



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **RONDOUT VALLEY CENTRAL
SCHOOL DISTRICT**

District ID **62-09-01-06-0000**

Superintendent **EILEEN CAMASSO**

Telephone **(845) 687-2400**

Grades **PK-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	0	0	0
Kindergarten	168	176	158
Grade 1	176	170	172
Grade 2	158	181	171
Grade 3	203	154	184
Grade 4	172	199	158
Grade 5	196	167	192
Grade 6	260	204	173
Ungraded Elementary	4	0	0
Grade 7	242	264	196
Grade 8	253	245	256
Grade 9	296	248	249
Grade 10	271	271	255
Grade 11	192	242	265
Grade 12	199	198	214
Ungraded Secondary	0	0	0
Total K-12	2790	2719	2643

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	20	19	19
Grade 8			
English	24	23	23
Mathematics	22	23	24
Science	24	24	25
Social Studies	25	24	25
Grade 10			
English	21	21	22
Mathematics	23	21	23
Science	20	19	24
Social Studies	23	20	25

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 **RONDOUT VALLEY CENTRAL SCHOOL DISTRICT**District ID **62-09-01-06-0000**

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	421	15%	623	23%	665	25%
Reduced-Price Lunch	234	8%	235	9%	233	9%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	25	1%	35	1%	38	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	15	1%	13	0%	13	0%
Black or African American	81	3%	83	3%	74	3%
Hispanic or Latino	117	4%	140	5%	148	6%
Asian or Native Hawaiian/Other Pacific Islander	26	1%	29	1%	28	1%
White	2551	91%	2454	90%	2376	90%
Multiracial**	N/A	N/A	N/A	N/A	4	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	94%		94%		93%	
Student Suspensions	170	6%	53	2%	143	5%

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 **RONDOUT VALLEY CENTRAL SCHOOL DISTRICT**District ID **62-09-01-06-0000**

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	239	245	234
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	2%	0%
Percent with Fewer Than Three Years of Experience	8%	8%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	15%	15%	16%
Total Number of Core Classes*	N/A	866	583
Percent Not Taught by Highly Qualified Teachers	N/A	2%	1%
Total Number of Classes	802	811	818
Percent Taught by Teachers Without Appropriate Certification	2%	2%	1%

* 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	22%	18%	8%
Turnover Rate of All Teachers	9%	9%	7%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	23	21	31
Total Paraprofessionals*	93	98	100
Assistant Principals	3	4	4
Principals	5	5	5

* 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)

Improvement (Year 1)

ELA	Improvement (Year 1)	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	✓ 5 of 5	✓ 5 of 5	✓ 1 of 1	✗ 2 of 4	✗ 3 of 4	✓ 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) |
| Pending – Requires Special Evaluation | |

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2007–08)



Improvement (Year 1)

Accountability Measures

5 of 5

Student groups making AYP in English Language Arts



Made AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 2) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [216]

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 (1171:1143)	✓	✓	99%	✓	154	119		
Ethnicity								
American Indian or Alaska Native (4:4)	—	—	—	—	—	—		—
Black or African American (30:28)	—	—	—	—	—	—		—
Hispanic or Latino (77:74)	✓	✓	100%	✓	139	111		
Asian or Native Hawaiian/Other Pacific Islander (11:11)	—	—	—	—	—	—		—
White (1049:1026)	✓	✓	100%	✓	155	119		
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (218:210)	✓ ^{SH}	✓	99%	✓ ^{SH}	81	114	76	93
Limited English Proficient ⁵ (18:16)	—	—	—	—	—	—		—
Economically Disadvantaged (338:325)	✓	✓	99%	✓	128	116		
Final AYP Determination	✓ 5 of 5							

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

5 of 5

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 (1169:1123)	✓	✓	98%	✓	163	83	
Ethnicity							
American Indian or Alaska Native (4:4)	—	—	—	—	—	—	—
Black or African American (30:28)	—	—	—	—	—	—	—
Hispanic or Latino (77:73)	✓	✓	100%	✓	160	75	
Asian or Native Hawaiian/Other Pacific Islander (11:11)	—	—	—	—	—	—	—
White (1047:1007)	✓	✓	98%	✓	164	83	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (219:202)	✓	✓	95%	✓	101	78	
Limited English Proficient ⁵ (18:16)	—	—	—	—	—	—	—
Economically Disadvantaged (332:312)	✓	✓	97%	✓	140	80	
Final AYP Determination	✓ 5 of 5						

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 (413:400)		Qualified		99%		178	100	
Ethnicity								
American Indian or Alaska Native (2:2)		–	–	–	–	–	–	–
Black or African American (9:8)		–	–	–	–	–	–	–
Hispanic or Latino (26:25)		–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (2:2)		–	–	–	–	–	–	–
White (374:363)		Qualified		99%		177	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (80:75)		Qualified		95%		147	100	
Limited English Proficient ⁴ (8:7)		–	–	–	–	–	–	–
Economically Disadvantaged (114:110)		Qualified		97%		165	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)



Improvement (Year 1)

Accountability Measures

2 of 4

Student groups making AYP in English Language Arts



Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 2) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [216]

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 (218:214)	✓	✓	95%	✓	166	151	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (5:6)	–	–	–	–	–	–	–
Hispanic or Latino (7:7)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (4:2)	–	–	–	–	–	–	–
White (202:199)	✓	✓	95%	✓	166	151	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (32:33)	✗	–	–	✗	82	142	113 94
Limited English Proficient ⁴ (1:0)	–	–	–	–	–	–	–
Economically Disadvantaged (31:32)	✗	–	–	✗	141	142	142 147
Final AYP Determination	✗ 2 of 4						

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

3 of 4

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 (218:214)	✓	✓	98%	✓	170	144	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (5:6)	–	–	–	–	–	–	–
Hispanic or Latino (7:7)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (4:2)	–	–	–	–	–	–	–
White (202:199)	✓	✓	98%	✓	169	144	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (32:33)	✗	–	–	✗	115	135	133 124
Limited English Proficient ⁴ (1:0)	–	–	–	–	–	–	–
Economically Disadvantaged (31:32)	✓	–	–	✓	153	135	
Final AYP Determination	✗ 3 of 4						

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		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2006–07	2007–08
All Students (206)			86%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (7)		–	–	–		
Hispanic or Latino (7)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (2)		–	–	–		
White (190)			86%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (35)			60%	55%		
Limited English Proficient ³ (0)						
Economically Disadvantaged (39)			77%	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 **RONDOUT VALLEY CENTRAL SCHOOL DISTRICT**

District ID **62-09-01-06-0000**

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

KERHONKSON ELEMENTARY SCHOOL

ROSENDALE ELEMENTARY SCHOOL

Improvement (Year 1)

1 school identified 20% of total

RONDOUT VALLEY MIDDLE SCHOOL

New York State Status

Good Standing

2 schools identified 40% of total

MARBLETOWN ELEMENTARY SCHOOL

RONDOUT VALLEY HIGH SCHOOL

District **RONDOUT VALLEY CENTRAL SCHOOL DISTRICT**District ID **62-09-01-06-0000**

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	65%			189
Grade 4	63%			155
Grade 5	67%			193
Grade 6	65%			173
Grade 7	59%			197
Grade 8	49%			254

Mathematics

Grade 3	82%		190
Grade 4	79%		155
Grade 5	69%		190
Grade 6	67%		168
Grade 7	68%		192
Grade 8	58%		250

Science

Grade 4	94%		154
Grade 8	66%		223

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	66%			270
Mathematics	67%			270

