



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **MALONE CENTRAL SCHOOL
DISTRICT**
District ID **16-15-01-06-0000**
Superintendent **WAYNE WALBRIDGE**
Telephone **(518) 483-7800**
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 2007–08 accountability status.

4 Review an Overview of District Performance.

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

District Profile

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

Enrollment

	2004-05	2005-06	2006-07
Pre-K	64	65	82
Kindergarten	130	168	160
Grade 1	164	140	171
Grade 2	139	155	147
Grade 3	187	147	171
Grade 4	189	180	141
Grade 5	207	183	189
Grade 6	172	213	191
Ungraded Elementary	0	0	0
Grade 7	187	178	222
Grade 8	184	177	175
Grade 9	207	202	207
Grade 10	208	193	199
Grade 11	205	183	201
Grade 12	178	191	203
Ungraded Secondary	0	0	0
Total K-12	2357	2310	2377

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	19	19	20
Grade 8			
English	17	17	15
Mathematics	17	17	15
Science	15	16	14
Social Studies	17	17	15
Grade 10			
English	19	17	16
Mathematics	15	14	14
Science	20	17	12
Social Studies	16	15	16

Enrollment Information

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

Average Class Size Information

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

District **MALONE CENTRAL SCHOOL DISTRICT**District ID **16-15-01-06-0000**

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	848	36%	808	35%	724	30%
Reduced-Price Lunch	283	12%	271	12%	241	10%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	0	0%	0	0%	0	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	12	1%	22	1%	12	1%
Black or African American	16	1%	13	1%	20	1%
Hispanic or Latino	16	1%	20	1%	8	0%
Asian or Native Hawaiian/Other Pacific Islander	8	0%	11	0%	6	0%
White	2305	98%	2244	97%	2326	98%
Multiracial**	N/A	N/A	N/A	N/A	5	0%

* Not available at the district level.

** Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate	95%		95%		96%	
Student Suspensions	124	5%	133	6%	162	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 **MALONE CENTRAL SCHOOL DISTRICT**District ID **16-15-01-06-0000**

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	209	213	198
Percent with No Valid Teaching Certificate	0%	0%	1%
Percent Teaching Out of Certification	1%	2%	2%
Percent with Fewer Than Three Years of Experience	8%	5%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	28%	27%	30%
Total Number of Core Classes*	N/A	754	553
Percent Not Taught by Highly Qualified Teachers	N/A	1%	1%
Total Number of Classes	764	788	826
Percent Taught by Teachers Without Appropriate Certification	0%	2%	2%

* Data for 2004-05 were not weighted, so are not shown.

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	12%	10%	16%
Turnover Rate of All Teachers	12%	12%	11%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	21	22	15
Total Paraprofessionals*	103	77	95
Assistant Principals	2	2	2
Principals	6	6	3

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. 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.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year that were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

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 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals 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 2006–07 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. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 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 qualify for Safe Harbor using the third indicator, science or graduation rate.

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 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 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 2002 graduation-rate cohort earning a local diploma by August 31, 2006 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 for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 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 AMO's for each grade level 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.

Graduation-Rate Cohort

This term is defined on the graduation-rate accountability page.

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 to Level 4. (See performance level definitions on the Overview Summary page.) 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.

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 2006–07 safe harbor targets were calculated using the following equation:

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

Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

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

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2007–08)

Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2005–06	2006–07	2007–08
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✗	✗	✓
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—
White	✓	✓	—	✗	✗	—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	✓ ^{SH}	✓	—	—	—	—
Limited English Proficient	—	—	—	—	—	—
Economically Disadvantaged	✓	✓	—	—	—	—
Student groups making AYP in each subject	✓ 4 of 4	✓ 4 of 4	✓ 1 of 1	✗ 0 of 2	✗ 0 of 2	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

Federal

- Good Standing
- Improvement (Year 1)
- Improvement (Year 2)
- Improvement (Year 3)
- Improvement (Year 4)
- Improvement (Year 5 & Above)
- Pending – Requires Special Evaluation

State

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

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2007–08)



Good Standing

Accountability Measures

4 of 4

Student groups making AYP in English Language Arts



Made AYP

Prospective Status

This district will be in good standing in 2008-09. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
All Students (1126:1088)	✓	✓	97%	✓	146	119	
Ethnicity							
American Indian or Alaska Native (19:19)	—	—	—	—	—	—	—
Black or African American (10:10)	—	—	—	—	—	—	—
Hispanic or Latino (11:11)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (4:4)	—	—	—	—	—	—	—
White (1082:1044)	✓	✓	97%	✓	147	119	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (228:224)	✓ ^{SH}	✓	100%	✓ ^{SH}	77	115	71 89
Limited English Proficient ⁵ (0:0)							
Economically Disadvantaged (440:436)	✓	✓	100%	✓	130	117	
Final AYP Determination	✓ 4 of 4						

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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006–07, 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.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2007–08)



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 2008-09. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
All Students (1129:1085)	✓	✓	97%	✓	161	83	
Ethnicity							
American Indian or Alaska Native (20:19)	—	—	—	—	—	—	—
Black or African American (11:10)	—	—	—	—	—	—	—
Hispanic or Latino (11:11)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (4:4)	—	—	—	—	—	—	—
White (1083:1041)	✓	✓	97%	✓	161	83	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (228:225)	✓	✓	100%	✓	103	79	
Limited English Proficient ⁵ (0:0)	—	—	—	—	—	—	—
Economically Disadvantaged (443:437)	✓	✓	100%	✓	151	81	
Final AYP Determination	✓ 4 of 4						

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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006–07, 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.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status











Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2007–08)

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

Prospective Status This district will be in good standing in 2008-09. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006–07 2007–08
All Students (348:313)		Qualified		93%		178	100	
Ethnicity								
American Indian or Alaska Native (3:3)		–	–	–	–	–	–	–
Black or African American (3:3)		–	–	–	–	–	–	–
Hispanic or Latino (7:7)		–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (2:2)		–	–	–	–	–	–	–
White (333:298)		Qualified		92%		179	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (77:75)		Qualified		97%		140	100	
Limited English Proficient ⁴ (0:0)								
Economically Disadvantaged (120:115)		Qualified		98%		166	100	
Final AYP Determination		1 of 1						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 districts with fewer than 30 continuously enrolled tested students in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and performance indices.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

AYP Status

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

Secondary-Level English Language Arts

Accountability Status for This Subject (2007–08)



Good Standing

Accountability Measures

0 of 2

Student groups making AYP in English Language Arts



Did not make AYP

Prospective Status

This district will be in good standing in 2008-09. [201]

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

Student Group (12th Graders: 2003 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
All Students (376:179)	X	X	93%	✓	166	151	
Ethnicity							
American Indian or Alaska Native (4:3)	—	—	—	—	—	—	—
Black or African American (1:2)	—	—	—	—	—	—	—
Hispanic or Latino (1:1)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (1:1)	—	—	—	—	—	—	—
White (366:172)	X	X	93%	✓	166	151	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (29:25)	—	—	—	—	—	—	—
Limited English Proficient ⁴ (0:0)							
Economically Disadvantaged (26:24)	—	—	—	—	—	—	—
Final AYP Determination	X 0 of 2						

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status

Secondary-Level Mathematics

Accountability Status for This Subject (2007–08)



Good Standing

Accountability Measures

0 of 2

Student groups making AYP in Mathematics



Did not make AYP

Prospective Status

This district will be in good standing in 2008-09. [201]

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

Student Group (12th Graders: 2003 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
All Students (376:179)	X	X	92%	✓	174	144	
Ethnicity							
American Indian or Alaska Native (4:3)	—	—	—	—	—	—	—
Black or African American (1:2)	—	—	—	—	—	—	—
Hispanic or Latino (1:1)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (1:1)	—	—	—	—	—	—	—
White (366:172)	X	X	92%	✓	174	144	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (29:25)	—	—	—	—	—	—	—
Limited English Proficient ⁴ (0:0)							
Economically Disadvantaged (26:24)	—	—	—	—	—	—	—
Final AYP Determination	X 0 of 2						

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status






Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2007–08)

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

Prospective Status This district will be in good standing in 2008-09. [201]

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

Student Group (Cohort Count) ¹	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate ²	State Standard	Progress Target 2006–07 2007–08
All Students (200)			78%	55%	
Ethnicity					
American Indian or Alaska Native (1)		–	–	–	
Black or African American (0)					
Hispanic or Latino (0)					
Asian or Native Hawaiian/Other Pacific Islander (2)		–	–	–	
White (197)			78%	55%	
Multiracial (0)					
Other Groups					
Students with Disabilities (27)		–	–	–	
Limited English Proficient ³ (0)					
Economically Disadvantaged (49)			73%	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 2002 cohort that earned a local or Regents diploma by August 31, 2006.

