

# The New York State District Report Card

**Accountability  
and Overview Report  
2005 – 06**

District **WALLKILL CENTRAL SCHOOL  
DISTRICT**  
District ID **621801060000**  
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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

## 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 **WALLKILL CENTRAL SCHOOL DISTRICT**

## District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

### Enrollment

	2003-04	2004-05	2005-06
Pre-K	0	0	0
Kindergarten	214	231	224
Grade 1	256	222	239
Grade 2	248	253	230
Grade 3	279	248	268
Grade 4	259	282	254
Grade 5	265	267	273
Grade 6	262	269	264
Ungraded Elementary	62	68	84
Grade 7	283	284	266
Grade 8	302	283	259
Grade 9	315	298	290
Grade 10	283	309	300
Grade 11	287	263	315
Grade 12	285	280	287
Ungraded Secondary	37	75	92
<b>Total K-12</b>	<b>3637</b>	<b>3632</b>	<b>3645</b>

### Average Class Size

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

### Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

### Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District **WALLKILL CENTRAL SCHOOL DISTRICT**

## Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	483	13%	621	17%	509	14%
Reduced-Price Lunch	197	5%	274	8%	222	6%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	67	2%	71	2%	84	2%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	0	0%	2	0%	6	0%
Black or African American	187	5%	180	5%	181	5%
Hispanic or Latino	534	15%	548	15%	550	15%
Asian or Native Hawaiian/Other Pacific Islander	26	1%	33	1%	54	1%
White	2890	79%	2869	79%	2854	78%

\* Not available at the district level.

## Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		94%		95%		95%
Student Suspensions	218	N/A	207	6%	253	7%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

District **WALLKILL CENTRAL SCHOOL DISTRICT**

## Teacher Qualifications

	2003-04	2004-05	2005-06
<b>Core Classes Not Taught by Highly Qualified Teachers</b>			
Total Number of Core Classes	732	771	1014
Percent Not Taught by Highly Qualified Teachers	2%	1%	0%
<b>Teachers with No Valid Teaching Certificate</b>			
Total Number of Teachers	1	0	1
Percent with No Valid Teaching Certificate	0%	0%	0%
<b>Individuals Teaching Out of Certification</b>			
Number of Teachers	4	2	2
Percentage of Total	2%	1%	1%
<b>Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate</b>			
	9%	9%	12%

## Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	239	243	237
Total Other Professional Staff	39	46	54
Total Paraprofessionals*	94	112	111
Assistant Principals	2	2	2
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.

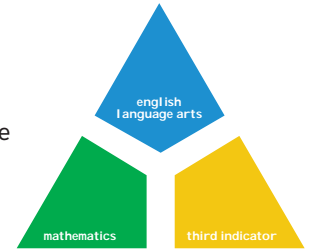
## Staff Counts Information

*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:

$$100 \times \left[ \frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

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

$$100 \times \left[ \frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

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

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

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

### Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

## Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: [www.emsc.nysed.gov/irts/school-accountability/about.shtml](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.

District **WALKILL CENTRAL SCHOOL DISTRICT**

## Summary

### Overall Accountability Status (2006–07)

#### ▲ Good Standing

##### Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

##### Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

**2004–05**

**2005–06**

**2006–07**

YES

YES

YES

### On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<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>	✗ 5 of 6	✗ 5 of 6	✓ 1 of 1	✗ 3 of 5	✓ 5 of 5	✓ 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                        | State  |
|--------------------------------|--|
| Good Standing ▲                | Good Standing ■                                |
| Improvement (Year 1) ▲         | Requiring Academic Progress (Year 1) ■         |
| Improvement (Year 2) ▲         | Requiring Academic Progress (Year 2) ■         |
| Improvement (Year 3) ▲         | Requiring Academic Progress (Year 3) ■         |
| Improvement (Year 4) ▲         | Requiring Academic Progress (Year 4) ■         |
| Improvement (Year 5 & Above) ▲ | Requiring Academic Progress (Year 5 & Above) ■ |

District **WALKILL CENTRAL SCHOOL DISTRICT**

## Elementary/Middle-Level English Language Arts




















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

**Accountability Measures** 5 of 6 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

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

Student Group (Total: Continuous Enrollment) <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> (1708:1655)			98%		153	119	
<b>Ethnicity</b>							
American Indian or Alaska Native (5:5)	–	–	–	–	–	–	–
Black or African American (82:78)			99%		140	111	
Hispanic or Latino (258:244)			97%		144	115	
Asian or Native Hawaiian/Other Pacific Islander (20:20)	–	–	–	–	–	–	–
White (1343:1308)			98%		156	119	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (325:211)			94%		77	114	96    89
Limited English Proficient (15:11)	–	–	–	–	–	–	–
Economically Disadvantaged (375:353)			97%		127	116	
<b>Final AYP Determination</b>	 5 of 6						

#### 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

District WALKILL CENTRAL SCHOOL DISTRICT

## Elementary/Middle-Level Mathematics




















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

**Accountability Measures** 5 of 6 Student groups making AYP in Mathematics  
 Did not make AYP

### Prospective Status

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

### How did students in each accountability group perform on 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> (1707:1651)			99%		163	83	
<b>Ethnicity</b>							
American Indian or Alaska Native (5:5)	–	–	–	–	–	–	–
Black or African American (79:75)			100%		129	75	
Hispanic or Latino (259:245)			99%		155	79	
Asian or Native Hawaiian/Other Pacific Islander (20:20)	–	–	–	–	–	–	–
White (1344:1306)			99%		167	83	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (325:211)			94%		97	78	
Limited English Proficient (15:15)	–	–	–	–	–	–	–
Economically Disadvantaged (369:353)			99%		143	80	
<b>Final AYP Determination</b>	 5 of 6						

#### 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

District **WALLKILL CENTRAL SCHOOL DISTRICT**













## Elementary/Middle-Level Science

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

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

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




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

Student Group (Total: Continuous Enrollment) <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> (543:517)		Qualified		98%		188	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–	–
Black or African American (28:26)	–	–	–	–	–	–	–	–
Hispanic or Latino (82:75)		Qualified		96%		172	100	
Asian or Native Hawaiian/Other Pacific Islander (5:5)	–	–	–	–	–	–	–	–
White (427:410)		Qualified		98%		191	100	
<b>Other Groups</b>								
Students with Disabilities (69:58)		Qualified		91%		174	100	
Limited English Proficient (9:9)	–	–	–	–	–	–	–	–
Economically Disadvantaged (102:96)		Qualified		99%		169	100	
<b>Final AYP Determination</b>		1 of 1						

