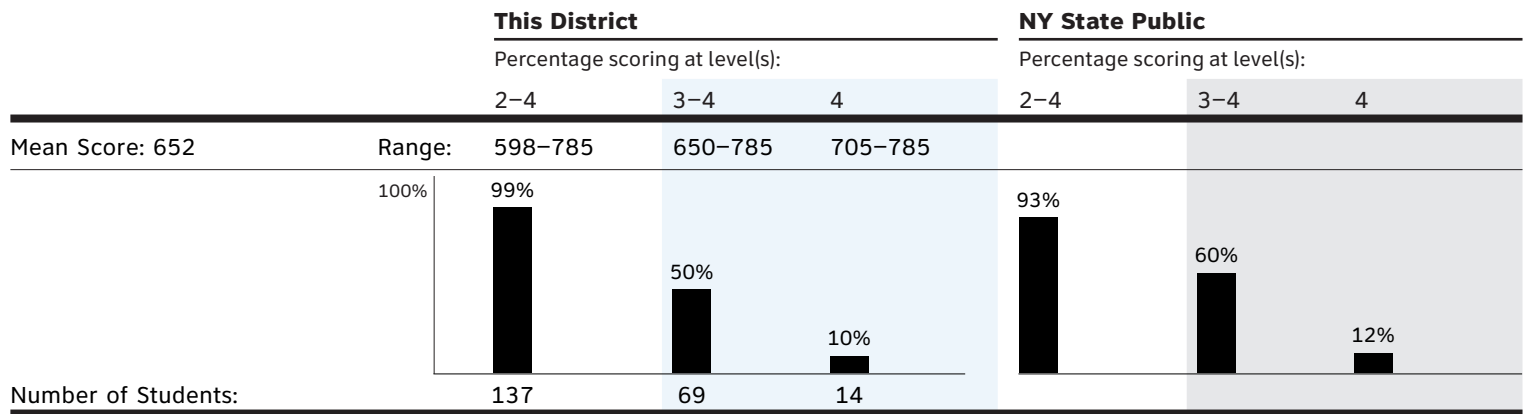
## Other Assessments

	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.

District **GOUVERNEUR 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>139</b>	<b>99%</b>	<b>50%</b>	<b>10%</b>				
Female	74	100%	50%	16%				
Male	65	97%	49%	3%				
American Indian or Alaska Native	2	—	—	—				
Black or African American	2	—	—	—				
Hispanic or Latino	2	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—				
White	130	98%	52%	11%	This test was not given in 2004-05.			
Small Group Totals	9	100%	22%	0%				
General-Education Students	113	99%	58%	12%				
Students with Disabilities	26	96%	15%	0%				
English Proficient	139	99%	50%	10%				
Limited English Proficient								
Economically Disadvantaged	66	97%	36%	3%				
Not Disadvantaged	73	100%	62%	16%				
Migrant								
Not Migrant	139	99%	50%	10%				

### NOTES

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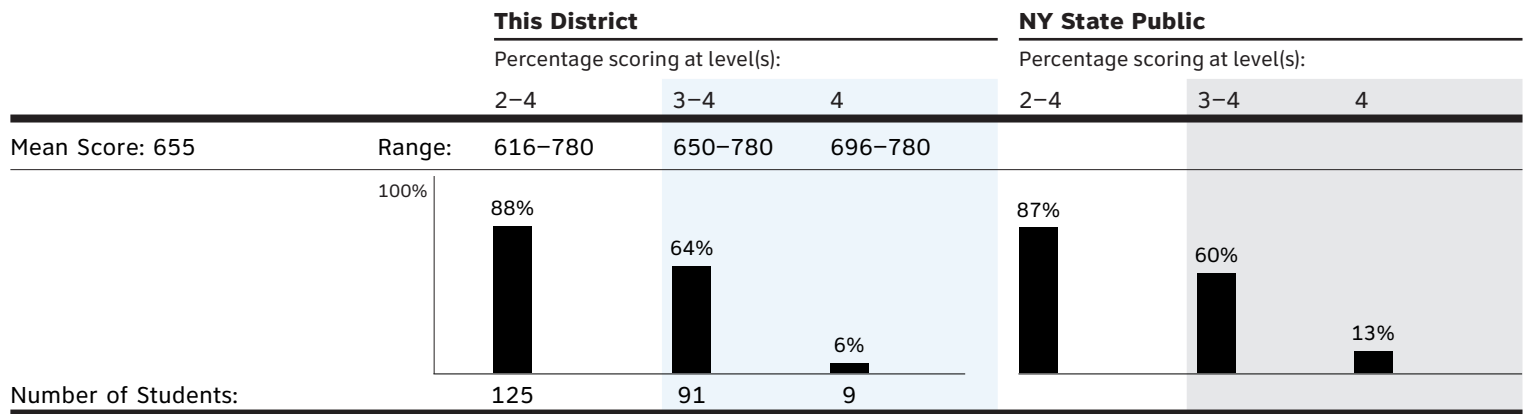
## Other Assessments

