The New York State District Report Card

Accountability and Overview Report 2007 – 08

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT**
District ID **44-11-01-04-0000**
Superintendent **MARTHA MURRAY**
Telephone **(845) 355-5110**
Grades **K-12, US**

This District's Report Card

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

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

Use this report to:

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

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

3 View School Accountability Status.
This section lists all schools in your district by 2008–09 accountability status.

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

For more information:

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

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT**

District ID **44-11-01-04-0000**

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

	2005–06	2006–07	2007–08
Pre-K	0	0	0
Kindergarten	331	296	317
Grade 1	311	334	310
Grade 2	316	322	338
Grade 3	331	316	328
Grade 4	334	339	328
Grade 5	374	340	356
Grade 6	369	381	357
Ungraded Elementary	0	0	0
Grade 7	377	368	397
Grade 8	412	367	368
Grade 9	371	413	380
Grade 10	378	377	417
Grade 11	427	370	372
Grade 12	349	422	378
Ungraded Secondary	0	0	15
Total K–12	4680	4645	4661

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

	2005–06	2006–07	2007–08
Common Branch	25	24	24
Grade 8			
English	21	20	20
Mathematics	25	21	21
Science	27	24	23
Social Studies	27	24	24
Grade 10			
English	23	25	24
Mathematics	20	19	18
Science	21	22	22
Social Studies	21	29	24

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 **MINISINK VALLEY CENTRAL SCHOOL DISTRICT**

District ID **44-11-01-04-0000**

Demographic Factors

	2005–06		2006–07		2007–08	
	#	%	#	%	#	%
Eligible for Free Lunch	449	10%	419	9%	408	9%
Reduced-Price Lunch	291	6%	284	6%	368	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	28	1%	27	1%	31	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	29	1%	43	1%	32	1%
Black or African American	211	5%	234	5%	246	5%
Hispanic or Latino	403	9%	430	9%	516	11%
Asian or Native Hawaiian/Other Pacific Islander	56	1%	49	1%	56	1%
White	3981	85%	3887	84%	3811	82%
Multiracial**	N/A	N/A	2	0%	0	0%

* Available only at the school level.

** Multiracial enrollment data were not collected statewide in the 2005-06 school year.

Attendance and Suspensions

	2004–05		2005–06		2006–07	
	#	%	#	%	#	%
Annual Attendance Rate		94%		95%		94%
Student Suspensions	475	10%	295	6%	255	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 **MINISINK VALLEY CENTRAL SCHOOL DISTRICT**

District ID **44-11-01-04-0000**

Teacher Qualifications

	2005–06	2006–07	2007–08
Total Number of Teachers	315	280	322
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	8%	10%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	6%	8%	7%
Total Number of Core Classes	1243	759	894
Percent Not Taught by Highly Qualified Teachers	0%	0%	0%
Total Number of Classes	1114	1086	1132
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

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

	2004–05	2005–06	2006–07
Turnover Rate of Teachers with Fewer than Five Years of Experience	20%	15%	16%
Turnover Rate of All Teachers	13%	10%	11%

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who 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

	2005–06	2006–07	2007–08
Total Other Professional Staff	32	33	34
Total Paraprofessionals*	80	91	82
Assistant Principals	6	6	6
Principals	5	5	5

* Not available at the school level.

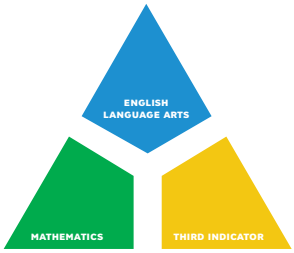
Staff Counts Information

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.

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT** District ID **44-11-01-04-0000**

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 2007–08, 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 2007–08 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 2004 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 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 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 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 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 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 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, 2008, are not included in the 2004 school accountability cohort. The 2004 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 Total 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 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Continuously Enrolled Tested Students]

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

The 2007–08 safe harbor targets were calculated using the following equation:

2006–07 PI + (200 – the 2006–07 PI) × 0.10

Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT** District ID **44-11-01-04-0000**

Understanding Your District Accountability Status

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

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

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

2 District Accountability

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT** District ID **44-11-01-04-0000**

Summary

Overall Accountability Status (2008–09)

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

2006–07	2007–08	2008–09
YES	YES	YES

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

	Elementary/Middle Level			Secondary Level		
Student Groups	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✔	✔	✔	✔	✔	✔
Ethnicity						
American Indian or Alaska Native	–	–		–	–	
Black or African American	✔	✔		–	–	
Hispanic or Latino	✔	✔		–	–	
Asian or Native Hawaiian/Other Pacific Islander	✔	✔		–	–	
White	✔	✔		✔	✔	
Multiracial						
Other Groups						
Students with Disabilities	✔	✔		✘	✘	
Limited English Proficient	–	–		–	–	
Economically Disadvantaged	✔	✔		✔	✔	
Student groups making AYP in each subject	✔ 7 of 7	✔ 7 of 7	✔ 1 of 1	✘ 3 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

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT** District ID **44-11-01-04-0000**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2008–09)	^	Good Standing
Accountability Measures	7 of 7	Student groups making AYP in English language arts
	✔	Made AYP
Prospective Status		This district will be in good standing in 2009-10. [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 Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2007–08	Safe Harbor Target 2008–09
All Students (2218:2172)	✔	✔	100%	✔	173	131		
Ethnicity								
American Indian or Alaska Native (7:7)	–	–	–	–	–	–		–
Black or African American (130:124)	✔	✔	100%	✔	175	124		
Hispanic or Latino (278:266)	✔	✔	100%	✔	161	126		
Asian or Native Hawaiian/Other Pacific Islander (49:46)	✔	✔	98%	✔	180	119		
White (1754:1729)	✔	✔	100%	✔	174	130		
Multiracial (0:0)								
Other Groups								
Students with Disabilities[4] (329:318)	✔	✔	99%	✘	111	127	116	120
Limited English Proficient[5] (14:13)	–	–	–	–	–	–		–
Economically Disadvantaged (388:371)	✔	✔	100%	✔	153	127		
Final AYP Determination	✔ 7 of 7							

AYP Status

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

NOTES

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

2 Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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.

