The New York State District Report Card

Accountability and Overview Report 2005 – 06

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**
District ID **641301060000**
Superintendent **MARK DOODY**
Telephone **(518) 747-2121**
Grades **K-12, UE, US**

This District's Report Card

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

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

Use this report to:

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

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

3 View School Accountability Status.
This section lists all schools in your district by 2006–07 accountability status.

4 Review an Overview of District Performance.
This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

For more information:

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

District Profile

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

Enrollment

	2003–04	2004–05	2005–06
Pre-K	0	0	0
Kindergarten	153	187	183
Grade 1	143	151	188
Grade 2	173	151	154
Grade 3	191	165	163
Grade 4	189	186	156
Grade 5	155	198	181
Grade 6	183	155	192
Ungraded Elementary	61	15	33
Grade 7	200	182	155
Grade 8	185	187	186
Grade 9	198	202	212
Grade 10	199	174	161
Grade 11	160	182	151
Grade 12	160	153	173
Ungraded Secondary	68	67	63
Total K–12	2418	2355	2351

Enrollment Information

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

Average Class Size

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

Average Class Size Information

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

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2003–04		2004–05		2005–06	
	#	%	#	%	#	%
Eligible for Free Lunch	686	28%	743	32%	711	30%
Reduced-Price Lunch	260	11%	327	14%	253	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2	0%	3	0%	3	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	4	0%
Black or African American	29	1%	31	1%	39	2%
Hispanic or Latino	0	0%	9	0%	13	1%
Asian or Native Hawaiian/Other Pacific Islander	5	0%	3	0%	5	0%
White	2384	99%	2312	98%	2290	97%

* Not available at the district level.

Attendance and Suspensions

	2002–03		2003–04		2004–05	
	#	%	#	%	#	%
Annual Attendance Rate		94%		95%		94%
Student Suspensions	198	N/A	177	7%	198	8%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2003–04	2004–05	2005–06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	400	451	652
Percent Not Taught by Highly Qualified Teachers	0%	0%	0%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	1	1	1
Percent with No Valid Teaching Certificate	1%	1%	1%
Individuals Teaching Out of Certification			
Number of Teachers	1	1	1
Percentage of Total	1%	1%	1%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	10%	10%	10%

Staff Counts

	2003–04	2004–05	2005–06
Total Teachers	166	175	173
Total Other Professional Staff	26	20	19
Total Paraprofessionals*	80	84	89
Assistant Principals	2	1	2
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

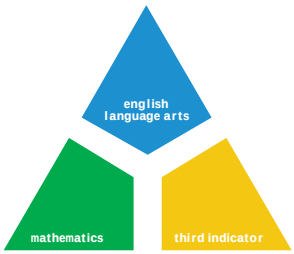
Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

2 District Accountability

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

Understanding How Accountability Works in New York State

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



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

1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

2005–06 PI + (200 – the 2005–06 PI) × 0.10

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

Science Progress Target

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

Science Standard

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

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

Understanding Your District Accountability Status

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

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

2 District Accountability

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

Good Standing

Elementary/Middle Level		Secondary Level	
ELA	Good Standing	ELA	Good Standing
Math	Good Standing	Math	Good Standing
Science	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05	2005–06	2006–07
YES	YES	YES

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

	Elementary/Middle Level			Secondary Level		
Student Groups	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✔	✔	✔	✔	✔	✔
Ethnicity						
American Indian or Alaska Native	–	–				
Black or African American	–	–		–	–	
Hispanic or Latino	–	–		–	–	
Asian or Native Hawaiian/Other Pacific Islander	–	–		–	–	
White	✔	✔		✔	✔	
Other Groups						
Students with Disabilities	✘	✔		–	–	
Limited English Proficient	–	–				
Economically Disadvantaged	✔	✔		✔	✔	
Student groups making AYP in each subject	✘ 3 of 4	✔ 4 of 4	✔ 1 of 1	✔ 3 of 3	✔ 3 of 3	✔ 1 of 1

AYP Status

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

Accountability Status Levels

Federal	State
Good Standing	Good Standing
Improvement (Year 1)	Requiring Academic Progress (Year 1)
Improvement (Year 2)	Requiring Academic Progress (Year 2)
Improvement (Year 3)	Requiring Academic Progress (Year 3)
Improvement (Year 4)	Requiring Academic Progress (Year 4)
Improvement (Year 5 & Above)	Requiring Academic Progress (Year 5 & Above)

2 District Accountability

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2006–07)	^	Good Standing
Accountability Measures	3 of 4	Student groups making AYP in English Language Arts
	✘	Did not make AYP
Prospective Status		A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

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

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2005–06	Safe Harbor Target 2006–07
All Students (1078:1032)	✔	✔	99%	✔	154	119		
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–		–
Black or African American (15:14)	–	–	–	–	–	–		–
Hispanic or Latino (6:6)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (1:1)	–	–	–	–	–	–		–
White (1055:1010)	✔	✔	99%	✔	154	119		
Other Groups								
Students with Disabilities[4] (247:165)	✘	✔	95%	✘	83	114	110	95
Limited English Proficient (1:1)	–	–	–	–	–	–		–
Economically Disadvantaged (422:402)	✔	✔	99%	✔	141	117		
Final AYP Determination	✘ 3 of 4							