	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	2	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): <sup>†</sup> Grade 6	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 **GOUVERNEUR 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>142</b>	<b>88%</b>	<b>64%</b>	<b>6%</b>				
Female	77	88%	68%	5%				
Male	65	88%	60%	8%				
American Indian or Alaska Native	2	—	—	—				
Black or African American	2	—	—	—				
Hispanic or Latino	3	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—				
White	132	87%	65%	7%	This test was not given in 2004-05.			
Small Group Totals	10	100%	50%	0%				
General-Education Students	116	94%	75%	8%				
Students with Disabilities	26	62%	15%	0%				
English Proficient	141	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	67	78%	52%	0%				
Not Disadvantaged	75	97%	75%	12%				
Migrant								
Not Migrant	142	88%	64%	6%				

### NOTES

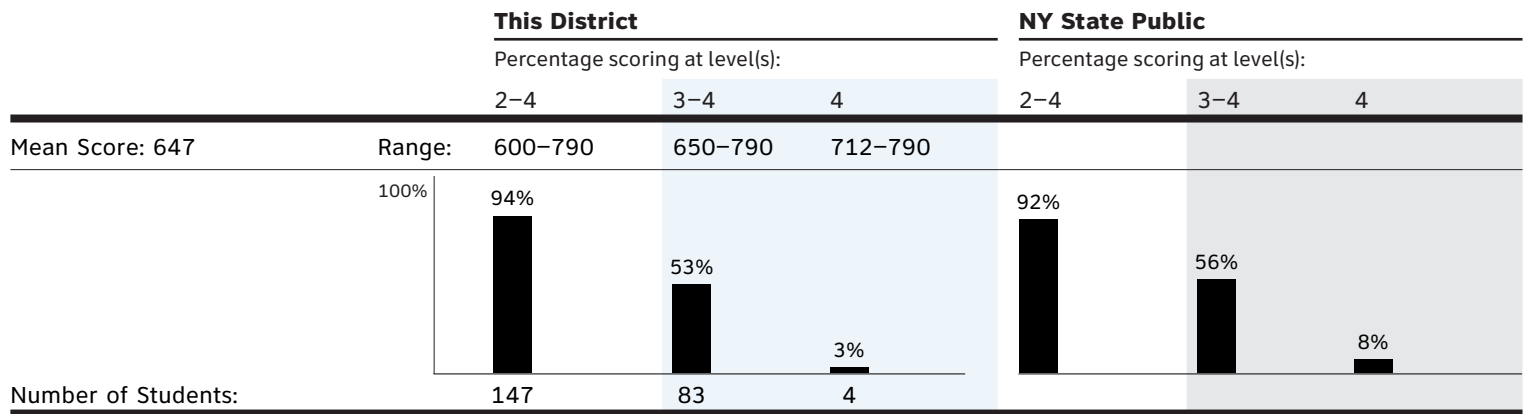
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## Other Assessments

	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	2	0	This test was not given in 2004-05.			

District **GOVERNEUR 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>156</b>	<b>94%</b>	<b>53%</b>	<b>3%</b>				
Female	70	99%	63%	4%				
Male	86	91%	45%	1%				
American Indian or Alaska Native								
Black or African American	2	—	—	—				
Hispanic or Latino								
Asian or Native Hawaiian/Other								
Pacific Islander	1	—	—	—				
White	153	—	—	—				
Small Group Totals	156	94%	53%	3%				
General-Education Students	128	100%	63%	3%				
Students with Disabilities	28	68%	11%	0%				
English Proficient	156	94%	53%	3%				
Limited English Proficient								
Economically Disadvantaged	76	91%	41%	3%				
Not Disadvantaged	80	98%	65%	3%				
Migrant								
Not Migrant	156	94%	53%	3%				

This test was not given in 2004-05.