³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

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 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **MALONE CENTRAL SCHOOL DISTRICT**

District ID **16-15-01-06-0000**

2007–08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 accountability status.

Federal Title I Status

Good Standing

2 schools identified 40% of total

FLANDERS ELEMENTARY SCHOOL

SAINT JOSEPH'S ELEMENTARY SCHOOL

Improvement (Year 1)

1 school identified 20% of total

DAVIS ELEMENTARY SCHOOL

New York State Status

Good Standing

1 school identified 20% of total

FRANKLIN ACADEMY HIGH SCHOOL

Requiring Academic Progress (Year 1)







1 school identified 20% of total

MALONE MIDDLE SCHOOL







District **MALONE CENTRAL SCHOOL DISTRICT**District ID **16-15-01-06-0000**

Summary of 2006–07 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	48%			170
Grade 4	54%			136
Grade 5	58%			188
Grade 6	63%			191
Grade 7	51%			224
Grade 8	56%			180

Mathematics

Grade 3	80%		170
Grade 4	73%		138
Grade 5	79%		189
Grade 6	73%		192
Grade 7	57%		224
Grade 8	43%		179

Science

Grade 4	88%		137
Grade 8	77%		180

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	69%			205
Mathematics	76%			205

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.

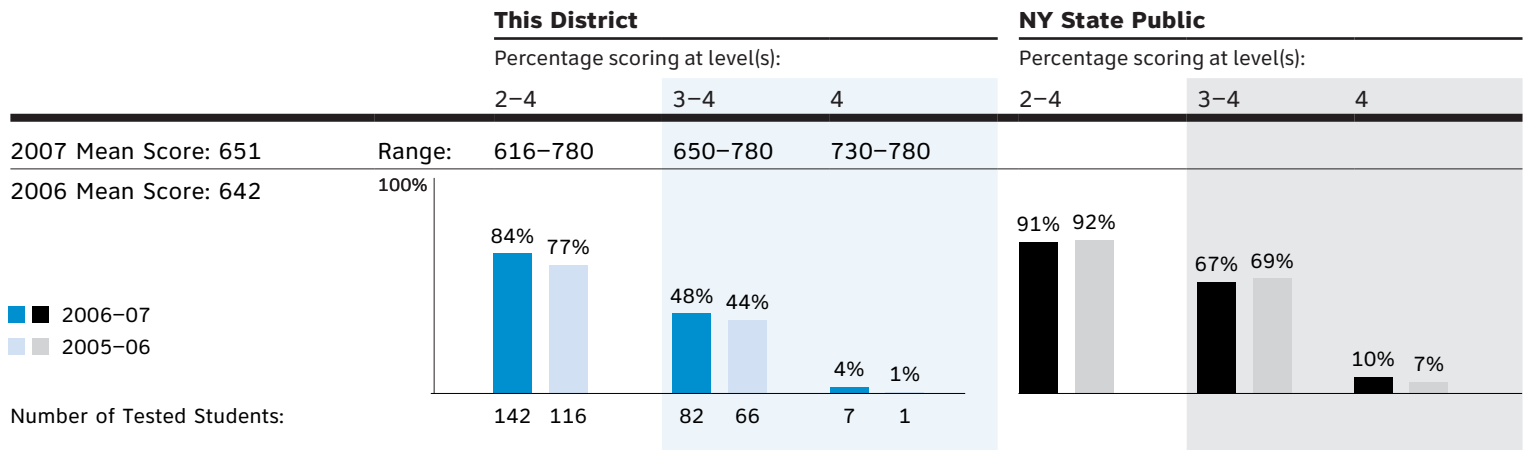
In this section, this district's performance is compared with that of public schools statewide.

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.

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	170	84%	48%	4%	151	77%	44%	1%
Female	82	89%	50%	6%	76	79%	51%	1%
Male	88	78%	47%	2%	75	75%	36%	0%
American Indian or Alaska Native	3	—	—	—	2	—	—	—
Black or African American	4	—	—	—				
Hispanic or Latino					4	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	1	—	—	—
White	162	85%	49%	4%	144	78%	46%	1%
Multiracial								
Small Group Totals	8	63%	38%	0%	7	43%	0%	0%
General-Education Students	139	93%	58%	5%	117	91%	56%	1%
Students with Disabilities	31	42%	6%	0%	34	26%	0%	0%
English Proficient	170	84%	48%	4%	151	77%	44%	1%
Limited English Proficient								
Economically Disadvantaged	79	73%	38%	3%	67	70%	34%	0%
Not Disadvantaged	91	92%	57%	5%	84	82%	51%	1%
Migrant								
Not Migrant	170	84%	48%	4%	151	77%	44%	1%

NOTES

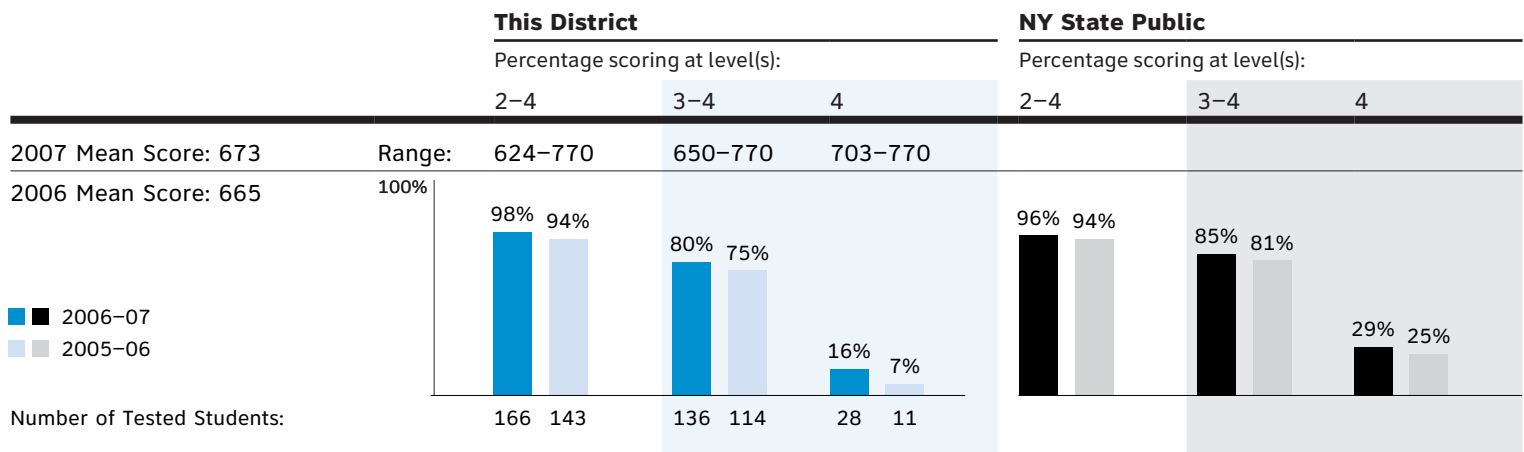
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 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	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 3 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	170	98%	80%	16%	152	94%	75%	7%
Female	82	99%	79%	12%	76	93%	75%	8%
Male	88	97%	81%	20%	76	95%	75%	7%
American Indian or Alaska Native	3	—	—	—	2	—	—	—
Black or African American	4	—	—	—				
Hispanic or Latino					4	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	1	—	—	—
White	162	98%	81%	17%	145	94%	74%	8%
Multiracial								
Small Group Totals	8	100%	63%	0%	7	100%	86%	0%
General-Education Students	139	99%	86%	19%	118	96%	80%	8%
Students with Disabilities	31	90%	55%	3%	34	88%	59%	3%
English Proficient	170	98%	80%	16%	152	94%	75%	7%
Limited English Proficient								
Economically Disadvantaged	80	95%	78%	13%	69	90%	67%	3%
Not Disadvantaged	90	100%	82%	20%	83	98%	82%	11%
Migrant								
Not Migrant	170	98%	80%	16%	152	94%	75%	7%