#### 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.


#### AYP Status

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

District **WALKILL CENTRAL SCHOOL DISTRICT**

## Secondary-Level English Language Arts














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

**Accountability Measures** 3 of 5 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]




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

Student Group (12th Graders: 2002 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06	2006–07
<b>All Students</b> (252:261)			96%		164	147		
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (10:10)	–	–	–	–	–	–	–	–
Hispanic or Latino (34:40)		–	–		140	139		
Asian or Native Hawaiian/Other Pacific Islander (2:2)	–	–	–	–	–	–	–	–
White (206:209)			97%		170	146		
<b>Other Groups</b>								
Students with Disabilities (32:37)		–	–		108	138	138	117
Limited English Proficient (2:2)	–	–	–	–	–	–	–	–
Economically Disadvantaged (28:40)		–	–		120	139	139	128
<b>Final AYP Determination</b>	 3 of 5							

#### NOTES


- <sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
  - <sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
  - <sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


#### AYP Status

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

District **WALKILL CENTRAL SCHOOL DISTRICT**














## Secondary-Level Mathematics

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

**Accountability Measures** 5 of 5 Student groups making AYP in Mathematics  
 Made AYP

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




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

Student Group	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	
(12th Graders: 2002 Cohort) <sup>1</sup>							2005–06	2006–07
<b>All Students</b> (533:261)			97%		172	139		
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (10:10)	–	–	–	–	–	–	–	–
Hispanic or Latino (34:40)		–	–		150	131		
Asian or Native Hawaiian/Other Pacific Islander (2:2)	–	–	–	–	–	–	–	–
White (206:209)			96%		178	138		
<b>Other Groups</b>								
Students with Disabilities (32:37)		–	–		124	130	110	132
Limited English Proficient (2:2)	–	–	–	–	–	–	–	–
Economically Disadvantaged (28:40)		–	–		155	131		
<b>Final AYP Determination</b>	 5 of 5							

#### NOTES


- <sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
  - <sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
  - <sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


#### AYP Status

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

District **WALLKILL CENTRAL SCHOOL DISTRICT**








## Graduation Rate

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

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

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

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Graduation Rate <sup>2</sup>	Objectives	
	AYP	Met Criterion		State Standard	Progress Target
				2005–06	2006–07
<b>All Students</b> (258)			88%	55%	
<b>Ethnicity</b>					
American Indian or Alaska Native (0)					
Black or African American (13)		–	–	–	–
Hispanic or Latino (35)			83%	55%	
Asian or Native Hawaiian/Other Pacific Islander (2)		–	–	–	–
White (208)			88%	55%	
<b>Other Groups</b>					
Students with Disabilities (39)			62%	55%	
Limited English Proficient (1)		–	–	–	–
Economically Disadvantaged (31)			90%	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 **WALLKILL 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 80% of total

LEPTONDALE ELEMENTARY SCHOOL

OSTRANDER ELEMENTARY SCHOOL

PLATTEKILL ELEMENTARY SCHOOL

WALLKILL SENIOR HIGH SCHOOL

#### Planning for Restructuring

1 school identified 20% of total

WALLKILL MIDDLE SCHOOL

District **WALLKILL 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	65%			271
Grade 4	60%			256
Grade 5	63%			297
Grade 6	59%			289
Grade 7	61%			284
Grade 8	50%			270

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	86%			272
Grade 4	79%			264
Grade 5	69%			297
Grade 6	58%			292
Grade 7	58%			286
Grade 8	66%			272

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	89%			266
Grade 8	83%			214

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	71%			280
Mathematics	75%			280

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	78%			280

### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

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

#### Level 2: Partially Meeting Learning Standards.

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

#### Level 3: Meeting Learning Standards.

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

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

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

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

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

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

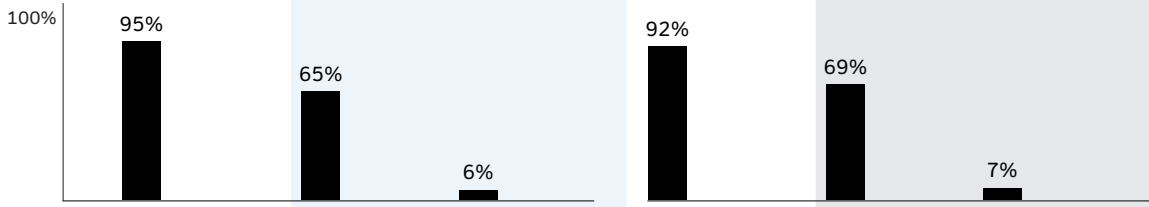
### This District's N/RC Category:

#### Average Need Districts

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

District **WALKILL CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 665	Range: 616-780			650-780 730-780		
						
Number of Students:	257	176	17			

## 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>271</b>	<b>95%</b>	<b>65%</b>	<b>6%</b>				
Female	142	96%	63%	6%				
Male	129	94%	67%	7%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	16	100%	56%	0%				
Hispanic or Latino	38	97%	61%	5%				
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-				
White	208	94%	66%	7%	This test was not given in 2004-05.			
Small Group Totals	9	100%	67%	0%				
General-Education Students	232	98%	72%	7%				
Students with Disabilities	39	74%	21%	0%				
English Proficient	271	95%	65%	6%				
Limited English Proficient								
Economically Disadvantaged	69	94%	52%	4%				
Not Disadvantaged	202	95%	69%	7%				
Migrant								
Not Migrant	271	95%	65%	6%				