### NOTES

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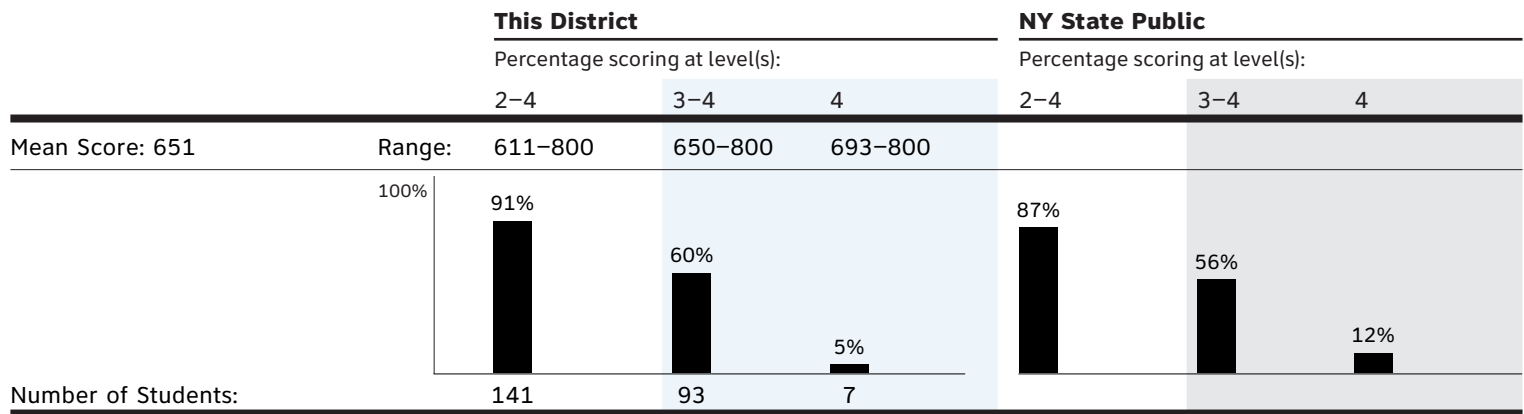
## Other Assessments

	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	—	—	—				
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 **GOUVERNEUR 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>155</b>	<b>91%</b>	<b>60%</b>	<b>5%</b>				
Female	70	97%	59%	9%				
Male	85	86%	61%	1%				
American Indian or Alaska Native								
Black or African American	2	—	—	—				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—				
White	152	—	—	—				
Small Group Totals	155	91%	60%	5%				
General-Education Students	127	98%	70%	6%				
Students with Disabilities	28	61%	14%	0%				
English Proficient	155	91%	60%	5%				
Limited English Proficient								
Economically Disadvantaged	76	87%	49%	3%				
Not Disadvantaged	79	95%	71%	6%				
Migrant								
Not Migrant	155	91%	60%	5%				

This test was not given in 2004-05.

### NOTES

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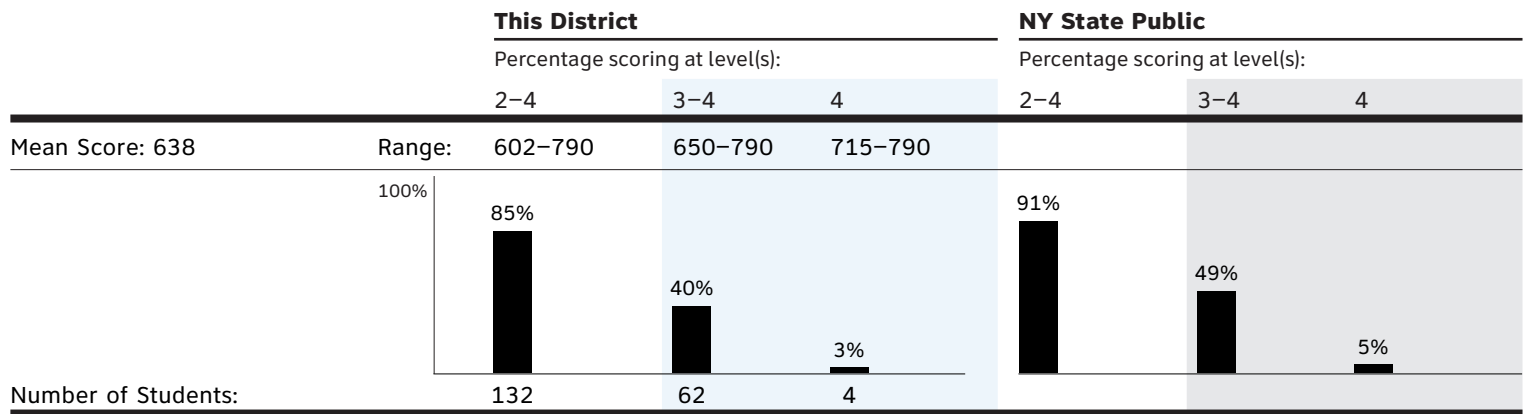
## Other Assessments

	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 **GOVERNEUR 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>156</b>	<b>85%</b>	<b>40%</b>	<b>3%</b>				
Female	78	91%	49%	3%				
Male	78	78%	31%	3%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	5	—	—	—				
Hispanic or Latino								
Asian or Native Hawaiian/Other								
Pacific Islander								
White	150	85%	41%	3%				
Small Group Totals	6	83%	0%	0%				
General-Education Students	124	91%	50%	3%				
Students with Disabilities	32	59%	0%	0%				
English Proficient	156	85%	40%	3%				
Limited English Proficient								
Economically Disadvantaged	74	74%	22%	0%				
Not Disadvantaged	82	94%	56%	5%				
Migrant								
Not Migrant	156	85%	40%	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.