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

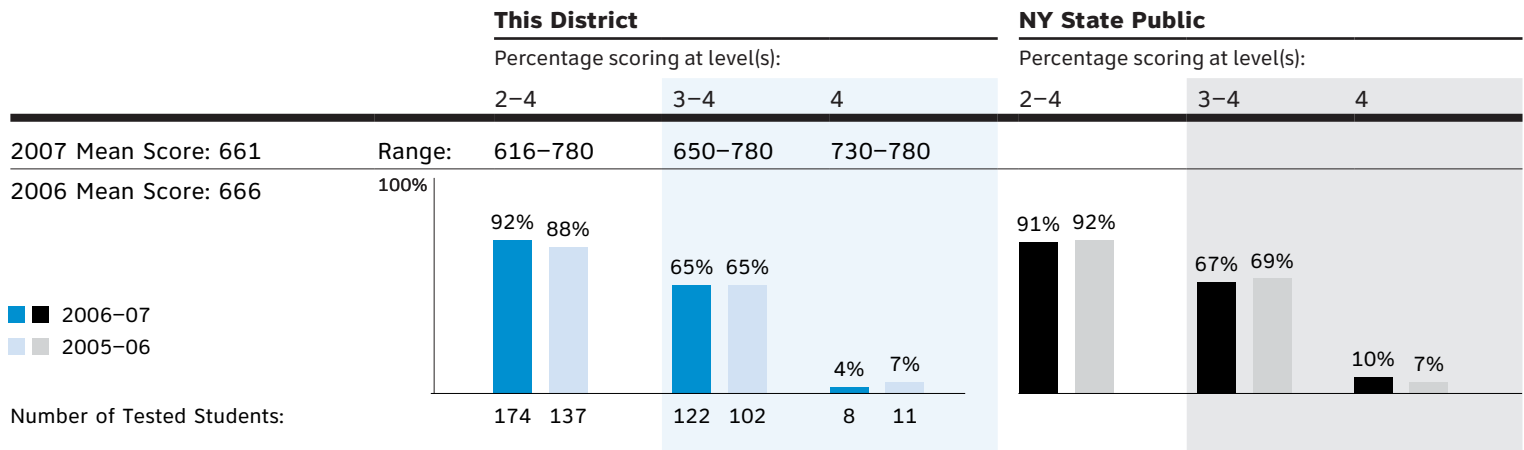
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Average Need Districts

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

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	189	92%	65%	4%	156	88%	65%	7%
Female	100	94%	70%	4%	75	95%	76%	12%
Male	89	90%	58%	4%	81	81%	56%	2%
American Indian or Alaska Native					2	—	—	—
Black or African American	1	—	—	—	4	—	—	—
Hispanic or Latino	11	—	—	—	8	100%	50%	0%
Asian or Native Hawaiian/Other								
Pacific Islander	1	—	—	—	1	—	—	—
White	176	93%	64%	5%	141	88%	67%	8%
Multiracial								
Small Group Totals	13	85%	69%	0%	7	71%	57%	0%
General-Education Students	163	97%	73%	5%	133	95%	75%	8%
Students with Disabilities	26	62%	12%	0%	23	48%	9%	0%
English Proficient	185	—	—	—	153	—	—	—
Limited English Proficient	4	—	—	—	3	—	—	—
Economically Disadvantaged	47	79%	32%	0%	53	77%	53%	4%
Not Disadvantaged	142	96%	75%	6%	103	93%	72%	9%
Migrant								
Not Migrant	189	92%	65%	4%	156	88%	65%	7%

NOTES

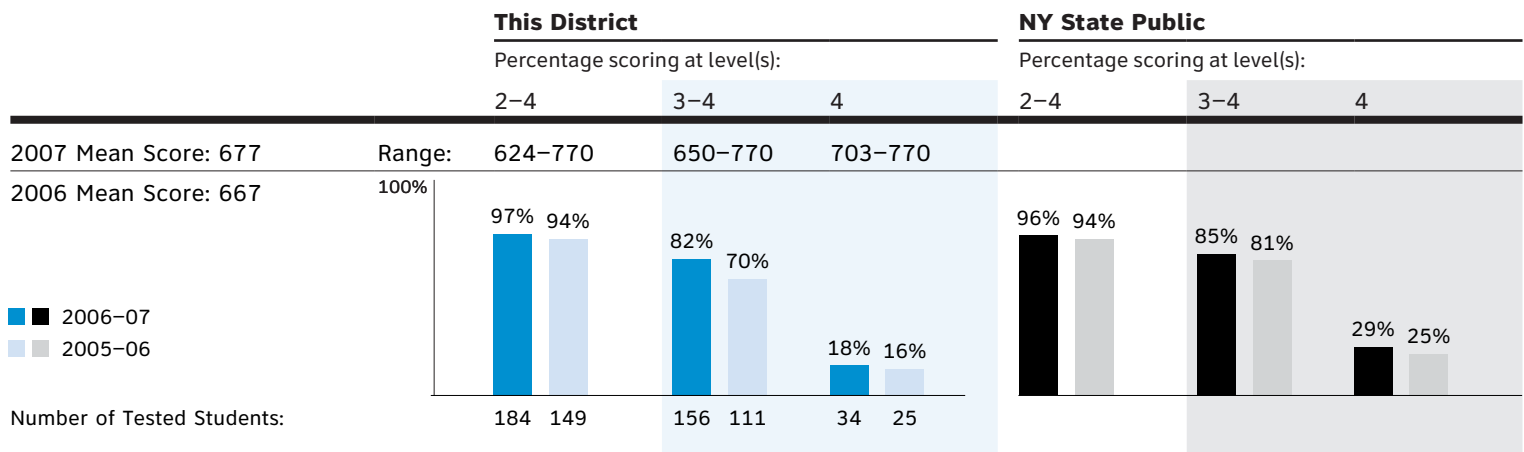
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	190	97%	82%	18%	158	94%	70%	16%
Female	101	99%	86%	22%	77	96%	74%	16%
Male	89	94%	78%	13%	81	93%	67%	16%
American Indian or Alaska Native					2	—	—	—
Black or African American	1	—	—	—	4	—	—	—
Hispanic or Latino	12	—	—	—	11	91%	64%	9%
Asian or Native Hawaiian/Other								
Pacific Islander	1	—	—	—	1	—	—	—
White	176	97%	82%	18%	140	96%	71%	16%
Multiracial								
Small Group Totals	14	100%	79%	14%	7	71%	57%	14%
General-Education Students	165	99%	87%	21%	135	96%	75%	19%
Students with Disabilities	25	84%	48%	0%	23	83%	43%	0%
English Proficient	186	—	—	—	152	95%	72%	16%
Limited English Proficient	4	—	—	—	6	67%	33%	0%
Economically Disadvantaged	46	96%	63%	4%	56	89%	57%	11%
Not Disadvantaged	144	97%	88%	22%	102	97%	77%	19%
Migrant								
Not Migrant	190	97%	82%	18%	158	94%	70%	16%