AYP Status

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

NOTES

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

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

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

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

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

2 District Accountability

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2006–07)	^	Good Standing
Accountability Measures	4 of 4	Student groups making AYP in Mathematics
	✔	Made AYP
Prospective Status		This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2005–06	Safe Harbor Target 2006–07
All Students (1083:1020)	✔	✔	99%	✔	157	83		
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–		–
Black or African American (17:14)	–	–	–	–	–	–		–
Hispanic or Latino (6:6)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (1:1)	–	–	–	–	–	–		–
White (1058:998)	✔	✔	99%	✔	157	83		
Other Groups								
Students with Disabilities[4] (188:162)	✔	✔	95%	✔	93	78		
Limited English Proficient (1:1)	–	–	–	–	–	–		–
Economically Disadvantaged (436:401)	✔	✔	99%	✔	145	81		
Final AYP Determination	✔ 4 of 4							

AYP Status

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

NOTES

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

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

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

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

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

2 District Accountability

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level Science

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

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

Student Group (Total: Continuous Enrollment)[1]	AYP Status	AYP Safe Harbor Qualification	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives State Standard	Progress Target 2005–06	Progress Target 2006–07
All Students (377:332)	✔	Qualified	✔	96%	✔	183	100		
Ethnicity									
American Indian or Alaska Native (1:1)		–	–	–	–	–	–		–
Black or African American (5:2)		–	–	–	–	–	–		–
Hispanic or Latino (2:2)		–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (1:1)		–	–	–	–	–	–		–
White (368:326)		Qualified	✔	96%	✔	184	100		
Other Groups									
Students with Disabilities (68:51)		Qualified	✔	90%	✔	139	100		
Limited English Proficient (0:0)									
Economically Disadvantaged (154:123)		Qualified	✔	94%	✔	176	100		
Final AYP Determination	✔	1 of 1							

AYP Status

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

NOTES

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

2 Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.

2 District Accountability

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

Secondary-Level English Language Arts

Accountability Status for This Subject (2006–07)	✔	Good Standing
Accountability Measures	3 of 3	Student groups making AYP in English Language Arts
	✔	Made AYP
Prospective Status		This district will be in good standing in 2007-08. [201]

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

Student Group (12th Graders: 2002 Cohort)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2005–06	Safe Harbor Target 2006–07
All Students (184:178)	✔	✔	95%	✔	178	146		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (1:1)	–	–	–	–	–	–	–	–
Hispanic or Latino (2:2)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (1:0)	–	–	–	–	–	–	–	–
White (181:175)	✔	✔	95%	✔	177	146		
Other Groups								
Students with Disabilities (30:27)	–	–	–	–	–	–	–	–
Limited English Proficient (0:0)								
Economically Disadvantaged (39:39)	✔	–	–	✔	138	138		
Final AYP Determination	✔ 3 of 3							

AYP Status

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

NOTES

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

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

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

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

2 District Accountability

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

Secondary-Level Mathematics

Accountability Status for This Subject (2006–07)	^	Good Standing
Accountability Measures	3 of 3	Student groups making AYP in Mathematics
	✔	Made AYP
Prospective Status		This district will be in good standing in 2007-08. [201]

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

Student Group (12th Graders: 2002 Cohort)[1]	AYP	Participation[2]		Test Performance[3]		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06	Safe Harbor Target 2006–07
All Students (184:178)	✔	✔	95%	✔	172	138		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (1:1)	–	–	–	–	–	–	–	–
Hispanic or Latino (2:2)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (1:0)	–	–	–	–	–	–	–	–
White (181:175)	✔	✔	95%	✔	173	138		
Other Groups								
Students with Disabilities (30:27)	–	–	–	–	–	–	–	–
Limited English Proficient (0:0)								
Economically Disadvantaged (39:39)	✔	–	–	✔	131	130		
Final AYP Determination	✔ 3 of 3							

AYP Status

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

NOTES

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

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

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

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

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

Graduation Rate

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

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

Student Group (Cohort Count)[1]	Graduation AYP	Graduation Met Criterion	Graduation Graduation Rate[2]	Objectives State Standard	Progress Target 2005–06	Progress Target 2006-07
All Students (170)	✔	✔	82%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (0)						
Hispanic or Latino (0)						
Asian or Native Hawaiian/Other Pacific Islander (1)		–	–	–	–	–
White (169)		✔	82%	55%		
Other Groups						
Students with Disabilities (23)		–	–	–	–	–
Limited English Proficient (0)						
Economically Disadvantaged (41)		✔	71%	55%		
Final AYP Determination	✔ 1 of 1					

NOTES

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

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

Graduation Rate Information

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

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

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

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District

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

Federal Title I Status	New York State Status
Good Standing	
5 schools identified 100% of total	
HUDSON FALLS HIGH SCHOOL	
HUDSON FALLS INTERMEDIATE SCHOOL	
HUDSON FALLS MIDDLE SCHOOL	
HUDSON FALLS PRIMARY SCHOOL	
MARGARET MURPHY KINDERGARTEN CENTER	

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

Summary of 2005–06 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3	Total Tested
English Language Arts	0% 50% 100%	
Grade 3	60%	151
Grade 4	64%	164
Grade 5	69%	186
Grade 6	63%	201
Grade 7	56%	161
Grade 8	49%	196
Mathematics		
Grade 3	72%	153
Grade 4	78%	171
Grade 5	63%	186
Grade 6	66%	200
Grade 7	50%	161
Grade 8	57%	195
Science		
Grade 4	95%	170
Grade 8	72%	173