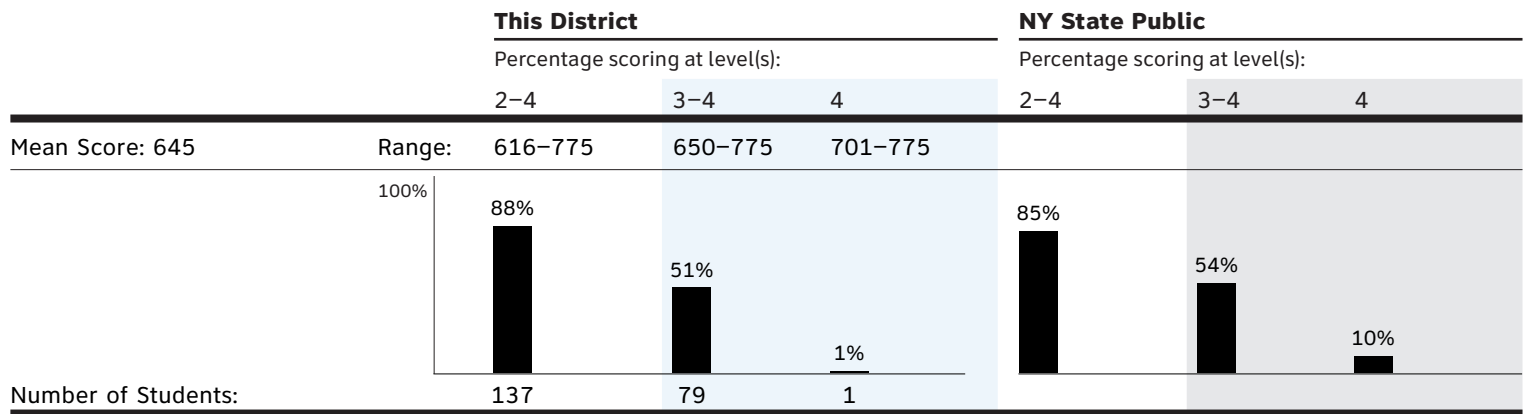
## Other Assessments

	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	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT): <sup>†</sup> Grade 8	0				0			

<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 **GOVERNEUR 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>155</b>	<b>88%</b>	<b>51%</b>	<b>1%</b>				
Female	77	92%	51%	1%				
Male	78	85%	51%	0%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	5	—	—	—				
Hispanic or Latino								
Asian or Native Hawaiian/Other								
Pacific Islander								
White	149	89%	52%	1%				
Small Group Totals	6	83%	33%	0%				
General-Education Students	124	95%	60%	1%				
Students with Disabilities	31	61%	13%	0%				
English Proficient	155	88%	51%	1%				
Limited English Proficient								
Economically Disadvantaged	72	79%	32%	0%				
Not Disadvantaged	83	96%	67%	1%				
Migrant								
Not Migrant	155	88%	51%	1%				

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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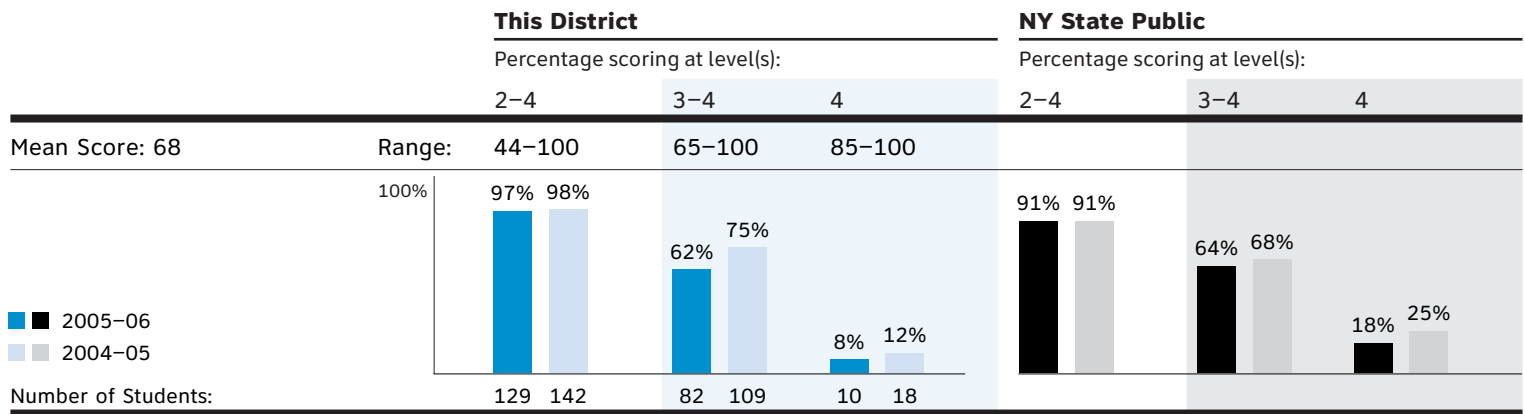
## Other Assessments

