The New York State District Report Card

Accountability and Overview Report 2008 – 09

District **EAST GREENBUSH CENTRAL SCHOOL DISTRICT**
District ID **49-03-01-06-0000**
Superintendent **ANGELA GUPTILL**
Telephone **(518) 477-2755**
Grades **PK-12**

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 the district's accountability status.

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

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 **EAST GREENBUSH CENTRAL SCHOOL DISTRICT**

District ID **49-03-01-06-0000**

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

	2006–07	2007–08	2008–09
Pre-K	0	0	20
Kindergarten	317	295	331
Grade 1	310	318	291
Grade 2	301	311	310
Grade 3	299	322	306
Grade 4	337	314	310
Grade 5	369	362	310
Grade 6	330	379	362
Ungraded Elementary	36	0	0
Grade 7	379	332	386
Grade 8	325	381	341
Grade 9	457	378	423
Grade 10	385	426	355
Grade 11	367	372	400
Grade 12	365	365	359
Ungraded Secondary	0	0	0
Total K–12	4577	4555	4484

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

	2006–07	2007–08	2008–09
Common Branch	19	19	20
Grade 8			
English	21	24	22
Mathematics	21	25	22
Science	23	25	24
Social Studies	21	24	22
Grade 10			
English	24	23	23
Mathematics	23	23	23
Science	23	22	22
Social Studies	25	26	23

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 **EAST GREENBUSH CENTRAL SCHOOL DISTRICT**

District ID **49-03-01-06-0000**

Demographic Factors

	2006–07		2007–08		2008–09	
	#	%	#	%	#	%
Eligible for Free Lunch	295	6%	350	8%	431	10%
Reduced-Price Lunch	175	4%	181	4%	222	5%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	20	0%	21	0%	21	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	5	0%	6	0%	5	0%
Black or African American	137	3%	134	3%	131	3%
Hispanic or Latino	49	1%	51	1%	69	2%
Asian or Native Hawaiian/Other Pacific Islander	76	2%	82	2%	103	2%
White	4278	93%	4249	93%	4110	92%
Multiracial	32	1%	33	1%	66	1%

* Available only at the school level.

Attendance and Suspensions

	2005–06		2006–07		2007–08	
	#	%	#	%	#	%
Annual Attendance Rate		95%		96%		95%
Student Suspensions	212	5%	179	4%	176	4%

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 **EAST GREENBUSH CENTRAL SCHOOL DISTRICT**

District ID **49-03-01-06-0000**

Teacher Qualifications

	2006–07	2007–08	2008–09
Total Number of Teachers	366	369	365
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	1%	0%	0%
Percent with Fewer Than Three Years of Experience	4%	5%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	12%	12%	12%
Total Number of Core Classes	984	959	952
Percent Not Taught by Highly Qualified Teachers	1%	0%	1%
Total Number of Classes	1272	1272	1286
Percent Taught by Teachers Without Appropriate Certification	1%	0%	1%

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. 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

	2005–06	2006–07	2007–08
Turnover Rate of Teachers with Fewer than Five Years of Experience	12%	12%	18%
Turnover Rate of All Teachers	7%	7%	7%

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

	2006–07	2007–08	2008–09
Total Other Professional Staff	29	30	24
Total Paraprofessionals*	151	154	149
Assistant Principals	6	6	6
Principals	8	8	8

* Not available at the school level.

Staff Counts Information

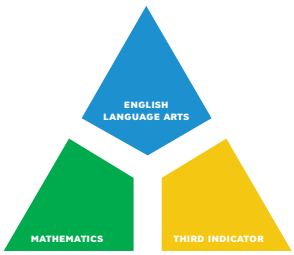
Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

2 District Accountability

District **EAST GREENBUSH CENTRAL SCHOOL DISTRICT** District ID **49-03-01-06-0000**

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 2008–09, 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: **http://www.emsc.nysed.gov/irts/accountability/**.

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 2008–09 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 2005 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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 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 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 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 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 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, 2009, are not included in the 2005 school accountability cohort. The 2005 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 AMOs 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 2008–09 safe harbor targets were calculated using the following equation:

2007–08 PI + (200 – the 2007–08 PI) × 0.10

Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, 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 **EAST GREENBUSH CENTRAL SCHOOL DISTRICT** District ID **49-03-01-06-0000**

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: **http://www.emsc.nysed.gov/irts/accountability/**.

For the 2009–10 accountability status of component schools in your district, see **http://www.emsc.nysed.gov/irts/accountability/designations/**.