### 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.

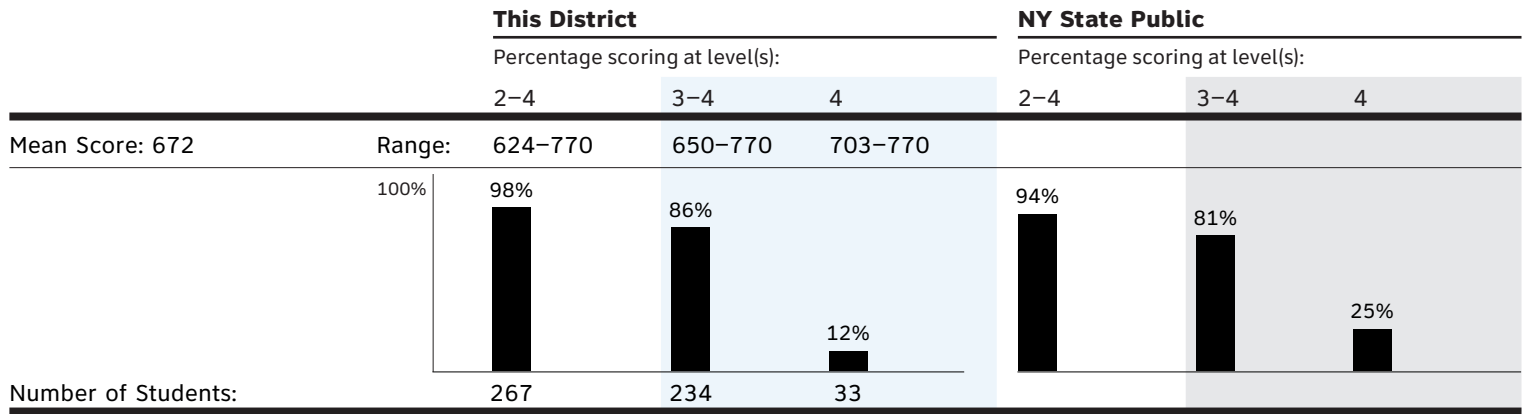
## Other Assessments

	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	3	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	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 **WALKILL 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>272</b>	<b>98%</b>	<b>86%</b>	<b>12%</b>				
Female	140	99%	86%	11%				
Male	132	98%	86%	13%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	16	94%	69%	13%				
Hispanic or Latino	40	98%	88%	3%				
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-				
White	207	99%	86%	14%	This test was not given in 2004-05.			
Small Group Totals	9	100%	100%	11%				
General-Education Students	233	99%	90%	14%				
Students with Disabilities	39	92%	64%	3%				
English Proficient	271	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	69	97%	83%	6%				
Not Disadvantaged	203	99%	87%	14%				
Migrant								
Not Migrant	272	98%	86%	12%				

### NOTES

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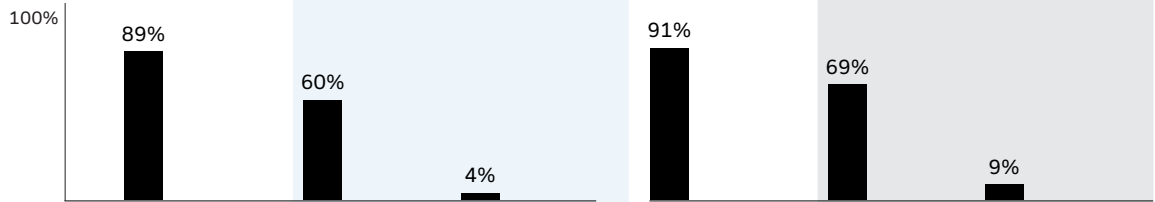
## Other Assessments

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

District **WALKILL CENTRAL SCHOOL DISTRICT**

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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 660	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	229	154	11	229	154	11



## 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>256</b>	<b>89%</b>	<b>60%</b>	<b>4%</b>				
Female	108	93%	65%	6%				
Male	148	87%	57%	3%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	16	-	-	-				
Hispanic or Latino	33	85%	48%	3%				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	204	91%	63%	5%				
Small Group Totals	19	84%	53%	0%				
General-Education Students	222	97%	68%	5%				
Students with Disabilities	34	41%	12%	0%				
English Proficient	254	-	-	-				
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	49	67%	31%	0%				
Not Disadvantaged	207	95%	67%	5%				
Migrant								
Not Migrant	256	89%	60%	4%				

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

### NOTES

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	1	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	1	-	-	N/A	2	-	-	N/A

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

District **WALKILL CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 4 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 675	Range: 622-800			650-800 702-800		
Number of Students:	247	209	60			

## 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>264</b>	<b>94%</b>	<b>79%</b>	<b>23%</b>				
Female	112	92%	76%	17%				
Male	152	95%	82%	27%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	17	-	-	-				
Hispanic or Latino	38	79%	61%	13%				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	205	97%	85%	24%				
Small Group Totals	21	86%	57%	24%				
General-Education Students	229	96%	83%	25%				
Students with Disabilities	35	77%	54%	9%				
English Proficient	257	94%	80%	23%				
Limited English Proficient	7	71%	57%	14%				
Economically Disadvantaged	55	78%	56%	9%				
Not Disadvantaged	209	98%	85%	26%				
Migrant								
Not Migrant	264	94%	79%	23%				

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

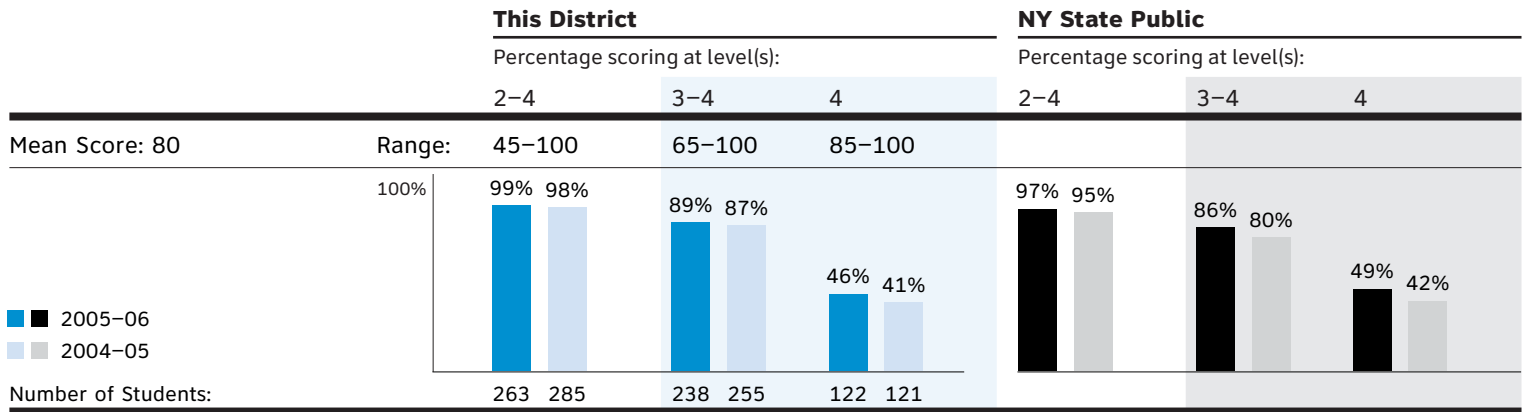
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## Other Assessments