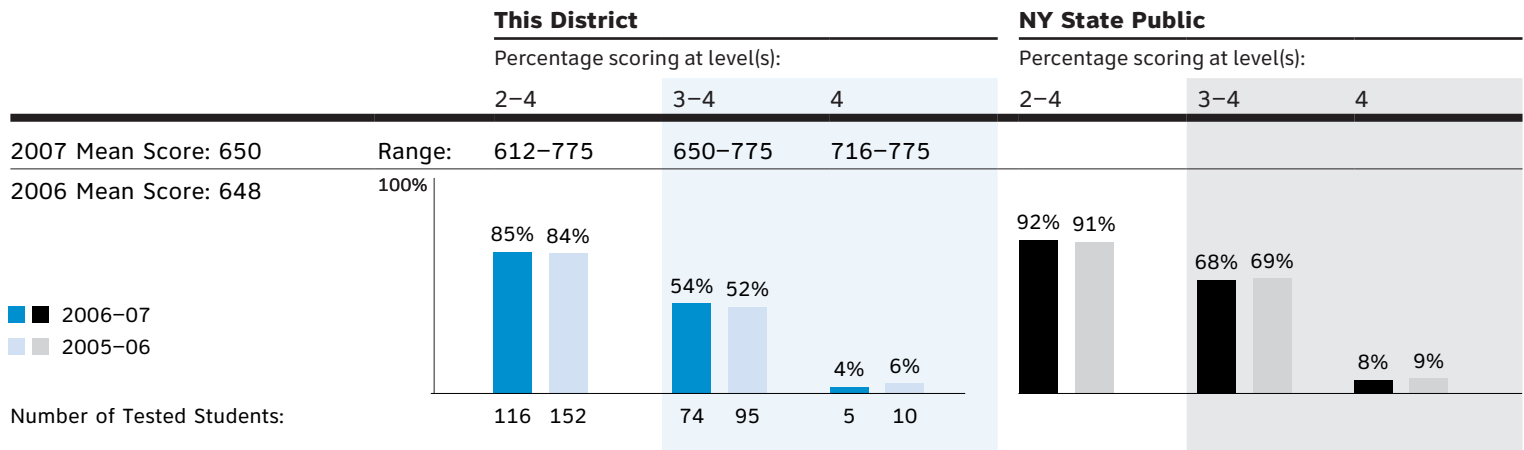
NOTES

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Other Assessments

Other Assessments	2006-07 School Year				2005-06 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	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	136	85%	54%	4%	181	84%	52%	6%
Female	69	87%	59%	7%	81	88%	54%	10%
Male	67	84%	49%	0%	100	81%	51%	2%
American Indian or Alaska Native	1	—	—	—	4	—	—	—
Black or African American					2	—	—	—
Hispanic or Latino	4	—	—	—				
Asian or Native Hawaiian/Other								
Pacific Islander	1	—	—	—				
White	130	86%	57%	4%	175	84%	53%	6%
Multiracial								
Small Group Totals	6	67%	0%	0%	6	83%	33%	0%
General-Education Students	103	96%	69%	5%	153	94%	61%	7%
Students with Disabilities	33	52%	9%	0%	28	29%	7%	0%
English Proficient	136	85%	54%	4%	181	84%	52%	6%
Limited English Proficient								
Economically Disadvantaged	59	85%	49%	2%	71	69%	35%	3%
Not Disadvantaged	77	86%	58%	5%	110	94%	64%	7%
Migrant								
Not Migrant	136	85%	54%	4%	181	84%	52%	6%

NOTES

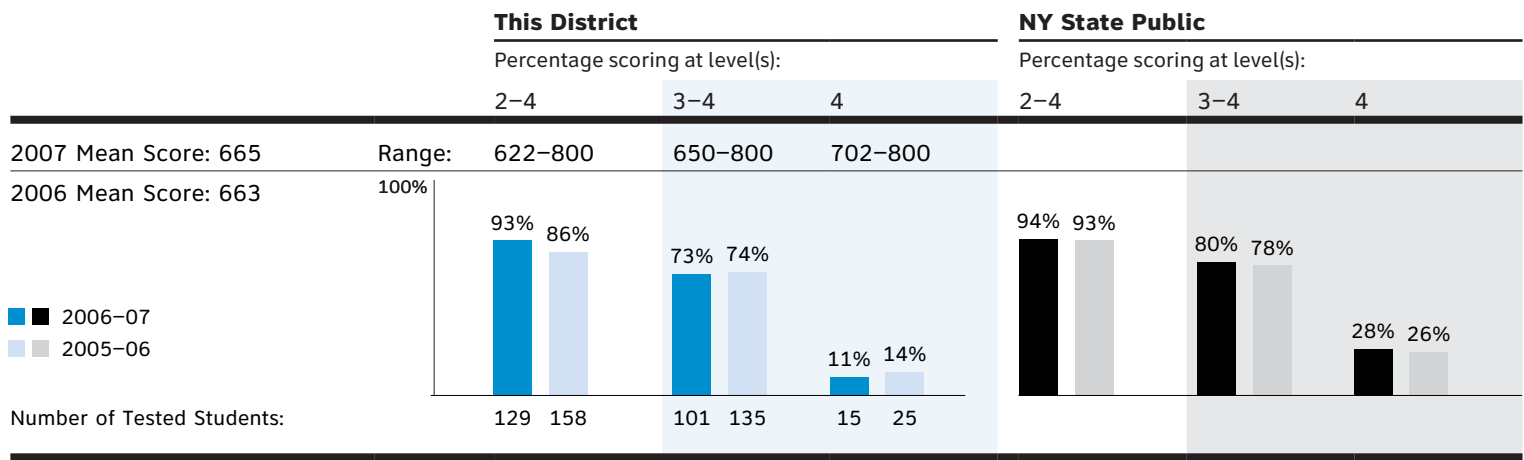
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 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	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 4 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	138	93%	73%	11%	183	86%	74%	14%
Female	69	94%	71%	10%	82	82%	71%	12%
Male	69	93%	75%	12%	101	90%	76%	15%
American Indian or Alaska Native	1	—	—	—	4	—	—	—
Black or African American					2	—	—	—
Hispanic or Latino	4	—	—	—				
Asian or Native Hawaiian/Other								
Pacific Islander	1	—	—	—				
White	132	93%	74%	11%	177	86%	75%	14%
Multiracial								
Small Group Totals	6	100%	50%	0%	6	83%	50%	0%
General-Education Students	104	98%	86%	14%	152	96%	82%	16%
Students with Disabilities	34	79%	35%	0%	31	39%	35%	0%
English Proficient	138	93%	73%	11%	183	86%	74%	14%
Limited English Proficient								
Economically Disadvantaged	61	90%	67%	3%	75	76%	59%	5%
Not Disadvantaged	77	96%	78%	17%	108	94%	84%	19%
Migrant								
Not Migrant	138	93%	73%	11%	183	86%	74%	14%