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT** District ID **44-11-01-04-0000**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2008–09)	✔	Good Standing
Accountability Measures	7 of 7	Student groups making AYP in mathematics
	✔	Made AYP
Prospective Status		This district will be in good standing in 2009-10. [201]

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

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2007–08	Safe Harbor Target 2008–09
All Students (2213:2163)	✔	✔	100%	✔	182	100		
Ethnicity								
American Indian or Alaska Native (7:7)	–	–	–	–	–	–		–
Black or African American (129:124)	✔	✔	100%	✔	178	93		
Hispanic or Latino (276:262)	✔	✔	100%	✔	171	95		
Asian or Native Hawaiian/Other Pacific Islander (49:46)	✔	✔	100%	✔	189	88		
White (1752:1724)	✔	✔	99%	✔	184	99		
Multiracial (0:0)								
Other Groups								
Students with Disabilities[4] (329:318)	✔	✔	99%	✔	129	96		
Limited English Proficient[5] (14:13)	–	–	–	–	–	–		–
Economically Disadvantaged (384:365)	✔	✔	100%	✔	168	96		
Final AYP Determination	✔ 7 of 7							

AYP Status

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

NOTES

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

2 Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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.

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT** District ID **44-11-01-04-0000**

Elementary/Middle-Level Science

Accountability Status for This Subject (2008–09)	^	Good Standing
Accountability Measures	1 of 1	Student groups making AYP in science
	✔	Made AYP
Prospective Status		This district will be in good standing in 2009-10. [201]

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

Student Group (Total: Continuous Enrollment)[1]	AYP Status	AYP Safe Harbor Qualification	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives State Standard	Progress Target 2007–08	Progress Target 2008–09
All Students (722:697)	✔	Qualified	✔	99%	✔	189	100		
Ethnicity									
American Indian or Alaska Native (1:1)		–	–	–	–	–	–		–
Black or African American (41:39)		Qualified	✔	100%	✔	179	100		
Hispanic or Latino (101:94)		Qualified	✔	99%	✔	173	100		
Asian or Native Hawaiian/Other Pacific Islander (15:14)		–	–	–	–	–	–		–
White (564:549)		Qualified	✔	98%	✔	192	100		
Multiracial (0:0)									
Other Groups									
Students with Disabilities (110:104)		Qualified	✔	98%	✔	168	100		
Limited English Proficient[4] (5:3)		–	–	–	–	–	–		–
Economically Disadvantaged (125:113)		Qualified	✔	98%	✔	174	100		
Final AYP Determination	✔ 1 of 1								

AYP Status

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

NOTES

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

2 Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 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.

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT** District ID **44-11-01-04-0000**

Secondary-Level English Language Arts

Accountability Status for This Subject (2008–09)	✔	Good Standing
Accountability Measures	3 of 4	Student groups making AYP in English language arts
	✘	Did not make AYP
Prospective Status		This district will be in good standing in 2009-10. [201]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2004 Cohort)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2007–08	Safe Harbor Target 2008–09
All Students (372:363)	✔	✔	97%	✔	183	159		
Ethnicity								
American Indian or Alaska Native (3:2)	–	–	–	–	–	–		–
Black or African American (14:16)	–	–	–	–	–	–		–
Hispanic or Latino (30:28)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (1:1)	–	–	–	–	–	–		–
White (324:316)	✔	✔	97%	✔	183	159		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (83:40)	✘	✘	83%	✘	110	150	115	119
Limited English Proficient[4] (1:1)	–	–	–	–	–	–		–
Economically Disadvantaged (34:32)	✔	–	–	✔	178	148		
Final AYP Determination	✘ 3 of 4							

AYP Status

✔ Made AYP

✔SH Made AYP Using Safe Harbor Target

✘ Did Not Make AYP

— Insufficient Number of Students to Determine AYP Status

NOTES

1 These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 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.

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT** District ID **44-11-01-04-0000**

Secondary-Level Mathematics

Accountability Status for This Subject (2008–09)	^	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 2009-10. [201]

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

Student Group (12th Graders: 2004 Cohort)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2007–08	Safe Harbor Target 2008–09
All Students (372:363)	✔	✔	98%	✔	184	153		
Ethnicity								
American Indian or Alaska Native (3:2)	–	–	–	–	–	–		–
Black or African American (14:16)	–	–	–	–	–	–		–
Hispanic or Latino (30:28)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (1:1)	–	–	–	–	–	–		–
White (324:316)	✔	✔	98%	✔	184	153		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (83:40)	✘	✘	90%	✘	115	144	135	124
Limited English Proficient[4] (1:1)	–	–	–	–	–	–		–
Economically Disadvantaged (34:32)	✔	–	–	✔	184	142		
Final AYP Determination	✘ 3 of 4							

AYP Status

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

NOTES

1 These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 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.

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT** District ID **44-11-01-04-0000**

Graduation Rate

Accountability Status for This Indicator (2008–09)	^	Good Standing
Accountability Measures	1 of 1	Student groups making AYP in graduation rate
	✔	Made AYP
Prospective Status		This district will be in good standing in 2009-10. [201]

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

Student Group (Cohort Count)[1]	Graduation AYP	Graduation Met Criterion	Graduation Graduation Rate[2]	Objectives State Standard	Progress Target 2007–08	Progress Target 2008–09
All Students (428)	✔	✔	88%	55%		
Ethnicity						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (16)		–	–	–		
Hispanic or Latino (29)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (3)		–	–	–		
White (379)		✔	90%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (46)		✔	72%	55%		
Limited English Proficient[3] (0)						
Economically Disadvantaged (48)		✔	85%	55%		
Final AYP Determination	✔ 1 of 1					

NOTES

[1] Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.

[2] Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

[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 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

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 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT** District ID **44-11-01-04-0000**

2008–09 Accountability Status of Schools in Your District

This section lists all schools in your district by 2008–09 accountability status.

Federal Title I Status	New York State Status
Good Standing	**Good Standing**
3 schools identified 60% of total	2 schools identified 40% of total
MINISINK VALLEY ELEMENTARY SCHOOL	MINISINK VALLEY HIGH SCHOOL
MINISINK VALLEY INTERMEDIATE SCHOOL	MINISINK VALLEY MIDDLE SCHOOL
OTISVILLE ELEMENTARY SCHOOL	

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT**

District ID **44-11-01-04-0000**

Summary of 2007–08 District Performance

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

	Percentage of students that scored at or above Level 3	Total Tested
English Language Arts		
Grade 3	81%	338
Grade 4	72%	341
Grade 5	82%	365
Grade 6	77%	369
Grade 7	79%	400
Grade 8	63%	376
Mathematics		
Grade 3	93%	341
Grade 4	86%	338
Grade 5	89%	364
Grade 6	86%	364
Grade 7	87%	401
Grade 8	72%	376
Science		
Grade 4	88%	341
Grade 8	90%	369

	Percentage of students that scored at or above Level 3	2004 Total Cohort
Secondary Level		
English	83%	393
Mathematics	82%	393

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.