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 **EAST GREENBUSH CENTRAL SCHOOL DISTRICT** District ID **49-03-01-06-0000**

Summary

Overall Accountability Status (2009–10)

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

2007–08	2008–09	2009–10
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	✔ 8 of 8	✔ 8 of 8	✔ 1 of 1	✔ 4 of 4	✔ 4 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 **EAST GREENBUSH CENTRAL SCHOOL DISTRICT** District ID **49-03-01-06-0000**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2009–10)	^	Good Standing
Accountability Measures	8 of 8	Student groups making AYP in English language arts
	✔	Made AYP
Prospective Status		This district will be in good standing in 2010-11. [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 2008–09	Safe Harbor Target 2009–10
All Students (2036:2005)	✔	✔	100%	✔	191	142		
Ethnicity								
American Indian or Alaska Native (3:3)	–	–	–	–	–	–		–
Black or African American (70:67)	✔	✔	100%	✔	187	132		
Hispanic or Latino (44:40)	✔	✔	100%	✔	190	129		
Asian or Native Hawaiian/Other Pacific Islander (47:42)	✔	✔	100%	✔	190	129		
White (1832:1815)	✔	✔	100%	✔	191	141		
Multiracial (40:38)	✔	✔	98%	✔	187	128		
Other Groups								
Students with Disabilities[4] (308:299)	✔	✔	99%	✔	156	138		
Limited English Proficient[5] (10:5)	–	–	–	–	–	–		–
Economically Disadvantaged (288:279)	✔	✔	100%	✔	182	137		
Final AYP Determination	✔ 8 of 8							

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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, 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 **EAST GREENBUSH CENTRAL SCHOOL DISTRICT** District ID **49-03-01-06-0000**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2009–10)	^	Good Standing
Accountability Measures	8 of 8	Student groups making AYP in mathematics
	✔	Made AYP
Prospective Status		This district will be in good standing in 2010-11. [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 2008–09	Safe Harbor Target 2009–10
All Students (2039:1999)	✔	✔	100%	✔	195	117		
Ethnicity								
American Indian or Alaska Native (3:3)	–	–	–	–	–	–		–
Black or African American (71:67)	✔	✔	100%	✔	194	107		
Hispanic or Latino (43:39)	✔	✔	100%	✔	195	103		
Asian or Native Hawaiian/Other Pacific Islander (48:43)	✔	✔	100%	✔	191	104		
White (1834:1809)	✔	✔	100%	✔	195	116		
Multiracial (40:38)	✔	✔	100%	✔	192	103		
Other Groups								
Students with Disabilities[4] (310:298)	✔	✔	99%	✔	170	113		
Limited English Proficient[5] (9:6)	–	–	–	–	–	–		–
Economically Disadvantaged (290:275)	✔	✔	100%	✔	189	112		
Final AYP Determination	✔ 8 of 8							

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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, 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 **EAST GREENBUSH CENTRAL SCHOOL DISTRICT** District ID **49-03-01-06-0000**

Elementary/Middle-Level Science

Accountability Status for This Subject (2009–10)	^	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 2010-11. [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 2008–09	Progress Target 2009–10
All Students (661:643)	✔	Qualified	✔	100%	✔	196	100		
Ethnicity									
American Indian or Alaska Native (1:1)		–	–	–	–	–	–		–
Black or African American (22:20)		–	–	–	–	–	–		–
Hispanic or Latino (9:8)		–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (13:9)		–	–	–	–	–	–		–
White (608:597)		Qualified	✔	100%	✔	196	100		
Multiracial (8:8)		–	–	–	–	–	–		–
Other Groups									
Students with Disabilities (100:95)		Qualified	✔	99%	✔	179	100		
Limited English Proficient[4] (0:0)		–	–	–	–	–	–		–
Economically Disadvantaged (92:82)		Qualified	✔	100%	✔	191	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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 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.

2 District Accountability

District **EAST GREENBUSH CENTRAL SCHOOL DISTRICT** District ID **49-03-01-06-0000**

Secondary-Level English Language Arts

Accountability Status for This Subject (2009–10)	^	Good Standing
Accountability Measures	4 of 4	Student groups making AYP in English language arts
	✔	Made AYP
Prospective Status		This district will be in good standing in 2010-11. [201]

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

Student Group (12th Graders: 2005 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 2008–09	Safe Harbor Target 2009–10
All Students (363:368)	✔	✔	100%	✔	193	165		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (10:10)	–	–	–	–	–	–		–
Hispanic or Latino (4:5)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (7:6)	–	–	–	–	–	–		–
White (338:343)	✔	✔	100%	✔	194	165		
Multiracial (4:4)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities[4] (47:53)	✔	✔	100%	✔	170	158		
Limited English Proficient[5] (1:1)	–	–	–	–	–	–		–
Economically Disadvantaged (33:41)	✔	–	–	✔	176	156		
Final AYP Determination	✔ 4 of 4							

AYP Status

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

NOTES

1 These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort 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 graduation rate; therefore, it did not qualify for Safe Harbor.

2 District Accountability

District **EAST GREENBUSH CENTRAL SCHOOL DISTRICT** District ID **49-03-01-06-0000**

Secondary-Level Mathematics

Accountability Status for This Subject (2009–10)	^	Good Standing
Accountability Measures	4 of 4	Student groups making AYP in mathematics
	✔	Made AYP
Prospective Status		This district will be in good standing in 2010-11. [201]

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

Student Group (12th Graders: 2005 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 2008–09	Safe Harbor Target 2009–10
All Students (363:368)	✔	✔	100%	✔	196	160		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (10:10)	–	–	–	–	–	–		–
Hispanic or Latino (4:5)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (7:6)	–	–	–	–	–	–		–
White (338:343)	✔	✔	100%	✔	196	160		
Multiracial (4:4)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities[4] (47:53)	✔	✔	100%	✔	179	153		
Limited English Proficient[5] (1:1)	–	–	–	–	–	–		–
Economically Disadvantaged (33:41)	✔	–	–	✔	185	151		
Final AYP Determination	✔ 4 of 4							

AYP Status

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

NOTES

1. These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort 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 graduation rate; therefore, it did not qualify for Safe Harbor.