	Percentage of students that scored at or above Level 3	2002 Cohort
Secondary Level	0% 50% 100%	
English	67%	220
Mathematics	68%	220

	Percentage of students who graduated	2002 Cohort
Graduation Rate	0% 50% 100%	
2002 Cohort	66%	220

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:

High Need/Resource Rural Districts

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

District **HUDSON FALLS 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: 657	Range:	616–780	650–780	730–780			
	100%	87%	60%	4%	92%	69%	7%
Number of Students:		132	91	6			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**151**	**87%**	**60%**	**4%**				
Female	68	93%	71%	4%				
Male	83	83%	52%	4%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	2	–	–	–				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White	149	–	–	–				
Small Group Totals	151	87%	60%	4%				
General-Education Students	120	98%	72%	5%				
Students with Disabilities	31	48%	16%	0%				
English Proficient	151	87%	60%	4%				
Limited English Proficient								
Economically Disadvantaged	69	86%	54%	1%				
Not Disadvantaged	82	89%	66%	6%				
Migrant								
Not Migrant	151	87%	60%	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.

Other Assessments

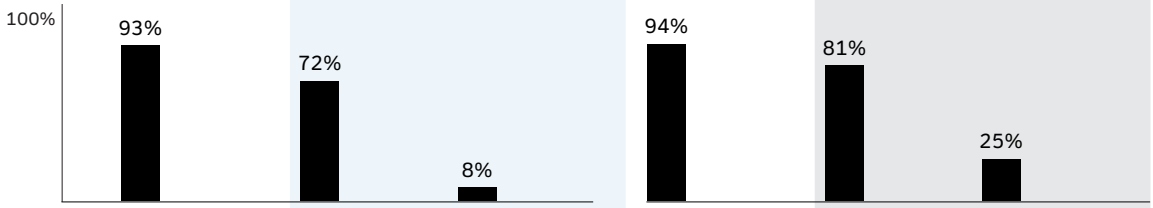
	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				This test was not given in 2004-05.			
New York State English as a Second Language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

This District's Results in Grade 3 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 664	Range:	624–770	650–770	703–770			
		93%	72%	8%	94%	81%	25%
Number of Students:		142	110	12			



Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**153**	**93%**	**72%**	**8%**				
Female	69	94%	72%	9%				
Male	84	92%	71%	7%				
American Indian or Alaska Native								
Black or African American	2	–	–	–				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White	151	–	–	–	This test was not given in 2004-05.			
Small Group Totals	153	93%	72%	8%				
General-Education Students	122	98%	83%	9%				
Students with Disabilities	31	74%	29%	3%				
English Proficient	153	93%	72%	8%				
Limited English Proficient								
Economically Disadvantaged	72	88%	64%	8%				
Not Disadvantaged	81	98%	79%	7%				
Migrant								
Not Migrant	153	93%	72%	8%				

NOTES

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

Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				This test was not given in 2004-05.			

District **HUDSON FALLS 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	Range:	612–775	650–775	716–775			
	100%	91%	64%	9%	91%	69%	9%
Number of Students:		150	105	15			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**164**	**91%**	**64%**	**9%**				
Female	78	90%	68%	10%				
Male	86	93%	60%	8%				
American Indian or Alaska Native								
Black or African American	1	–	–	–				
Hispanic or Latino	1	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander								
White	162	–	–	–				
Small Group Totals	164	91%	64%	9%				
General-Education Students	142	96%	71%	11%				
Students with Disabilities	22	59%	18%	0%				
English Proficient	164	91%	64%	9%				
Limited English Proficient								
Economically Disadvantaged	62	87%	55%	5%				
Not Disadvantaged	102	94%	70%	12%				
Migrant								
Not Migrant	164	91%	64%	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): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0				0			

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

District **HUDSON FALLS 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: 672	Range:	622–800	650–800	702–800			
	100%	94%	78%	19%	93%	78%	26%
Number of Students:		160	134	32			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**171**	**94%**	**78%**	**19%**				
Female	81	91%	74%	21%				
Male	90	96%	82%	17%				
American Indian or Alaska Native								
Black or African American	1	–	–	–				
Hispanic or Latino	1	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander								
White	169	–	–	–				
Small Group Totals	171	94%	78%	19%				
General-Education Students	146	99%	86%	21%				
Students with Disabilities	25	64%	36%	4%				
English Proficient	171	94%	78%	19%				
Limited English Proficient								
Economically Disadvantaged	69	93%	75%	14%				
Not Disadvantaged	102	94%	80%	22%				
Migrant								
Not Migrant	171	94%	78%	19%				

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

NOTES

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

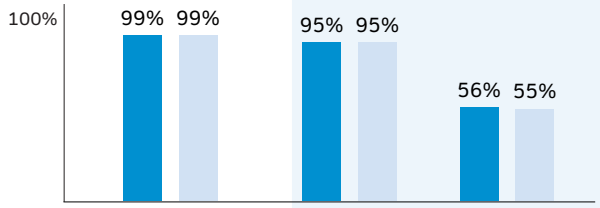
Other Assessments

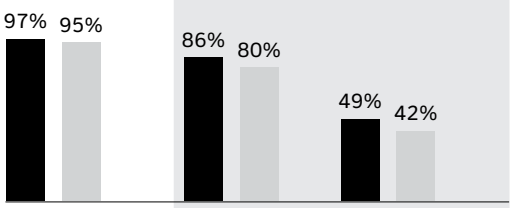
	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				1	–	–	–