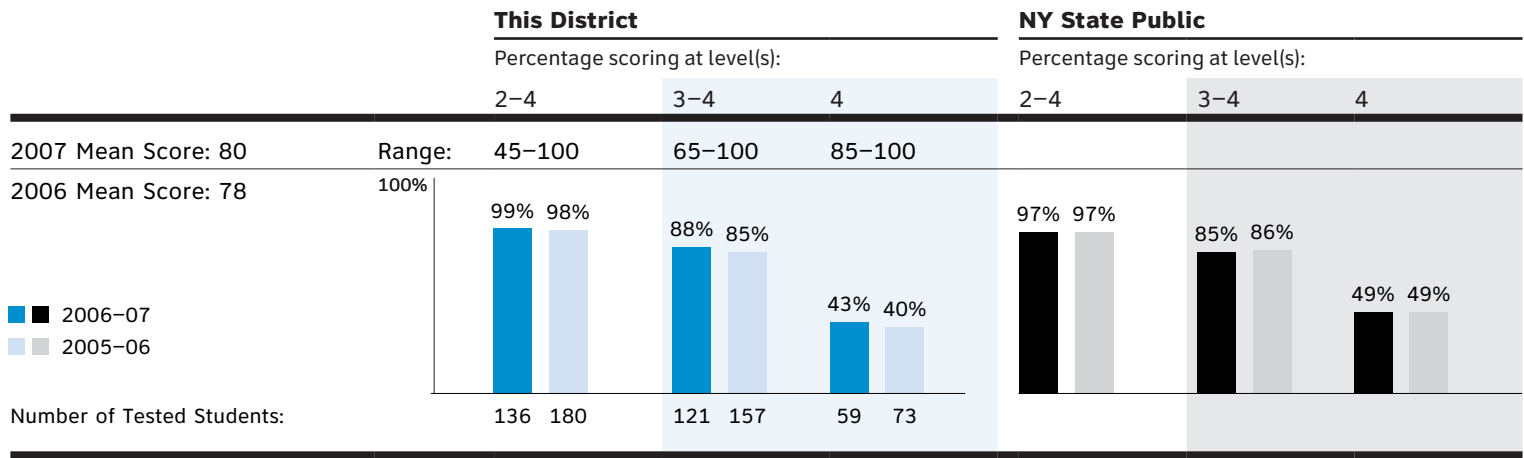
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 Science



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	137	99%	88%	43%	184	98%	85%	40%
Female	69	99%	93%	39%	82	95%	84%	38%
Male	68	100%	84%	47%	102	100%	86%	41%
American Indian or Alaska Native	1	—	—	—	4	—	—	—
Black or African American					2	—	—	—
Hispanic or Latino	4	—	—	—				
Asian or Native Hawaiian/Other								
Pacific Islander	1	—	—	—				
White	131	99%	89%	44%	178	98%	86%	41%
Multiracial								
Small Group Totals	6	100%	67%	17%	6	100%	67%	0%
General-Education Students	104	100%	95%	50%	153	99%	94%	45%
Students with Disabilities	33	97%	67%	21%	31	90%	42%	13%
English Proficient	137	99%	88%	43%	184	98%	85%	40%
Limited English Proficient								
Economically Disadvantaged	59	98%	85%	39%	76	96%	74%	21%
Not Disadvantaged	78	100%	91%	46%	108	99%	94%	53%
Migrant								
Not Migrant	137	99%	88%	43%	184	98%	85%	40%

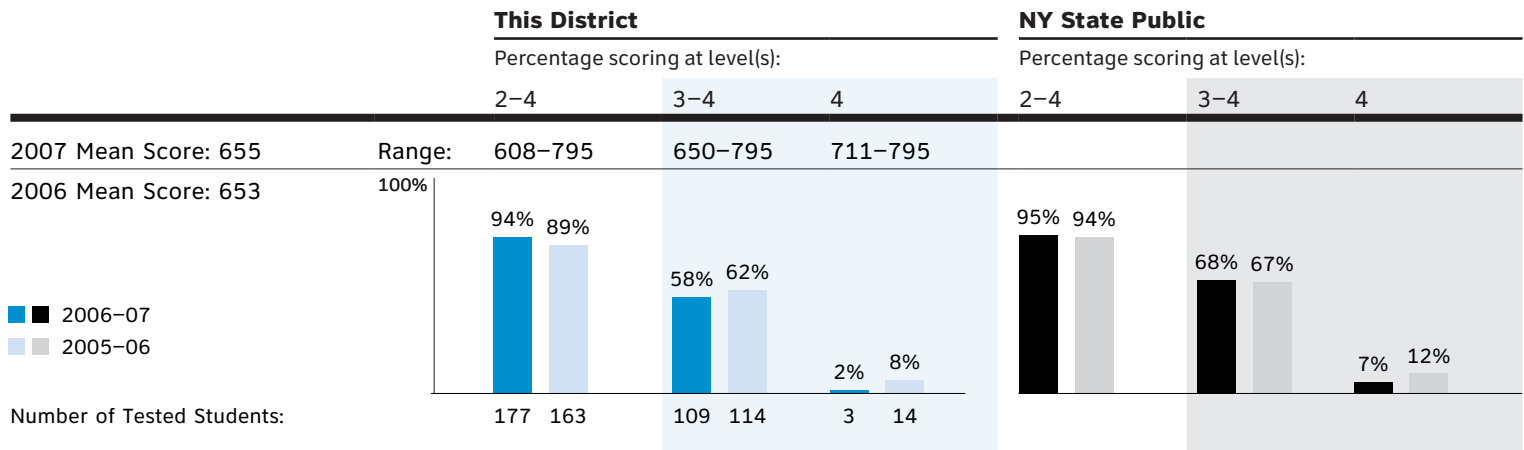
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	188	94%	58%	2%	184	89%	62%	8%
Female	87	95%	61%	3%	84	92%	57%	10%
Male	101	93%	55%	0%	100	86%	66%	6%
American Indian or Alaska Native	5	—	—	—	1	—	—	—
Black or African American	1	—	—	—				
Hispanic or Latino					1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander								
White	182	94%	59%	2%	182	—	—	—
Multiracial								
Small Group Totals	6	100%	33%	0%	184	89%	62%	8%
General-Education Students	155	99%	68%	2%	151	99%	74%	9%
Students with Disabilities	33	70%	12%	0%	33	39%	9%	0%
English Proficient	188	94%	58%	2%	184	89%	62%	8%
Limited English Proficient								
Economically Disadvantaged	81	93%	41%	0%	79	86%	52%	4%
Not Disadvantaged	107	95%	71%	3%	105	90%	70%	10%
Migrant								
Not Migrant	188	94%	58%	2%	184	89%	62%	8%

NOTES

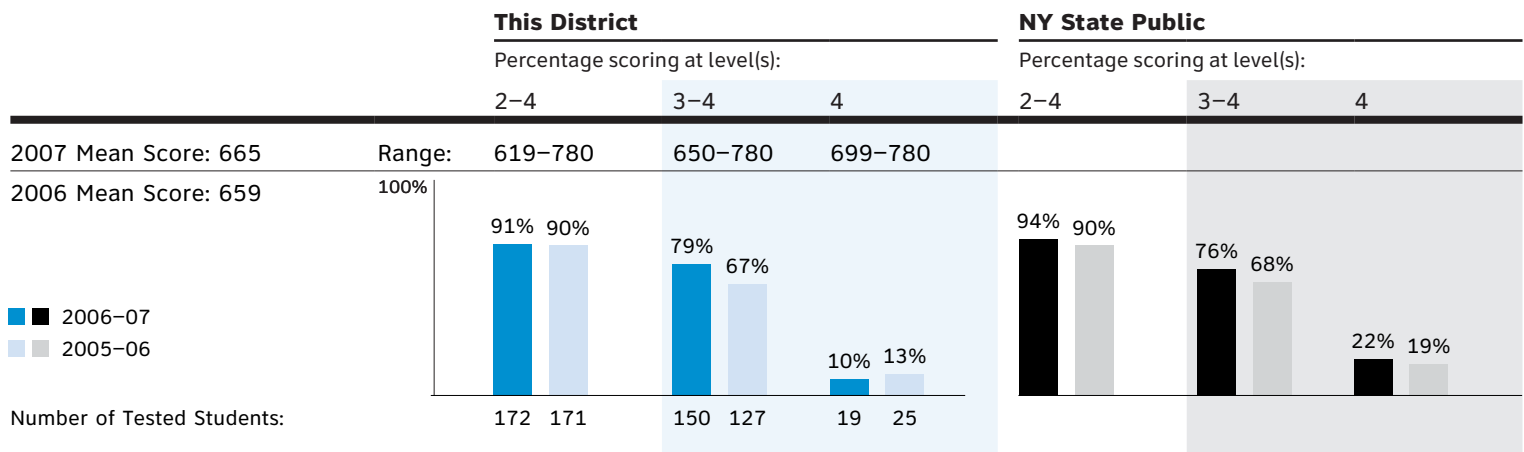
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 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	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 5 Mathematics