District **EAST GREENBUSH CENTRAL SCHOOL DISTRICT** District ID **49-03-01-06-0000**

Graduation Rate

Accountability Status for This Indicator (2009–10)	^	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 2010-11. [201]

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

Student Group (Cohort Count)	Graduation AYP	Graduation Met Criterion	Graduation Graduation Rate[1]	Objectives State Standard	Progress Target 2008–09	Progress Target 2009–10
All Students (388)	✔	✔	85%	55%		
Ethnicity						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (10)		–	–	–		
Hispanic or Latino (5)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (6)		–	–	–		
White (366)		✔	85%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (61)		✔	64%	55%		
Limited English Proficient[2] (0)						
Economically Disadvantaged (31)		✔	74%	55%		
Final AYP Determination	✔ 1 of 1					

NOTES

[1] Percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008.

[2] 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 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.

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 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

District **EAST GREENBUSH CENTRAL SCHOOL DISTRICT**

District ID **49-03-01-06-0000**

Summary of 2008–09 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	91%	303
Grade 4	88%	312
Grade 5	94%	311
Grade 6	94%	360
Grade 7	95%	383
Grade 8	88%	343
Mathematics		
Grade 3	98%	305
Grade 4	95%	314
Grade 5	97%	314
Grade 6	90%	359
Grade 7	96%	385
Grade 8	94%	345
Science		
Grade 4	97%	312
Grade 8	95%	345

	Percentage of students that scored at or above Level 3	2005 Total Cohort
Secondary Level		
English	86%	412
Mathematics	88%	412

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

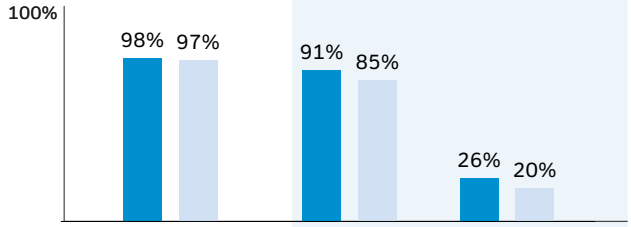
This is a school district with average student needs in relation to district resource capacity.

3 Overview of District Performance

District **EAST GREENBUSH CENTRAL SCHOOL DISTRICT** District ID **49-03-01-06-0000**

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
2009 Mean Score: 690	Range:	616–780	650–780	720–780			
2008 Mean Score: 684							
2008–09		98%	91%	26%	95%	76%	11%
2007–08		97%	85%	20%	94%	70%	12%
Number of Tested Students:		296 312	277 275	80 64			



Results by Student Group

	2008–09 School Year				2007–08 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	**303**	**98%**	**91%**	**26%**	**323**	**97%**	**85%**	**20%**
Female	132	98%	95%	25%	167	99%	87%	22%
Male	171	98%	88%	27%	156	94%	83%	18%
American Indian or Alaska Native								
Black or African American	10	100%	80%	0%	11	100%	64%	0%
Hispanic or Latino	10	100%	100%	20%	5	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	10	100%	100%	50%	9	89%	89%	22%
White	268	98%	91%	27%	294	97%	86%	20%
Multiracial	5	80%	80%	0%	4	–	–	–
Small Group Totals					9	100%	67%	22%
General-Education Students	262	100%	97%	29%	277	100%	91%	22%
Students with Disabilities	41	83%	56%	10%	46	76%	50%	9%
English Proficient	302	–	–	–	323	97%	85%	20%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	35	91%	80%	14%				
Not Disadvantaged	268	99%	93%	28%	323	97%	85%	20%
Migrant								
Not Migrant	303	98%	91%	26%	323	97%	85%	20%

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

	2008–09 School Year				2007–08 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	6	6	5	2	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	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.

3 Overview of District Performance

District **EAST GREENBUSH CENTRAL SCHOOL DISTRICT** District ID **49-03-01-06-0000**

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
2009 Mean Score: 709	Range:	624–770	650–770	703–770			
2008 Mean Score: 701							
2008–09		100%	98%	46%	99%	93%	27%
2007–08		99%	97%	38%	98%	90%	26%
Number of Tested Students:		305 317	300 310	139 122			

Results by Student Group

	2008–09 School Year				2007–08 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	**305**	**100%**	**98%**	**46%**	**320**	**99%**	**97%**	**38%**
Female	132	100%	98%	50%	167	100%	98%	37%
Male	173	100%	98%	42%	153	98%	96%	40%
American Indian or Alaska Native								
Black or African American	10	100%	90%	30%	11	100%	100%	9%
Hispanic or Latino	11	100%	91%	36%	6	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	10	100%	100%	50%	9	89%	89%	56%
White	269	100%	99%	47%	290	99%	97%	39%
Multiracial	5	100%	80%	20%	4	–	–	–
Small Group Totals					10	100%	100%	30%
General-Education Students	263	100%	100%	51%	273	100%	99%	42%
Students with Disabilities	42	100%	90%	12%	47	94%	83%	13%
English Proficient	303	–	–	–	320	99%	97%	38%
Limited English Proficient	2	–	–	–				
Economically Disadvantaged	37	100%	97%	22%				
Not Disadvantaged	268	100%	99%	49%	320	99%	97%	38%
Migrant								
Not Migrant	305	100%	98%	46%	320	99%	97%	38%