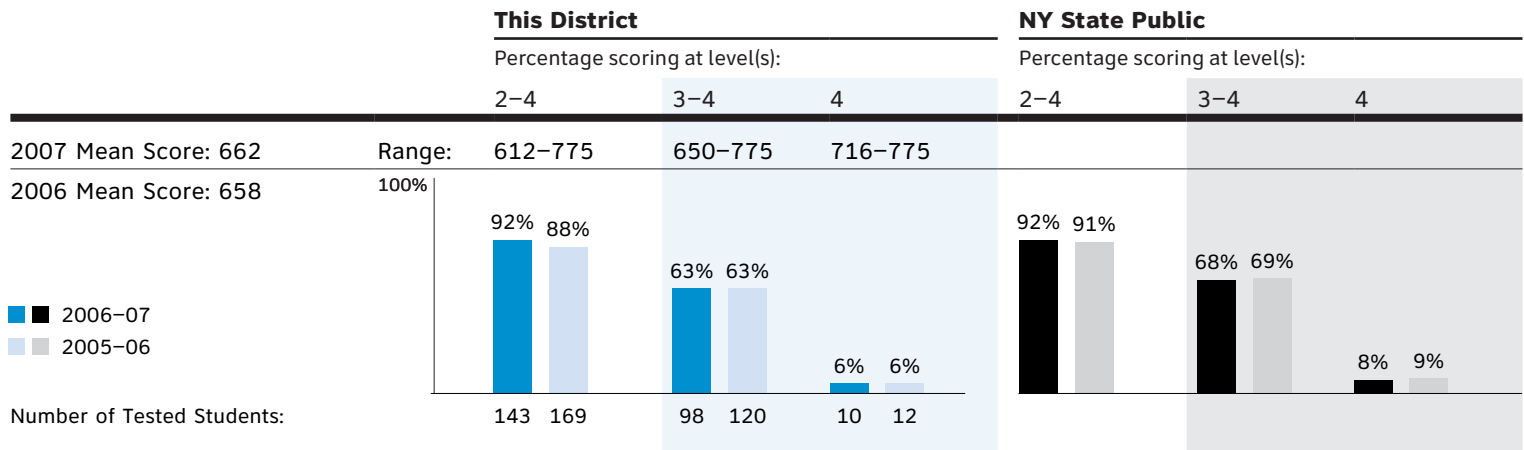
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Other Assessments

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	155	92%	63%	6%	192	88%	63%	6%
Female	75	95%	67%	11%	83	89%	69%	7%
Male	80	90%	60%	3%	109	87%	58%	6%
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Black or African American	3	—	—	—	8	—	—	—
Hispanic or Latino	11	91%	55%	0%	8	88%	63%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	3	—	—	—
White	138	92%	64%	7%	172	88%	62%	6%
Multiracial								
Small Group Totals	6	100%	50%	17%	12	92%	67%	8%
General-Education Students	130	98%	73%	8%	154	96%	71%	8%
Students with Disabilities	25	60%	12%	0%	38	55%	26%	0%
English Proficient	149	93%	64%	7%	191	—	—	—
Limited English Proficient	6	83%	50%	0%	1	—	—	—
Economically Disadvantaged	45	87%	49%	7%	66	83%	48%	3%
Not Disadvantaged	110	95%	69%	6%	126	90%	70%	8%
Migrant								
Not Migrant	155	92%	63%	6%	192	88%	63%	6%

NOTES

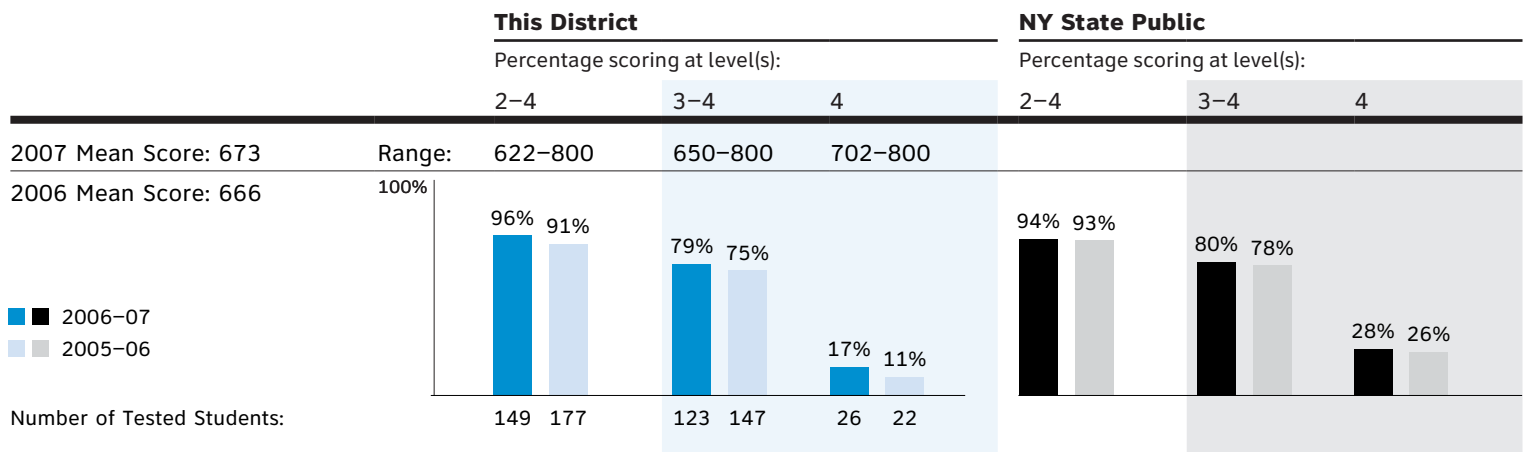
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Other Assessments

	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	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 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	155	96%	79%	17%	195	91%	75%	11%
Female	74	97%	77%	22%	82	88%	73%	12%
Male	81	95%	81%	12%	113	93%	77%	11%
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Black or African American	3	—	—	—	8	—	—	—
Hispanic or Latino	11	100%	82%	0%	12	83%	58%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	3	—	—	—
White	138	96%	81%	18%	171	91%	77%	12%
Multiracial								
Small Group Totals	6	100%	33%	17%	12	100%	75%	17%
General-Education Students	130	100%	86%	20%	157	94%	80%	12%
Students with Disabilities	25	76%	44%	0%	38	76%	55%	8%
English Proficient	149	96%	80%	17%	191	—	—	—
Limited English Proficient	6	100%	67%	0%	4	—	—	—
Economically Disadvantaged	45	98%	71%	7%	69	80%	59%	6%
Not Disadvantaged	110	95%	83%	21%	126	97%	84%	14%
Migrant								
Not Migrant	155	96%	79%	17%	195	91%	75%	11%

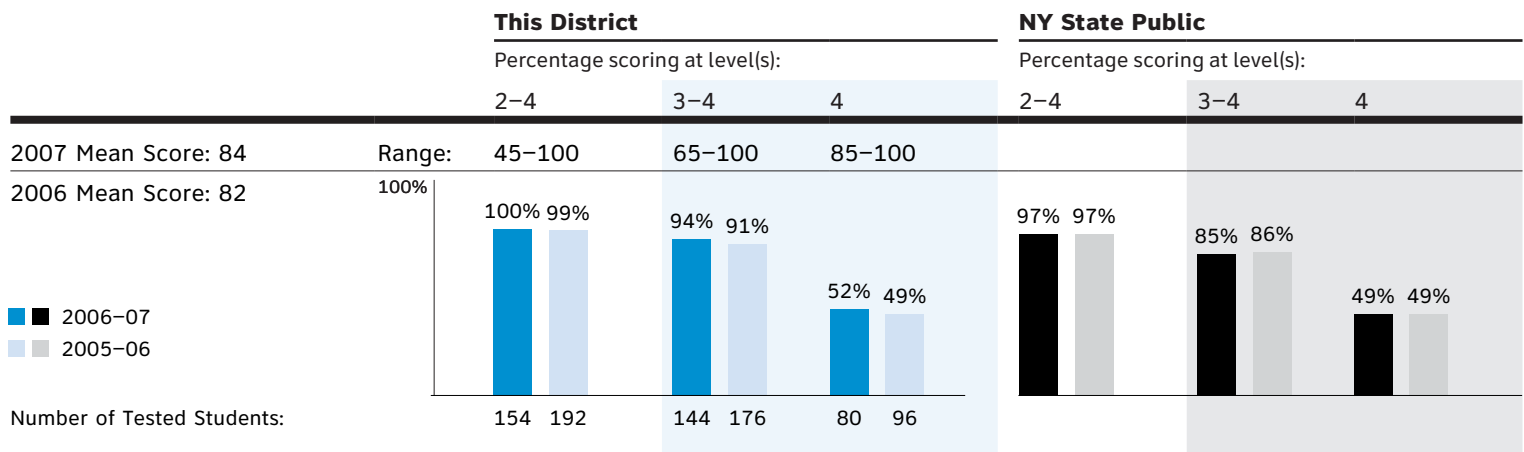
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Other Assessments