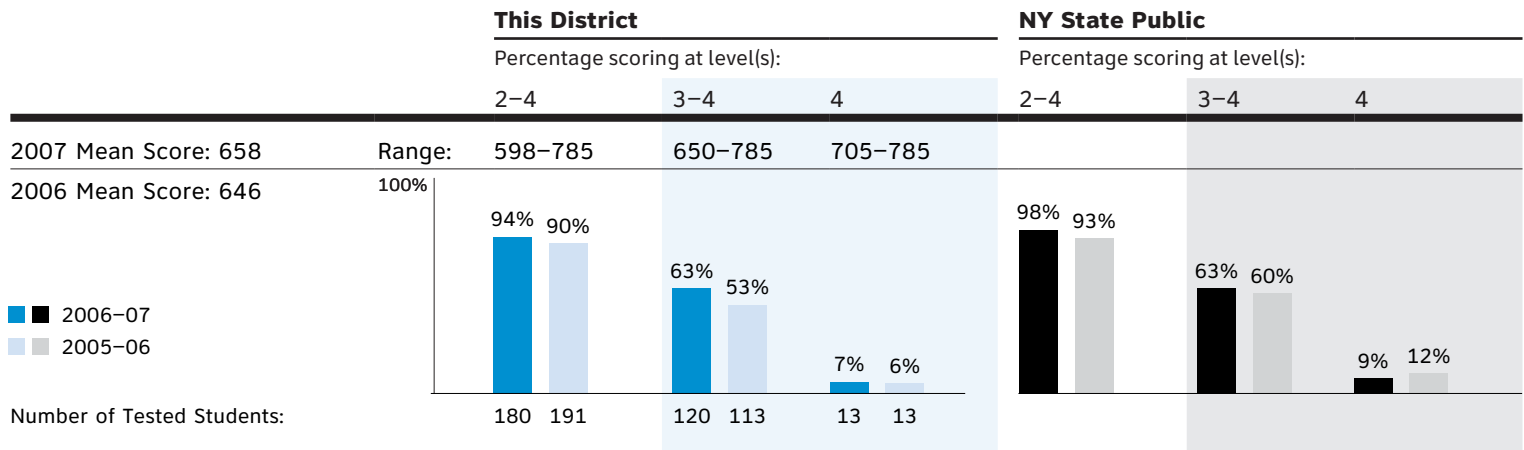
Results by Student Group	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	189	91%	79%	10%	189	90%	67%	13%
Female	87	93%	77%	14%	88	92%	68%	14%
Male	102	89%	81%	7%	101	89%	66%	13%
American Indian or Alaska Native	5	—	—	—	2	—	—	—
Black or African American	1	—	—	—				
Hispanic or Latino					1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander								
White	183	91%	79%	10%	186	—	—	—
Multiracial								
Small Group Totals	6	83%	83%	0%	189	90%	67%	13%
General-Education Students	156	99%	88%	12%	154	98%	79%	16%
Students with Disabilities	33	52%	36%	3%	35	57%	17%	0%
English Proficient	189	91%	79%	10%	189	90%	67%	13%
Limited English Proficient								
Economically Disadvantaged	82	87%	68%	2%	84	87%	63%	13%
Not Disadvantaged	107	94%	88%	16%	105	93%	70%	13%
Migrant								
Not Migrant	189	91%	79%	10%	189	90%	67%	13%

NOTES

The — symbol indicates that data for a group of students have 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	2006-07 School Year				2005-06 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	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	191	94%	63%	7%	213	90%	53%	6%
Female	85	98%	68%	11%	113	94%	60%	10%
Male	106	92%	58%	4%	100	85%	45%	2%
American Indian or Alaska Native	6	—	—	—				
Black or African American					2	—	—	—
Hispanic or Latino	1	—	—	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander					1	—	—	—
White	184	95%	64%	7%	207	89%	53%	6%
Multiracial								
Small Group Totals	7	86%	29%	0%	6	100%	67%	0%
General-Education Students	154	100%	75%	8%	173	97%	64%	8%
Students with Disabilities	37	70%	11%	0%	40	60%	5%	0%
English Proficient	191	94%	63%	7%	213	90%	53%	6%
Limited English Proficient								
Economically Disadvantaged	76	92%	49%	4%	90	87%	40%	2%
Not Disadvantaged	115	96%	72%	9%	123	92%	63%	9%
Migrant								
Not Migrant	191	94%	63%	7%	213	90%	53%	6%

NOTES

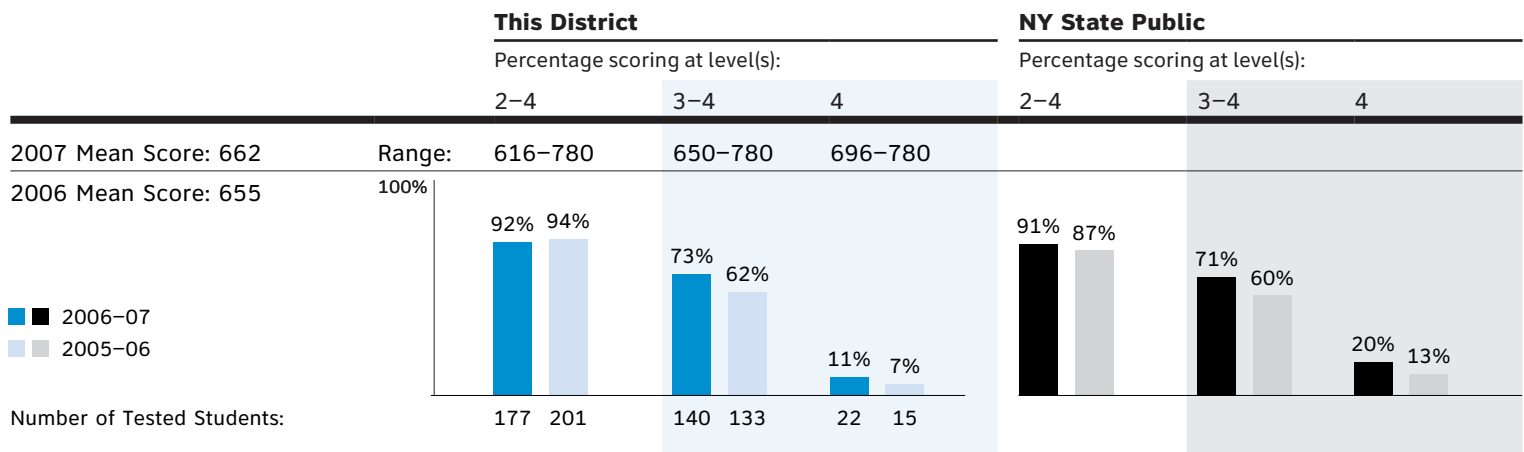
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 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				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 6 Mathematics



Results by Student Group	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	192	92%	73%	11%	213	94%	62%	7%
Female	86	93%	76%	10%	114	96%	65%	6%
Male	106	92%	71%	12%	99	93%	60%	8%
American Indian or Alaska Native	7	—	—	—				
Black or African American					2	—	—	—
Hispanic or Latino	1	—	—	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander					1	—	—	—
White	184	93%	75%	11%	207	94%	62%	7%
Multiracial								
Small Group Totals	8	75%	25%	13%	6	100%	83%	0%
General-Education Students	155	98%	85%	14%	175	98%	70%	9%
Students with Disabilities	37	68%	22%	3%	38	76%	29%	0%
English Proficient	192	92%	73%	11%	213	94%	62%	7%
Limited English Proficient								
Economically Disadvantaged	76	89%	66%	7%	93	94%	51%	3%
Not Disadvantaged	116	94%	78%	15%	120	95%	72%	10%
Migrant								
Not Migrant	192	92%	73%	11%	213	94%	62%	7%