NOTES
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Other Assessments

	2008–09 School Year				2007–08 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	6	6	4	0	2	–	–	–

3 Overview of District Performance

District **EAST GREENBUSH CENTRAL SCHOOL DISTRICT** District ID **49-03-01-06-0000**

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
2009 Mean Score: 682	Range:	612–775	650–775	716–775			
2008 Mean Score: 684							
2008–09		98%	88%	13%	96%	77%	7%
2007–08		97%	88%	15%	93%	71%	8%
Number of Tested Students:		306 299	274 272	40 47			

Results by Student Group

	2008–09 School Year				2007–08 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	**312**	**98%**	**88%**	**13%**	**309**	**97%**	**88%**	**15%**
Female	161	99%	91%	19%	155	98%	89%	16%
Male	151	97%	84%	7%	154	95%	87%	14%
American Indian or Alaska Native								
Black or African American	8	100%	88%	0%	16	88%	75%	6%
Hispanic or Latino	6	100%	67%	0%	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	10	90%	90%	10%	3	–	–	–
White	283	98%	88%	13%	284	98%	89%	15%
Multiracial	5	100%	80%	20%	2	–	–	–
Small Group Totals					9	78%	67%	22%
General-Education Students	262	100%	95%	15%	260	100%	94%	18%
Students with Disabilities	50	88%	48%	0%	49	80%	57%	2%
English Proficient	312	98%	88%	13%	309	97%	88%	15%
Limited English Proficient								
Economically Disadvantaged	47	98%	70%	6%				
Not Disadvantaged	265	98%	91%	14%	309	97%	88%	15%
Migrant								
Not Migrant	312	98%	88%	13%	309	97%	88%	15%

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

	2008–09 School Year				2007–08 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.

3 Overview of District Performance

District **EAST GREENBUSH CENTRAL SCHOOL DISTRICT** District ID **49-03-01-06-0000**

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
2009 Mean Score: 698	Range:	622–800	650–800	702–800			
2008 Mean Score: 698							
2008–09		97%	95%	47%	96%	87%	35%
2007–08		98%	92%	46%	95%	84%	29%
Number of Tested Students:		305 305	297 287	147 144			

Results by Student Group

	2008–09 School Year				2007–08 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	**314**	**97%**	**95%**	**47%**	**312**	**98%**	**92%**	**46%**
Female	162	98%	94%	45%	155	99%	91%	43%
Male	152	97%	95%	49%	157	96%	93%	50%
American Indian or Alaska Native								
Black or African American	8	100%	100%	25%	16	88%	75%	19%
Hispanic or Latino	6	100%	100%	17%	6	100%	50%	33%
Asian or Native Hawaiian/Other Pacific Islander	11	91%	91%	82%	4	–	–	–
White	283	98%	95%	47%	284	99%	94%	48%
Multiracial	6	83%	83%	33%	2	–	–	–
Small Group Totals					6	67%	67%	50%
General-Education Students	262	100%	98%	53%	263	100%	96%	52%
Students with Disabilities	52	85%	75%	13%	49	86%	69%	14%
English Proficient	314	97%	95%	47%	312	98%	92%	46%
Limited English Proficient								
Economically Disadvantaged	48	98%	85%	29%				
Not Disadvantaged	266	97%	96%	50%	312	98%	92%	46%
Migrant								
Not Migrant	314	97%	95%	47%	312	98%	92%	46%

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

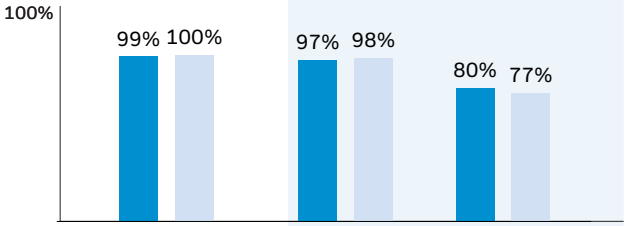
	2008–09 School Year				2007–08 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	–	–	–	4	–	–	–

3 Overview of District Performance

District **EAST GREENBUSH CENTRAL SCHOOL DISTRICT** District ID **49-03-01-06-0000**

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
2009 Mean Score: 89	Range:	45–100	65–100	85–100			
2008 Mean Score: 89							
2008–09		99%	97%	80%	97%	88%	59%
2007–08		100%	98%	77%	97%	85%	50%
Number of Tested Students:		310 308	304 304	249 239			