	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	2	—	—	—	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	154	100%	94%	52%	194	99%	91%	49%
Female	73	100%	93%	51%	84	99%	90%	50%
Male	81	100%	94%	53%	110	99%	91%	49%
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Black or African American	3	—	—	—	8	—	—	—
Hispanic or Latino	11	100%	100%	36%	12	100%	75%	17%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	3	—	—	—
White	137	100%	93%	53%	170	99%	92%	51%
Multiracial								
Small Group Totals	6	100%	83%	50%	12	100%	92%	67%
General-Education Students	128	100%	95%	57%	158	99%	92%	53%
Students with Disabilities	26	100%	85%	27%	36	97%	83%	36%
English Proficient	148	100%	93%	53%	191	—	—	—
Limited English Proficient	6	100%	100%	33%	3	—	—	—
Economically Disadvantaged	45	100%	93%	36%	67	97%	84%	34%
Not Disadvantaged	109	100%	94%	59%	127	100%	94%	57%
Migrant								
Not Migrant	154	100%	94%	52%	194	99%	91%	49%

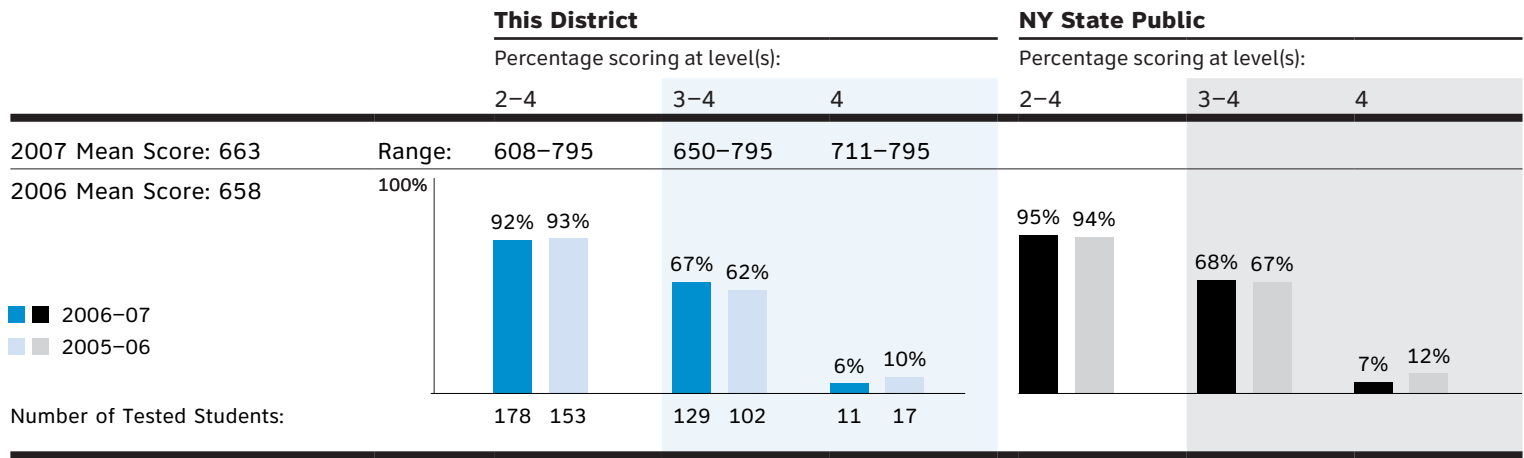
NOTES

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	2	—	—	—	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	193	92%	67%	6%	164	93%	62%	10%
Female	84	94%	74%	7%	77	97%	68%	13%
Male	109	91%	61%	5%	87	90%	57%	8%
American Indian or Alaska Native					1	-	-	-
Black or African American	7	-	-	-	6	-	-	-
Hispanic or Latino	13	85%	54%	0%	7	100%	57%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	170	92%	67%	6%	147	93%	63%	10%
Multiracial								
Small Group Totals	10	100%	80%	0%	10	100%	50%	20%
General-Education Students	156	99%	78%	7%	137	99%	72%	12%
Students with Disabilities	37	62%	22%	0%	27	67%	15%	0%
English Proficient	190	-	-	-	164	93%	62%	10%
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	66	88%	52%	2%	44	86%	45%	7%
Not Disadvantaged	127	94%	75%	8%	120	96%	68%	12%
Migrant								
Not Migrant	193	92%	67%	6%	164	93%	62%	10%

NOTES

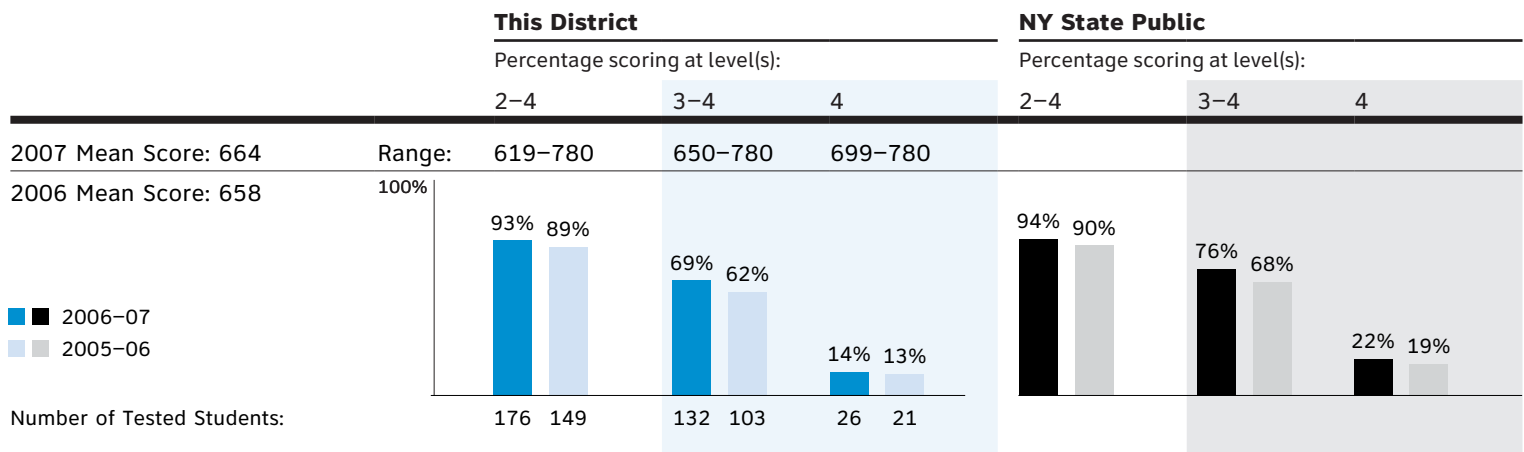
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	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 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	190	93%	69%	14%	167	89%	62%	13%
Female	81	94%	72%	15%	80	96%	68%	14%
Male	109	92%	68%	13%	87	83%	56%	11%
American Indian or Alaska Native					1	—	—	—
Black or African American	7	—	—	—	6	—	—	—
Hispanic or Latino	13	100%	54%	0%	11	91%	45%	9%
Asian or Native Hawaiian/Other								
Pacific Islander	3	—	—	—	3	—	—	—
White	167	92%	69%	14%	146	89%	63%	12%
Multiracial								
Small Group Totals	10	90%	90%	30%	10	90%	60%	20%
General-Education Students	153	99%	80%	16%	140	96%	69%	14%
Students with Disabilities	37	68%	27%	3%	27	52%	26%	7%
English Proficient	187	—	—	—	164	—	—	—
Limited English Proficient	3	—	—	—	3	—	—	—
Economically Disadvantaged	65	85%	48%	2%	48	75%	46%	4%
Not Disadvantaged	125	97%	81%	20%	119	95%	68%	16%
Migrant								
Not Migrant	190	93%	69%	14%	167	89%	62%	13%