	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	1	-	-	-	1	-	-	-

District **WALKILL 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>266</b>	<b>99%</b>	<b>89%</b>	<b>46%</b>	<b>292</b>	<b>98%</b>	<b>87%</b>	<b>41%</b>
Female	113	99%	87%	44%	136	98%	88%	36%
Male	153	99%	92%	47%	156	97%	87%	46%
American Indian or Alaska Native	1	-	-	-	-	-	-	-
Black or African American	18	-	-	-	11	-	-	-
Hispanic or Latino	39	95%	69%	31%	41	95%	83%	32%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	2	-	-	-
White	205	100%	94%	51%	238	98%	89%	43%
Small Group Totals	22	100%	86%	27%	13	92%	77%	38%
General-Education Students	230	99%	90%	48%	253	98%	88%	44%
Students with Disabilities	36	100%	86%	33%	39	95%	85%	26%
English Proficient	259	99%	91%	47%	287	98%	88%	42%
Limited English Proficient	7	86%	43%	14%	5	80%	40%	20%
Economically Disadvantaged	56	95%	71%	23%	64	95%	80%	25%
Not Disadvantaged	210	100%	94%	52%	228	98%	89%	46%
Migrant								
Not Migrant	266	99%	89%	46%	292	98%	87%	41%

### NOTES

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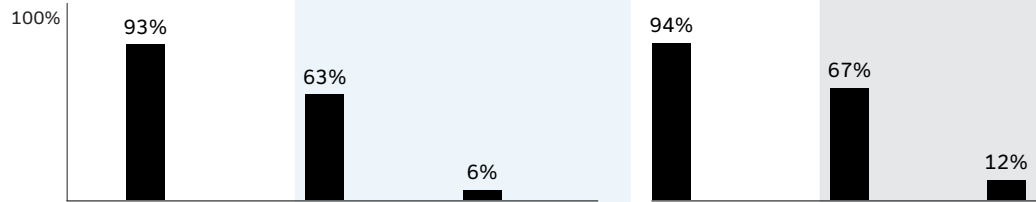
## Other Assessments

	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	1	-	-	-	2	-	-	-

District **WALKILL CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 655	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	277	186	18			



## 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>297</b>	<b>93%</b>	<b>63%</b>	<b>6%</b>				
Female	141	94%	64%	3%				
Male	156	93%	62%	9%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	12	-	-	-				
Hispanic or Latino	41	83%	54%	5%				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	241	95%	64%	6%	This test was not given in 2004-05.			
Small Group Totals	15	93%	67%	7%				
General-Education Students	257	98%	69%	7%				
Students with Disabilities	40	63%	20%	0%				
English Proficient	296	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	68	82%	40%	0%				
Not Disadvantaged	229	97%	69%	8%				
Migrant								
Not Migrant	297	93%	63%	6%				

### NOTES

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

## Other Assessments

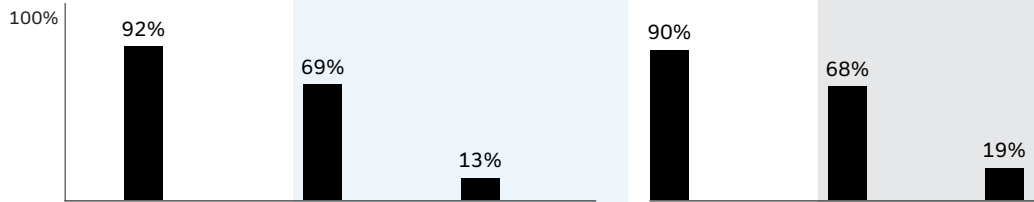
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	1	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	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 **WALKILL CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 5 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 662	619-780	650-780	699-780			
Range:	619-780	650-780	699-780			
Number of Students:	272	206	39			



## 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>297</b>	<b>92%</b>	<b>69%</b>	<b>13%</b>				
Female	141	91%	67%	9%				
Male	156	92%	72%	17%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	11	-	-	-				
Hispanic or Latino	41	90%	71%	15%				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	242	92%	70%	13%	This test was not given in 2004-05.			
Small Group Totals	14	86%	57%	7%				
General-Education Students	257	96%	77%	15%				
Students with Disabilities	40	60%	18%	0%				
English Proficient	295	-	-	-				
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	68	87%	51%	4%				
Not Disadvantaged	229	93%	75%	16%				
Migrant								
Not Migrant	297	92%	69%	13%				

### NOTES

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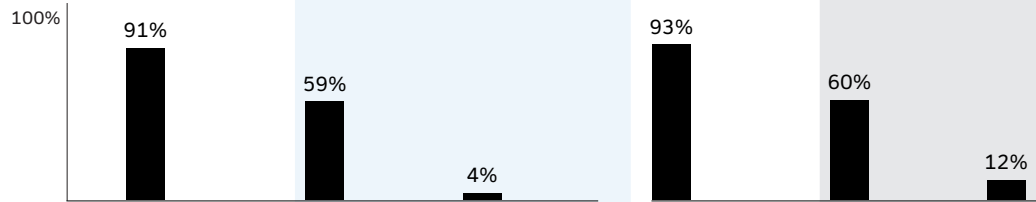
## Other Assessments

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

District **WALKILL CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 651	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	263	171	12			



## 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>289</b>	<b>91%</b>	<b>59%</b>	<b>4%</b>				
Female	157	93%	65%	6%				
Male	132	89%	52%	2%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	15	-	-	-				
Hispanic or Latino	51	94%	65%	6%				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	219	90%	59%	4%	This test was not given in 2004-05.			
Small Group Totals	19	89%	47%	5%				
General-Education Students	248	99%	68%	5%				
Students with Disabilities	41	44%	7%	0%				
English Proficient	287	-	-	-				
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	75	84%	39%	4%				
Not Disadvantaged	214	93%	66%	4%				
Migrant								
Not Migrant	289	91%	59%	4%				