Results by Student Group

	2008–09 School Year				2007–08 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	**312**	**99%**	**97%**	**80%**	**309**	**100%**	**98%**	**77%**
Female	161	99%	97%	79%	154	100%	98%	75%
Male	151	99%	98%	81%	155	99%	99%	79%
American Indian or Alaska Native								
Black or African American	8	100%	100%	63%	16	100%	100%	56%
Hispanic or Latino	6	100%	100%	83%	6	100%	83%	33%
Asian or Native Hawaiian/Other Pacific Islander	11	91%	82%	73%	3	–	–	–
White	282	100%	98%	80%	282	100%	99%	80%
Multiracial	5	100%	100%	80%	2	–	–	–
Small Group Totals					5	100%	80%	40%
General-Education Students	263	100%	99%	85%	262	100%	99%	82%
Students with Disabilities	49	96%	90%	53%	47	98%	94%	51%
English Proficient	312	99%	97%	80%	309	100%	98%	77%
Limited English Proficient								
Economically Disadvantaged	49	100%	94%	61%				
Not Disadvantaged	263	99%	98%	83%	309	100%	98%	77%
Migrant								
Not Migrant	312	99%	97%	80%	309	100%	98%	77%

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

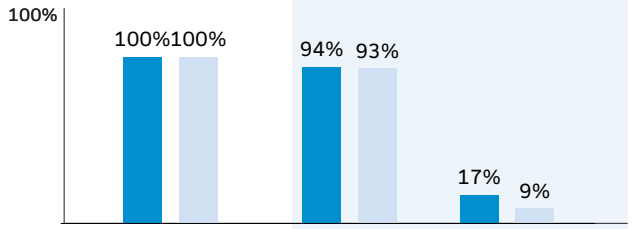
	2008–09 School Year				2007–08 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	–	–	–	4	–	–	–

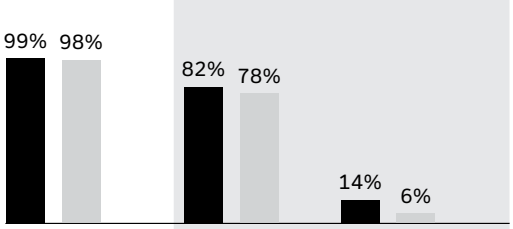
3 Overview of District Performance

District **EAST GREENBUSH CENTRAL SCHOOL DISTRICT** District ID **49-03-01-06-0000**

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
2009 Mean Score: 686	Range:	608–795	650–795	711–795			
2008 Mean Score: 678							
Number of Tested Students:		311 365	291 339	53 33			





Results by Student Group

	2008–09 School Year				2007–08 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	**311**	**100%**	**94%**	**17%**	**365**	**100%**	**93%**	**9%**
Female	156	100%	94%	18%	185	100%	96%	13%
Male	155	100%	93%	16%	180	100%	90%	5%
American Indian or Alaska Native					1	–	–	–
Black or African American	15	100%	80%	7%	9	100%	100%	0%
Hispanic or Latino	8	100%	88%	0%	7	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	8	100%	75%	0%
White	280	100%	95%	18%	339	100%	93%	9%
Multiracial	6	–	–	–	1	–	–	–
Small Group Totals	8	100%	88%	25%	9	100%	89%	11%
General-Education Students	265	100%	97%	19%	309	100%	96%	11%
Students with Disabilities	46	100%	76%	4%	56	100%	73%	0%
English Proficient	310	–	–	–	365	100%	93%	9%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	44	100%	86%	9%				
Not Disadvantaged	267	100%	95%	18%	365	100%	93%	9%
Migrant								
Not Migrant	311	100%	94%	17%	365	100%	93%	9%

NOTES
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Other Assessments

	2008–09 School Year				2007–08 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	3	–	–	–	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	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.

3 Overview of District Performance

District **EAST GREENBUSH CENTRAL SCHOOL DISTRICT** District ID **49-03-01-06-0000**

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
2009 Mean Score: 698	Range:	619–780	650–780	699–780			
2008 Mean Score: 692	100%	99% 99%	97% 96%	49% 37%	98% 96%	88% 83%	36% 27%
2008–09 / 2007–08							
Number of Tested Students:		312 363	306 350	154 135			

Results by Student Group

	2008–09 School Year				2007–08 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	**314**	**99%**	**97%**	**49%**	**365**	**99%**	**96%**	**37%**
Female	156	99%	97%	49%	185	99%	96%	40%
Male	158	99%	97%	49%	180	99%	96%	34%
American Indian or Alaska Native					1	–	–	–
Black or African American	15	93%	93%	13%	9	100%	89%	44%
Hispanic or Latino	8	100%	88%	38%	7	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	9	100%	100%	11%
White	281	100%	98%	52%	337	100%	96%	38%
Multiracial	6	–	–	–	2	–	–	–
Small Group Totals	10	100%	100%	40%	10	90%	90%	10%
General-Education Students	267	100%	99%	55%	311	100%	98%	41%
Students with Disabilities	47	96%	87%	15%	54	96%	83%	13%
English Proficient	312	–	–	–	365	99%	96%	37%
Limited English Proficient	2	–	–	–				
Economically Disadvantaged	45	100%	98%	24%				
Not Disadvantaged	269	99%	97%	53%	365	99%	96%	37%
Migrant								
Not Migrant	314	99%	97%	49%	365	99%	96%	37%

NOTES
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Other Assessments

	2008–09 School Year				2007–08 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	3	–	–	–	0			

