



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **NEW PALTZ CENTRAL SCHOOL
DISTRICT**

District ID **621101060000**

Superintendent **MARIA RICE**

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Grades **PK-12**

This District's Report Card

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

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

For more information:

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

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

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

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District 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	16	12
Kindergarten	145	154	167
Grade 1	158	143	150
Grade 2	157	159	151
Grade 3	144	153	158
Grade 4	177	148	159
Grade 5	201	180	155
Grade 6	219	201	175
Ungraded Elementary	0	0	0
Grade 7	209	218	201
Grade 8	206	199	209
Grade 9	212	218	202
Grade 10	183	196	204
Grade 11	186	182	197
Grade 12	179	188	161
Ungraded Secondary	0	0	0
Total K-12	2376	2339	2289

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	22	22	22
Grade 8			
English	22	16	22
Mathematics	23	19	21
Science	23	22	21
Social Studies	25	24	21
Grade 10			
English	21	23	22
Mathematics	20	24	19
Science	20	23	20
Social Studies	20	21	18

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	284	12%	278	12%	309	13%
Reduced-Price Lunch	143	6%	131	6%	158	7%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	47	2%	52	2%	47	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	13	1%	12	1%	9	0%
Black or African American	169	7%	172	7%	153	7%
Hispanic or Latino	156	7%	171	7%	174	8%
Asian or Native Hawaiian/Other Pacific Islander	84	4%	83	4%	75	3%
White	1954	82%	1901	81%	1878	82%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		95%		96%		96%
Student Suspensions	117	N/A	133	6%	98	4%

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
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	556	534	699
Percent Not Taught by Highly Qualified Teachers	4%	4%	3%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	3	4	1
Percent with No Valid Teaching Certificate	2%	2%	1%
Individuals Teaching Out of Certification			
Number of Teachers	6	5	3
Percentage of Total	3%	3%	2%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	15%	15%	18%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	186	188	190
Total Other Professional Staff	22	21	23
Total Paraprofessionals*	51	53	65
Assistant Principals	3	3	3
Principals	4	4	4

* Not available at the school level.

Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

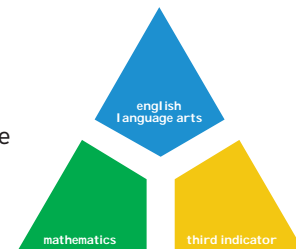
Staff Counts Information

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

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

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



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

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

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.

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.

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
All Students						
Ethnicity						
American Indian or Alaska Native	–	–		–	–	
Black or African American				–	–	
Hispanic or Latino				–	–	
Asian or Native Hawaiian/Other Pacific Islander				–	–	
White						
Other Groups						
Students with Disabilities				–	–	
Limited English Proficient	–	–		–	–	
Economically Disadvantaged				–	–	
Student groups making AYP in each subject	 7 of 7	 7 of 7	 1 of 1	 2 of 2	 2 of 2	 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

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) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
All Students (1068:1039)	✓	✓	99%	✓	164	119		
Ethnicity								
American Indian or Alaska Native (4:4)	–	–	–	–	–	–		–
Black or African American (83:81)	✓	✓	100%	✓	146	111		
Hispanic or Latino (77:73)	✓	✓	96%	✓	148	111		
Asian or Native Hawaiian/Other Pacific Islander (38:36)	✓	–	–	✓	158	106		
White (866:845)	✓	✓	99%	✓	167	118		
Other Groups								
Students with Disabilities ⁴ (166:156)	✓	✓	95%	✗	97	114	101	107
Limited English Proficient (16:15)	–	–	–	–	–	–		–
Economically Disadvantaged (169:160)	✓	✓	97%	✓	131	114		
Final AYP Determination	✓ 7 of 7							

NOTES

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

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

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) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (1071:1037)	✓	✓	99%	✓	163	83	
Ethnicity							
American Indian or Alaska Native (4:3)	–	–	–	–	–	–	–
Black or African American (86:81)	✓	✓	100%	✓	147	75	
Hispanic or Latino (77:75)	✓	✓	99%	✓	132	75	
Asian or Native Hawaiian/Other Pacific Islander (35:34)	✓	–	–	✓	168	69	
White (869:844)	✓	✓	99%	✓	167	82	
Other Groups							
Students with Disabilities ⁴ (166:158)	✓	✓	96%	✓	94	78	
Limited English Proficient (16:15)	–	–	–	–	–	–	–
Economically Disadvantaged (169:161)	✓	✓	98%	✓	130	78	
Final AYP Determination	✓ 7 of 7						

NOTES

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

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target





Did Not Make AYP



Insufficient Number of Students to Determine AYP Status












Elementary/Middle-Level Science

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

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

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




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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
All Students (370:353)		Qualified		97%		190	100	
Ethnicity								
American Indian or Alaska Native (2:2)		–	–	–	–	–	–	–
Black or African American (36:34)		–	–	–		182	100	
Hispanic or Latino (21:19)		–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (11:10)		–	–	–	–	–	–	–
White (300:288)		Qualified		97%		192	100	
Other Groups								
Students with Disabilities (62:58)		Qualified		94%		171	100	
Limited English Proficient (6:6)		–	–	–	–	–	–	–
Economically Disadvantaged (55:52)		Qualified		98%		173	100	
Final AYP Determination		1 of 1						

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- ² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- ³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.

AYP Status

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

Secondary-Level English Language Arts

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

2 of 2

Student groups making AYP in English Language Arts



Made AYP

Prospective Status

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

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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
All Students (161:165)	✓	✓	97%	✓	188	146		
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–	–
Black or African American (9:12)	–	–	–	–	–	–	–	–
Hispanic or Latino (6:7)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (4:4)	–	–	–	–	–	–	–	–
White (141:141)	✓	✓	96%	✓	190	145		
Other Groups								
Students with Disabilities (26:26)	–	–	–	–	–	–	–	–
Limited English Proficient (1:2)	–	–	–	–	–	–	–	–
Economically Disadvantaged (20:21)	–	–	–	–	–	–	–	–
Final AYP Determination	✓ 2 of 2							

NOTES

¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status

Secondary-Level Mathematics

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

2 of 2

Student groups making AYP in Mathematics



Made AYP

Prospective Status

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

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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
All Students (161:165)	✓	✓	96%	✓	183	138		
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–	–
Black or African American (9:12)	–	–	–	–	–	–	–	–
Hispanic or Latino (6:7)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (4:4)	–	–	–	–	–	–	–	–
White (141:141)	✓	✓	96%	✓	187	137		
Other Groups								
Students with Disabilities (26:26)	–	–	–	–	–	–	–	–
Limited English Proficient (1:2)	–	–	–	–	–	–	–	–
Economically Disadvantaged (20:21)	–	–	–	–	–	–	–	–
Final AYP Determination	✓ 2 of 2							

NOTES

¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

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

AYP Status



Made AYP




Made AYP Using Safe Harbor Target




Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status





Graduation Rate

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

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

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

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

Student Group (Cohort Count) ¹	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate ²	State Standard	Progress Target 2005–06 2006–07
All Students (179)			88%	55%	
Ethnicity					
American Indian or Alaska Native (1)		–	–	–	– –
Black or African American (9)		–	–	–	– –
Hispanic or Latino (7)		–	–	–	– –
Asian or Native Hawaiian/Other Pacific Islander (5)		–	–	–	– –
White (157)			89%	55%	
Other Groups					
Students with Disabilities (28)		–	–	–	– –
Limited English Proficient (1)		–	–	–	– –
Economically Disadvantaged (7)		–	–	–	– –
Final AYP Determination		1 of 1			

NOTES

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

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

Graduation Rate Information

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

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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

3

School Accountability Status

District **NEW PALTZ 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

DUZINE SCHOOL

LENAPE ELEMENTARY SCHOOL







NEW PALTZ MIDDLE SCHOOL

NEW PALTZ SENIOR HIGH SCHOOL


District **NEW PALTZ 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	69%			161
Grade 4	76%			160
Grade 5	77%			149
Grade 6	70%			171
Grade 7	72%			197
Grade 8	51%			206