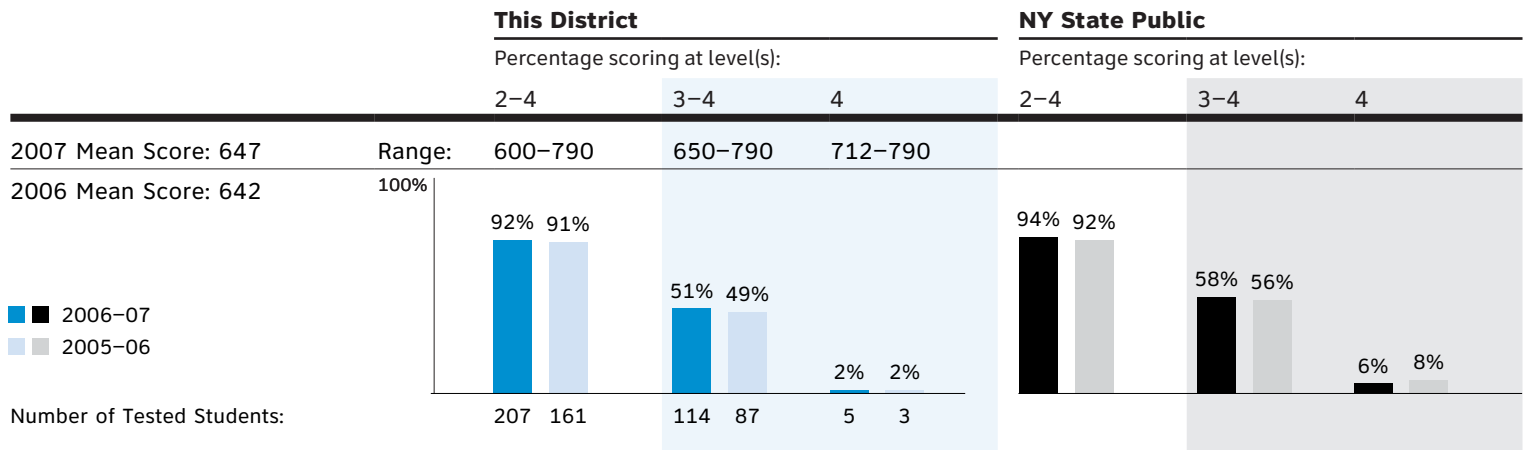
NOTES

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Other Assessments	2006-07 School Year				2005-06 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				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

District **MALONE CENTRAL SCHOOL DISTRICT**District ID **16-15-01-06-0000**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	224	92%	51%	2%	177	91%	49%	2%
Female	120	98%	58%	3%	81	93%	52%	1%
Male	104	87%	42%	1%	96	90%	47%	2%
American Indian or Alaska Native	2	-	-	-				
Black or African American	2	-	-	-	2	-	-	-
Hispanic or Latino	3	-	-	-	3	-	-	-
Asian or Native Hawaiian/Other								
Pacific Islander	1	-	-	-	1	-	-	-
White	216	92%	50%	2%	171	91%	48%	2%
Multiracial								
Small Group Totals	8	100%	63%	0%	6	83%	83%	0%
General-Education Students	177	99%	60%	3%	140	99%	59%	2%
Students with Disabilities	47	68%	15%	0%	37	59%	14%	0%
English Proficient	224	92%	51%	2%	177	91%	49%	2%
Limited English Proficient								
Economically Disadvantaged	84	90%	40%	1%	74	84%	38%	1%
Not Disadvantaged	140	94%	57%	3%	103	96%	57%	2%
Migrant								
Not Migrant	224	92%	51%	2%	177	91%	49%	2%

NOTES

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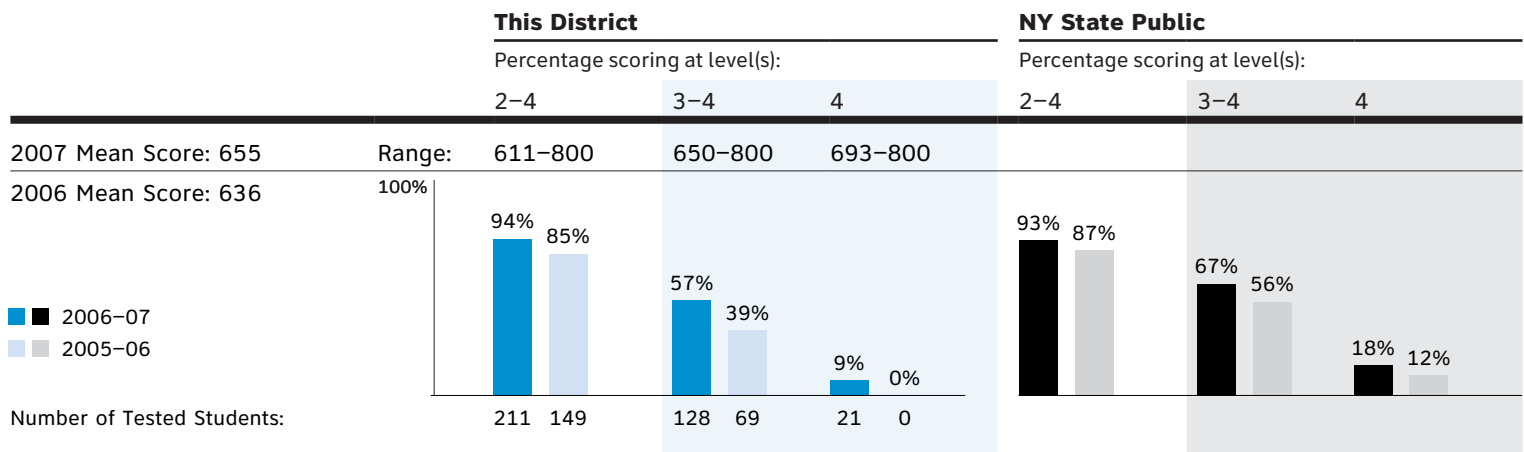
Other Assessments

	2006-07 School Year				2005-06 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	2	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

District **MALONE CENTRAL SCHOOL DISTRICT**District ID **16-15-01-06-0000**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	224	94%	57%	9%	176	85%	39%	0%
Female	119	97%	57%	8%	79	89%	41%	0%
Male	105	90%	57%	11%	97	81%	38%	0%
American Indian or Alaska Native	2	—	—	—				
Black or African American	3	—	—	—	2	—	—	—
Hispanic or Latino	3	—	—	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	1	—	—	—
White	215	94%	56%	10%	170	85%	39%	0%
Multiracial								
Small Group Totals	9	100%	89%	0%	6	83%	33%	0%
General-Education Students	177	98%	68%	12%	139	94%	47%	0%
Students with Disabilities	47	79%	15%	0%	37	51%	8%	0%
English Proficient	224	94%	57%	9%	176	85%	39%	0%
Limited English Proficient								
Economically Disadvantaged	84	94%	52%	4%	75	76%	32%	0%
Not Disadvantaged	140	94%	60%	13%	101	91%	45%	0%
Migrant								
Not Migrant	224	94%	57%	9%	176	85%	39%	0%