4 Overview of District Performance

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT** District ID **44-11-01-04-0000**

This District's Results in Grade 3 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 678	Range:	616–780	650–780	720–780*			
2007 Mean Score: 676							
2007–08		96%	81%	16%	94%	70%	12%
2006–07		96%	77%	11%	91%	67%	10%
Number of Tested Students:		326 310	273 249	53 37			

Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**338**	**96%**	**81%**	**16%**	**324**	**96%**	**77%**	**11%**
Female	163	98%	85%	15%	138	98%	80%	12%
Male	175	95%	77%	16%	186	94%	75%	11%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	18	100%	78%	11%	17	100%	71%	24%
Hispanic or Latino	42	98%	67%	7%	39	95%	72%	5%
Asian or Native Hawaiian/Other Pacific Islander	8	–	–	–	7	–	–	–
White	269	96%	83%	17%	260	95%	78%	11%
Multiracial								
Small Group Totals	9	100%	78%	22%	8	100%	88%	38%
General-Education Students	307	99%	86%	17%	277	99%	84%	13%
Students with Disabilities	31	68%	26%	3%	47	77%	32%	0%
English Proficient	334	–	–	–	323	–	–	–
Limited English Proficient	4	–	–	–	1	–	–	–
Economically Disadvantaged	60	93%	58%	3%	47	89%	66%	4%
Not Disadvantaged	278	97%	86%	18%	277	97%	79%	13%
Migrant	1	–	–	–				
Not Migrant	337	–	–	–	324	96%	77%	11%

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.

* Level 4 range is for 2007–08 only. The 2006–07 range is 730–780.

Other Assessments

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	–	–	–	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A

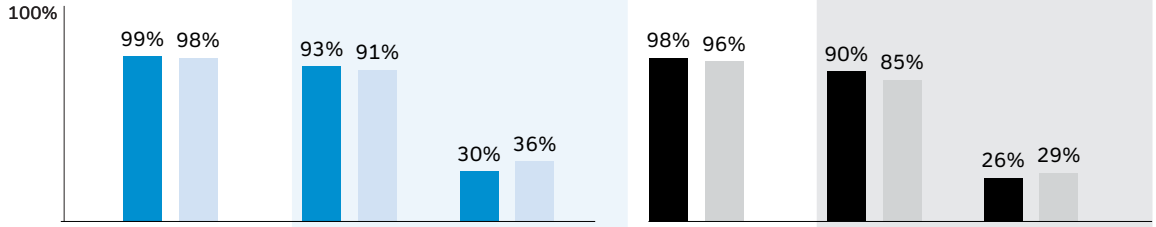
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT** District ID **44-11-01-04-0000**

This District's Results in Grade 3 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 694	Range:	624–770	650–770	703–770			
2007 Mean Score: 694							
Number of Tested Students:		338 321	317 298	104 118			



Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**341**	**99%**	**93%**	**30%**	**327**	**98%**	**91%**	**36%**
Female	164	100%	93%	33%	144	100%	91%	35%
Male	177	98%	93%	28%	183	97%	91%	37%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	18	100%	94%	6%	17	94%	88%	24%
Hispanic or Latino	44	100%	91%	7%	42	98%	81%	36%
Asian or Native Hawaiian/Other Pacific Islander	9	–	–	–	7	–	–	–
White	269	99%	93%	36%	260	98%	93%	37%
Multiracial								
Small Group Totals	10	100%	90%	40%	8	100%	100%	38%
General-Education Students	310	100%	97%	33%	279	100%	96%	41%
Students with Disabilities	31	90%	55%	6%	48	88%	60%	6%
English Proficient	337	–	–	–	326	–	–	–
Limited English Proficient	4	–	–	–	1	–	–	–
Economically Disadvantaged	62	100%	84%	13%	51	98%	78%	16%
Not Disadvantaged	279	99%	95%	34%	276	98%	93%	40%
Migrant	1	–	–	–				
Not Migrant	340	–	–	–	327	98%	91%	36%

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

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	–	–	–	2	–	–	–

4 Overview of District Performance

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT** District ID **44-11-01-04-0000**

This District's Results in Grade 4 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 666	Range:	612–775	650–775	716–775			
2007 Mean Score: 675							
2007–08		92%	72%	7%	93%	71%	8%
2006–07		96%	83%	9%	92%	68%	8%
Number of Tested Students:		314 326	244 281	25 31			

Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**341**	**92%**	**72%**	**7%**	**339**	**96%**	**83%**	**9%**
Female	150	96%	74%	8%	158	96%	87%	11%
Male	191	89%	70%	7%	181	97%	80%	8%
American Indian or Alaska Native	1	–	–	–				
Black or African American	22	91%	64%	5%	21	100%	71%	10%
Hispanic or Latino	52	88%	67%	4%	33	97%	73%	12%
Asian or Native Hawaiian/Other Pacific Islander	8	–	–	–	8	100%	100%	13%
White	258	93%	73%	8%	277	96%	84%	9%
Multiracial								
Small Group Totals	9	100%	78%	11%				
General-Education Students	287	98%	81%	8%	297	99%	90%	10%
Students with Disabilities	54	63%	20%	2%	42	76%	33%	2%
English Proficient	338	–	–	–	335	–	–	–
Limited English Proficient	3	–	–	–	4	–	–	–
Economically Disadvantaged	61	84%	59%	2%	54	91%	70%	6%
Not Disadvantaged	280	94%	74%	9%	285	97%	85%	10%
Migrant								
Not Migrant	341	92%	72%	7%	339	96%	83%	9%

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

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	–	–	–	4	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

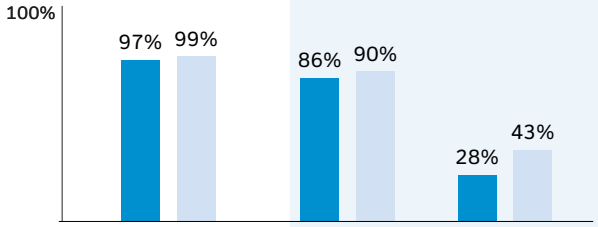
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