Mathematics

Grade 3	85%		163
Grade 4	79%		159
Grade 5	71%		150
Grade 6	74%		176
Grade 7	63%		199
Grade 8	50%		208

Science

Grade 4	94%		157
Grade 8	84%		166

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	85%			181
Mathematics	82%			181

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	78%			181

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

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

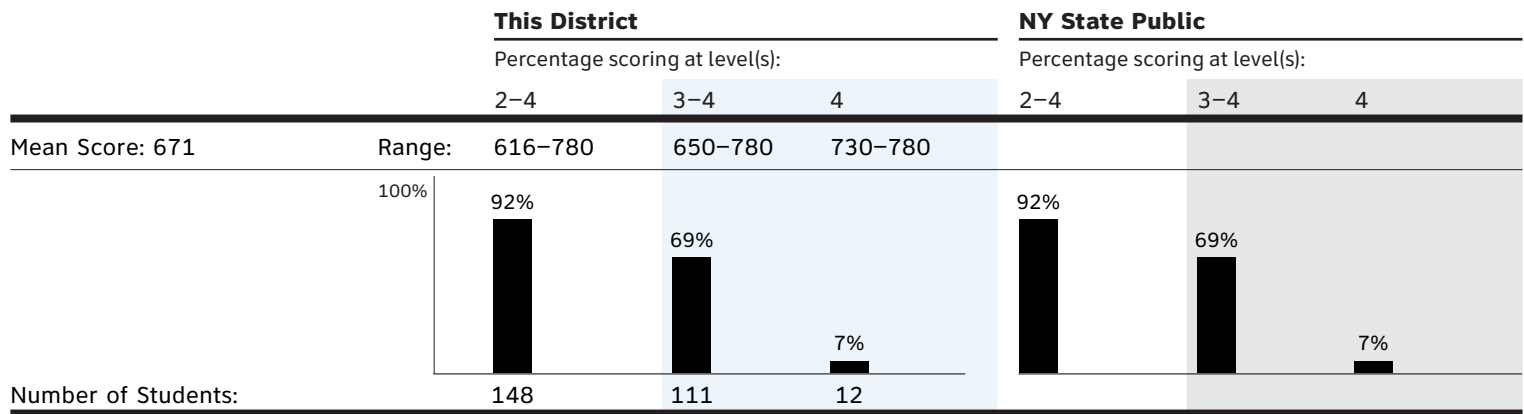
This District's N/RC Category:

Average Need Districts

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

District **NEW PALTZ 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
All Students	161	92%	69%	7%				
Female	70	94%	70%	9%				
Male	91	90%	68%	7%				
American Indian or Alaska Native								
Black or African American	13	85%	54%	0%				
Hispanic or Latino	16	75%	50%	13%				
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	20%				
White	127	94%	72%	7%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	141	95%	74%	9%				
Students with Disabilities	20	70%	30%	0%				
English Proficient	159	-	-	-				
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	28	79%	50%	4%				
Not Disadvantaged	133	95%	73%	8%				
Migrant								
Not Migrant	161	92%	69%	7%				

NOTES

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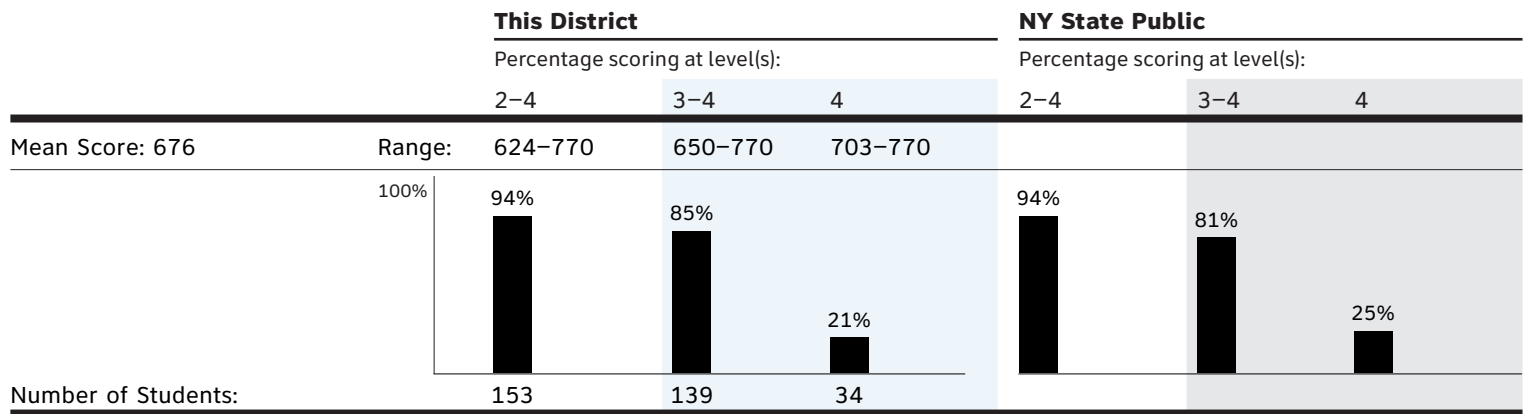
Other Assessments

	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 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 **NEW PALTZ CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	163	94%	85%	21%				
Female	72	99%	88%	21%				
Male	91	90%	84%	21%				
American Indian or Alaska Native								
Black or African American	15	100%	87%	20%				
Hispanic or Latino	16	81%	63%	13%				
Asian or Native Hawaiian/Other Pacific Islander	5	80%	80%	40%				
White	127	95%	88%	21%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	143	96%	90%	23%				
Students with Disabilities	20	80%	50%	5%				
English Proficient	161	—	—	—				
Limited English Proficient	2	—	—	—				
Economically Disadvantaged	28	89%	64%	11%				
Not Disadvantaged	135	95%	90%	23%				
Migrant								
Not Migrant	163	94%	85%	21%				

NOTES

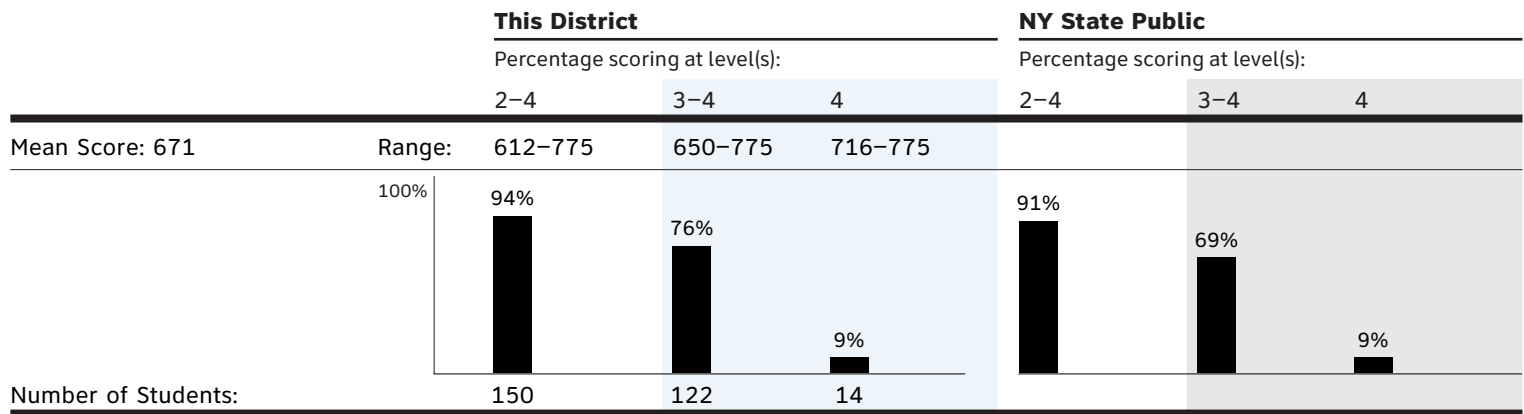
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	1	—	—	—	This test was not given in 2004-05.			