### 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	0				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 **WALKILL CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 6 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 651	616-780	650-780	696-780			
Range:	616-780	650-780	696-780			
Number of Students:	255	170	17			

Performance Level	This District (%)	NY State Public (%)
2-4	87%	87%
3-4	58%	60%
4	6%	13%

## 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>292</b>	<b>87%</b>	<b>58%</b>	<b>6%</b>				
Female	159	87%	61%	6%				
Male	133	87%	55%	6%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	15	-	-	-				
Hispanic or Latino	53	91%	55%	4%				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	220	87%	62%	6%				
Small Group Totals	19	79%	26%	5%				
General-Education Students	250	96%	68%	7%				
Students with Disabilities	42	33%	0%	0%				
English Proficient	289	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	75	79%	40%	0%				
Not Disadvantaged	217	90%	65%	8%				
Migrant								
Not Migrant	292	87%	58%	6%				

This test was not given in 2004-05.

### NOTES

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## Other Assessments

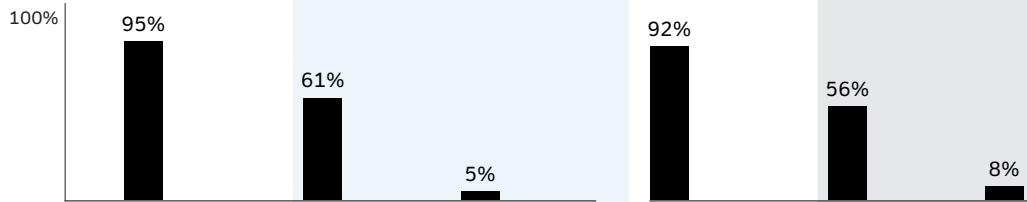
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0							

This test was not given in 2004-05.

District **WALKILL CENTRAL SCHOOL DISTRICT**

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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 655	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	270	172	14	270	172	14



## 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>284</b>	<b>95%</b>	<b>61%</b>	<b>5%</b>				
Female	139	99%	68%	7%				
Male	145	92%	53%	3%				
American Indian or Alaska Native								
Black or African American	10	-	-	-				
Hispanic or Latino	40	93%	43%	0%				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	231	96%	65%	6%	This test was not given in 2004-05.			
Small Group Totals	13	92%	46%	8%				
General-Education Students	254	98%	67%	6%				
Students with Disabilities	30	67%	10%	0%				
English Proficient	284	95%	61%	5%				
Limited English Proficient								
Economically Disadvantaged	52	92%	48%	2%				
Not Disadvantaged	232	96%	63%	6%				
Migrant								
Not Migrant	284	95%	61%	5%				

### 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	1	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0				N/A	N/A	N/A	N/A

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

District **WALKILL CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 7 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 650	611-800	650-800	693-800			
Range:						
	258	166	15			

	2-4	3-4	4
Percentage scoring at level(s):	90%	58%	5%
Percentage scoring at level(s):	87%	56%	12%

## 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>286</b>	<b>90%</b>	<b>58%</b>	<b>5%</b>				
Female	141	94%	69%	5%				
Male	145	87%	48%	6%				
American Indian or Alaska Native								
Black or African American	9	-	-	-				
Hispanic or Latino	41	80%	41%	2%				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	233	93%	61%	6%	This test was not given in 2004-05.			
Small Group Totals	12	75%	50%	0%				
General-Education Students	255	96%	64%	5%				
Students with Disabilities	31	39%	13%	3%				
English Proficient	286	90%	58%	5%				
Limited English Proficient								
Economically Disadvantaged	51	88%	37%	0%				
Not Disadvantaged	235	91%	63%	6%				
Migrant								
Not Migrant	286	90%	58%	5%				

### 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	1	-	-	-	This test was not given in 2004-05.			

District **WALKILL CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 651	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
	97%	50%	3%	91%	49%	5%
Number of Students:	261	136	7			

## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>270</b>	<b>97%</b>	<b>50%</b>	<b>3%</b>				
Female	145	97%	56%	2%				
Male	125	96%	44%	3%				
American Indian or Alaska Native								
Black or African American	11	-	-	-				
Hispanic or Latino	42	95%	33%	2%				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	215	98%	55%	3%				
Small Group Totals	13	85%	31%	0%				
General-Education Students	243	98%	55%	3%				
Students with Disabilities	27	81%	7%	0%				
English Proficient	269	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	47	89%	32%	0%				
Not Disadvantaged	223	98%	54%	3%				
Migrant								
Not Migrant	270	97%	50%	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

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## Other Assessments

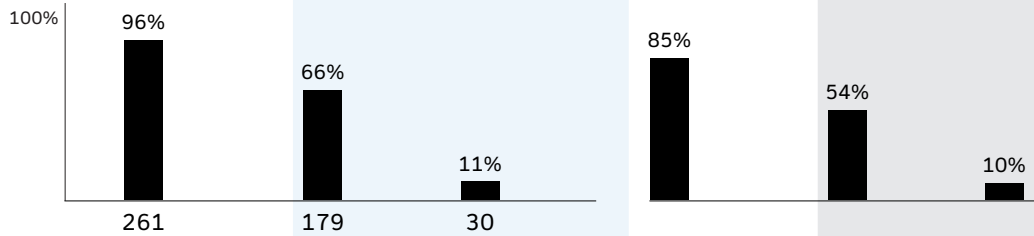
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	1	-	-	N/A	0			

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

District **WALKILL CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 8 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 661	616-775	650-775	701-775			
Range:	616-775	650-775	701-775			
Number of Students:	261	179	30	85%	54%	10%



## 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>272</b>	<b>96%</b>	<b>66%</b>	<b>11%</b>				
Female	145	97%	62%	8%				
Male	127	95%	70%	14%				
American Indian or Alaska Native								
Black or African American	10	-	-	-				
Hispanic or Latino	43	93%	56%	12%				
Asian or Native Hawaiian/Other	2	-	-	-				
Pacific Islander								
White	217	98%	69%	11%				
Small Group Totals	12	75%	42%	8%				
General-Education Students	245	97%	70%	12%				
Students with Disabilities	27	85%	26%	0%				
English Proficient	270	-	-	-				
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	47	94%	47%	4%				
Not Disadvantaged	225	96%	70%	12%				
Migrant								
Not Migrant	272	96%	66%	11%				