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 Science

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 84	Range:	45–100	65–100	85–100			
2005–06		99%	95%	56%	97%	86%	49%
2004–05		99%	95%	55%	95%	80%	42%
Number of Students:		169 183	161 175	95 101			





Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**170**	**99%**	**95%**	**56%**	**184**	**99%**	**95%**	**55%**
Female	80	99%	94%	50%	90	100%	97%	52%
Male	90	100%	96%	61%	94	99%	94%	57%
American Indian or Alaska Native								
Black or African American	2	–	–	–	1	–	–	–
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander					1	–	–	–
White	167	–	–	–	181	–	–	–
Small Group Totals	170	99%	95%	56%	184	99%	95%	55%
General-Education Students	143	100%	98%	61%	166	99%	95%	58%
Students with Disabilities	27	96%	78%	30%	18	100%	100%	22%
English Proficient	170	99%	95%	56%	184	99%	95%	55%
Limited English Proficient								
Economically Disadvantaged	71	99%	93%	49%	70	99%	94%	41%
Not Disadvantaged	99	100%	96%	61%	114	100%	96%	63%
Migrant								
Not Migrant	170	99%	95%	56%	184	99%	95%	55%

NOTES

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

Other Assessments

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

District **HUDSON FALLS 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: 662	Range:	608–795	650–795	711–795			
	100%	97%	69%	9%	94%	67%	12%
Number of Students:		181	129	16			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**186**	**97%**	**69%**	**9%**				
Female	93	97%	75%	9%				
Male	93	98%	63%	9%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American								
Hispanic or Latino	1	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander								
White	185	–	–	–				
Small Group Totals	186	97%	69%	9%				
General-Education Students	163	98%	76%	10%				
Students with Disabilities	23	91%	22%	0%				
English Proficient	186	97%	69%	9%				
Limited English Proficient								
Economically Disadvantaged	67	94%	55%	4%				
Not Disadvantaged	119	99%	77%	11%				
Migrant								
Not Migrant	186	97%	69%	9%				

NOTES

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

Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	1	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0				N/A	N/A	N/A	N/A

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

District **HUDSON FALLS 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: 661	Range:	619–780	650–780	699–780			
	100%	91%	63%	15%	90%	68%	19%
Number of Students:		169	118	28			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**186**	**91%**	**63%**	**15%**				
Female	91	88%	64%	13%				
Male	95	94%	63%	17%				
American Indian or Alaska Native								
Black or African American	1	–	–	–				
Hispanic or Latino	1	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander								
White	184	–	–	–	This test was not given in 2004-05.			
Small Group Totals	186	91%	63%	15%				
General-Education Students	162	94%	68%	17%				
Students with Disabilities	24	71%	33%	0%				
English Proficient	186	91%	63%	15%				
Limited English Proficient								
Economically Disadvantaged	69	86%	54%	13%				
Not Disadvantaged	117	94%	69%	16%				
Migrant								
Not Migrant	186	91%	63%	15%				

NOTES

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Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	1	–	–	–	This test was not given in 2004-05.			

District **HUDSON FALLS 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: 655	Range:	598–785	650–785	705–785			
	100%	93%	63%	7%	93%	60%	12%
Number of Students:		187	126	14			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**201**	**93%**	**63%**	**7%**				
Female	106	95%	61%	8%				
Male	95	91%	64%	5%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	2	–	–	–				
Hispanic or Latino	1	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander								
White	198	–	–	–				
Small Group Totals	201	93%	63%	7%				
General-Education Students	173	98%	68%	8%				
Students with Disabilities	28	64%	32%	0%				
English Proficient	201	93%	63%	7%				
Limited English Proficient								
Economically Disadvantaged	82	90%	51%	4%				
Not Disadvantaged	119	95%	71%	9%				
Migrant								
Not Migrant	201	93%	63%	7%				

NOTES

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Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0				N/A	N/A	N/A	N/A

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

District **HUDSON FALLS 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: 659	Range:	616–780	650–780	696–780			
	100%	94%	66%	10%	87%	60%	13%
Number of Students:		188	131	20			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**200**	**94%**	**66%**	**10%**				
Female	105	94%	61%	8%				
Male	95	94%	71%	13%				
American Indian or Alaska Native								
Black or African American	3	–	–	–				
Hispanic or Latino	1	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander								
White	196	–	–	–	This test was not given in 2004-05.			
Small Group Totals	200	94%	66%	10%				
General-Education Students	171	99%	73%	12%				
Students with Disabilities	29	66%	24%	0%				
English Proficient	200	94%	66%	10%				
Limited English Proficient								
Economically Disadvantaged	83	90%	57%	8%				
Not Disadvantaged	117	97%	72%	11%				
Migrant								
Not Migrant	200	94%	66%	10%				

NOTES

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Other Assessments

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

District **HUDSON FALLS 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: 650	Range:	600–790	650–790	712–790			
	100%	89%	56%	7%	92%	56%	8%
Number of Students:		144	90	11			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**161**	**89%**	**56%**	**7%**				
Female	84	99%	60%	8%				
Male	77	79%	52%	5%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	6	–	–	–				
Hispanic or Latino	2	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander								
White	153	91%	57%	7%				
Small Group Totals	8	63%	38%	13%				
General-Education Students	131	98%	66%	8%				
Students with Disabilities	30	53%	13%	0%				
English Proficient	160	–	–	–				
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	62	87%	48%	5%				
Not Disadvantaged	99	91%	61%	8%				
Migrant								
Not Migrant	161	89%	56%	7%				