3 Overview of District Performance

District **EAST GREENBUSH CENTRAL SCHOOL DISTRICT** District ID **49-03-01-06-0000**

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
2009 Mean Score: 683	Range:	598–785	650–785	696–785*			
2008 Mean Score: 677							
2008–09		100%	94%	23%	100%	81%	9%
2007–08		98%	83%	13%	98%	67%	5%
Number of Tested Students:		360 375	337 317	84 50			

Results by Student Group

	2008–09 School Year				2007–08 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	**360**	**100%**	**94%**	**23%**	**381**	**98%**	**83%**	**13%**
Female	186	100%	96%	32%	201	99%	87%	16%
Male	174	100%	91%	14%	180	98%	79%	9%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	10	100%	100%	10%	11	91%	73%	9%
Hispanic or Latino	8	–	–	–	6	100%	50%	17%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	89%	22%	11	100%	73%	0%
White	322	100%	94%	24%	347	99%	84%	13%
Multiracial	10	100%	90%	10%	5	–	–	–
Small Group Totals	9	100%	78%	22%	6	100%	83%	33%
General-Education Students	308	100%	99%	27%	323	100%	93%	15%
Students with Disabilities	52	100%	63%	0%	58	90%	29%	0%
English Proficient	358	–	–	–	381	98%	83%	13%
Limited English Proficient	2	–	–	–				
Economically Disadvantaged	52	100%	87%	13%				
Not Disadvantaged	308	100%	95%	25%	381	98%	83%	13%
Migrant								
Not Migrant	360	100%	94%	23%	381	98%	83%	13%

NOTES

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* Level 4 range is for 2008–09 only. The 2007–08 range is 705–785.

Other Assessments

	2008–09 School Year				2007–08 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	0				3	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	N/A	N/A	N/A	0	N/A	N/A	N/A

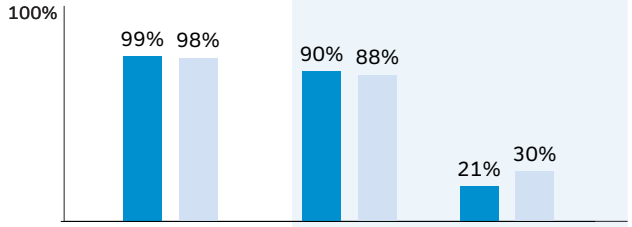
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

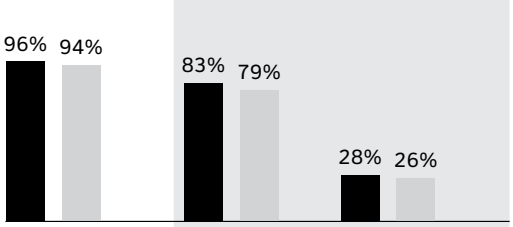
3 Overview of District Performance

District **EAST GREENBUSH CENTRAL SCHOOL DISTRICT** District ID **49-03-01-06-0000**

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
2009 Mean Score: 682	Range:	616–780	650–780	696–780			
2008 Mean Score: 683							
Number of Tested Students:		356 378	324 338	77 116			





Results by Student Group

	2008–09 School Year				2007–08 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	**359**	**99%**	**90%**	**21%**	**386**	**98%**	**88%**	**30%**
Female	187	99%	94%	25%	204	99%	87%	30%
Male	172	99%	86%	18%	182	97%	88%	30%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	10	100%	100%	10%	11	100%	64%	18%
Hispanic or Latino	7	–	–	–	6	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	9	100%	78%	33%	11	100%	91%	36%
White	322	99%	90%	22%	349	98%	89%	30%
Multiracial	10	90%	90%	0%	8	88%	75%	38%
Small Group Totals	8	100%	88%	13%	7	86%	86%	14%
General-Education Students	307	100%	97%	25%	327	99%	95%	35%
Students with Disabilities	52	96%	52%	2%	59	90%	44%	3%
English Proficient	356	–	–	–	386	98%	88%	30%
Limited English Proficient	3	–	–	–				
Economically Disadvantaged	50	98%	82%	10%				
Not Disadvantaged	309	99%	92%	23%	386	98%	88%	30%
Migrant								
Not Migrant	359	99%	90%	21%	386	98%	88%	30%

NOTES
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Other Assessments

	2008–09 School Year				2007–08 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	0				3	–	–	–

3 Overview of District Performance

District **EAST GREENBUSH CENTRAL SCHOOL DISTRICT** District ID **49-03-01-06-0000**

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
2009 Mean Score: 680	Range:	600–790	650–790	705–790*			
2008 Mean Score: 676							
2008–09		99%	95%	14%	100%	80%	7%
2007–08		99%	89%	5%	98%	70%	3%
Number of Tested Students:		381 329	362 297	53 15			

Results by Student Group

	2008–09 School Year				2007–08 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	**383**	**99%**	**95%**	**14%**	**332**	**99%**	**89%**	**5%**
Female	204	100%	96%	15%	154	99%	94%	5%
Male	179	99%	93%	13%	178	99%	85%	4%
American Indian or Alaska Native	1	–	–	–				
Black or African American	14	100%	86%	7%	10	–	–	–
Hispanic or Latino	8	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	12	100%	100%	0%	1	–	–	–
White	338	99%	95%	14%	320	99%	90%	4%
Multiracial	10	100%	100%	20%				
Small Group Totals	9	100%	89%	22%	12	100%	83%	8%
General-Education Students	330	100%	98%	16%	285	100%	94%	5%
Students with Disabilities	53	98%	70%	0%	47	94%	60%	0%
English Proficient	382	–	–	–	332	99%	89%	5%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	60	100%	95%	7%				
Not Disadvantaged	323	99%	94%	15%	332	99%	89%	5%
Migrant								
Not Migrant	383	99%	95%	14%	332	99%	89%	5%

NOTES

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* Level 4 range is for 2008–09 only. The 2007–08 range is 712–790.