	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	0				0			



District **GOVERNEUR 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>133</b>	<b>97%</b>	<b>62%</b>	<b>8%</b>	<b>145</b>	<b>98%</b>	<b>75%</b>	<b>12%</b>
Female	67	97%	58%	6%	70	97%	73%	10%
Male	66	97%	65%	9%	75	99%	77%	15%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	4	—	—	—	5	—	—	—
Hispanic or Latino					1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander								
White	128	98%	63%	8%	138	98%	75%	13%
Small Group Totals	5	80%	40%	0%	7	100%	71%	0%
General-Education Students	103	97%	72%	10%	120	99%	85%	15%
Students with Disabilities	30	97%	27%	0%	25	92%	28%	0%
English Proficient	133	97%	62%	8%	145	98%	75%	12%
Limited English Proficient								
Economically Disadvantaged	68	99%	51%	4%	51	96%	61%	10%
Not Disadvantaged	65	95%	72%	11%	94	99%	83%	14%
Migrant					1	—	—	—
Not Migrant	133	97%	62%	8%	144	—	—	—

### 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	0				0			
Regents Science	0				14	14	14	12

District **GOVERNEUR 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

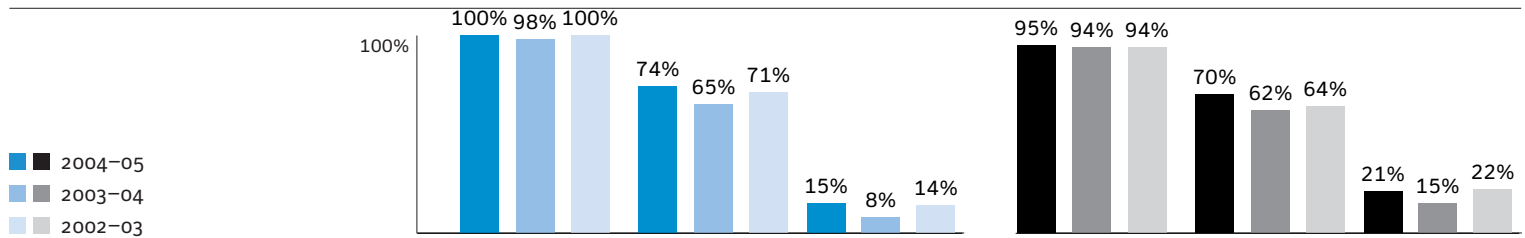
Percentage scoring at level(s):

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	0	32	73	18	123	663
Feb 2004	3	47	82	11	143	654
Feb 2003	0	41	81	20	142	661

### Grade 8

#### This School

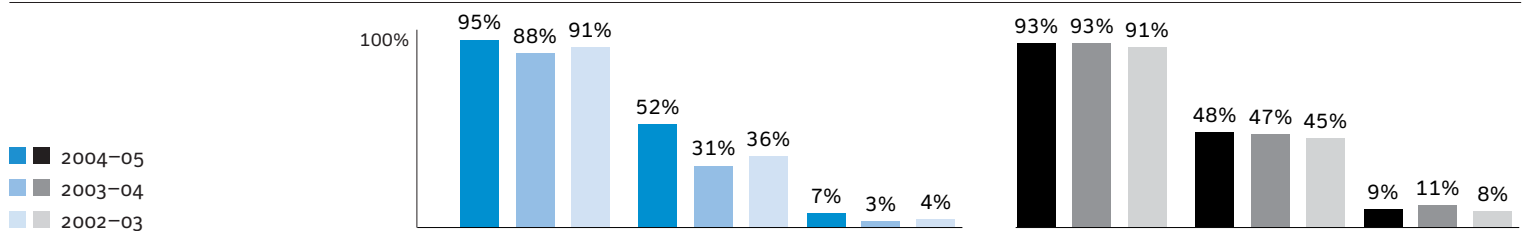
Percentage scoring at level(s):