NOTES

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Other Assessments

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

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

District **HUDSON FALLS 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: 644	Range:	611–800	650–800	693–800			
	100%	87%	50%	5%	87%	56%	12%
Number of Students:		140	80	8			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**161**	**87%**	**50%**	**5%**				
Female	84	93%	55%	2%				
Male	77	81%	44%	8%				
American Indian or Alaska Native								
Black or African American	7	–	–	–				
Hispanic or Latino	2	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander								
White	152	88%	51%	5%	This test was not given in 2004-05.			
Small Group Totals	9	67%	33%	0%				
General-Education Students	131	95%	60%	6%				
Students with Disabilities	30	50%	7%	0%				
English Proficient	160	–	–	–				
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	62	82%	48%	5%				
Not Disadvantaged	99	90%	51%	5%				
Migrant								
Not Migrant	161	87%	50%	5%				

NOTES

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Other Assessments

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

District **HUDSON FALLS 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: 648	Range:	602–790	650–790	715–790			
	100%	92%	49%	6%	91%	49%	5%
Number of Students:		180	96	12			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**196**	**92%**	**49%**	**6%**				
Female	87	94%	61%	7%				
Male	109	90%	39%	6%				
American Indian or Alaska Native	1	–	–	–				
Black or African American	3	–	–	–				
Hispanic or Latino	1	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	190	92%	49%	6%				
Small Group Totals	6	83%	50%	0%				
General-Education Students	161	99%	57%	7%				
Students with Disabilities	35	57%	14%	0%				
English Proficient	196	92%	49%	6%				
Limited English Proficient								
Economically Disadvantaged	76	87%	46%	3%				
Not Disadvantaged	120	95%	51%	8%				
Migrant								
Not Migrant	196	92%	49%	6%				

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

NOTES

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Other Assessments

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

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

District **HUDSON FALLS 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: 652	Range:	616–775	650–775	701–775			
	100%	88%	57%	6%	85%	54%	10%
Number of Students:		171	111	12			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**195**	**88%**	**57%**	**6%**				
Female	86	93%	60%	5%				
Male	109	83%	54%	7%				
American Indian or Alaska Native	1	–	–	–				
Black or African American	3	–	–	–				
Hispanic or Latino	1	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	189	88%	58%	6%				
Small Group Totals	6	67%	33%	0%				
General-Education Students	161	94%	65%	7%				
Students with Disabilities	34	56%	21%	0%				
English Proficient	195	88%	57%	6%				
Limited English Proficient								
Economically Disadvantaged	77	84%	48%	0%				
Not Disadvantaged	118	90%	63%	10%				
Migrant								
Not Migrant	195	88%	57%	6%				

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

NOTES

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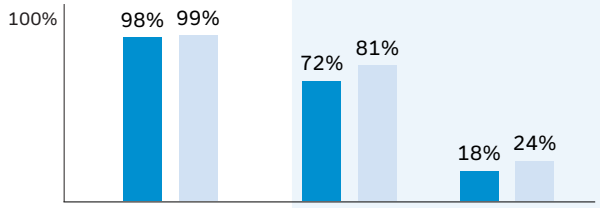
Other Assessments

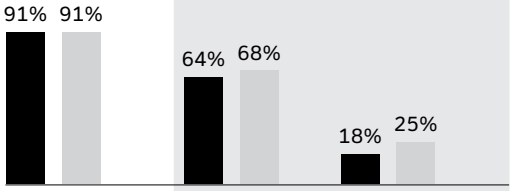
	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				1	–	–	–

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 Science

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 72	Range:	44–100	65–100	85–100			
2005–06		98%	72%	18%	91%	64%	18%
2004–05		99%	81%	24%	91%	68%	25%
Number of Students:		169 158	124 130	31 38			





Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**173**	**98%**	**72%**	**18%**	**160**	**99%**	**81%**	**24%**
Female	80	98%	73%	18%	70	100%	77%	23%
Male	93	98%	71%	18%	90	98%	84%	24%
American Indian or Alaska Native					1	–	–	–
Black or African American	2	–	–	–	3	–	–	–
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	169	–	–	–	155	99%	81%	25%
Small Group Totals	173	98%	72%	18%	5	100%	100%	0%
General-Education Students	139	100%	82%	22%	128	99%	83%	27%
Students with Disabilities	34	88%	29%	0%	32	97%	75%	9%
English Proficient	173	98%	72%	18%	160	99%	81%	24%
Limited English Proficient								
Economically Disadvantaged	72	96%	63%	13%	49	96%	78%	16%
Not Disadvantaged	101	99%	78%	22%	111	100%	83%	27%
Migrant								
Not Migrant	173	98%	72%	18%	160	99%	81%	24%

NOTES

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Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				1	–	–	–
Regents Science	19	19	19	10	24	24	24	8