Other Assessments

	2008–09 School Year				2007–08 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	3	–	–	–	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	N/A	N/A	N/A	0	N/A	N/A	N/A

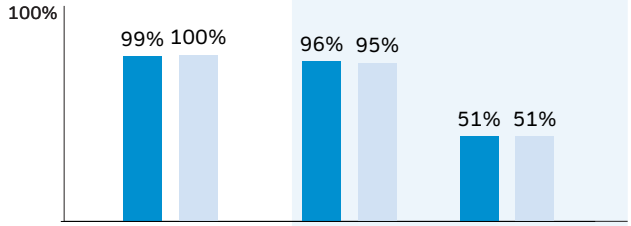
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

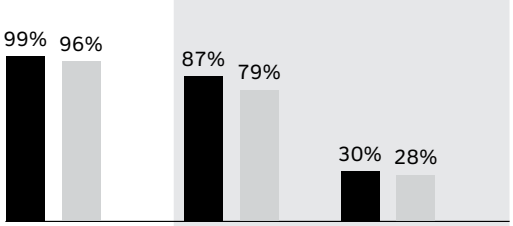
3 Overview of District Performance

District **EAST GREENBUSH CENTRAL SCHOOL DISTRICT** District ID **49-03-01-06-0000**

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
2009 Mean Score: 698	Range:	611–800	650–800	693–800			
2008 Mean Score: 696							
2008–09		99%	96%	51%	99%	87%	30%
2007–08		100%	95%	51%	96%	79%	28%
Number of Tested Students:		383 335	371 320	195 171			





Results by Student Group

	2008–09 School Year				2007–08 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	**385**	**99%**	**96%**	**51%**	**336**	**100%**	**95%**	**51%**
Female	205	100%	98%	53%	156	100%	96%	51%
Male	180	99%	95%	48%	180	99%	95%	51%
American Indian or Alaska Native	1	–	–	–				
Black or African American	14	100%	86%	7%	10	–	–	–
Hispanic or Latino	8	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	12	100%	100%	50%	1	–	–	–
White	340	99%	97%	53%	324	100%	95%	52%
Multiracial	10	100%	100%	50%				
Small Group Totals	9	100%	89%	22%	12	100%	92%	33%
General-Education Students	331	100%	99%	58%	290	100%	99%	58%
Students with Disabilities	54	96%	78%	7%	46	98%	74%	7%
English Proficient	383	–	–	–	336	100%	95%	51%
Limited English Proficient	2	–	–	–				
Economically Disadvantaged	61	100%	95%	28%				
Not Disadvantaged	324	99%	97%	55%	336	100%	95%	51%
Migrant								
Not Migrant	385	99%	96%	51%	336	100%	95%	51%

NOTES
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Other Assessments

	2008–09 School Year				2007–08 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	3	–	–	–	0			

3 Overview of District Performance

District **EAST GREENBUSH CENTRAL SCHOOL DISTRICT** District ID **49-03-01-06-0000**

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
2009 Mean Score: 677	Range:	602–790	650–790	715–790			
2008 Mean Score: 666							
2008–09		99%	88%	12%	98%	69%	5%
2007–08		97%	70%	7%	95%	56%	6%
Number of Tested Students:		338 376	303 272	42 28			

Results by Student Group

	2008–09 School Year				2007–08 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	**343**	**99%**	**88%**	**12%**	**386**	**97%**	**70%**	**7%**
Female	157	99%	92%	15%	179	98%	78%	8%
Male	186	98%	85%	10%	207	97%	64%	7%
American Indian or Alaska Native	1	–	–	–				
Black or African American	13	100%	85%	8%	9	100%	44%	11%
Hispanic or Latino	3	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	5	–	–	–
White	321	98%	89%	12%	369	97%	72%	7%
Multiracial	3	–	–	–				
Small Group Totals	9	100%	78%	22%	8	100%	50%	0%
General-Education Students	295	100%	95%	14%	322	100%	81%	8%
Students with Disabilities	48	90%	50%	2%	64	84%	19%	2%
English Proficient	343	99%	88%	12%	386	97%	70%	7%
Limited English Proficient								
Economically Disadvantaged	43	95%	81%	5%				
Not Disadvantaged	300	99%	89%	13%	386	97%	70%	7%
Migrant								
Not Migrant	343	99%	88%	12%	386	97%	70%	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

	2008–09 School Year				2007–08 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				2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	1	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.