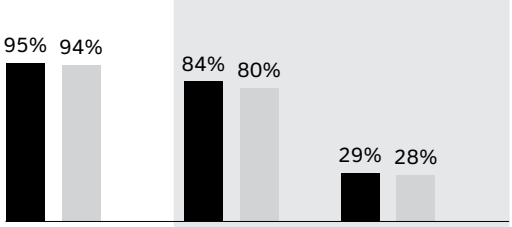
4 Overview of District Performance

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT** District ID **44-11-01-04-0000**

This District's Results in Grade 4 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 684	Range:	622–800	650–800	702–800			
2007 Mean Score: 693							
2007–08		97%	86%	28%	95%	84%	29%
2006–07		99%	90%	43%	94%	80%	28%
Number of Tested Students:		328 342	292 314	95 150			





Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**338**	**97%**	**86%**	**28%**	**347**	**99%**	**90%**	**43%**
Female	148	99%	85%	22%	162	98%	90%	41%
Male	190	95%	87%	33%	185	99%	91%	45%
American Indian or Alaska Native	1	–	–	–				
Black or African American	22	95%	73%	27%	21	100%	95%	48%
Hispanic or Latino	51	96%	80%	20%	35	97%	86%	43%
Asian or Native Hawaiian/Other Pacific Islander	8	–	–	–	8	100%	88%	63%
White	256	97%	89%	30%	283	99%	91%	42%
Multiracial								
Small Group Totals	9	100%	89%	22%				
General-Education Students	284	100%	93%	33%	303	100%	95%	49%
Students with Disabilities	54	83%	50%	4%	44	91%	61%	5%
English Proficient	335	–	–	–	342	99%	91%	44%
Limited English Proficient	3	–	–	–	5	100%	80%	0%
Economically Disadvantaged	60	93%	78%	17%	55	96%	82%	31%
Not Disadvantaged	278	98%	88%	31%	292	99%	92%	46%
Migrant								
Not Migrant	338	97%	86%	28%	347	99%	90%	43%

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

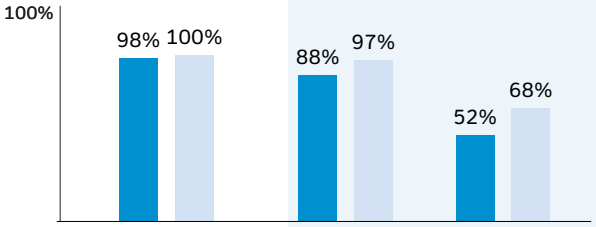
	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	–	–	–	4	–	–	–

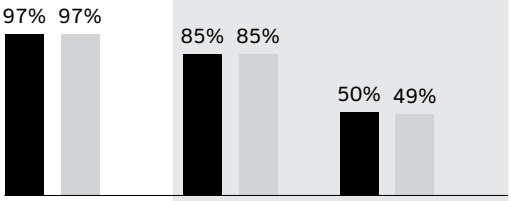
4 Overview of District Performance

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT** District ID **44-11-01-04-0000**

This District's Results in Grade 4 Science

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 82	Range:	45–100	65–100	85–100			
2007 Mean Score: 86							
2007–08		98%	88%	52%	97%	85%	50%
2006–07		100%	97%	68%	97%	85%	49%
Number of Tested Students:		335 343	301 332	177 234			





Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**341**	**98%**	**88%**	**52%**	**344**	**100%**	**97%**	**68%**
Female	150	99%	83%	51%	160	99%	98%	64%
Male	191	98%	92%	53%	184	100%	96%	72%
American Indian or Alaska Native	1	–	–	–				
Black or African American	22	95%	73%	27%	21	100%	100%	62%
Hispanic or Latino	52	94%	73%	40%	33	100%	91%	64%
Asian or Native Hawaiian/Other Pacific Islander	8	–	–	–	8	100%	100%	63%
White	258	99%	92%	56%	282	100%	97%	69%
Multiracial								
Small Group Totals	9	100%	100%	56%				
General-Education Students	287	99%	90%	57%	300	100%	99%	73%
Students with Disabilities	54	94%	78%	22%	44	98%	82%	34%
English Proficient	337	–	–	–	339	100%	96%	68%
Limited English Proficient	4	–	–	–	5	100%	100%	40%
Economically Disadvantaged	60	98%	80%	32%	54	100%	94%	56%
Not Disadvantaged	281	98%	90%	56%	290	100%	97%	70%
Migrant								
Not Migrant	341	98%	88%	52%	344	100%	97%	68%

NOTES
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Other Assessments

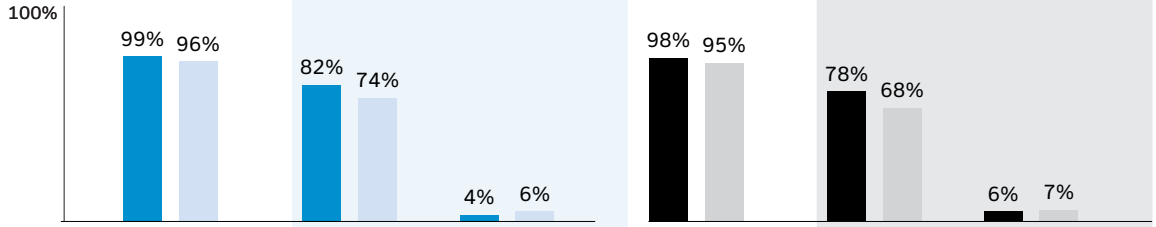
	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	–	–	–	4	–	–	–

4 Overview of District Performance

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT** District ID **44-11-01-04-0000**

This District's Results in Grade 5 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 669	Range:	608–795	650–795	711–795			
2007 Mean Score: 667							
Number of Tested Students:		360 335	300 259	14 20			



Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**365**	**99%**	**82%**	**4%**	**348**	**96%**	**74%**	**6%**
Female	174	99%	82%	5%	162	96%	81%	7%
Male	191	98%	82%	3%	186	97%	68%	4%
American Indian or Alaska Native					2	–	–	–
Black or African American	22	100%	86%	5%	12	83%	67%	8%
Hispanic or Latino	42	98%	71%	5%	37	95%	59%	5%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	11%	8	–	–	–
White	292	99%	83%	3%	289	97%	76%	5%
Multiracial								
Small Group Totals					10	100%	90%	20%
General-Education Students	314	100%	92%	4%	289	99%	86%	7%
Students with Disabilities	51	90%	20%	0%	59	81%	19%	0%
English Proficient	361	–	–	–	345	–	–	–
Limited English Proficient	4	–	–	–	3	–	–	–
Economically Disadvantaged	61	97%	64%	3%	60	87%	62%	2%
Not Disadvantaged	304	99%	86%	4%	288	98%	77%	7%
Migrant								
Not Migrant	365	99%	82%	4%	348	96%	74%	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

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	4	–	–	–	6	6	6	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

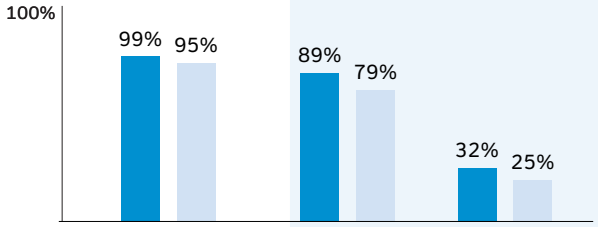
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT** District ID **44-11-01-04-0000**

This District's Results in Grade 5 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 686	Range:	619–780	650–780	699–780			
2007 Mean Score: 678							
2007–08		99%	89%	32%	96%	83%	27%
2006–07		95%	79%	25%	94%	76%	22%
Number of Tested Students:		359 338	323 280	116 89			



Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**364**	**99%**	**89%**	**32%**	**354**	**95%**	**79%**	**25%**
Female	175	99%	89%	31%	166	95%	84%	29%
Male	189	98%	89%	32%	188	96%	75%	22%
American Indian or Alaska Native					2	–	–	–
Black or African American	22	100%	86%	23%	13	92%	69%	8%
Hispanic or Latino	40	100%	88%	28%	39	92%	74%	23%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	67%	9	–	–	–
White	293	98%	89%	32%	291	96%	80%	25%
Multiracial								
Small Group Totals					11	100%	73%	45%
General-Education Students	313	100%	95%	37%	293	99%	89%	30%
Students with Disabilities	51	90%	49%	0%	61	77%	31%	3%
English Proficient	360	–	–	–	351	–	–	–
Limited English Proficient	4	–	–	–	3	–	–	–
Economically Disadvantaged	59	98%	76%	20%	60	92%	58%	15%
Not Disadvantaged	305	99%	91%	34%	294	96%	83%	27%
Migrant								
Not Migrant	364	99%	89%	32%	354	95%	79%	25%

NOTES
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Other Assessments

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	4	–	–	–	6	6	6	4

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT** District ID **44-11-01-04-0000**

This District's Results in Grade 6 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 670	Range:	598–785	650–785	705–785			
2007 Mean Score: 667							
2007–08		99%	77%	8%	98%	67%	5%
2006–07		99%	72%	10%	98%	63%	9%
Number of Tested Students:		367 386	284 282	30 38			

Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**369**	**99%**	**77%**	**8%**	**390**	**99%**	**72%**	**10%**
Female	172	99%	85%	12%	181	100%	77%	12%
Male	197	99%	70%	5%	209	98%	68%	8%
American Indian or Alaska Native	2	–	–	–	3	–	–	–
Black or African American	14	100%	86%	7%	33	97%	55%	12%
Hispanic or Latino	43	100%	60%	5%	36	97%	61%	8%
Asian or Native Hawaiian/Other Pacific Islander	10	–	–	–	5	–	–	–
White	300	99%	79%	9%	313	99%	75%	10%
Multiracial								
Small Group Totals	12	100%	83%	8%	8	100%	88%	0%
General-Education Students	307	100%	87%	10%	332	100%	80%	11%
Students with Disabilities	62	97%	26%	0%	58	93%	26%	0%
English Proficient	368	–	–	–	387	–	–	–
Limited English Proficient	1	–	–	–	3	–	–	–
Economically Disadvantaged	61	98%	61%	3%	70	97%	50%	6%
Not Disadvantaged	308	100%	80%	9%	320	99%	77%	11%
Migrant	1	–	–	–				
Not Migrant	368	–	–	–	390	99%	72%	10%

NOTES
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Other Assessments

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	7	6	5	2	4	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

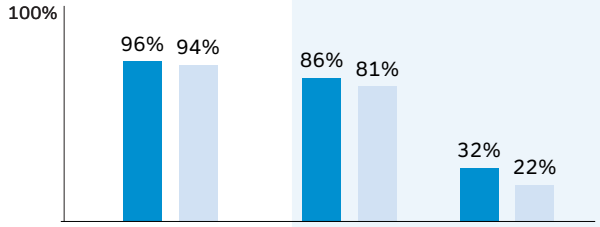
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

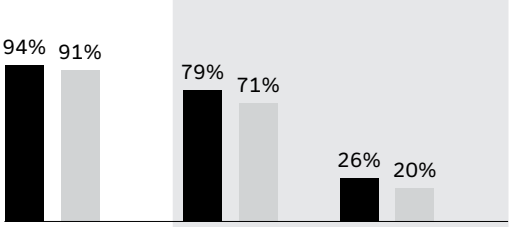
4 Overview of District Performance

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT** District ID **44-11-01-04-0000**

This District's Results in Grade 6 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 680	Range:	616–780	650–780	696–780			
2007 Mean Score: 674							
Number of Tested Students:		349 369	314 318	117 86			





Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**364**	**96%**	**86%**	**32%**	**391**	**94%**	**81%**	**22%**
Female	171	96%	88%	38%	182	95%	82%	21%
Male	193	96%	85%	27%	209	94%	80%	22%
American Indian or Alaska Native	2	–	–	–	3	–	–	–
Black or African American	14	93%	71%	7%	33	85%	76%	15%
Hispanic or Latino	43	93%	81%	21%	36	97%	64%	14%
Asian or Native Hawaiian/Other Pacific Islander	10	–	–	–	5	–	–	–
White	295	96%	87%	34%	314	95%	84%	24%
Multiracial								
Small Group Totals	12	100%	92%	50%	8	88%	75%	13%
General-Education Students	303	100%	93%	38%	335	98%	89%	25%
Students with Disabilities	61	75%	51%	3%	56	73%	34%	5%
English Proficient	363	–	–	–	388	–	–	–
Limited English Proficient	1	–	–	–	3	–	–	–
Economically Disadvantaged	58	91%	78%	21%	72	89%	65%	7%
Not Disadvantaged	306	97%	88%	34%	319	96%	85%	25%
Migrant	1	–	–	–				
Not Migrant	363	–	–	–	391	94%	81%	22%