District **NEW PALTZ CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	160	94%	76%	9%				
Female	89	96%	83%	11%				
Male	71	92%	68%	6%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	15	80%	53%	0%				
Hispanic or Latino	10	80%	50%	10%				
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—				
White	128	97%	81%	9%				
Small Group Totals	7	86%	71%	14%				
General-Education Students	144	98%	83%	10%				
Students with Disabilities	16	56%	13%	0%				
English Proficient	157	—	—	—				
Limited English Proficient	3	—	—	—				
Economically Disadvantaged	26	81%	54%	4%				
Not Disadvantaged	134	96%	81%	10%				
Migrant								
Not Migrant	160	94%	76%	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

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.

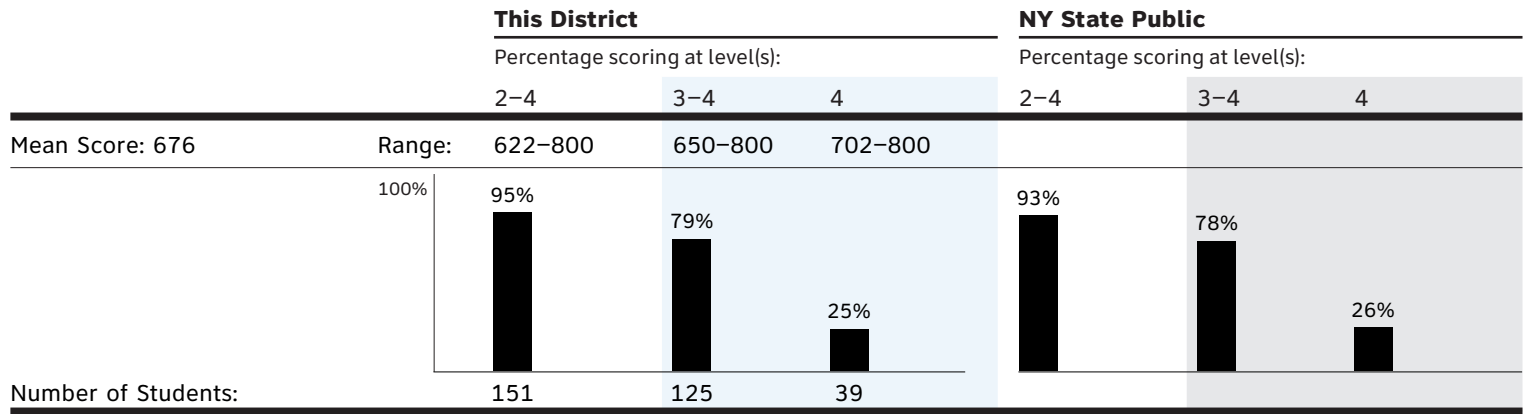
Other Assessments

	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	0				5	5	4	1
New York State English as a Second Language Achievement Test (NYSESLAT): [†] Grade 4	0				2	—	—	N/A

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

District **NEW PALTZ CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	159	95%	79%	25%				
Female	89	97%	81%	20%				
Male	70	93%	76%	30%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	15	87%	40%	7%				
Hispanic or Latino	10	90%	50%	10%				
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—				
White	127	96%	85%	25%				
Small Group Totals	7	100%	86%	71%				
General-Education Students	143	100%	85%	27%				
Students with Disabilities	16	50%	19%	0%				
English Proficient	155	—	—	—				
Limited English Proficient	4	—	—	—				
Economically Disadvantaged	26	88%	50%	4%				
Not Disadvantaged	133	96%	84%	29%				
Migrant								
Not Migrant	159	95%	79%	25%				

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

NOTES

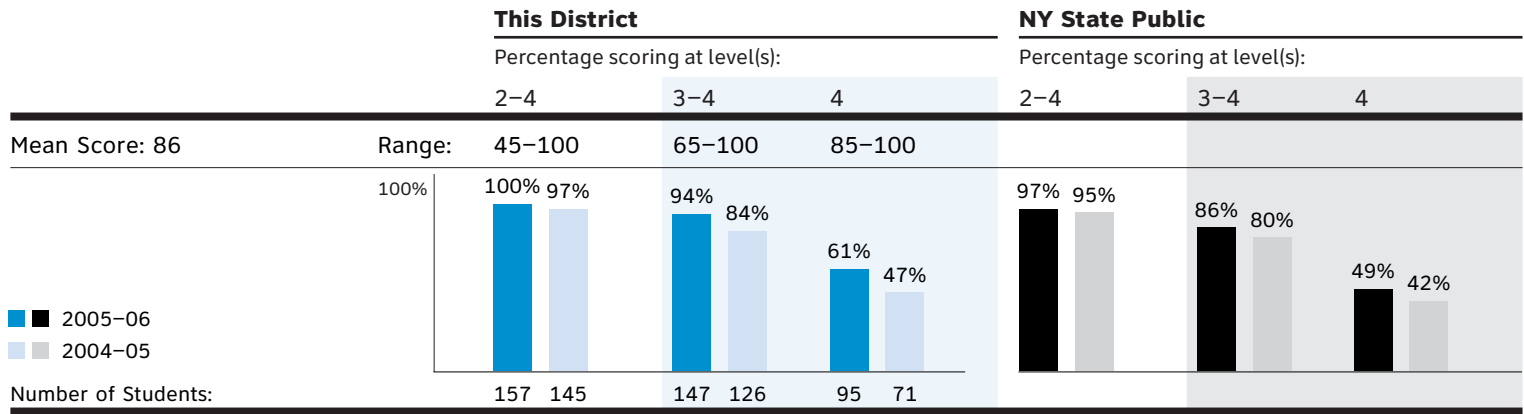
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Other Assessments

	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	0				3	—	—	—

District **NEW PALTZ CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	157	100%	94%	61%	150	97%	84%	47%
Female	87	100%	94%	59%	73	97%	89%	42%
Male	70	100%	93%	63%	77	96%	79%	52%
American Indian or Alaska Native	1	—	—	—				
Black or African American	15	100%	80%	20%	9	100%	78%	22%
Hispanic or Latino	10	100%	70%	40%	12	83%	67%	8%
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	6	83%	67%	50%
White	125	100%	97%	66%	123	98%	87%	53%
Small Group Totals	7	100%	100%	71%				
General-Education Students	141	100%	97%	65%	135	99%	88%	52%
Students with Disabilities	16	100%	63%	19%	15	80%	47%	7%
English Proficient	153	—	—	—	144	97%	85%	49%
Limited English Proficient	4	—	—	—	6	100%	50%	0%
Economically Disadvantaged	26	100%	77%	23%	26	92%	62%	12%
Not Disadvantaged	131	100%	97%	68%	124	98%	89%	55%
Migrant					2	—	—	—
Not Migrant	157	100%	94%	61%	148	—	—	—

NOTES

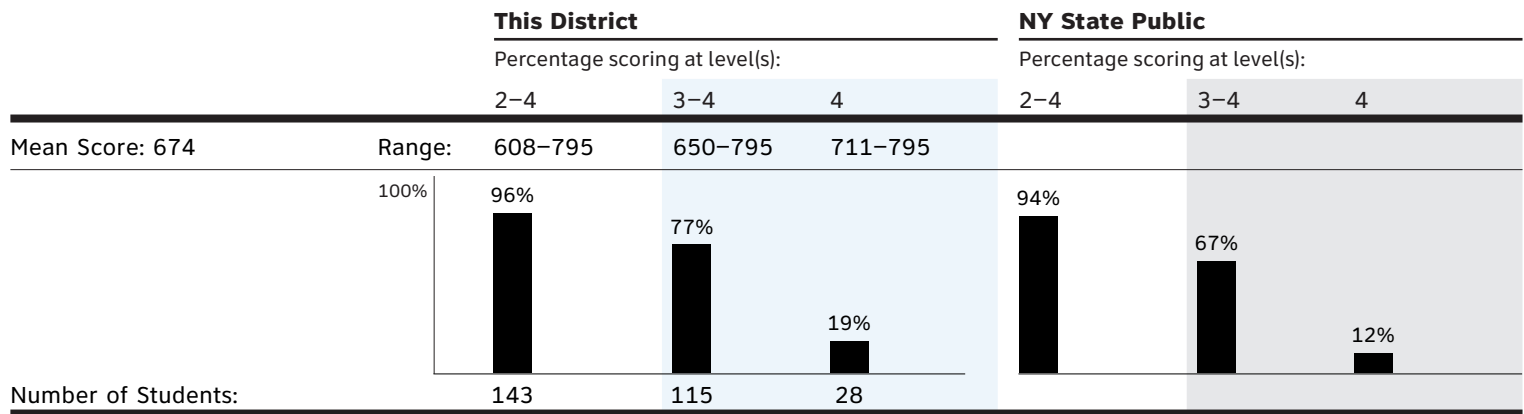
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Other Assessments