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	70	75	11	164	697
Jan 2004	18	87	44	4	153	688
Jan 2003	13	81	48	6	148	689

District **GOVERNEUR CENTRAL SCHOOL DISTRICT**

## Previous Years' Results for Mathematics

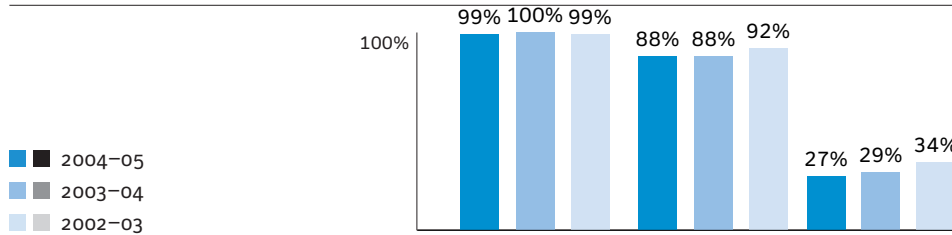
Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

### Grade 4

#### This District

Percentage scoring at level(s):

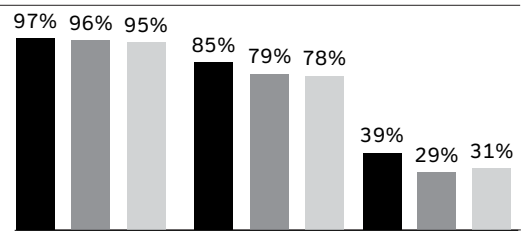
2-4      3-4      4  
Range: 602-810      637-810      678-810



#### NY State Public

Percentage scoring at level(s):

2-4      3-4      4



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

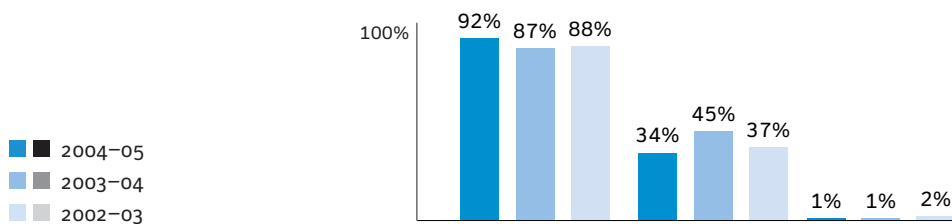
Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	1	14	73	33	121	665
May 2004	0	17	85	41	143	666
May 2003	1	10	83	49	143	670

### Grade 8

#### This School

Percentage scoring at level(s):

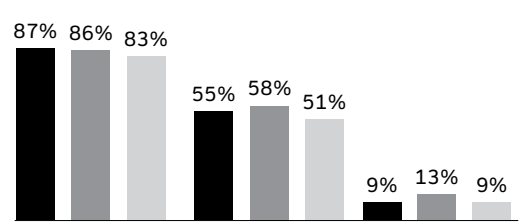
2-4      3-4      4  
Range: 681-882      716-882      760-882



#### NY State Public

Percentage scoring at level(s):

2-4      3-4      4

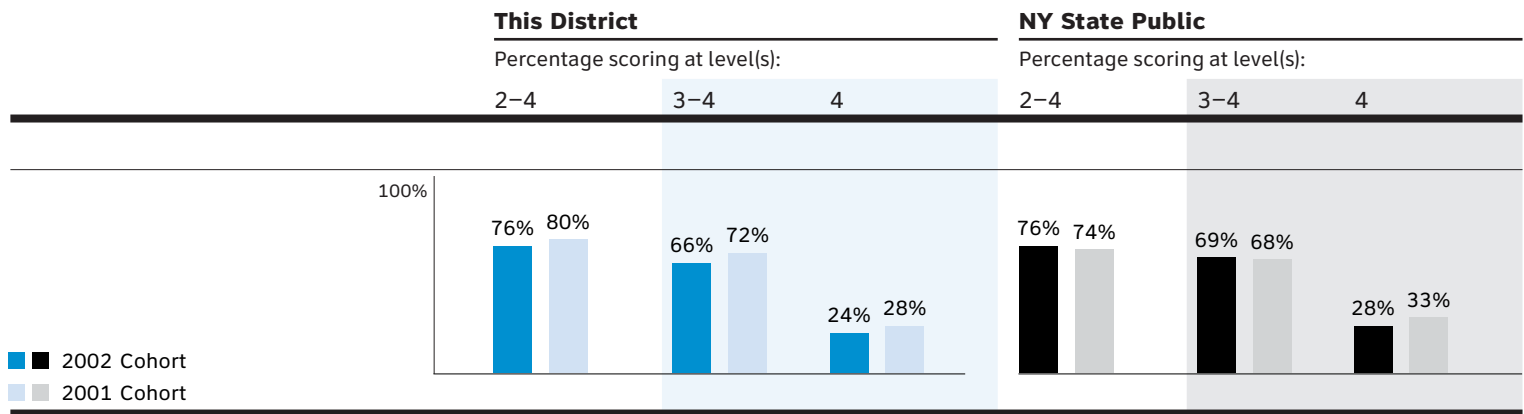


#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	14	95	55	2	166	708
May 2004	20	68	69	2	159	708
May 2003	18	75	52	3	148	705