NOTES
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Other Assessments

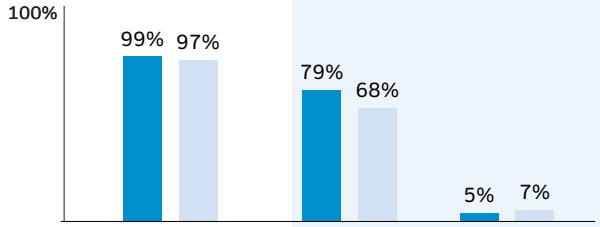
	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	7	6	5	2	4	–	–	–

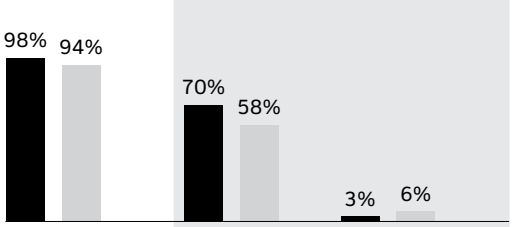
4 Overview of District Performance

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT** District ID **44-11-01-04-0000**

This District's Results in Grade 7 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 669	Range:	600–790	650–790	712–790			
2007 Mean Score: 661							
2007–08		99%	79%	5%	98%	70%	3%
2006–07		97%	68%	7%	94%	58%	6%
Number of Tested Students:		395 360	316 255	18 27			





Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**400**	**99%**	**79%**	**5%**	**373**	**97%**	**68%**	**7%**
Female	186	100%	83%	6%	176	99%	73%	9%
Male	214	98%	75%	3%	197	94%	64%	6%
American Indian or Alaska Native	3	–	–	–				
Black or African American	34	100%	71%	3%	16	100%	75%	13%
Hispanic or Latino	45	100%	67%	2%	47	94%	53%	2%
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	6	100%	83%	17%
White	312	98%	81%	5%	304	97%	70%	8%
Multiracial								
Small Group Totals	9	100%	100%	11%				
General-Education Students	345	100%	87%	5%	323	100%	75%	8%
Students with Disabilities	55	91%	31%	0%	50	76%	24%	0%
English Proficient	399	–	–	–	371	–	–	–
Limited English Proficient	1	–	–	–	2	–	–	–
Economically Disadvantaged	80	98%	65%	1%	64	89%	44%	2%
Not Disadvantaged	320	99%	83%	5%	309	98%	73%	8%
Migrant	1	–	–	–				
Not Migrant	399	–	–	–	373	97%	68%	7%

NOTES
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Other Assessments

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	5	5	5	0	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

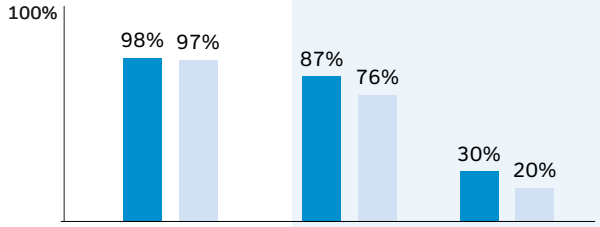
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT** District ID **44-11-01-04-0000**

This District's Results in Grade 7 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 680	Range:	611–800	650–800	693–800			
2007 Mean Score: 670							
2007–08		98%	87%	30%	96%	79%	28%
2006–07		97%	76%	20%	93%	67%	18%
Number of Tested Students:		393 358	349 280	122 73			



Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**401**	**98%**	**87%**	**30%**	**369**	**97%**	**76%**	**20%**
Female	187	97%	90%	32%	177	98%	77%	19%
Male	214	99%	85%	29%	192	96%	75%	21%
American Indian or Alaska Native	3	–	–	–				
Black or African American	34	94%	82%	15%	16	100%	75%	6%
Hispanic or Latino	44	98%	77%	18%	49	94%	57%	8%
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	6	100%	83%	67%
White	314	98%	89%	33%	298	97%	79%	21%
Multiracial								
Small Group Totals	9	100%	78%	44%				
General-Education Students	345	100%	93%	35%	320	99%	83%	22%
Students with Disabilities	56	86%	48%	4%	49	86%	33%	4%
English Proficient	400	–	–	–	367	–	–	–
Limited English Proficient	1	–	–	–	2	–	–	–
Economically Disadvantaged	81	96%	78%	11%	66	92%	53%	6%
Not Disadvantaged	320	98%	89%	35%	303	98%	81%	23%
Migrant	1	–	–	–				
Not Migrant	400	–	–	–	369	97%	76%	20%

NOTES
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Other Assessments

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	5	3	3	0	0			

4 Overview of District Performance

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT** District ID **44-11-01-04-0000**

This District's Results in Grade 8 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 659	Range:	602–790	650–790	715–790			
2007 Mean Score: 656							
2007–08		95%	63%	5%	95%	56%	6%
2006–07		94%	63%	3%	94%	57%	6%
Number of Tested Students:		359 350	235 236	18 11			

Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**376**	**95%**	**63%**	**5%**	**372**	**94%**	**63%**	**3%**
Female	182	98%	72%	6%	169	97%	70%	5%
Male	194	93%	54%	4%	203	92%	58%	1%
American Indian or Alaska Native					2	–	–	–
Black or African American	20	100%	70%	0%	18	94%	39%	0%
Hispanic or Latino	50	92%	56%	4%	30	87%	53%	3%
Asian or Native Hawaiian/Other Pacific Islander	7	86%	57%	14%	7	–	–	–
White	299	96%	63%	5%	315	95%	66%	3%
Multiracial								
Small Group Totals					9	89%	56%	0%
General-Education Students	323	98%	70%	6%	313	100%	73%	4%
Students with Disabilities	53	81%	15%	0%	59	63%	12%	0%
English Proficient	375	–	–	–	370	–	–	–
Limited English Proficient	1	–	–	–	2	–	–	–
Economically Disadvantaged	64	89%	41%	2%	62	81%	45%	0%
Not Disadvantaged	312	97%	67%	5%	310	97%	67%	4%
Migrant								
Not Migrant	376	95%	63%	5%	372	94%	63%	3%