	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	0				3	—	—	—

District **NEW PALTZ CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	149	96%	77%	19%				
Female	71	100%	85%	21%				
Male	78	92%	71%	17%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	10	100%	70%	0%				
Hispanic or Latino	10	90%	70%	10%				
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—				
White	121	97%	80%	21%	This test was not given in 2004-05.			
Small Group Totals	8	88%	50%	25%				
General-Education Students	130	99%	87%	22%				
Students with Disabilities	19	74%	11%	0%				
English Proficient	148	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	25	88%	52%	4%				
Not Disadvantaged	124	98%	82%	22%				
Migrant								
Not Migrant	149	96%	77%	19%				

NOTES

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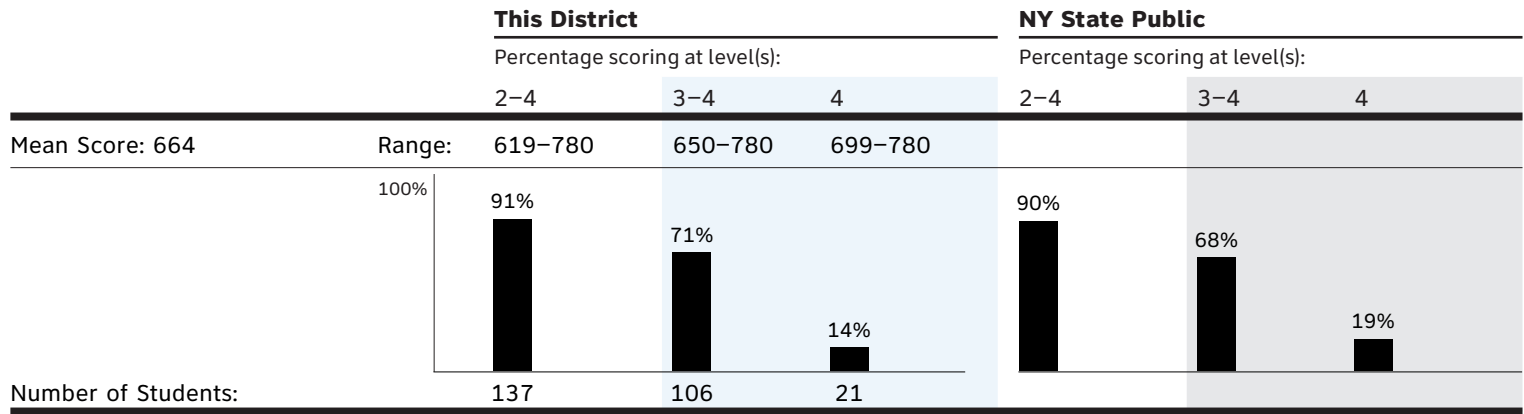
Other Assessments

	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 5 Equivalent	2	—	—	—	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	3	—	—	N/A				
					N/A	N/A	N/A	N/A

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

District **NEW PALTZ CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	150	91%	71%	14%				
Female	72	93%	69%	11%				
Male	78	90%	72%	17%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	11	91%	64%	0%				
Hispanic or Latino	12	75%	50%	0%				
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—				
White	119	93%	75%	16%	This test was not given in 2004-05.			
Small Group Totals	8	88%	50%	25%				
General-Education Students	131	97%	79%	16%				
Students with Disabilities	19	53%	16%	0%				
English Proficient	147	—	—	—				
Limited English Proficient	3	—	—	—				
Economically Disadvantaged	26	81%	35%	4%				
Not Disadvantaged	124	94%	78%	16%				
Migrant								
Not Migrant	150	91%	71%	14%				

NOTES

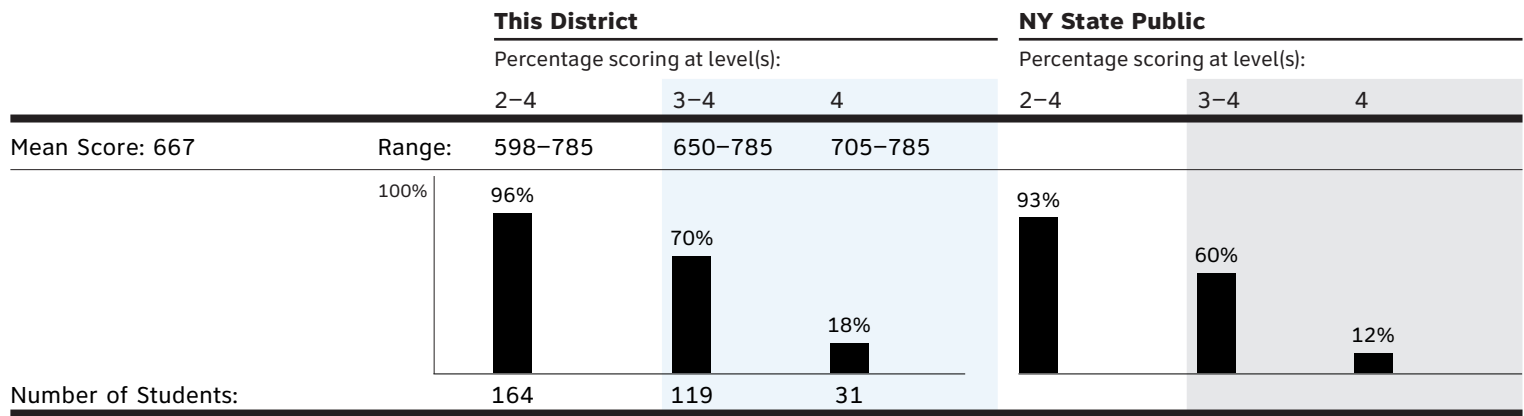
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Other Assessments

	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 **NEW PALTZ 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
All Students	171	96%	70%	18%				
Female	86	99%	78%	27%				
Male	85	93%	61%	9%				
American Indian or Alaska Native								
Black or African American	11	82%	45%	9%				
Hispanic or Latino	9	89%	67%	11%				
Asian or Native Hawaiian/Other Pacific Islander	9	100%	67%	22%				
White	142	97%	72%	19%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	148	100%	78%	21%				
Students with Disabilities	23	70%	17%	0%				
English Proficient	170	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	25	88%	40%	0%				
Not Disadvantaged	146	97%	75%	21%				
Migrant								
Not Migrant	171	96%	70%	18%				

NOTES

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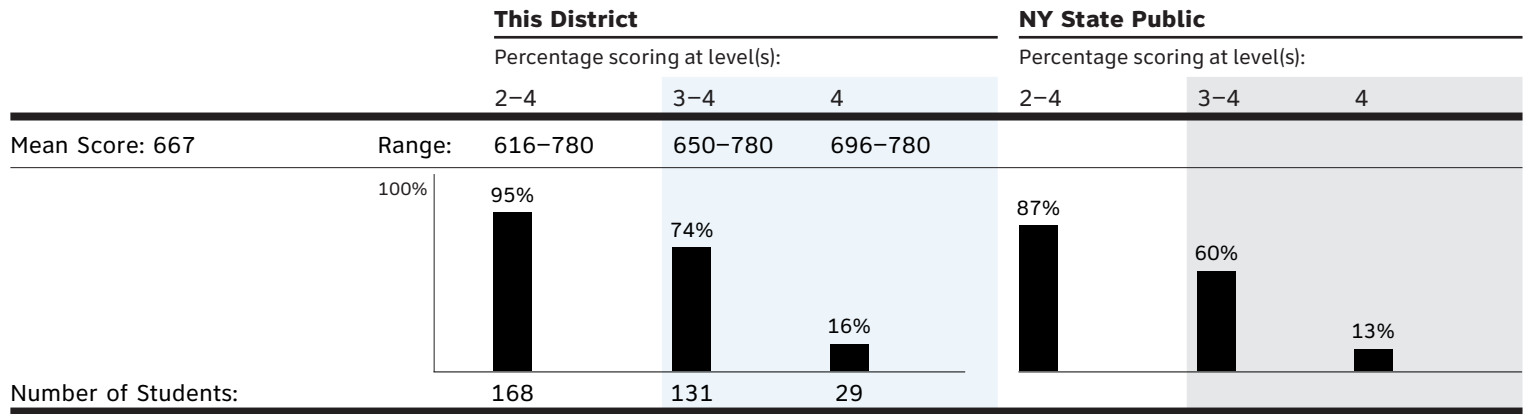
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	1	-	-	N/A				
					N/A	N/A	N/A	N/A