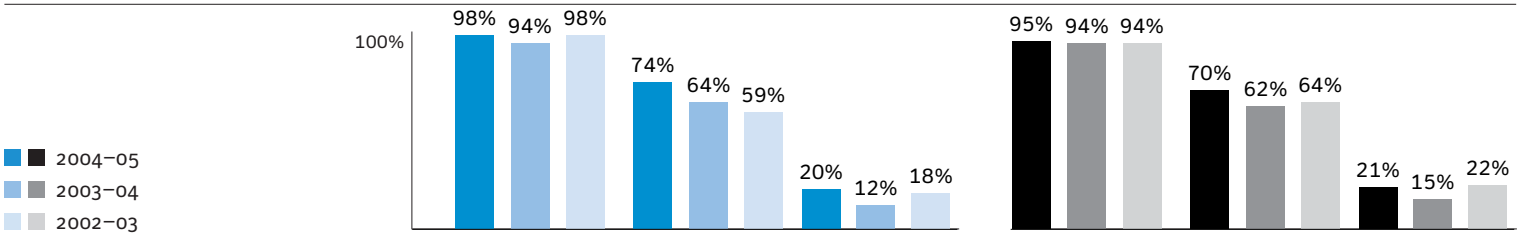
District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

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

Grade 4

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4
Range:	603–800	645–800	692–800			
2004–05	98%	74%	20%	95%	70%	21%
2003–04	94%	64%	12%	94%	62%	15%
2002–03	98%	59%	18%	94%	64%	22%

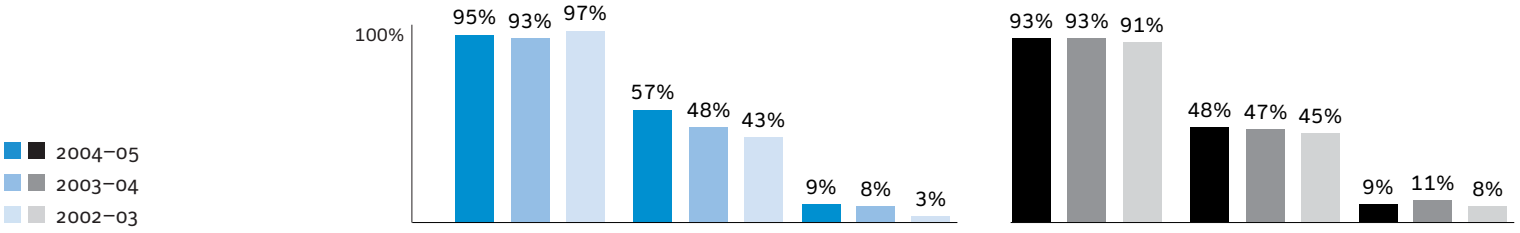


Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	3	46	99	37	185	665
Feb 2004	11	59	102	24	196	654
Feb 2003	4	61	67	28	160	657

Grade 8

	This School			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4
Range:	658–830	697–830	737–830			
2004–05	95%	57%	9%	93%	48%	9%
2003–04	93%	48%	8%	93%	47%	11%
2002–03	97%	43%	3%	91%	45%	8%



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	10	75	96	17	198	701
Jan 2004	14	89	81	15	199	698
Jan 2003	6	99	73	6	184	693

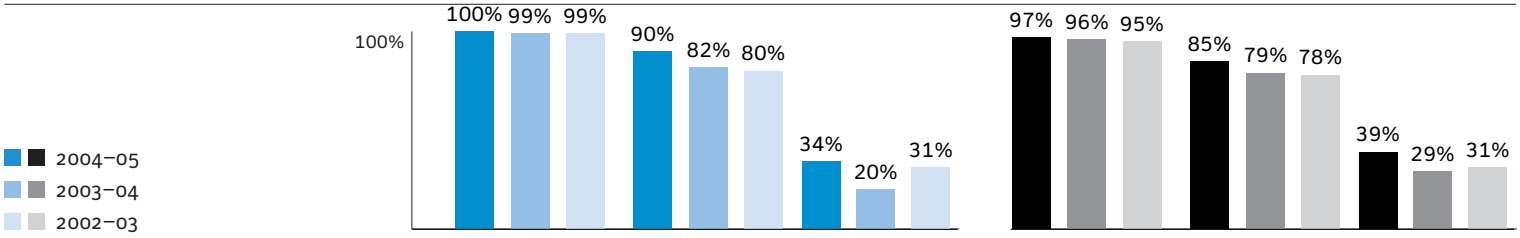
District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

Previous Years' Results for Mathematics

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

Grade 4

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4
Range:	602–810	637–810	678–810			
2004–05	100%	90%	34%	97%	85%	39%
2003–04	99%	82%	20%	96%	79%	29%
2002–03	99%	80%	31%	95%	78%	31%

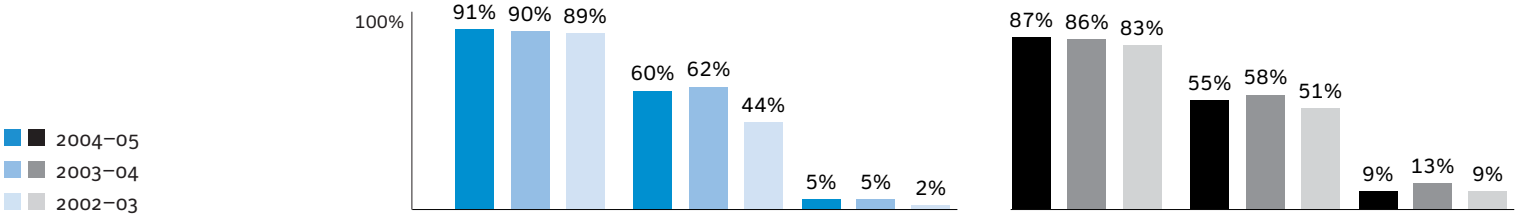


Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	0	19	104	62	185	669
May 2004	2	34	120	40	196	658
May 2003	1	31	79	49	160	663