District **GOUVERNEUR 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>143</b>	<b>76%</b>	<b>66%</b>	<b>24%</b>	<b>145</b>	<b>80%</b>	<b>72%</b>	<b>28%</b>
Female	67	81%	72%	24%	54	93%	80%	22%
Male	76	71%	62%	24%	91	73%	68%	31%
American Indian or Alaska Native								
Black or African American	1	—	—	—				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander					1	—	—	—
White	142	—	—	—	144	—	—	—
Small Group Totals	143	76%	66%	24%	145	80%	72%	28%
General-Education Students	124	83%	74%	27%	127	88%	80%	31%
Students with Disabilities	19	26%	16%	0%	18	22%	17%	0%
English Proficient	143	76%	66%	24%	145	80%	72%	28%
Limited English Proficient								
Economically Disadvantaged	33	58%	45%	6%				
Not Disadvantaged	110	81%	73%	29%				
Migrant								
Not Migrant	143	76%	66%	24%				

### NOTES

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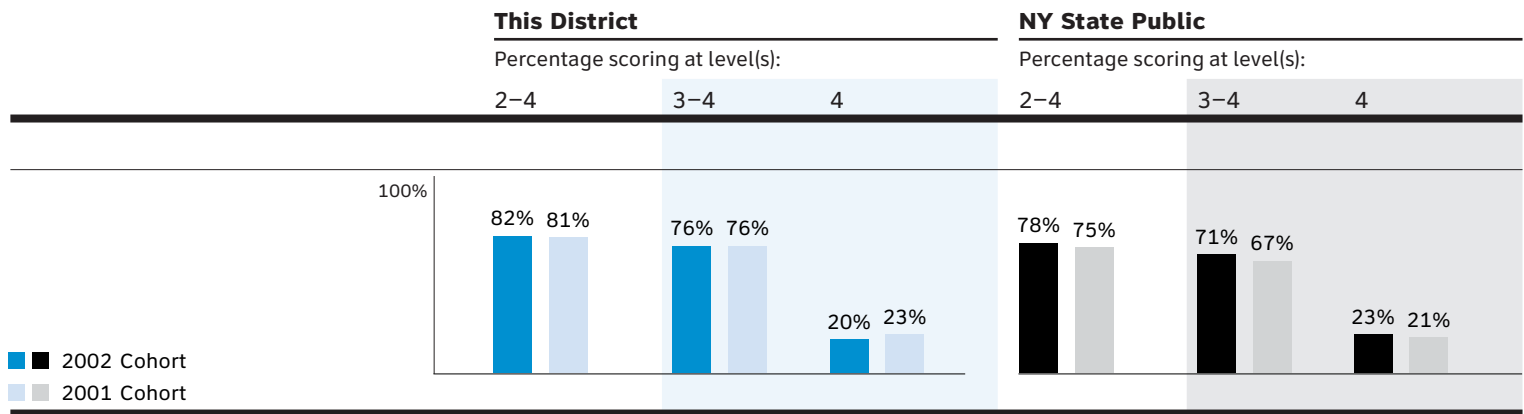
## Other Assessments

	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				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 **GOVERNEUR 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>143</b>	<b>82%</b>	<b>76%</b>	<b>20%</b>	<b>145</b>	<b>81%</b>	<b>76%</b>	<b>23%</b>
Female	67	87%	82%	15%	54	93%	87%	15%
Male	76	78%	71%	25%	91	74%	69%	29%
American Indian or Alaska Native								
Black or African American	1	—	—	—				
Hispanic or Latino								
Asian or Native Hawaiian/Other					1	—	—	—
Pacific Islander								
White	142	—	—	—	144	—	—	—
Small Group Totals	143	82%	76%	20%	145	81%	76%	23%
General-Education Students	124	87%	83%	22%	127	89%	83%	27%
Students with Disabilities	19	47%	32%	11%	18	22%	22%	0%
English Proficient	143	82%	76%	20%	145	81%	76%	23%
Limited English Proficient								
Economically Disadvantaged	33	64%	48%	6%				
Not Disadvantaged	110	87%	85%	25%				
Migrant								
Not Migrant	143	82%	76%	20%				