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

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				9	8	6	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

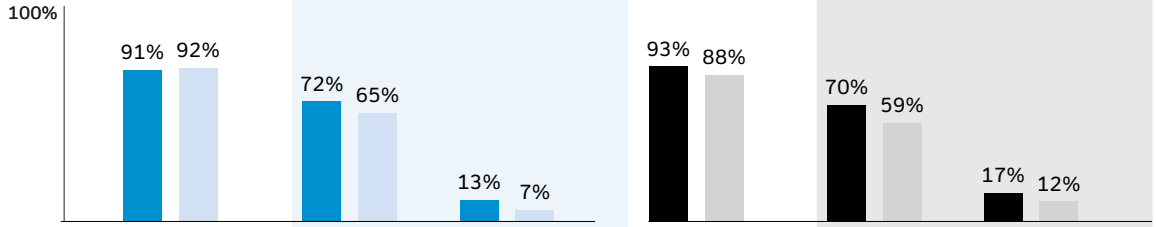
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT** District ID **44-11-01-04-0000**

This District's Results in Grade 8 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 664	Range:	616–775	650–775	701–775			
2007 Mean Score: 657							
Number of Tested Students:		343 340	270 242	47 25			



Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**376**	**91%**	**72%**	**13%**	**370**	**92%**	**65%**	**7%**
Female	181	96%	75%	12%	170	93%	65%	7%
Male	195	87%	69%	13%	200	91%	66%	7%
American Indian or Alaska Native					2	–	–	–
Black or African American	19	100%	68%	5%	18	61%	28%	6%
Hispanic or Latino	50	80%	58%	4%	30	90%	67%	0%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	71%	57%	7	–	–	–
White	300	92%	74%	13%	313	94%	67%	7%
Multiracial								
Small Group Totals					9	100%	67%	11%
General-Education Students	323	97%	79%	14%	314	96%	72%	8%
Students with Disabilities	53	55%	30%	2%	56	68%	29%	0%
English Proficient	375	–	–	–	368	–	–	–
Limited English Proficient	1	–	–	–	2	–	–	–
Economically Disadvantaged	64	77%	53%	3%	60	83%	48%	0%
Not Disadvantaged	312	94%	76%	14%	310	94%	69%	8%
Migrant								
Not Migrant	376	91%	72%	13%	370	92%	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.

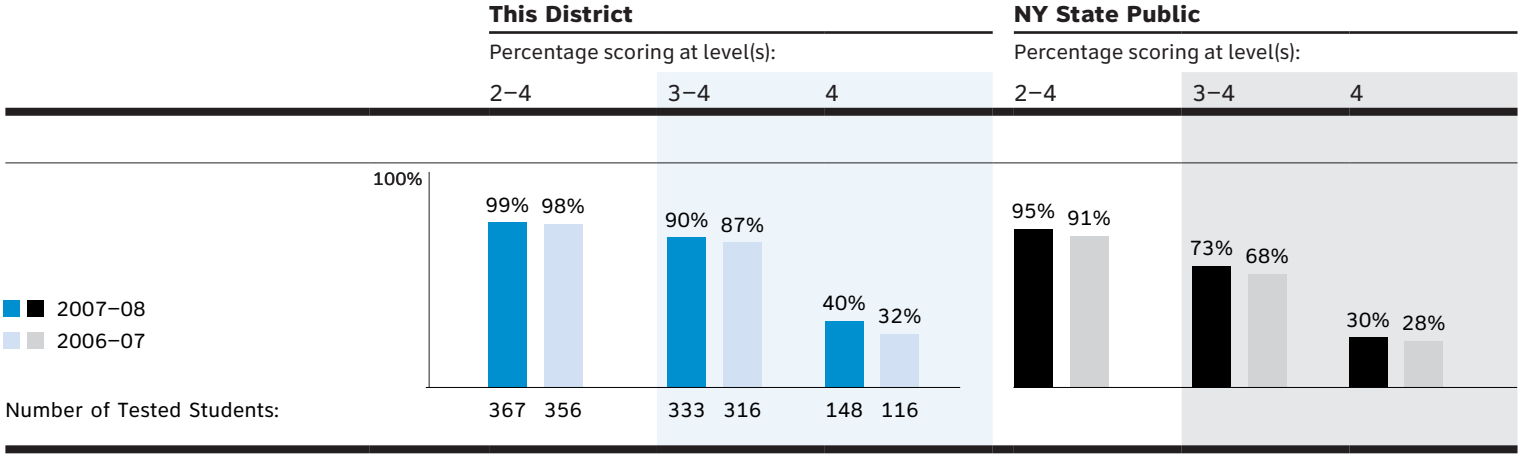
Other Assessments

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				9	9	7	3

4 Overview of District Performance

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT** District ID **44-11-01-04-0000**

This District's Results in Grade 8 Science



Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**369**	**99%**	**90%**	**40%**	**363**	**98%**	**87%**	**32%**
Female	180	99%	91%	33%	169	99%	85%	27%
Male	189	99%	90%	47%	194	97%	89%	37%
American Indian or Alaska Native					2	–	–	–
Black or African American	19	100%	89%	26%	17	100%	59%	18%
Hispanic or Latino	48	98%	79%	27%	29	100%	76%	17%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	86%	57%	7	–	–	–
White	295	100%	92%	43%	308	98%	90%	34%
Multiracial								
Small Group Totals					9	100%	78%	22%
General-Education Students	317	100%	94%	45%	311	99%	92%	36%
Students with Disabilities	52	96%	69%	8%	52	90%	56%	8%
English Proficient	368	–	–	–	361	–	–	–
Limited English Proficient	1	–	–	–	2	–	–	–
Economically Disadvantaged	62	98%	74%	21%	59	95%	73%	20%
Not Disadvantaged	307	100%	93%	44%	304	99%	90%	34%
Migrant								
Not Migrant	369	99%	90%	40%	363	98%	87%	32%