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

### NOTES

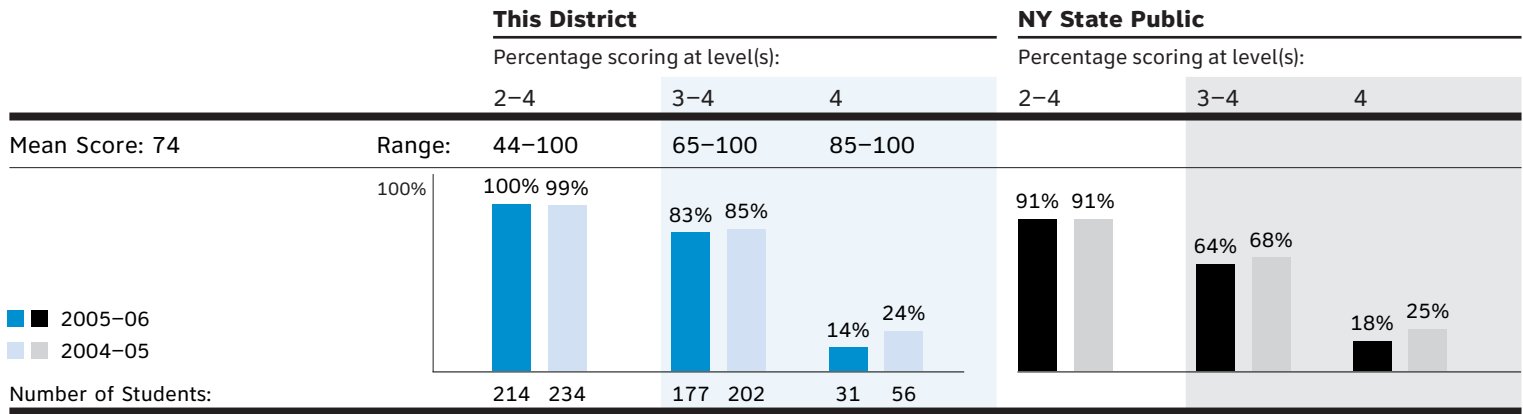
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## Other Assessments

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

District **WALKILL 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>214</b>	<b>100%</b>	<b>83%</b>	<b>14%</b>	<b>237</b>	<b>99%</b>	<b>85%</b>	<b>24%</b>
Female	120	100%	78%	11%	112	98%	82%	19%
Male	94	100%	88%	19%	125	99%	88%	28%
American Indian or Alaska Native								
Black or African American	10	-	-	-	12	-	-	-
Hispanic or Latino	35	100%	71%	9%	39	97%	77%	10%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	2	-	-	-
White	167	100%	86%	17%	184	99%	88%	27%
Small Group Totals	12	100%	67%	0%	14	100%	79%	14%
General-Education Students	188	100%	86%	16%	195	100%	92%	27%
Students with Disabilities	26	100%	58%	4%	42	93%	55%	10%
English Proficient	212	-	-	-	236	-	-	-
Limited English Proficient	2	-	-	-	1	-	-	-
Economically Disadvantaged	43	100%	70%	14%	67	99%	75%	15%
Not Disadvantaged	171	100%	86%	15%	170	99%	89%	27%
Migrant					1	-	-	-
Not Migrant	214	100%	83%	14%	236	-	-	-

### 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				1	-	-	-
Regents Science	50	50	50	27	47	47	47	21

District **WALLKILL 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):

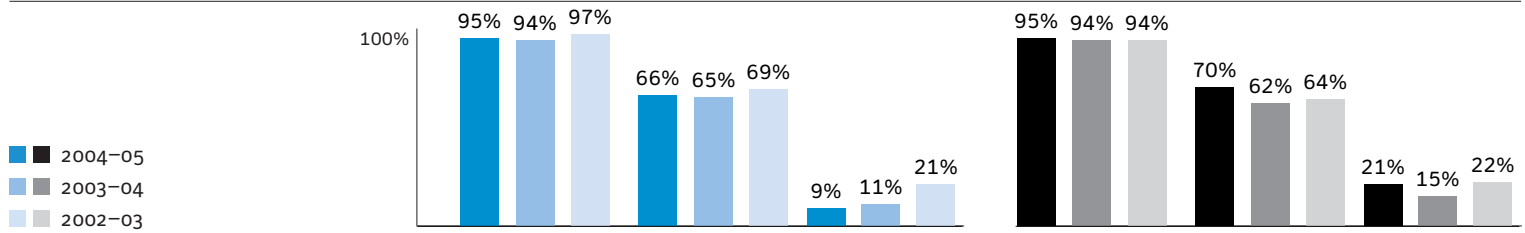
2-4                      3-4                      4

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	14	84	162	25	285	655
Feb 2004	15	79	141	30	265	654
Feb 2003	7	74	124	53	258	662

### Grade 8

#### This School

Percentage scoring at level(s):

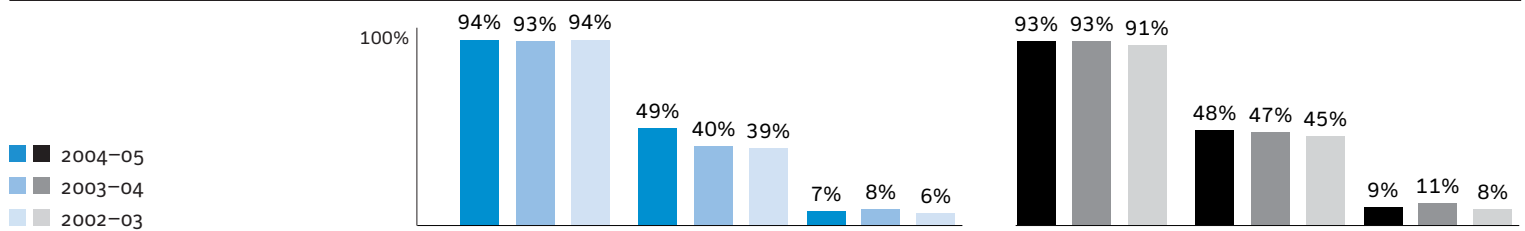
2-4                      3-4                      4

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	19	134	126	20	299	697
Jan 2004	21	163	101	24	309	695
Jan 2003	19	168	102	17	306	692