### 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				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.

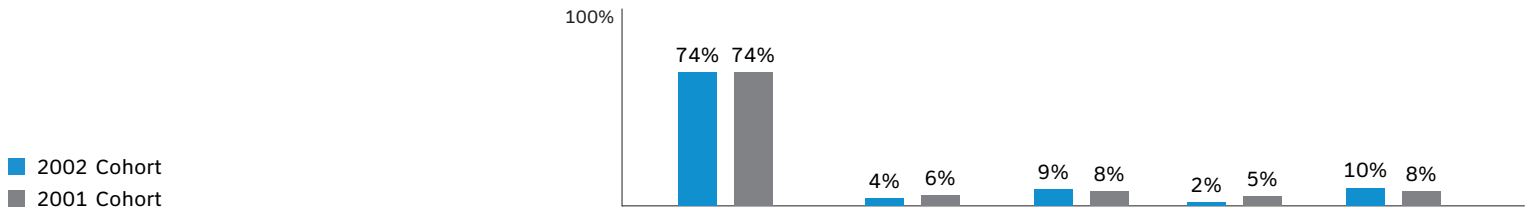
District **GOVERNEUR CENTRAL SCHOOL DISTRICT**

## 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>143</b>	<b>74%</b>	<b>4%</b>	<b>9%</b>	<b>2%</b>	<b>10%</b>
	<b>2001</b>	<b>145</b>	<b>74%</b>	<b>6%</b>	<b>8%</b>	<b>5%</b>	<b>8%</b>
Female	2002	67	81%	4%	9%	1%	4%
	2001	54	83%	0%	6%	4%	7%
Male	2002	76	68%	4%	9%	3%	16%
	2001	91	69%	9%	9%	5%	8%
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	0	N/A	N/A	N/A	N/A	N/A
Asian or Native Hawaiian/Other Pacific Islander	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	1	—	—	—	—	—
White	2002	142	—	—	—	—	—
	2001	144	—	—	—	—	—
Small Group Totals	2002	143	74%	4%	9%	2%	10%
	2001	145	74%	6%	8%	5%	8%
General-Education Students	2002	124	81%	0%	10%	2%	6%
	2001	127	82%	0%	8%	5%	6%
Students with Disabilities	2002	19	26%	32%	5%	0%	37%
	2001	18	22%	44%	6%	6%	22%
English Proficient	2002	143	74%	4%	9%	2%	10%
	2001	145	74%	6%	8%	5%	8%
Limited English Proficient	2002	0	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	2002	33	52%	12%	9%	3%	24%
Not Disadvantaged	2002	110	81%	2%	9%	2%	6%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	143	74%	4%	9%	2%	10%

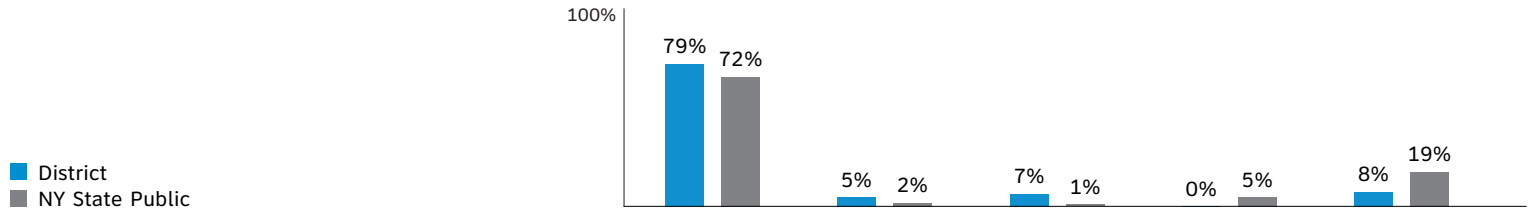
### NOTES

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

District **GOUVERNEUR 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>147</b>	<b>79%</b>	<b>5%</b>	<b>7%</b>	<b>0%</b>	<b>8%</b>
Female	57	84%	2%	5%	0%	9%
Male	90	76%	8%	9%	0%	8%
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	0	N/A	N/A	N/A	N/A	N/A
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–
White	146	–	–	–	–	–
Small Group Totals	147	79%	5%	7%	0%	8%
General-Education Students	129	87%	0%	8%	0%	5%
Students with Disabilities	18	22%	44%	6%	0%	28%
English Proficient	147	79%	5%	7%	0%	8%
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	35	71%	14%	3%	0%	11%
Not Disadvantaged	112	81%	3%	9%	0%	7%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	147	79%	5%	7%	0%	8%

### 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.