NOTES
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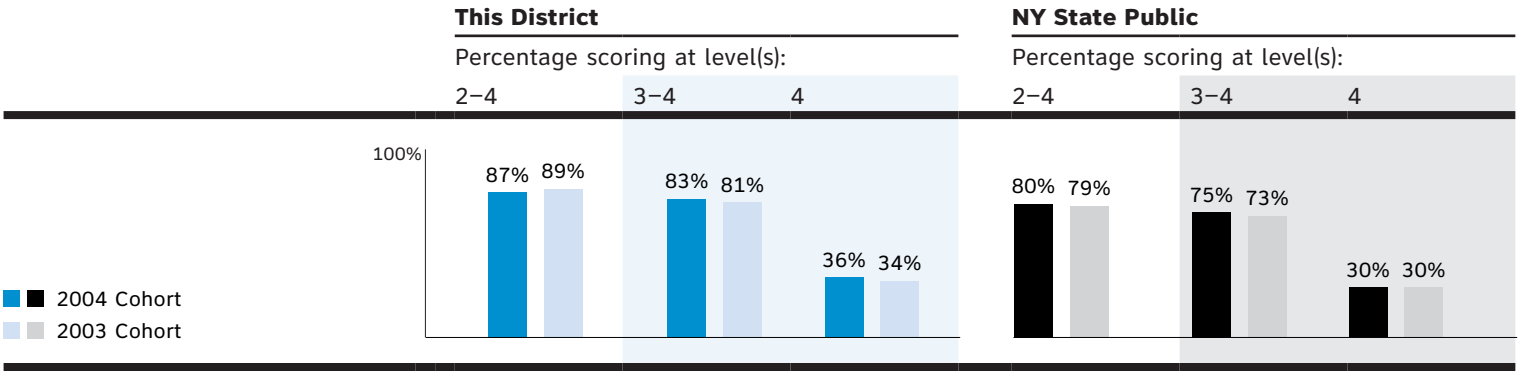
Other Assessments

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				9	9	8	6
Regents Science	0				0			

4 Overview of District Performance

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT** District ID **44-11-01-04-0000**

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



Results by Student Group

	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**393**	**87%**	**83%**	**36%**	**427**	**89%**	**81%**	**34%**
Female	194	92%	88%	47%	194	95%	90%	50%
Male	199	81%	77%	25%	233	84%	73%	21%
American Indian or Alaska Native	2	–	–	–	1	–	–	–
Black or African American	17	–	–	–	16	–	–	–
Hispanic or Latino	32	84%	75%	19%	29	69%	62%	21%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	3	–	–	–
White	341	87%	83%	38%	378	90%	83%	36%
Multiracial								
Small Group Totals	20	85%	85%	25%	20	90%	80%	20%
General-Education Students	344	93%	91%	41%	382	93%	88%	38%
Students with Disabilities	49	41%	24%	0%	45	56%	22%	0%
English Proficient	391	–	–	–	427	89%	81%	34%
Limited English Proficient	2	–	–	–				
Economically Disadvantaged	37	81%	73%	5%	48	88%	69%	15%
Not Disadvantaged	356	87%	84%	39%	379	89%	83%	36%
Migrant								
Not Migrant	393	87%	83%	36%				

NOTES
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Other Assessments

	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s): 2–4	3–4	4	Number of Students	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

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

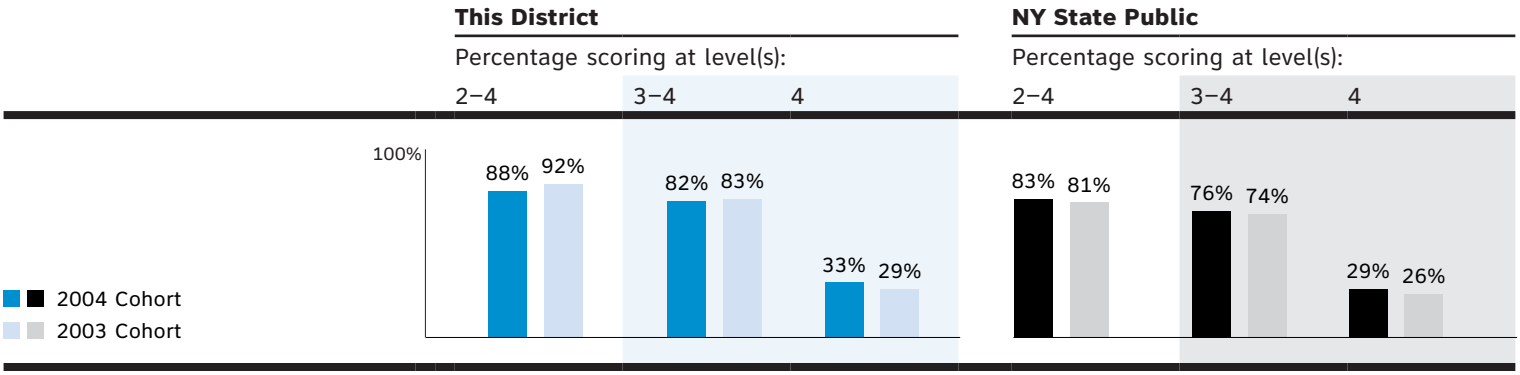
** 2003 cohort data are those reported in the 2006-07 *Accountability and Overview Report*.

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

4 Overview of District Performance

District **MINISINK VALLEY CENTRAL SCHOOL DISTRICT** District ID **44-11-01-04-0000**

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



Results by Student Group

	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**393**	**88%**	**82%**	**33%**	**427**	**92%**	**83%**	**29%**
Female	194	92%	88%	34%	194	95%	88%	34%
Male	199	84%	77%	32%	233	89%	79%	25%
American Indian or Alaska Native	2	–	–	–	1	–	–	–
Black or African American	17	–	–	–	16	–	–	–
Hispanic or Latino	32	84%	78%	22%	29	69%	66%	17%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	3	–	–	–
White	341	88%	83%	35%	378	94%	84%	30%
Multiracial								
Small Group Totals	20	85%	75%	15%	20	90%	90%	15%
General-Education Students	344	94%	91%	38%	382	96%	89%	32%
Students with Disabilities	49	45%	22%	0%	45	60%	36%	2%
English Proficient	391	–	–	–	427	92%	83%	29%
Limited English Proficient	2	–	–	–				
Economically Disadvantaged	37	92%	78%	19%	48	88%	73%	15%
Not Disadvantaged	356	87%	83%	34%	379	92%	84%	31%
Migrant								
Not Migrant	393	88%	82%	33%				

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Other Assessments

	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s): 2–4	3–4	4	Number of Students	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

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

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