District **WALLKILL 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

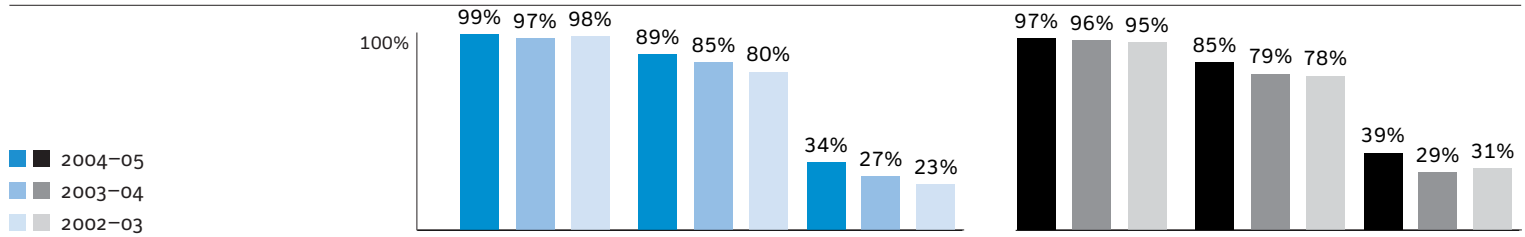
Percentage scoring at level(s):

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	3	30	159	100	292	667
May 2004	9	33	157	73	272	664
May 2003	6	48	155	63	272	659

### Grade 8

#### This School

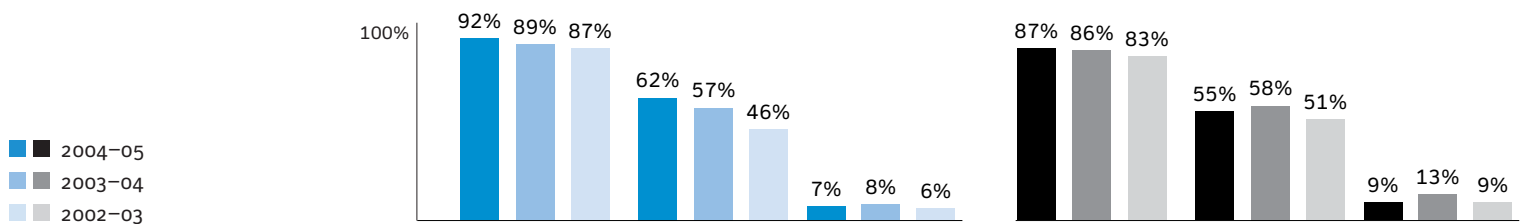
Percentage scoring at level(s):

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	22	89	159	21	291	721
May 2004	33	99	150	24	306	718
May 2003	39	126	122	19	306	713

District **WALLKILL CENTRAL SCHOOL DISTRICT**

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

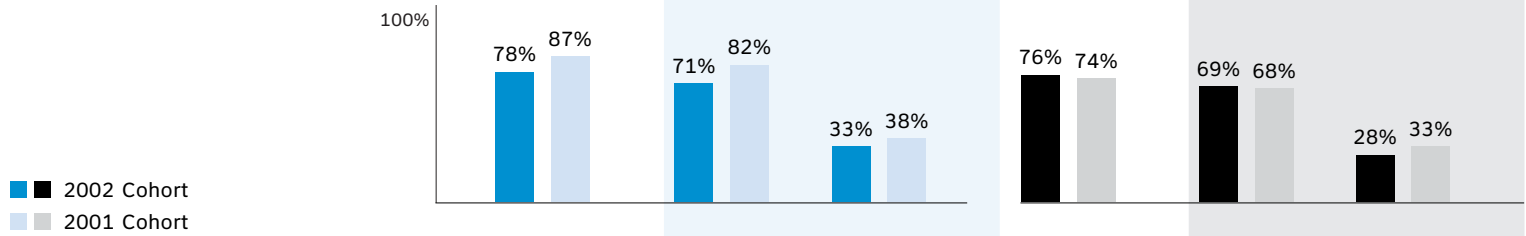
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>280</b>	<b>78%</b>	<b>71%</b>	<b>33%</b>	<b>288</b>	<b>87%</b>	<b>82%</b>	<b>38%</b>
Female	138	81%	75%	42%	126	90%	87%	49%
Male	142	75%	68%	25%	162	84%	79%	30%
American Indian or Alaska Native								
Black or African American	12	-	-	-	15	-	-	-
Hispanic or Latino	41	68%	61%	20%	41	76%	76%	27%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	3	-	-	-
White	225	80%	74%	37%	229	90%	85%	41%
Small Group Totals	14	64%	57%	7%	18	78%	67%	22%
General-Education Students	242	83%	79%	38%	245	93%	90%	44%
Students with Disabilities	38	42%	26%	3%	43	53%	37%	5%
English Proficient	278	-	-	-	287	-	-	-
Limited English Proficient	2	-	-	-	1	-	-	-
Economically Disadvantaged	45	58%	47%	11%				
Not Disadvantaged	235	82%	76%	37%				
Migrant								
Not Migrant	280	78%	71%	33%				

### 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\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	2	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 **WALLKILL CENTRAL SCHOOL DISTRICT**