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

District **NEW PALTZ CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	176	95%	74%	16%				
Female	87	98%	78%	17%				
Male	89	93%	71%	16%				
American Indian or Alaska Native								
Black or African American	13	92%	62%	15%				
Hispanic or Latino	10	80%	60%	10%				
Asian or Native Hawaiian/Other Pacific Islander	8	100%	88%	13%				
White	145	97%	76%	17%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	151	99%	83%	19%				
Students with Disabilities	25	72%	24%	0%				
English Proficient	174	—	—	—				
Limited English Proficient	2	—	—	—				
Economically Disadvantaged	27	93%	56%	4%				
Not Disadvantaged	149	96%	78%	19%				
Migrant								
Not Migrant	176	95%	74%	16%				

NOTES

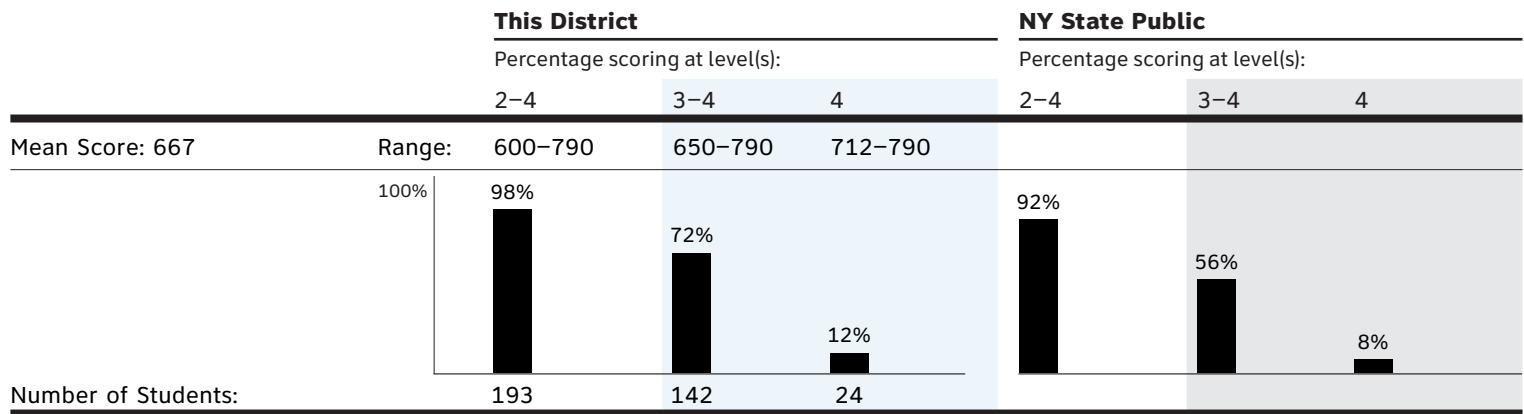
The — symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	—	—	—	This test was not given in 2004-05.			

District **NEW PALTZ CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	197	98%	72%	12%				
Female	88	98%	72%	16%				
Male	109	98%	72%	9%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	9	100%	56%	0%				
Hispanic or Latino	15	100%	80%	7%				
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—				
White	167	98%	72%	13%	This test was not given in 2004-05.			
Small Group Totals	6	100%	83%	17%				
General-Education Students	164	100%	80%	14%				
Students with Disabilities	33	88%	30%	3%				
English Proficient	196	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	28	100%	50%	7%				
Not Disadvantaged	169	98%	76%	13%				
Migrant								
Not Migrant	197	98%	72%	12%				

NOTES

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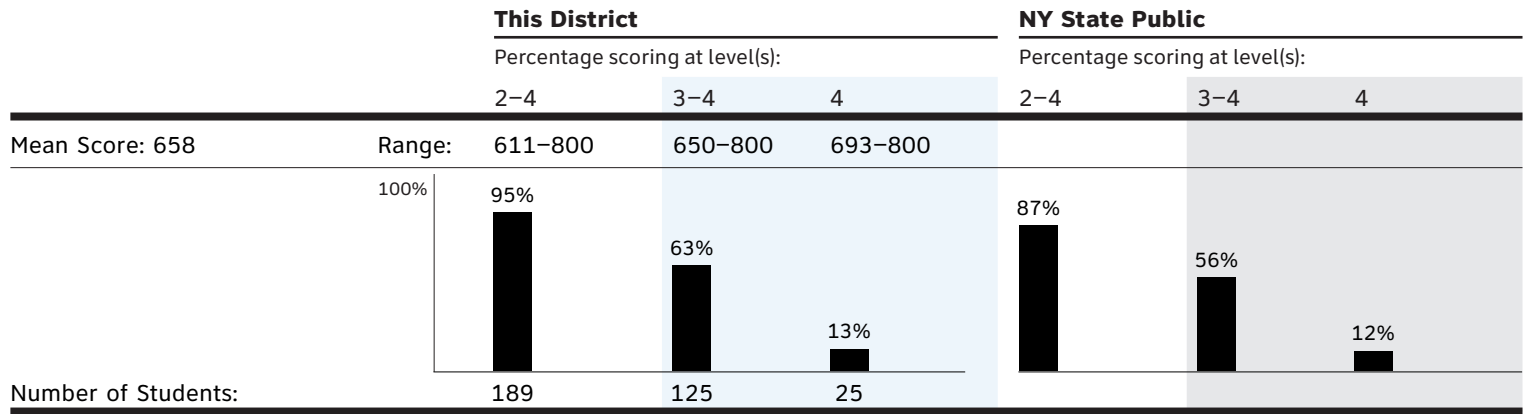
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	1	—	—	N/A	N/A	N/A	N/A	N/A

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

District **NEW PALTZ CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	199	95%	63%	13%				
Female	89	96%	64%	16%				
Male	110	95%	62%	10%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	9	100%	33%	0%				
Hispanic or Latino	17	88%	65%	6%				
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—				
White	168	95%	64%	14%	This test was not given in 2004-05.			
Small Group Totals	5	100%	80%	20%				
General-Education Students	166	98%	70%	15%				
Students with Disabilities	33	79%	24%	0%				
English Proficient	197	—	—	—				
Limited English Proficient	2	—	—	—				
Economically Disadvantaged	29	93%	38%	3%				
Not Disadvantaged	170	95%	67%	14%				
Migrant								
Not Migrant	199	95%	63%	13%				

NOTES

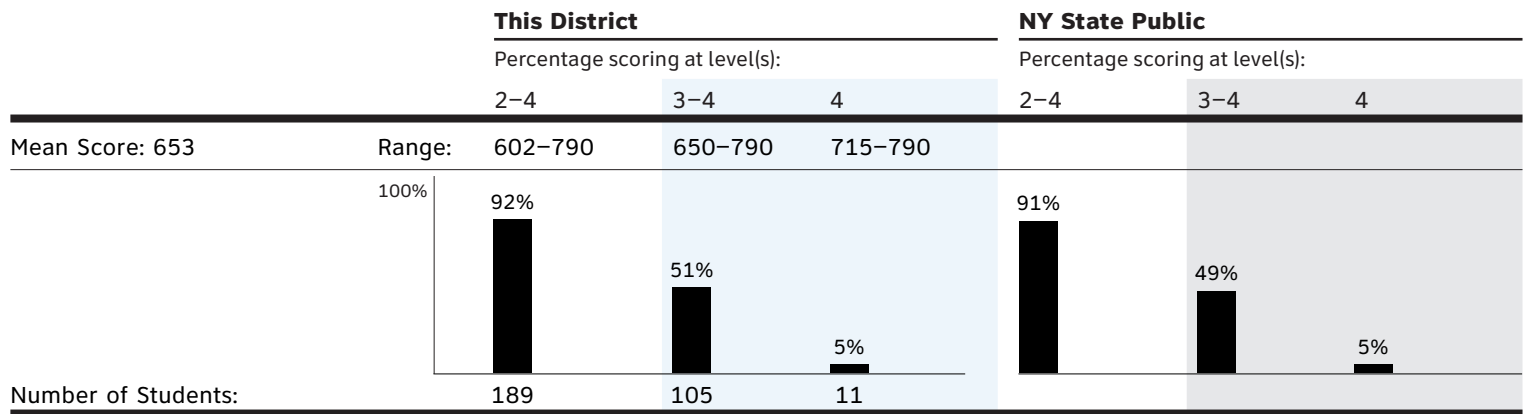
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Other Assessments

	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	0				This test was not given in 2004-05.			