NOTES

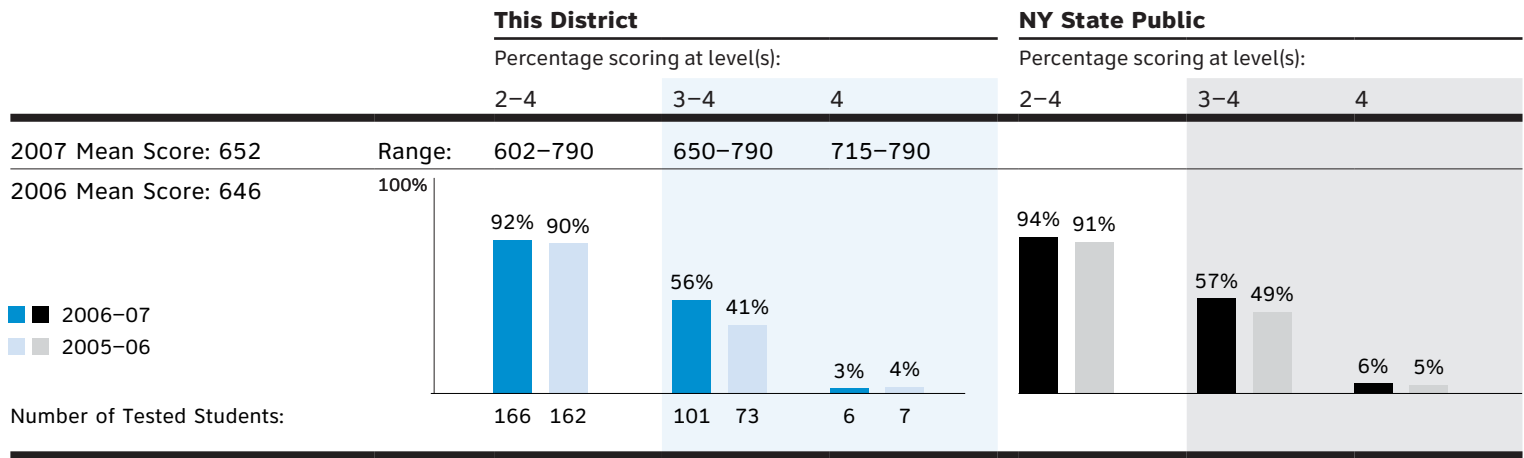
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Other Assessments

	2006-07 School Year				2005-06 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	2	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

District **MALONE CENTRAL SCHOOL DISTRICT**District ID **16-15-01-06-0000**

This District's Results in Grade 8 English Language Arts



Results by Student Group	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	180	92%	56%	3%	180	90%	41%	4%
Female	80	93%	63%	3%	85	92%	45%	5%
Male	100	92%	51%	4%	95	88%	37%	3%
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Black or African American	3	—	—	—	1	—	—	—
Hispanic or Latino	3	—	—	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—				
White	171	93%	56%	3%	176	—	—	—
Multiracial								
Small Group Totals	9	78%	56%	11%	180	90%	41%	4%
General-Education Students	139	100%	69%	4%	151	98%	48%	5%
Students with Disabilities	41	66%	12%	0%	29	48%	3%	0%
English Proficient	180	92%	56%	3%	180	90%	41%	4%
Limited English Proficient								
Economically Disadvantaged	57	89%	47%	4%	68	81%	21%	1%
Not Disadvantaged	123	93%	60%	3%	112	96%	53%	5%
Migrant								
Not Migrant	180	92%	56%	3%	180	90%	41%	4%

NOTES

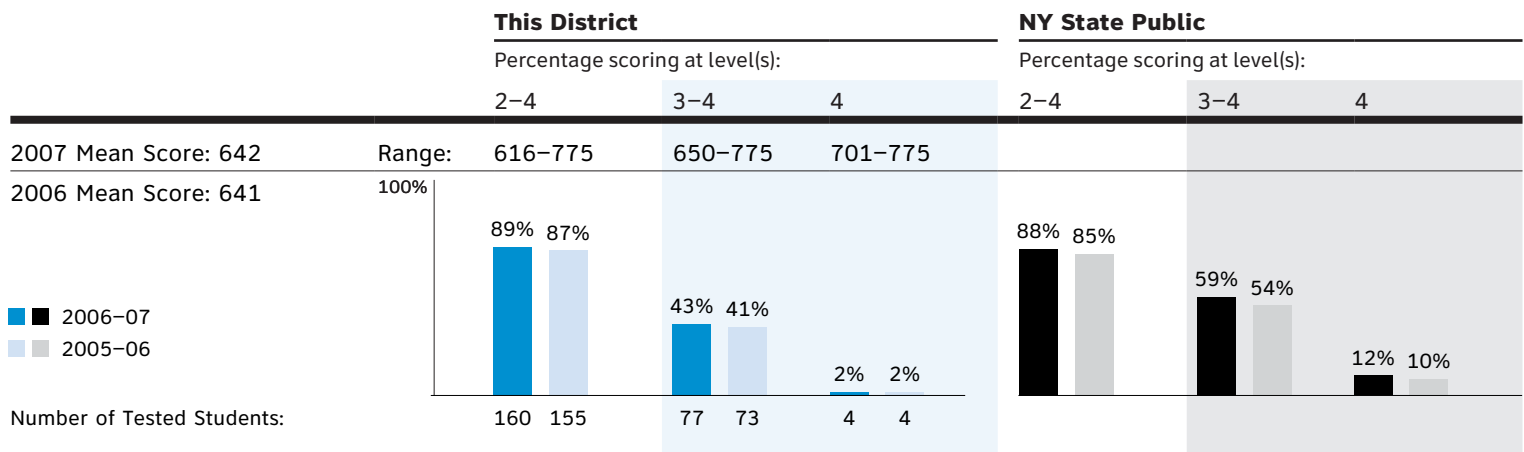
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 8 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	179	89%	43%	2%	178	87%	41%	2%
Female	79	91%	42%	1%	83	90%	43%	4%
Male	100	88%	44%	3%	95	84%	39%	1%
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Black or African American	3	—	—	—	1	—	—	—
Hispanic or Latino	3	—	—	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—				
White	170	90%	44%	2%	174	—	—	—
Multiracial								
Small Group Totals	9	78%	33%	0%	178	87%	41%	2%
General-Education Students	138	96%	52%	3%	148	97%	47%	3%
Students with Disabilities	41	68%	12%	0%	30	40%	10%	0%
English Proficient	179	89%	43%	2%	178	87%	41%	2%
Limited English Proficient								
Economically Disadvantaged	57	82%	35%	2%	69	81%	30%	1%
Not Disadvantaged	122	93%	47%	2%	109	91%	48%	3%
Migrant								
Not Migrant	179	89%	43%	2%	178	87%	41%	2%

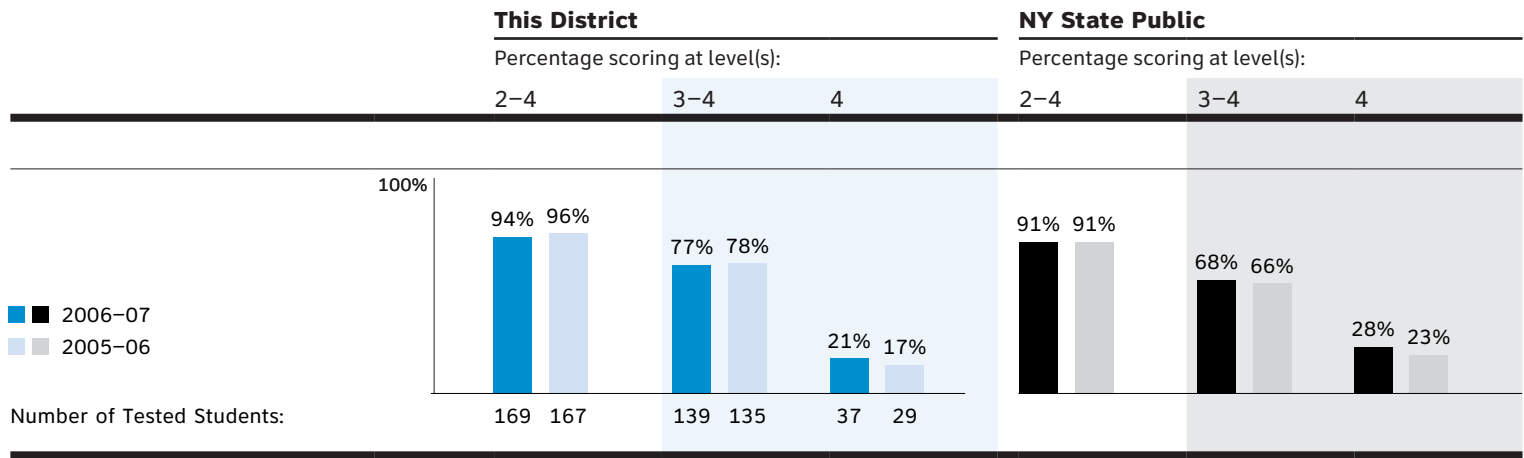
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	180	94%	77%	21%	174	96%	78%	17%
Female	79	94%	76%	14%	85	96%	78%	19%
Male	101	94%	78%	26%	89	96%	78%	15%
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Black or African American	3	—	—	—				
Hispanic or Latino	3	—	—	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—				
White	171	94%	78%	20%	171	—	—	—
Multiracial								
Small Group Totals	9	100%	56%	22%	174	96%	78%	17%
General-Education Students	141	99%	87%	25%	145	99%	86%	20%
Students with Disabilities	39	77%	41%	5%	29	79%	38%	0%
English Proficient	180	94%	77%	21%	174	96%	78%	17%
Limited English Proficient								
Economically Disadvantaged	57	89%	63%	23%	66	91%	68%	5%
Not Disadvantaged	123	96%	84%	20%	108	99%	83%	24%
Migrant								
Not Migrant	180	94%	77%	21%	174	96%	78%	17%