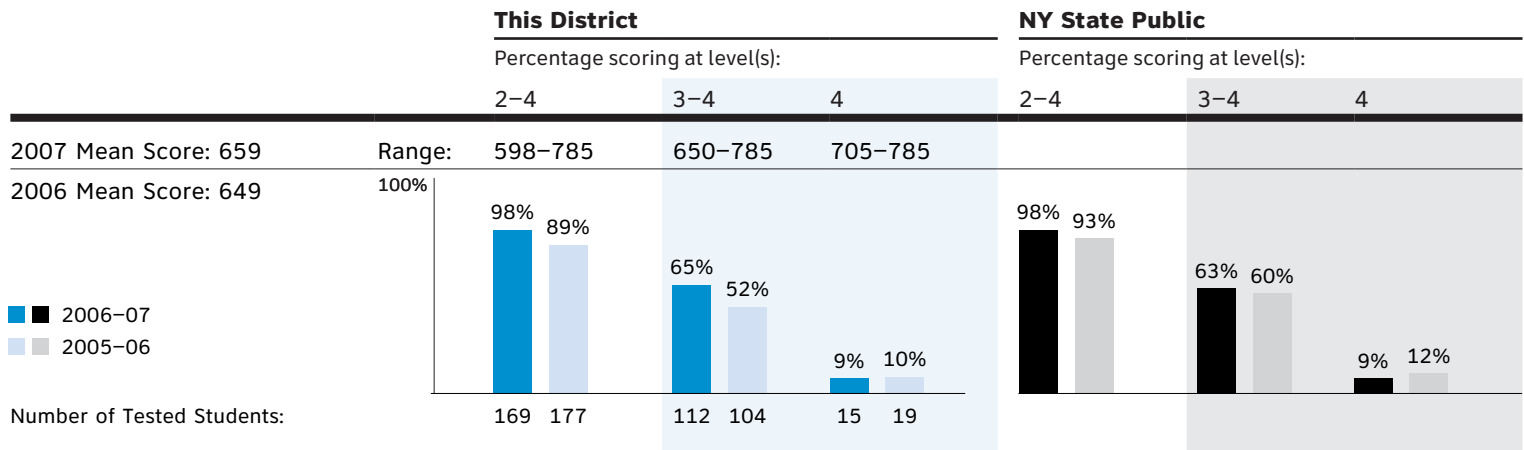
NOTES

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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 5 Equivalent	1	—	—	—	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	173	98%	65%	9%	200	89%	52%	10%
Female	84	98%	77%	11%	101	92%	52%	13%
Male	89	98%	53%	7%	99	85%	52%	6%
American Indian or Alaska Native	1	—	—	—	3	—	—	—
Black or African American	6	—	—	—	5	100%	20%	0%
Hispanic or Latino	12	100%	33%	0%	12	92%	67%	17%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	3	—	—	—
White	151	98%	66%	9%	177	88%	51%	10%
Multiracial								
Small Group Totals	10	90%	80%	20%	6	83%	67%	0%
General-Education Students	141	100%	76%	11%	158	100%	63%	11%
Students with Disabilities	32	88%	16%	0%	42	45%	12%	2%
English Proficient	171	—	—	—	199	—	—	—
Limited English Proficient	2	—	—	—	1	—	—	—
Economically Disadvantaged	51	98%	41%	0%	53	75%	34%	6%
Not Disadvantaged	122	98%	75%	12%	147	93%	59%	11%
Migrant								
Not Migrant	173	98%	65%	9%	200	89%	52%	10%

NOTES

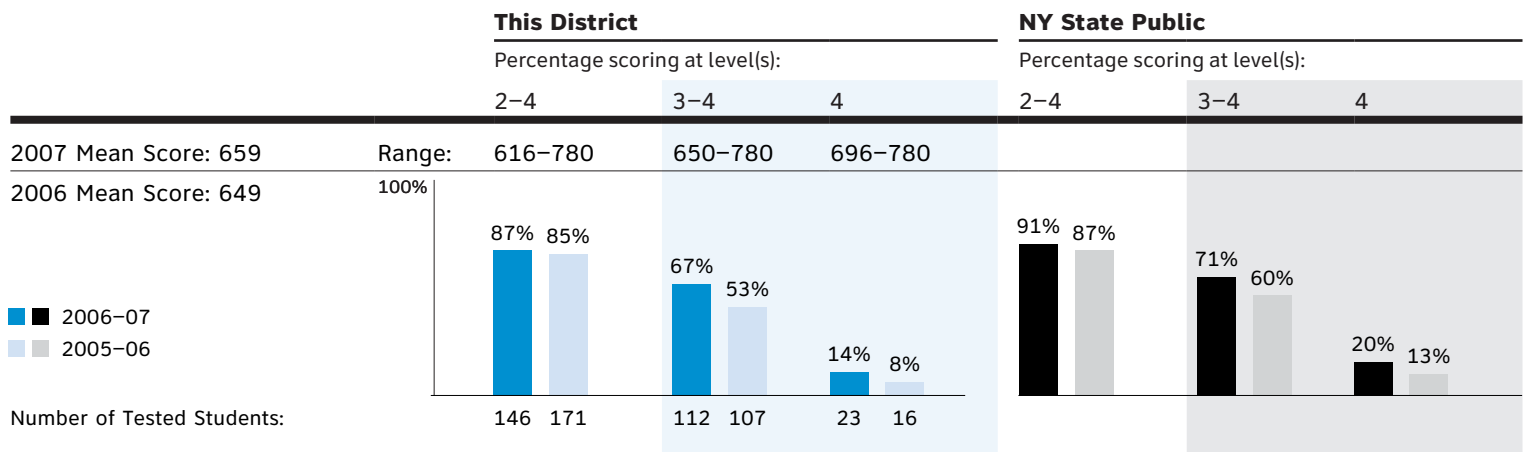
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Other Assessments

	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.			
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	168	87%	67%	14%	202	85%	53%	8%
Female	81	85%	65%	16%	102	90%	53%	8%
Male	87	89%	68%	11%	100	79%	53%	8%
American Indian or Alaska Native	1	—	—	—	3	—	—	—
Black or African American	6	—	—	—	5	100%	0%	0%
Hispanic or Latino	11	91%	64%	18%	13	85%	62%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	4	—	—	—
White	147	86%	67%	13%	177	84%	54%	9%
Multiracial								
Small Group Totals	10	90%	60%	20%	7	100%	43%	0%
General-Education Students	138	93%	74%	17%	161	94%	64%	9%
Students with Disabilities	30	60%	33%	0%	41	46%	10%	2%
English Proficient	166	—	—	—	200	—	—	—
Limited English Proficient	2	—	—	—	2	—	—	—
Economically Disadvantaged	48	79%	50%	4%	55	71%	25%	0%
Not Disadvantaged	120	90%	73%	18%	147	90%	63%	11%
Migrant								
Not Migrant	168	87%	67%	14%	202	85%	53%	8%