District **NEW PALTZ 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
All Students	206	92%	51%	5%				
Female	94	95%	63%	6%				
Male	112	89%	41%	4%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	22	95%	45%	0%				
Hispanic or Latino	10	100%	20%	0%				
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—				
White	168	91%	54%	7%				
Small Group Totals	6	83%	50%	0%				
General-Education Students	163	98%	60%	7%				
Students with Disabilities	43	70%	19%	0%				
English Proficient	205	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	29	79%	21%	0%				
Not Disadvantaged	177	94%	56%	6%				
Migrant								
Not Migrant	206	92%	51%	5%				

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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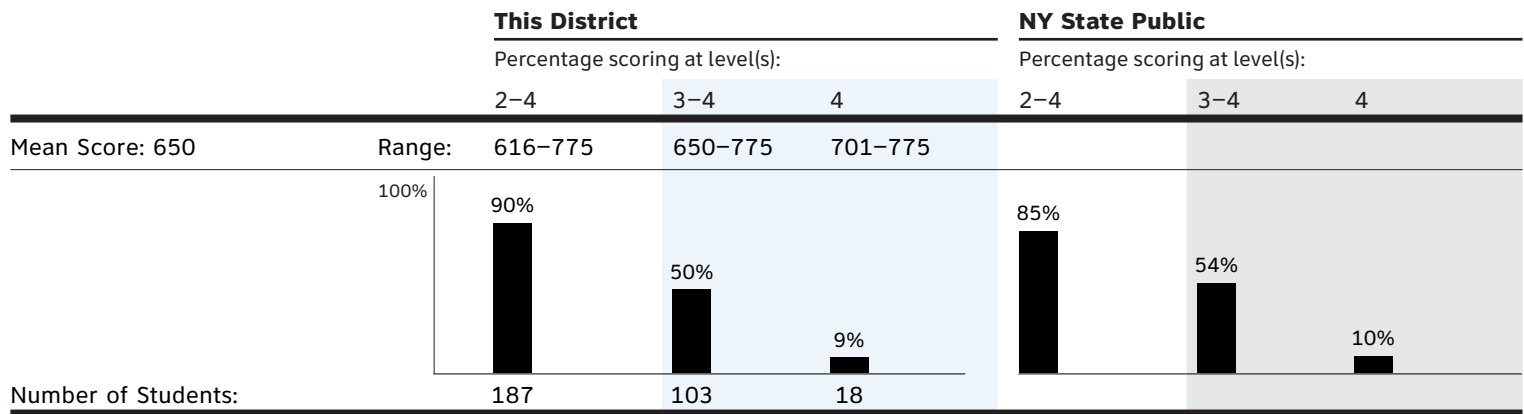
Other Assessments

	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			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	1	—	—	N/A	1	—	—	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 **NEW PALTZ CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	208	90%	50%	9%				
Female	97	90%	54%	10%				
Male	111	90%	46%	7%				
American Indian or Alaska Native								
Black or African American	22	100%	36%	0%				
Hispanic or Latino	11	64%	18%	0%				
Asian or Native Hawaiian/Other Pacific Islander	5	80%	60%	40%				
White	170	91%	53%	9%				
Small Group Totals								
General-Education Students	165	93%	59%	11%				
Students with Disabilities	43	77%	12%	0%				
English Proficient	206	—	—	—				
Limited English Proficient	2	—	—	—				
Economically Disadvantaged	28	86%	14%	0%				
Not Disadvantaged	180	91%	55%	10%				
Migrant								
Not Migrant	208	90%	50%	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

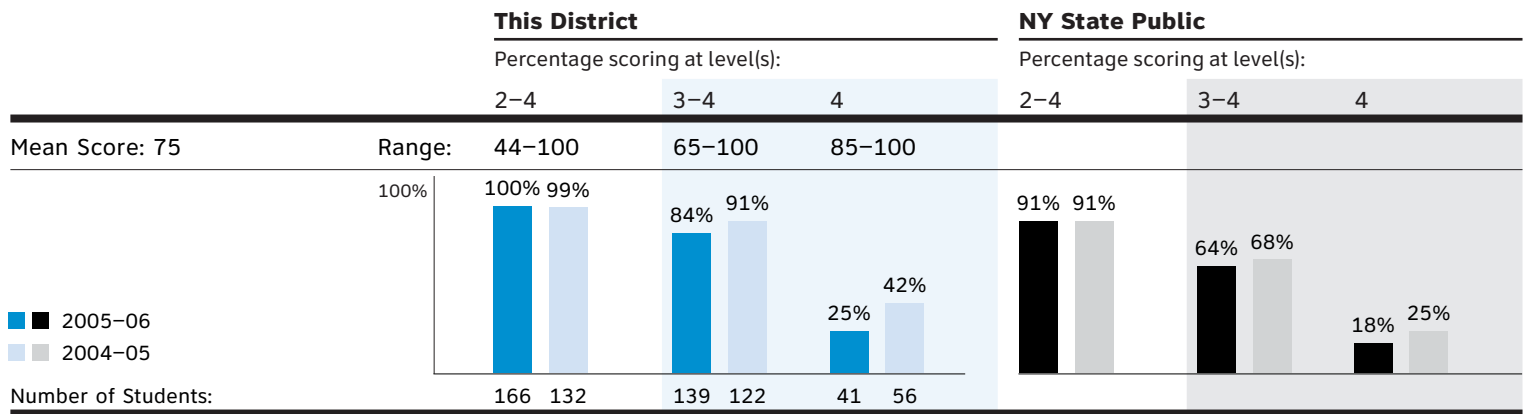
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Other Assessments

	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	0				0			

District **NEW PALTZ CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	166	100%	84%	25%	134	99%	91%	42%
Female	75	100%	81%	23%	56	98%	89%	39%
Male	91	100%	86%	26%	78	99%	92%	44%
American Indian or Alaska Native	1	—	—	—				
Black or African American	18	100%	83%	11%	14	93%	57%	21%
Hispanic or Latino	9	—	—	—	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	4	—	—	—
White	135	100%	85%	28%	109	99%	95%	47%
Small Group Totals	13	100%	69%	8%	11	100%	91%	18%
General-Education Students	124	100%	87%	28%	107	100%	96%	48%
Students with Disabilities	42	100%	74%	14%	27	93%	70%	19%
English Proficient	164	—	—	—	134	99%	91%	42%
Limited English Proficient	2	—	—	—				
Economically Disadvantaged	28	100%	71%	11%	28	100%	82%	25%
Not Disadvantaged	138	100%	86%	28%	106	98%	93%	46%
Migrant								
Not Migrant	166	100%	84%	25%	134	99%	91%	42%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			
Regents Science	36	36	36	32	51	51	51	46