NOTES

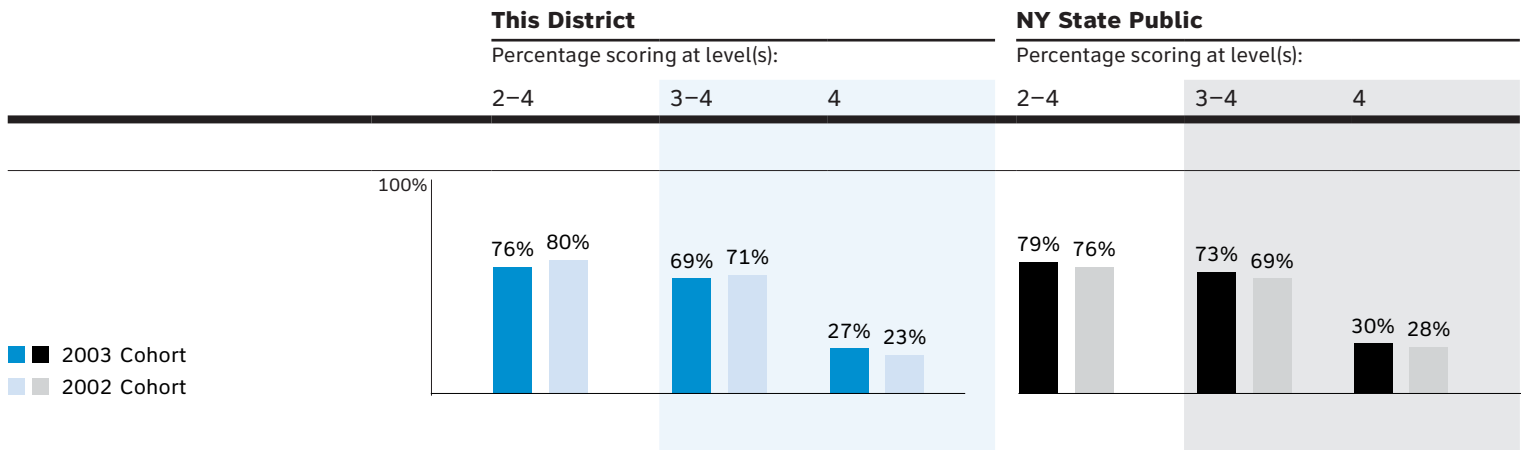
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

Other Assessments	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	0							

District **MALONE CENTRAL SCHOOL DISTRICT**District ID **16-15-01-06-0000**

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	205	76%	69%	27%	221	80%	71%	23%
Female	99	80%	75%	36%	115	83%	77%	25%
Male	106	73%	63%	19%	106	76%	66%	21%
American Indian or Alaska Native	3	–	–	–	1	–	–	–
Black or African American	2	–	–	–				
Hispanic or Latino	1	–	–	–				
Asian or Native Hawaiian/Other								
Pacific Islander	2	–	–	–	2	–	–	–
White	197	76%	69%	27%	218	–	–	–
Multiracial								
Small Group Totals	8	75%	75%	25%	221	80%	71%	23%
General-Education Students	171	85%	77%	33%	190	90%	81%	27%
Students with Disabilities	34	32%	26%	0%	31	19%	16%	0%
English Proficient	205	76%	69%	27%	221	80%	71%	23%
Limited English Proficient								
Economically Disadvantaged	33	67%	58%	21%	58	66%	52%	10%
Not Disadvantaged	172	78%	71%	28%	163	85%	79%	28%
Migrant								
Not Migrant					221	80%	71%	23%

NOTES

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Other Assessments

Other Assessments	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

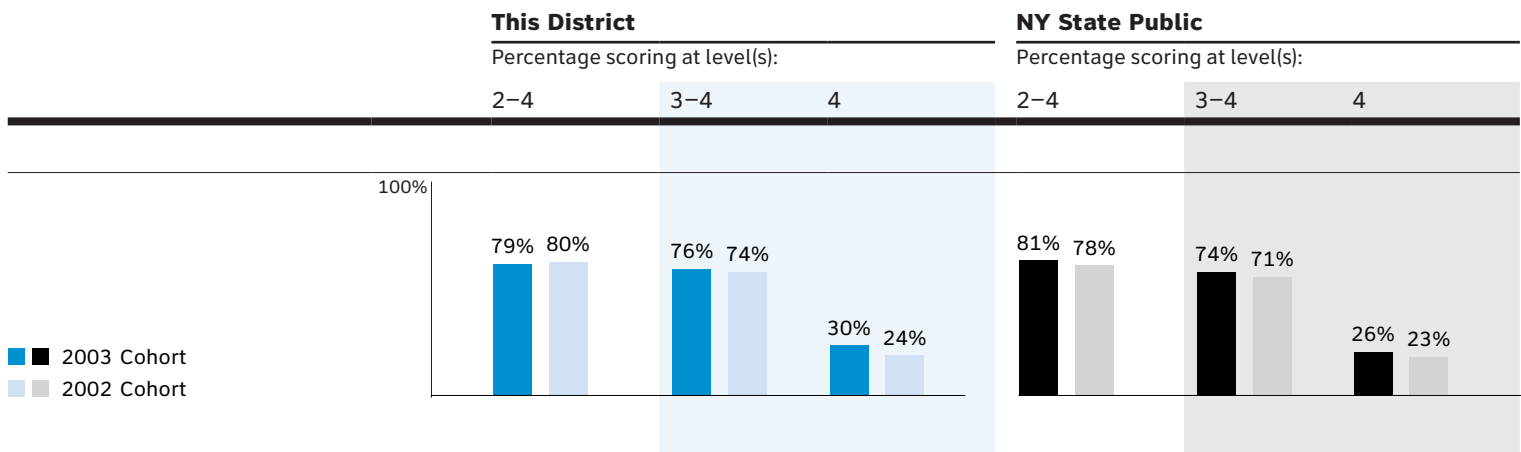
* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred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

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

District **MALONE CENTRAL SCHOOL DISTRICT**District ID **16-15-01-06-0000**

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



Results by Student Group

Results by Student Group	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	205	79%	76%	30%	221	80%	74%	24%
Female	99	79%	76%	35%	115	83%	78%	27%
Male	106	79%	75%	25%	106	76%	70%	22%
American Indian or Alaska Native	3	–	–	–	1	–	–	–
Black or African American	2	–	–	–				
Hispanic or Latino	1	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	2	–	–	–
White	197	79%	76%	31%	218	–	–	–
Multiracial								
Small Group Totals	8	75%	75%	13%	221	80%	74%	24%
General-Education Students	171	87%	84%	36%	190	89%	84%	28%
Students with Disabilities	34	41%	32%	3%	31	23%	16%	0%
English Proficient	205	79%	76%	30%	221	80%	74%	24%
Limited English Proficient								
Economically Disadvantaged	33	67%	64%	33%	58	69%	57%	10%
Not Disadvantaged	172	81%	78%	30%	163	84%	80%	29%
Migrant								
Not Migrant					221	80%	74%	24%

NOTES

The — symbol indicates that data for a group of students have 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

Other Assessments	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

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

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.