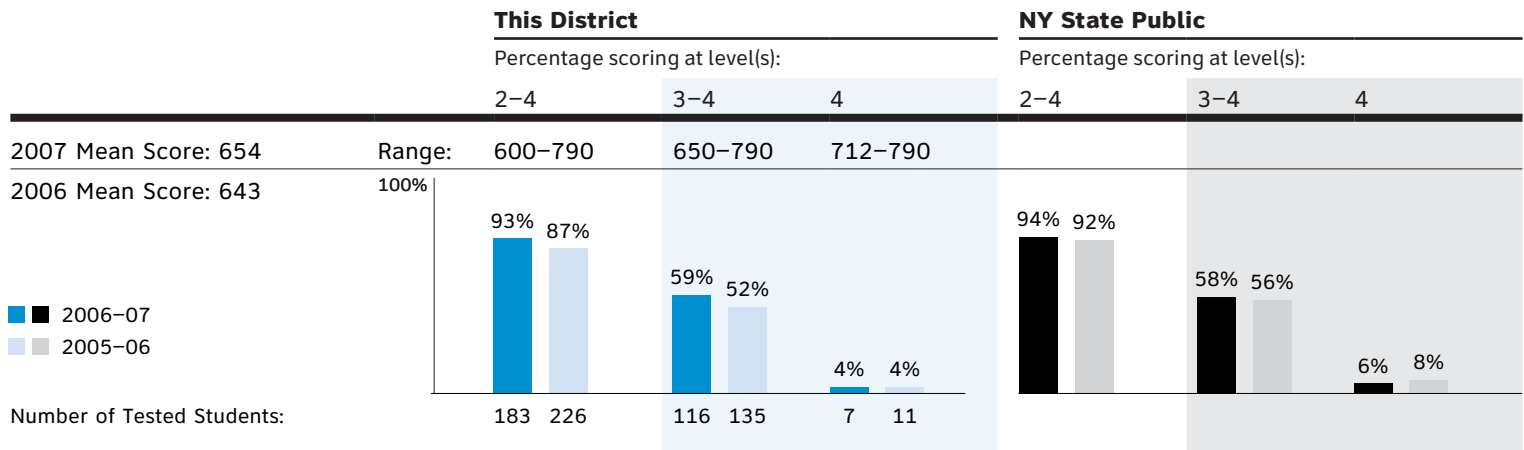
NOTES

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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 6 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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	197	93%	59%	4%	261	87%	52%	4%
Female	95	97%	69%	6%	134	92%	60%	4%
Male	102	89%	49%	1%	127	81%	43%	4%
American Indian or Alaska Native	1	—	—	—				
Black or African American	6	—	—	—	10	—	—	—
Hispanic or Latino	15	87%	53%	7%	15	80%	47%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	1	—	—	—
White	173	94%	60%	3%	235	87%	53%	5%
Multiracial								
Small Group Totals	9	89%	44%	0%	11	91%	36%	0%
General-Education Students	155	100%	70%	4%	207	95%	64%	5%
Students with Disabilities	42	67%	17%	2%	54	54%	4%	0%
English Proficient	196	—	—	—	259	—	—	—
Limited English Proficient	1	—	—	—	2	—	—	—
Economically Disadvantaged	56	84%	34%	2%	84	79%	31%	1%
Not Disadvantaged	141	96%	69%	4%	177	90%	62%	6%
Migrant								
Not Migrant	197	93%	59%	4%	261	87%	52%	4%

NOTES

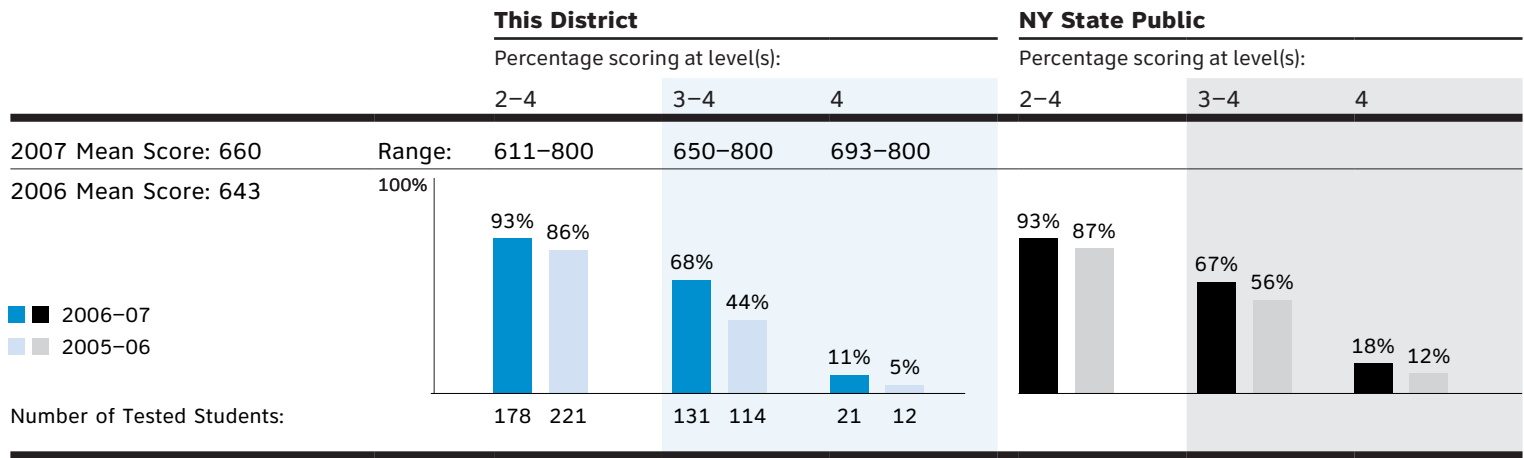
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Other Assessments

	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 7 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 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.

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	192	93%	68%	11%	257	86%	44%	5%
Female	92	97%	73%	10%	133	85%	45%	4%
Male	100	89%	64%	12%	124	87%	44%	6%
American Indian or Alaska Native	1	-	-	-				
Black or African American	6	-	-	-	9	-	-	-
Hispanic or Latino	15	87%	60%	7%	15	93%	27%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	168	93%	70%	11%	232	86%	46%	5%
Multiracial								
Small Group Totals	9	100%	56%	11%	10	80%	30%	0%
General-Education Students	152	100%	80%	13%	206	92%	53%	6%
Students with Disabilities	40	65%	23%	5%	51	63%	10%	0%
English Proficient	191	-	-	-	255	-	-	-
Limited English Proficient	1	-	-	-	2	-	-	-
Economically Disadvantaged	51	76%	47%	2%	82	77%	24%	2%
Not Disadvantaged	141	99%	76%	14%	175	90%	54%	6%
Migrant								
Not Migrant	192	93%	68%	11%	257	86%	44%	5%

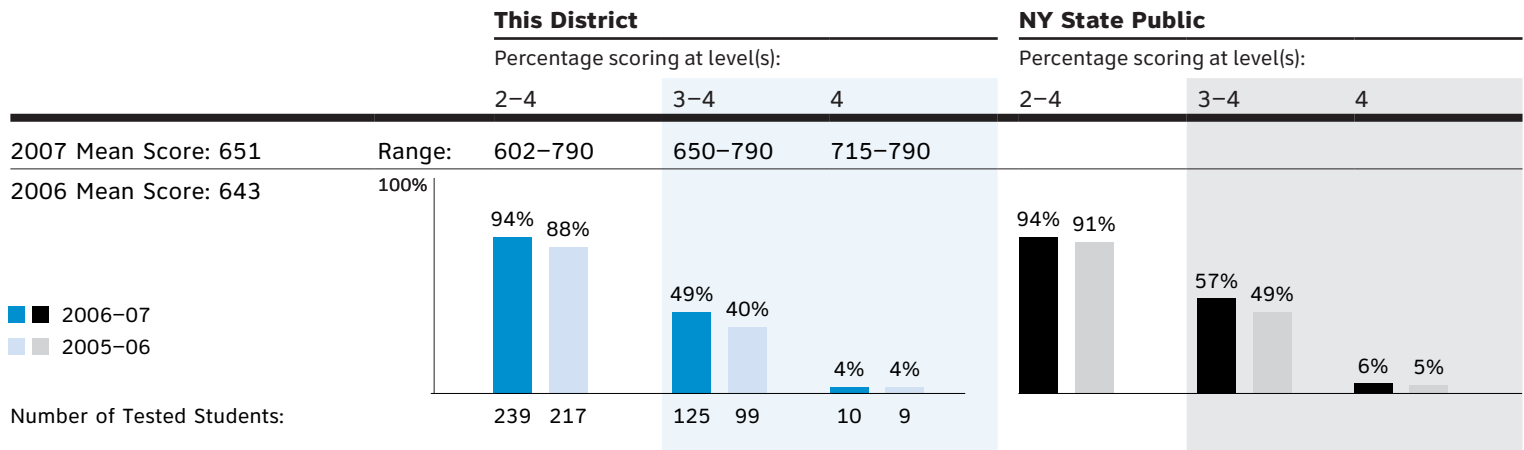
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Other Assessments