Grade 8

	This School			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4
Range:	681–882	716–882	760–882			
2004–05	91%	60%	5%	87%	55%	9%
2003–04	90%	62%	5%	86%	58%	13%
2002–03	89%	44%	2%	83%	51%	9%

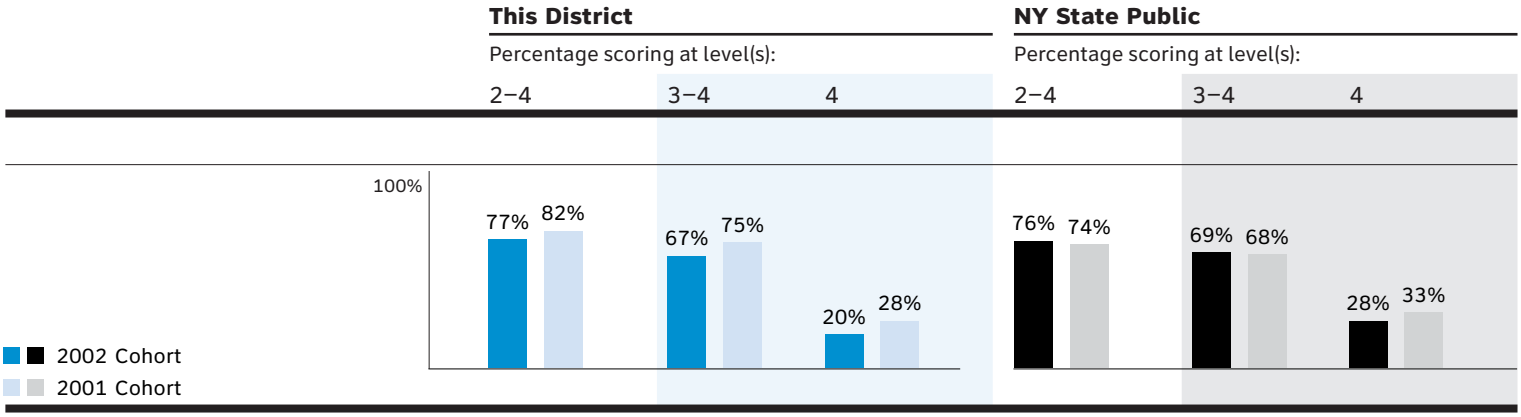


Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	17	59	103	10	189	718
May 2004	19	55	111	10	195	715
May 2003	20	84	78	4	186	710

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

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



Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**220**	**77%**	**67%**	**20%**	**199**	**82%**	**75%**	**28%**
Female	105	86%	75%	24%	94	79%	73%	30%
Male	115	70%	60%	16%	105	86%	77%	27%
American Indian or Alaska Native								
Black or African American	1	–	–	–				
Hispanic or Latino	3	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander					2	–	–	–
White	216	–	–	–	197	–	–	–
Small Group Totals	220	77%	67%	20%	199	82%	75%	28%
General-Education Students	174	87%	79%	24%	170	88%	83%	32%
Students with Disabilities	46	39%	22%	2%	29	48%	31%	3%
English Proficient	220	77%	67%	20%	199	82%	75%	28%
Limited English Proficient								
Economically Disadvantaged	56	55%	41%	9%				
Not Disadvantaged	164	85%	76%	23%				
Migrant								
Not Migrant	220	77%	67%	20%				