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

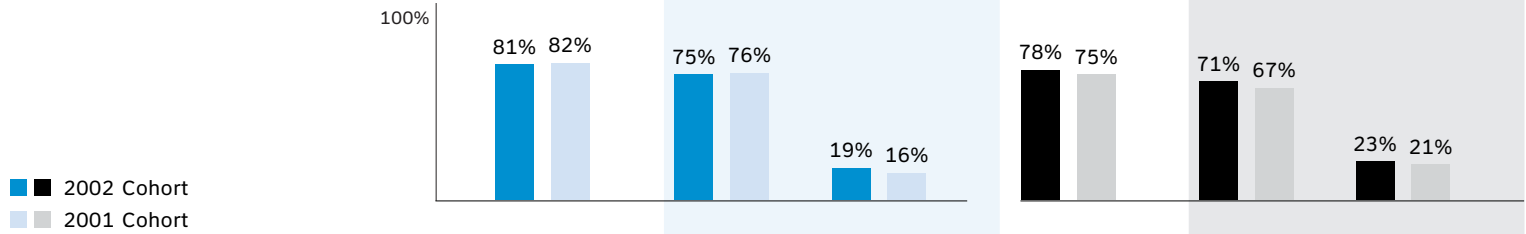
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>280</b>	<b>81%</b>	<b>75%</b>	<b>19%</b>	<b>288</b>	<b>82%</b>	<b>76%</b>	<b>16%</b>
Female	138	87%	80%	21%	126	83%	76%	14%
Male	142	75%	70%	18%	162	81%	77%	17%
American Indian or Alaska Native								
Black or African American	12	-	-	-	15	-	-	-
Hispanic or Latino	41	71%	63%	15%	41	66%	49%	12%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	3	-	-	-
White	225	84%	78%	21%	229	85%	82%	17%
Small Group Totals	14	57%	57%	0%	18	83%	72%	6%
General-Education Students	242	86%	82%	22%	245	92%	87%	18%
Students with Disabilities	38	50%	29%	3%	43	28%	19%	2%
English Proficient	278	-	-	-	287	-	-	-
Limited English Proficient	2	-	-	-	1	-	-	-
Economically Disadvantaged	45	69%	62%	9%				
Not Disadvantaged	235	83%	77%	21%				
Migrant								
Not Migrant	280	81%	75%	19%				

### NOTES

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## Other Assessments

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	2	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.

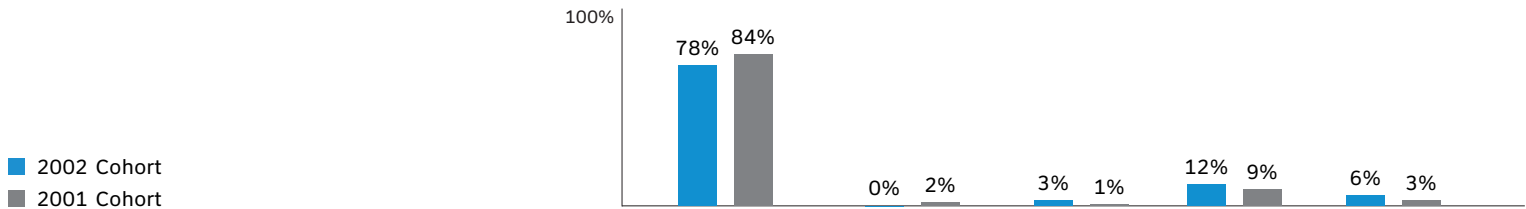
District **WALKILL CENTRAL SCHOOL DISTRICT**

## 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>280</b>	<b>78%</b>	<b>0%</b>	<b>3%</b>	<b>12%</b>	<b>6%</b>
	<b>2001</b>	<b>288</b>	<b>84%</b>	<b>2%</b>	<b>1%</b>	<b>9%</b>	<b>3%</b>
Female	2002	138	82%	0%	4%	9%	4%
	2001	126	89%	2%	0%	6%	4%
Male	2002	142	75%	1%	1%	15%	8%
	2001	162	80%	2%	2%	12%	3%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
Black or African American	2002	12	–	–	–	–	–
	2001	15	–	–	–	–	–
Hispanic or Latino	2002	41	78%	0%	2%	15%	5%
	2001	41	76%	2%	0%	12%	10%
Asian or Native Hawaiian/Other Pacific Islander	2002	2	–	–	–	–	–
White	2002	225	79%	0%	3%	11%	6%
	2001	229	85%	2%	2%	10%	2%
Small Group Totals	2002	14	64%	0%	0%	21%	14%
	2001	18	94%	0%	0%	0%	6%
General-Education Students	2002	242	81%	0%	3%	9%	7%
	2001	245	89%	0%	2%	7%	3%
Students with Disabilities	2002	38	63%	3%	0%	32%	3%
	2001	43	58%	12%	0%	23%	7%
English Proficient	2002	278	–	–	–	–	–
	2001	287	–	–	–	–	–
Limited English Proficient	2002	2	–	–	–	–	–
	2001	1	–	–	–	–	–
Economically Disadvantaged	2002	45	56%	0%	2%	24%	18%
	2001	45	56%	0%	2%	24%	18%
Not Disadvantaged	2002	235	83%	0%	3%	10%	4%
	2001	235	83%	0%	3%	10%	4%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	280	78%	0%	3%	12%	6%
	2001	280	78%	0%	3%	12%	6%

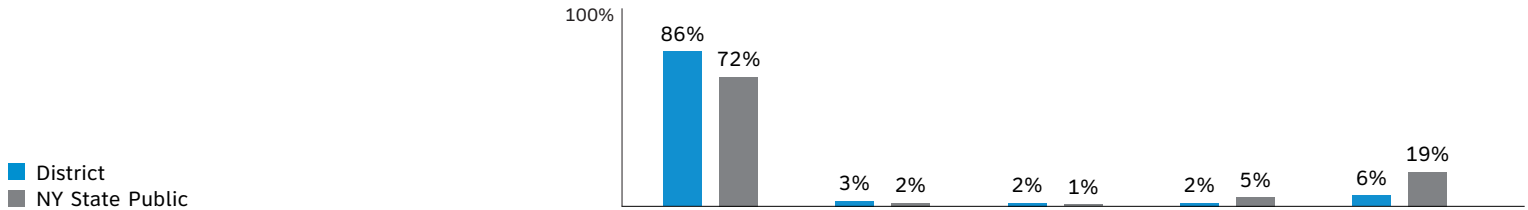
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District **WALLKILL CENTRAL SCHOOL DISTRICT**

## 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>280</b>	<b>86%</b>	<b>3%</b>	<b>2%</b>	<b>2%</b>	<b>6%</b>
Female	123	91%	2%	1%	2%	4%
Male	157	83%	4%	3%	2%	8%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	15	–	–	–	–	–
Hispanic or Latino	40	78%	5%	3%	0%	15%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–	–
White	222	87%	3%	2%	3%	5%
Small Group Totals	18	94%	0%	0%	0%	6%
General-Education Students	238	91%	0%	2%	2%	5%
Students with Disabilities	42	62%	19%	2%	5%	12%
English Proficient	279	–	–	–	–	–
Limited English Proficient	1	–	–	–	–	–
Economically Disadvantaged	32	91%	6%	0%	0%	3%
Not Disadvantaged	248	86%	2%	2%	2%	7%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	280	86%	3%	2%	2%	6%

### 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.