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 7 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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	254	94%	49%	4%	248	88%	40%	4%
Female	129	97%	57%	7%	119	93%	55%	5%
Male	125	91%	42%	1%	129	82%	26%	2%
American Indian or Alaska Native								
Black or African American	6	—	—	—	9	—	—	—
Hispanic or Latino	15	93%	40%	0%	17	76%	35%	0%
Asian or Native Hawaiian/Other								
Pacific Islander	1	—	—	—	2	—	—	—
White	232	94%	50%	4%	220	88%	40%	4%
Multiracial								
Small Group Totals	7	100%	29%	0%	11	91%	36%	0%
General-Education Students	204	100%	61%	5%	205	98%	48%	4%
Students with Disabilities	50	70%	2%	0%	43	37%	0%	0%
English Proficient	253	—	—	—	247	—	—	—
Limited English Proficient	1	—	—	—	1	—	—	—
Economically Disadvantaged	68	93%	32%	1%	61	66%	15%	0%
Not Disadvantaged	186	95%	55%	5%	187	95%	48%	5%
Migrant								
Not Migrant	254	94%	49%	4%	248	88%	40%	4%

NOTES

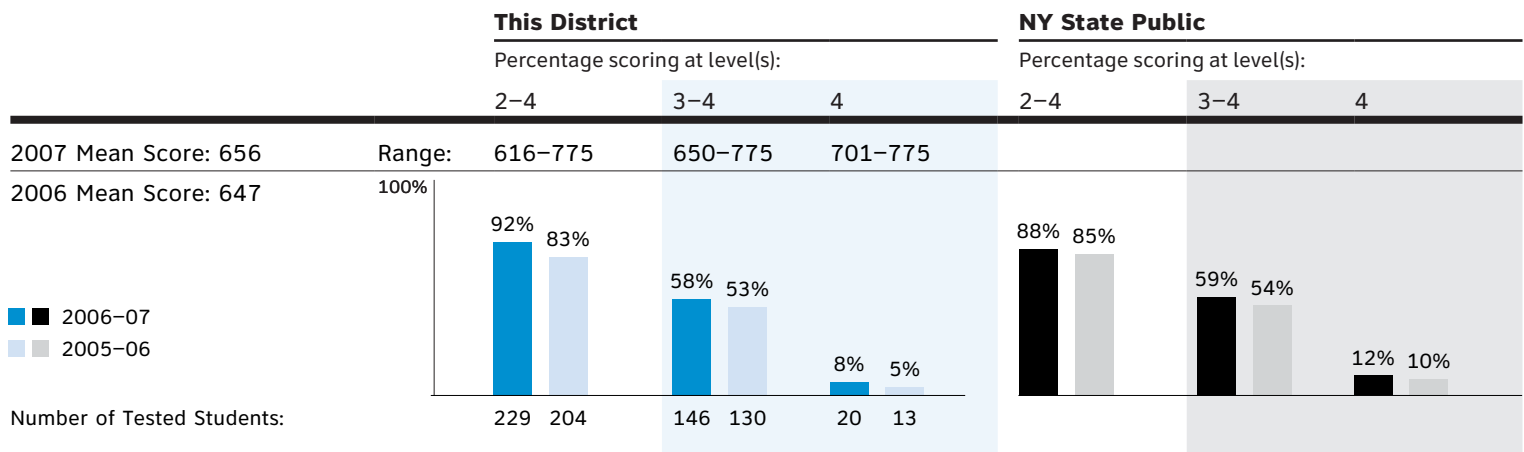
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Other Assessments

	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	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 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	250	92%	58%	8%	246	83%	53%	5%
Female	127	89%	61%	8%	120	87%	52%	6%
Male	123	94%	55%	8%	126	79%	54%	5%
American Indian or Alaska Native								
Black or African American	6	—	—	—	9	—	—	—
Hispanic or Latino	15	100%	47%	0%	17	76%	24%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	2	—	—	—
White	228	91%	60%	8%	218	85%	56%	6%
Multiracial								
Small Group Totals	7	86%	43%	14%	11	55%	36%	0%
General-Education Students	202	98%	67%	10%	201	95%	62%	6%
Students with Disabilities	48	67%	21%	0%	45	31%	11%	0%
English Proficient	248	—	—	—	245	—	—	—
Limited English Proficient	2	—	—	—	1	—	—	—
Economically Disadvantaged	65	88%	46%	3%	62	56%	19%	0%
Not Disadvantaged	185	93%	63%	10%	184	92%	64%	7%
Migrant								
Not Migrant	250	92%	58%	8%	246	83%	53%	5%

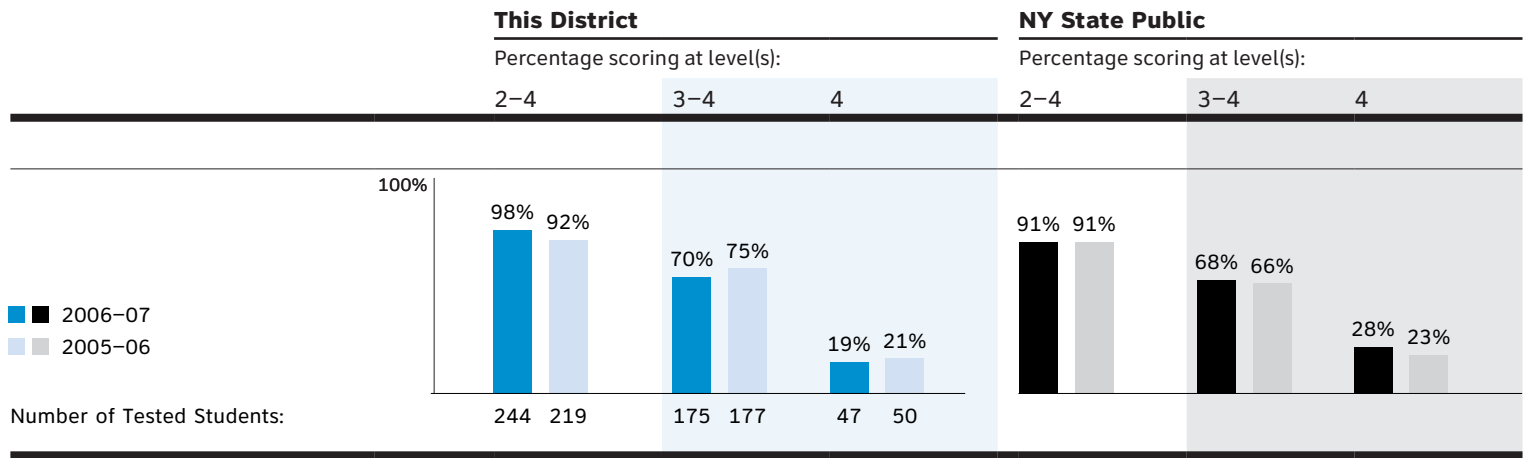
NOTES

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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	1	—	—	—	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	223	97%	66%	10%	213	92%	72%	13%
Female	115	98%	62%	7%	107	93%	76%	11%
Male	108	96%	71%	14%	106	91%	68%	15%
American Indian or Alaska Native								
Black or African American	6	100%	67%	0%	9	—	—	—
Hispanic or Latino	14	100%	93%	7%	15	93%	67%	20%
Asian or Native Hawaiian/Other Pacific Islander					2	—	—	—
White	203	97%	65%	11%	187	91%	73%	13%
Multiracial								
Small Group Totals					11	91%	55%	0%
General-Education Students	176	100%	74%	12%	170	98%	82%	16%
Students with Disabilities	47	87%	36%	4%	43	65%	30%	0%
English Proficient	221	—	—	—	212	—	—	—
Limited English Proficient	2	—	—	—	1	—	—	—
Economically Disadvantaged	64	95%	48%	11%	58	76%	45%	3%
Not Disadvantaged	159	98%	74%	10%	155	97%	82%	17%
Migrant								
Not Migrant	223	97%	66%	10%	213	92%	72%	13%