District **NEW PALTZ 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

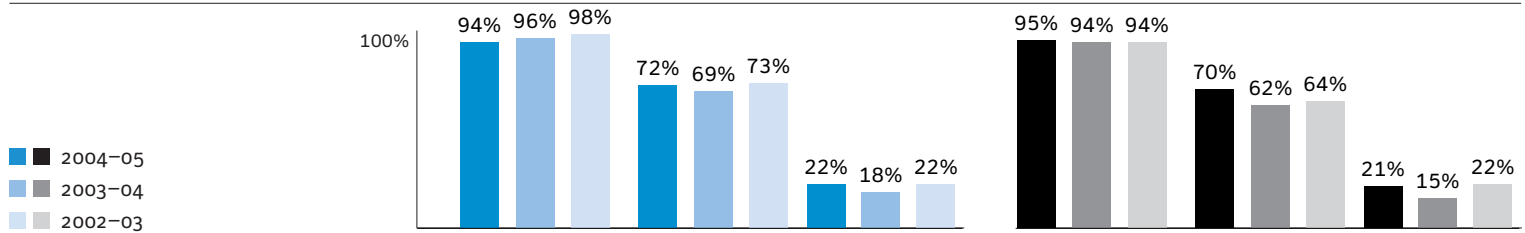
Percentage scoring at level(s):

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	8	33	72	31	144	667
Feb 2004	7	46	88	32	173	662
Feb 2003	3	47	93	41	184	666

Grade 8

This School

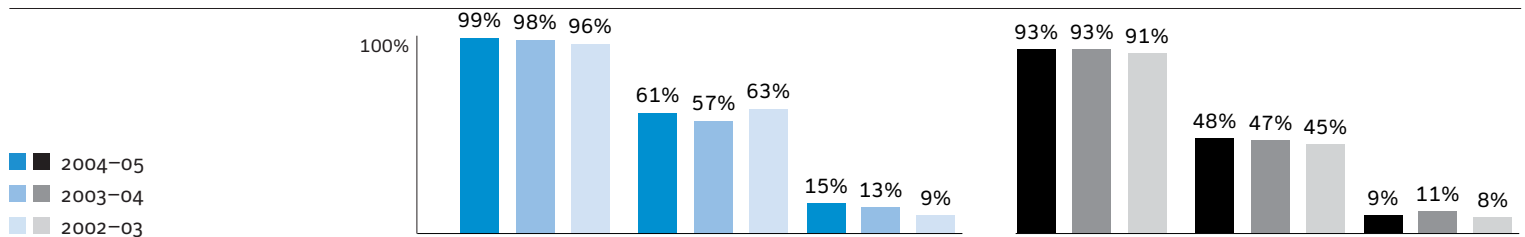
Percentage scoring at level(s):

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

NY State Public

Percentage scoring at level(s):

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



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	2	75	89	29	195	709
Jan 2004	5	83	88	27	203	707
Jan 2003	7	67	107	18	199	703

District **NEW PALTZ 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

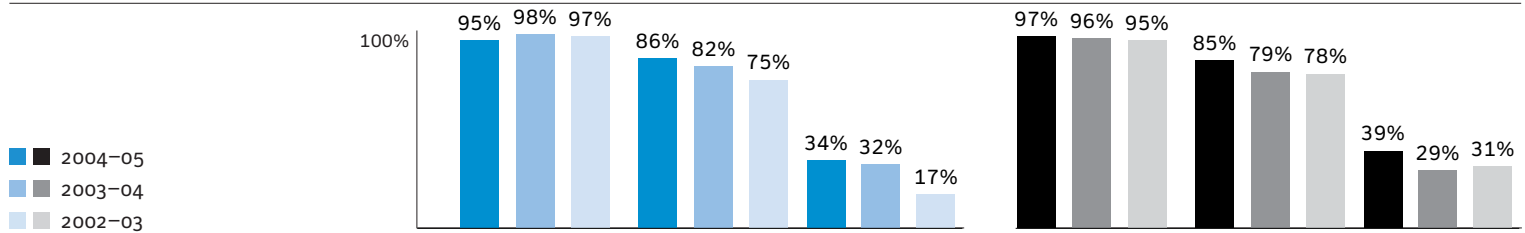
Percentage scoring at level(s):

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	7	15	79	52	153	665
May 2004	4	27	88	56	175	665
May 2003	6	42	110	33	191	653

Grade 8

This School

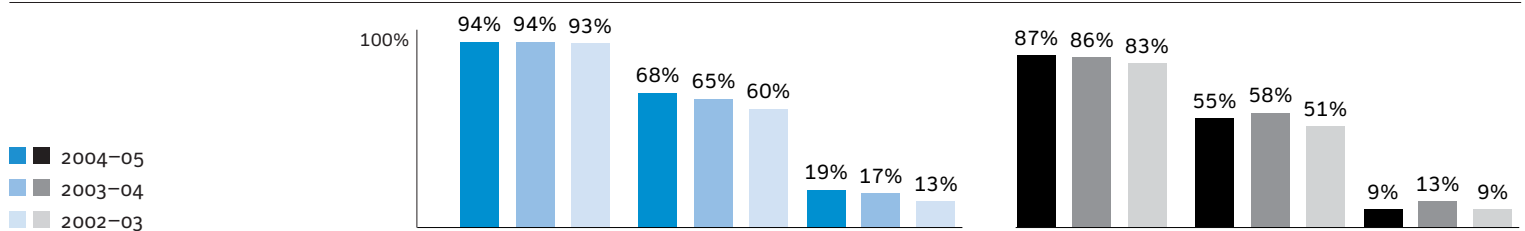
Percentage scoring at level(s):

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
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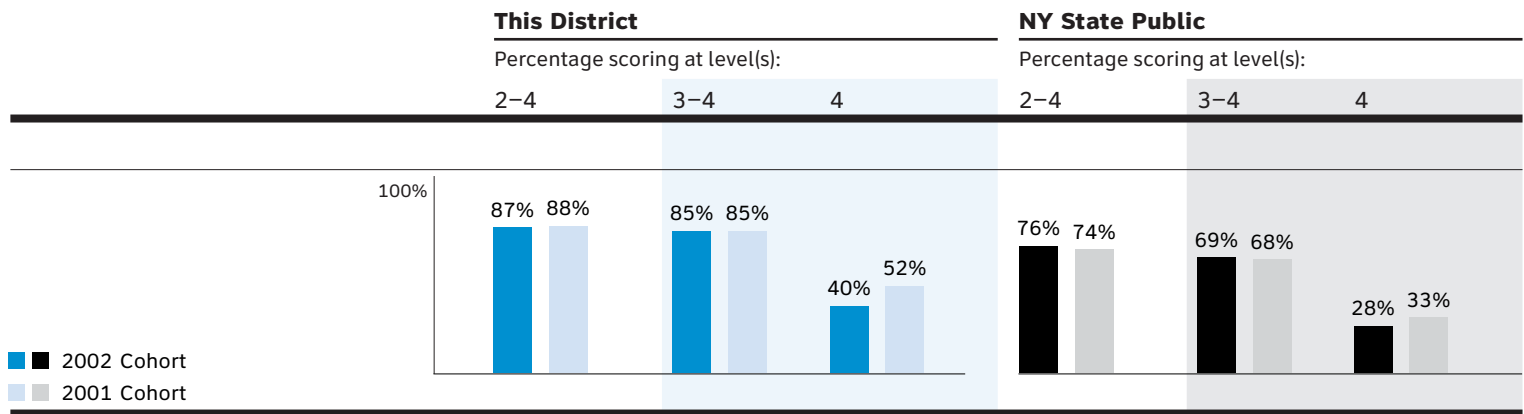


Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	12	51	94	37	194	728
May 2004	13	57	96	35	201	727
May 2003	14	67	95	27	203	722

District **NEW PALTZ 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
All Students	181	87%	85%	40%	193	88%	85%	52%
Female	81	90%	89%	48%	91	88%	87%	54%
Male	100	85%	82%	34%	102	87%	84%	50%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	13	69%	69%	8%	9	78%	67%	44%
Hispanic or Latino	9	89%	89%	0%	8	63%	50%	13%
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	6	—	—	—
White	151	90%	87%	45%	169	90%	89%	54%
Small Group Totals	8	63%	63%	50%	7	71%	71%	57%
General-Education Students	152	91%	90%	47%	161	94%	93%	60%
Students with Disabilities	29	66%	59%	7%	32	56%	50%	13%
English Proficient	179	—	—	—	191	—	—	—
Limited English Proficient	2	—	—	—	2	—	—	—
Economically Disadvantaged	23	96%	83%	13%				
Not Disadvantaged	158	86%	85%	44%				
Migrant								
Not Migrant	181	87%	85%	40%				