NOTES

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

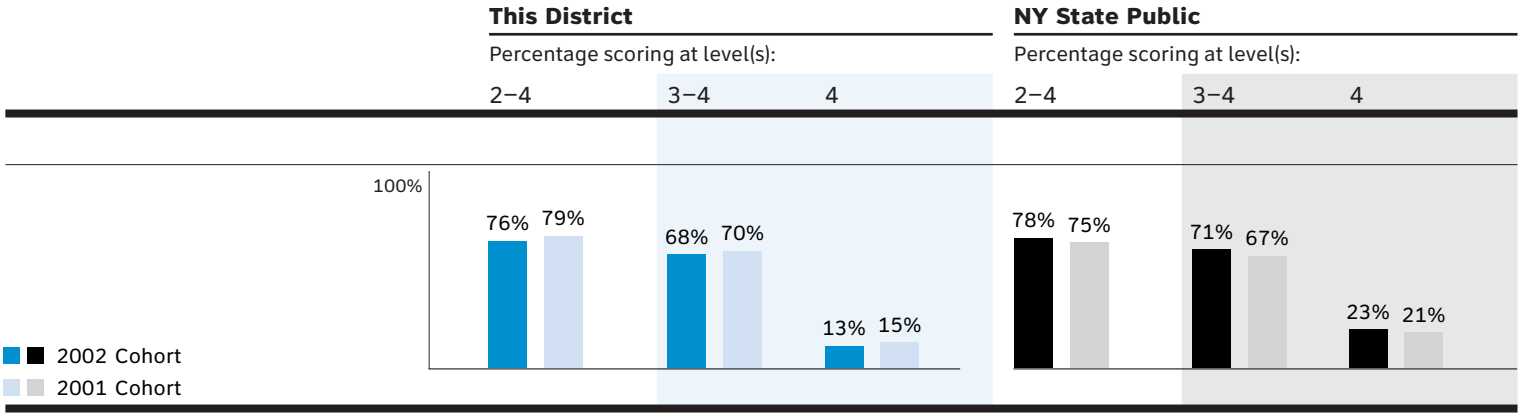
Other Assessments

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

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

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

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



Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**220**	**76%**	**68%**	**13%**	**199**	**79%**	**70%**	**15%**
Female	105	80%	72%	11%	94	76%	68%	16%
Male	115	72%	63%	15%	105	82%	71%	13%
American Indian or Alaska Native								
Black or African American	1	–	–	–				
Hispanic or Latino	3	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander					2	–	–	–
White	216	–	–	–	197	–	–	–
Small Group Totals	220	76%	68%	13%	199	79%	70%	15%
General-Education Students	174	87%	81%	16%	170	85%	78%	16%
Students with Disabilities	46	33%	17%	2%	29	41%	24%	3%
English Proficient	220	76%	68%	13%	199	79%	70%	15%
Limited English Proficient								
Economically Disadvantaged	56	57%	41%	4%				
Not Disadvantaged	164	82%	77%	16%				
Migrant								
Not Migrant	220	76%	68%	13%				

NOTES

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Other Assessments

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

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

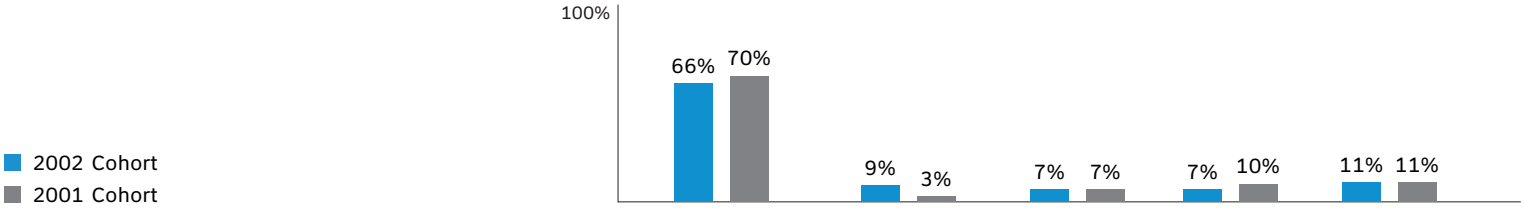
District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

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**	**220**	**66%**	**9%**	**7%**	**7%**	**11%**
	2001	**199**	**70%**	**3%**	**7%**	**10%**	**11%**
Female	2002	105	74%	9%	6%	6%	6%
	2001	94	68%	4%	4%	11%	13%
Male	2002	115	59%	10%	8%	8%	16%
	2001	105	71%	1%	10%	10%	9%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
Black or African American	2002	1	–	–	–	–	–
Hispanic or Latino	2002	3	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	2	–	–	–	–	–
White	2002	216	–	–	–	–	–
	2001	197	–	–	–	–	–
Small Group Totals	2002	220	66%	9%	7%	7%	11%
	2001	199	70%	3%	7%	10%	11%
General-Education Students	2002	174	75%	4%	6%	7%	8%
	2001	170	76%	0%	6%	8%	9%
Students with Disabilities	2002	46	35%	28%	11%	4%	22%
	2001	29	34%	17%	10%	21%	17%
English Proficient	2002	220	66%	9%	7%	7%	11%
	2001	199	70%	3%	7%	10%	11%
Limited English Proficient	2002	0	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	2002	56	38%	21%	16%	14%	11%
Not Disadvantaged	2002	164	76%	5%	4%	4%	11%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	220	66%	9%	7%	7%	11%

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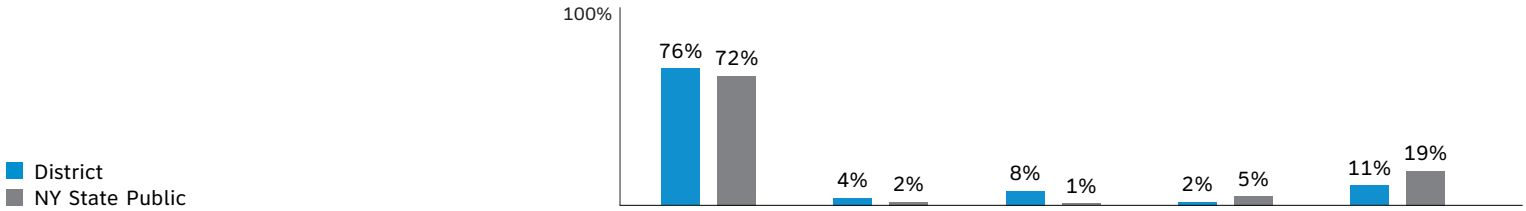
District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

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	**197**	**76%**	**4%**	**8%**	**2%**	**11%**
Female	94	73%	5%	5%	1%	15%
Male	103	78%	2%	10%	3%	8%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	0	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	0	N/A	N/A	N/A	N/A	N/A
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–
White	195	–	–	–	–	–
Small Group Totals	197	76%	4%	8%	2%	11%
General-Education Students	168	81%	0%	7%	2%	10%
Students with Disabilities	29	45%	24%	10%	3%	17%
English Proficient	197	76%	4%	8%	2%	11%
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	44	68%	11%	2%	2%	16%
Not Disadvantaged	153	78%	1%	9%	2%	10%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	197	76%	4%	8%	2%	11%

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