NOTES

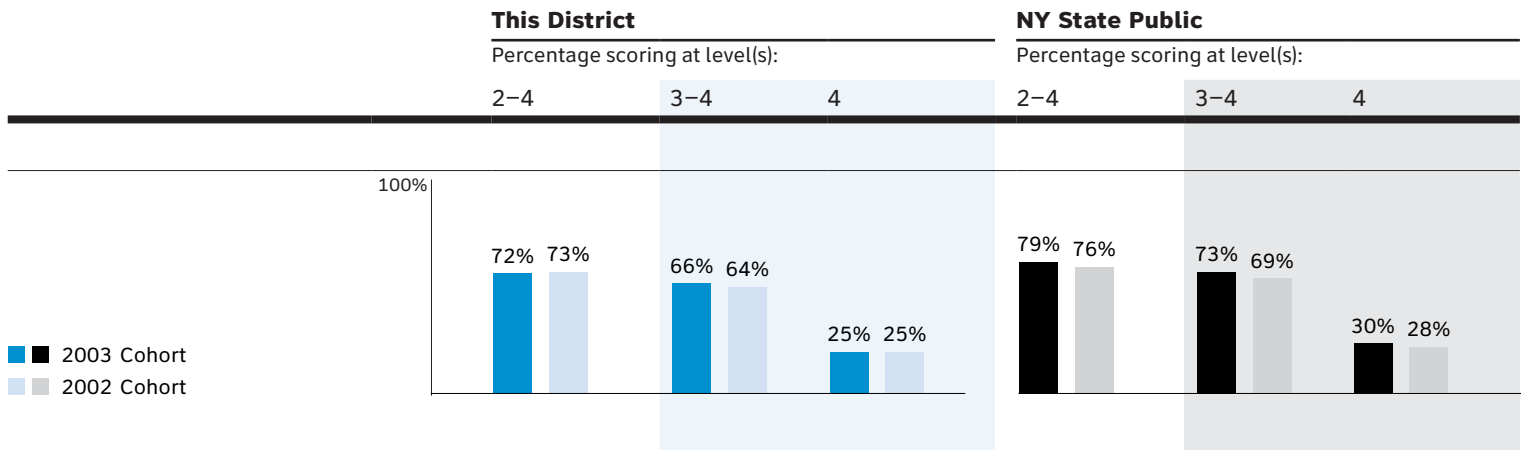
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Other Assessments

	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	1	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	27	27	27	24	24	24	24	22

District **RONDOUT VALLEY CENTRAL SCHOOL DISTRICT**District ID **62-09-01-06-0000**

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	270	72%	66%	25%	245	73%	64%	25%
Female	131	76%	72%	36%	106	78%	72%	31%
Male	139	68%	61%	15%	139	70%	59%	21%
American Indian or Alaska Native								
Black or African American	8	—	—	—	8	88%	88%	25%
Hispanic or Latino	9	56%	44%	11%	7	—	—	—
Asian or Native Hawaiian/Other								
Pacific Islander	3	—	—	—	2	—	—	—
White	250	72%	66%	26%	228	73%	64%	25%
Multiracial								
Small Group Totals	11	100%	82%	27%	9	78%	56%	22%
General-Education Students	224	80%	75%	30%	203	81%	72%	30%
Students with Disabilities	46	33%	24%	0%	42	38%	29%	2%
English Proficient	269	—	—	—	244	—	—	—
Limited English Proficient	1	—	—	—	1	—	—	—
Economically Disadvantaged	46	57%	48%	17%	53	60%	43%	11%
Not Disadvantaged	224	75%	70%	27%	192	77%	70%	29%
Migrant								
Not Migrant					245	73%	64%	25%

NOTES

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Other Assessments

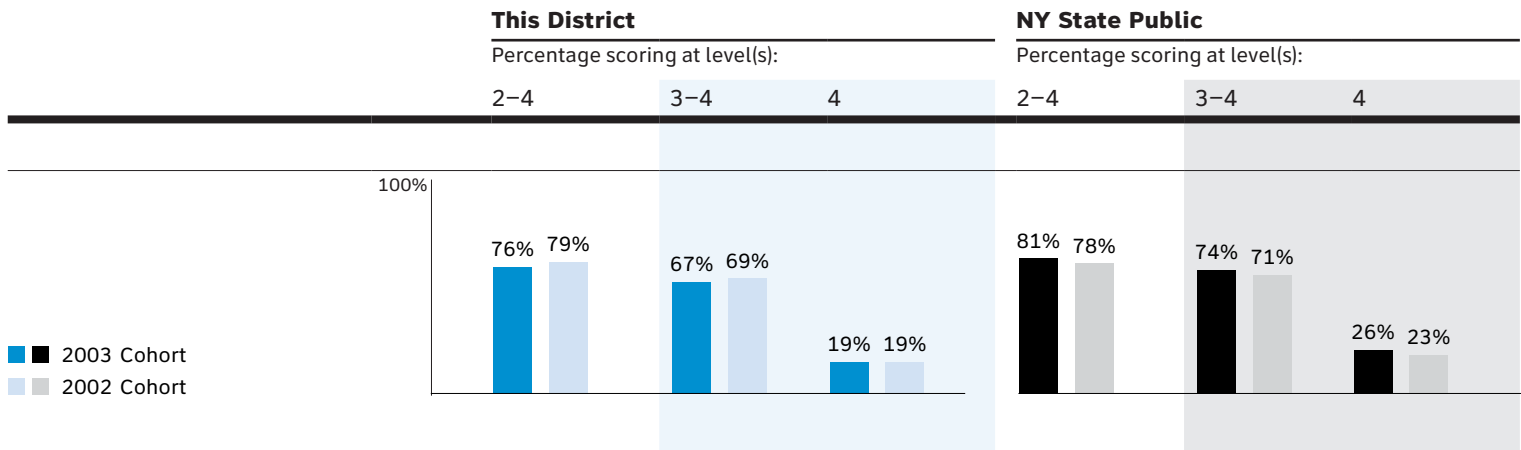
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* 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.

This District's Total Cohort* Results in Secondary-Level Mathematics 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	270	76%	67%	19%	245	79%	69%	19%
Female	131	79%	69%	24%	106	82%	72%	20%
Male	139	72%	64%	14%	139	76%	68%	18%
American Indian or Alaska Native								
Black or African American	8	—	—	—	8	75%	75%	0%
Hispanic or Latino	9	78%	56%	11%	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	2	—	—	—
White	250	75%	66%	20%	228	79%	70%	20%
Multiracial								
Small Group Totals	11	91%	82%	0%	9	78%	44%	11%
General-Education Students	224	83%	74%	23%	203	85%	76%	23%
Students with Disabilities	46	41%	30%	0%	42	50%	36%	0%
English Proficient	269	—	—	—	244	—	—	—
Limited English Proficient	1	—	—	—	1	—	—	—
Economically Disadvantaged	46	65%	50%	9%	53	70%	57%	8%
Not Disadvantaged	224	78%	70%	21%	192	81%	73%	22%
Migrant								
Not Migrant					245	79%	69%	19%

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

	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.