NOTES

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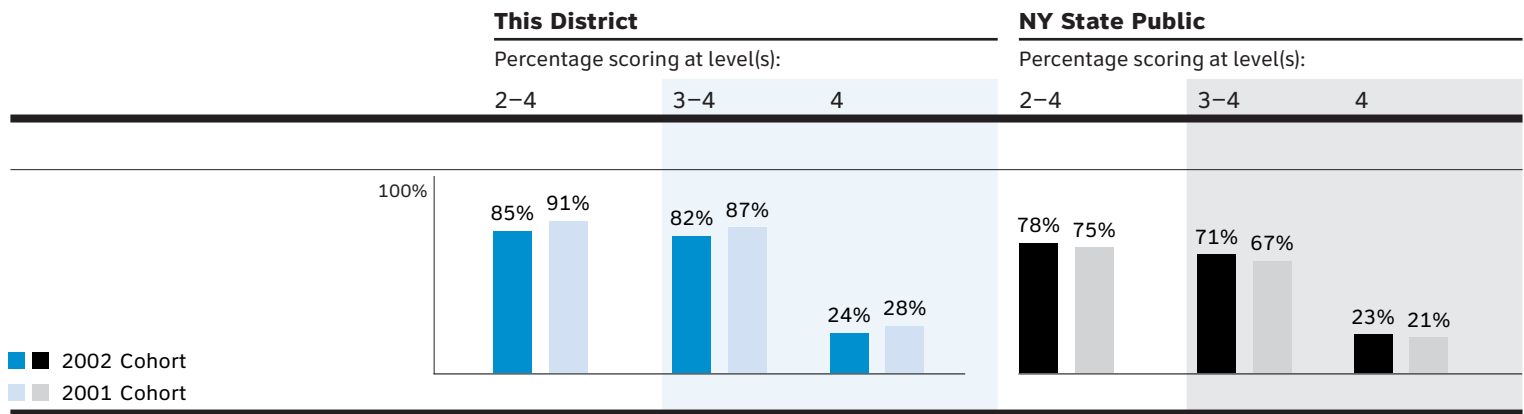
Other Assessments

	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	3	—	—	—	1	—	—	—

* 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 **NEW PALTZ 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
All Students	181	85%	82%	24%	193	91%	87%	28%
Female	81	88%	86%	27%	91	93%	90%	31%
Male	100	82%	78%	21%	102	88%	84%	26%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	13	62%	62%	0%	9	67%	56%	11%
Hispanic or Latino	9	67%	67%	0%	8	88%	75%	13%
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	6	—	—	—
White	151	89%	85%	26%	169	92%	89%	28%
Small Group Totals	8	63%	63%	38%	7	100%	100%	71%
General-Education Students	152	89%	86%	26%	161	97%	94%	32%
Students with Disabilities	29	59%	59%	14%	32	59%	50%	9%
English Proficient	179	—	—	—	191	—	—	—
Limited English Proficient	2	—	—	—	2	—	—	—
Economically Disadvantaged	23	83%	83%	0%				
Not Disadvantaged	158	85%	82%	27%				
Migrant								
Not Migrant	181	85%	82%	24%				

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	3	—	—	—	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.

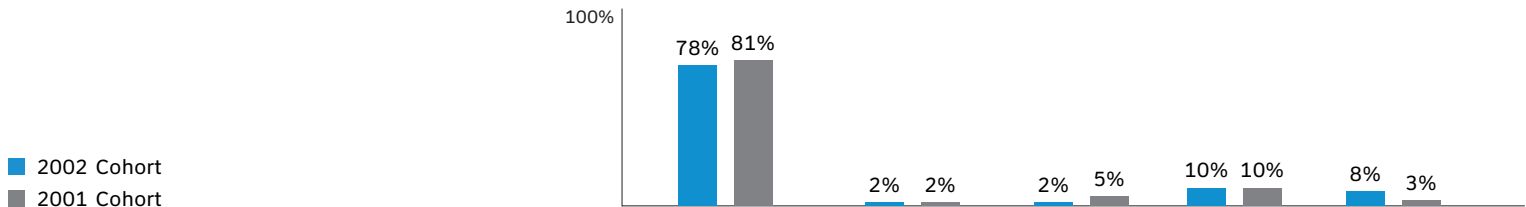
District **NEW PALTZ CENTRAL SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

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

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	181	78%	2%	2%	10%	8%
	2001	193	81%	2%	5%	10%	3%
Female	2002	81	83%	2%	2%	6%	6%
	2001	91	81%	3%	5%	8%	2%
Male	2002	100	75%	1%	1%	14%	9%
	2001	102	81%	0%	4%	12%	3%
American Indian or Alaska Native	2002	1	—	—	—	—	—
	2001	1	—	—	—	—	—
Black or African American	2002	13	54%	0%	0%	38%	8%
	2001	9	56%	0%	11%	33%	0%
Hispanic or Latino	2002	9	56%	0%	11%	33%	0%
	2001	8	63%	0%	13%	13%	13%
Asian or Native Hawaiian/Other Pacific Islander	2002	7	—	—	—	—	—
	2001	6	—	—	—	—	—
White	2002	151	83%	2%	1%	7%	7%
	2001	169	83%	2%	4%	8%	2%
Small Group Totals	2002	8	63%	0%	0%	0%	38%
	2001	7	86%	0%	0%	14%	0%
General-Education Students	2002	152	83%	0%	2%	9%	7%
	2001	161	86%	0%	6%	7%	1%
Students with Disabilities	2002	29	55%	10%	0%	21%	14%
	2001	32	56%	9%	0%	25%	9%
English Proficient	2002	179	—	—	—	—	—
	2001	191	—	—	—	—	—
Limited English Proficient	2002	2	—	—	—	—	—
	2001	2	—	—	—	—	—
Economically Disadvantaged	2002	23	74%	0%	4%	22%	0%
Not Disadvantaged	2002	158	79%	2%	1%	9%	9%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	181	78%	2%	2%	10%	8%

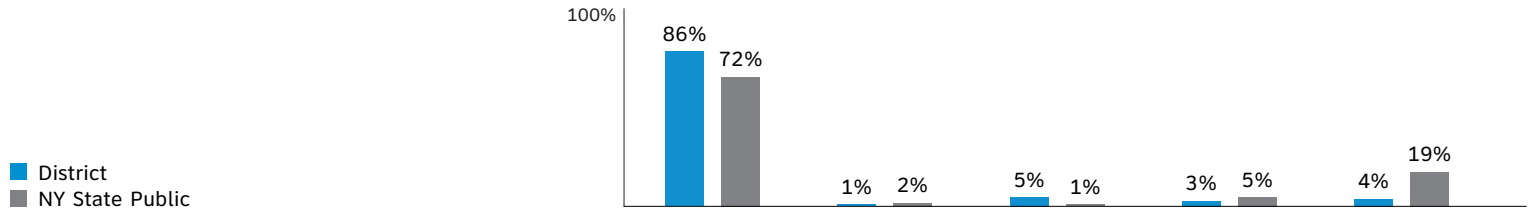
NOTES

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District **NEW PALTZ CENTRAL SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	189	86%	1%	5%	3%	4%
Female	89	85%	2%	6%	2%	4%
Male	100	87%	0%	5%	4%	4%
American Indian or Alaska Native	1	—	—	—	—	—
Black or African American	8	75%	0%	13%	0%	13%
Hispanic or Latino	7	71%	0%	14%	0%	14%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—
White	168	87%	1%	5%	4%	4%
Small Group Totals	6	100%	0%	0%	0%	0%
General-Education Students	159	90%	0%	6%	2%	3%
Students with Disabilities	30	67%	7%	3%	10%	13%
English Proficient	187	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—
Economically Disadvantaged	8	75%	0%	0%	13%	13%
Not Disadvantaged	181	87%	1%	6%	3%	4%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	189	86%	1%	5%	3%	4%

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.