3 Overview of District Performance

District **EAST GREENBUSH CENTRAL SCHOOL DISTRICT** District ID **49-03-01-06-0000**

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
2009 Mean Score: 695	Range:	616–775	650–775	701–775			
2008 Mean Score: 681	100%	99% 95%	94% 89%	38% 30%	96% 93%	80% 70%	19% 17%
■ 2008–09 ■ 2007–08							
Number of Tested Students:		340 368	326 344	131 117			

Results by Student Group

	2008–09 School Year				2007–08 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	**345**	**99%**	**94%**	**38%**	**388**	**95%**	**89%**	**30%**
Female	159	99%	96%	40%	179	96%	90%	27%
Male	186	98%	93%	36%	209	94%	88%	33%
American Indian or Alaska Native	1	–	–	–				
Black or African American	14	100%	93%	14%	9	89%	78%	0%
Hispanic or Latino	3	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	5	–	–	–
White	322	98%	94%	39%	370	95%	89%	32%
Multiracial	3	–	–	–	1	–	–	–
Small Group Totals	9	100%	100%	22%	9	100%	89%	0%
General-Education Students	298	100%	98%	44%	324	100%	98%	35%
Students with Disabilities	47	89%	70%	2%	64	70%	41%	8%
English Proficient	345	99%	94%	38%	388	95%	89%	30%
Limited English Proficient								
Economically Disadvantaged	43	98%	81%	19%				
Not Disadvantaged	302	99%	96%	41%	388	95%	89%	30%
Migrant								
Not Migrant	345	99%	94%	38%	388	95%	89%	30%

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.

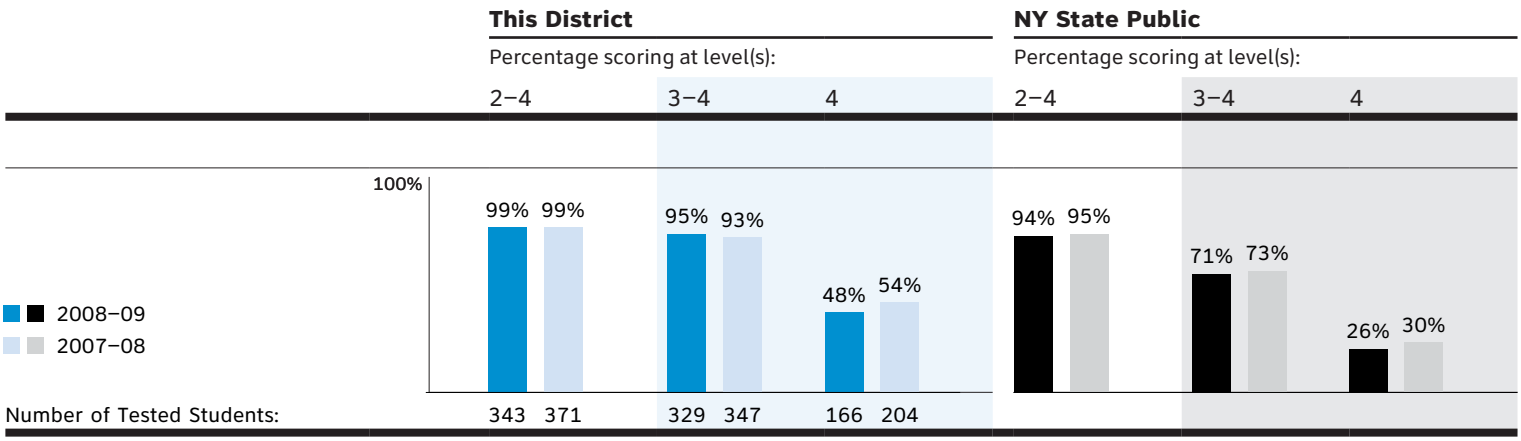
Other Assessments

	2008–09 School Year				2007–08 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				2	–	–	–

3 Overview of District Performance

District **EAST GREENBUSH CENTRAL SCHOOL DISTRICT** District ID **49-03-01-06-0000**

This District's Results in Grade 8 Science



Results by Student Group

	2008–09 School Year				2007–08 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	**345**	**99%**	**95%**	**48%**	**375**	**99%**	**93%**	**54%**
Female	159	99%	96%	44%	174	99%	93%	44%
Male	186	99%	95%	52%	201	99%	92%	64%
American Indian or Alaska Native	1	–	–	–				
Black or African American	14	100%	100%	29%	8	100%	88%	38%
Hispanic or Latino	3	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	5	–	–	–
White	322	99%	95%	49%	358	99%	93%	56%
Multiracial	3	–	–	–	1	–	–	–
Small Group Totals	9	100%	89%	56%	9	100%	67%	11%
General-Education Students	297	100%	98%	55%	315	100%	98%	60%
Students with Disabilities	48	96%	77%	8%	60	93%	65%	23%
English Proficient	345	99%	95%	48%	375	99%	93%	54%
Limited English Proficient								
Economically Disadvantaged	43	100%	88%	30%				
Not Disadvantaged	302	99%	96%	51%	375	99%	93%	54%
Migrant								
Not Migrant	345	99%	95%	48%	375	99%	93%	54%

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.

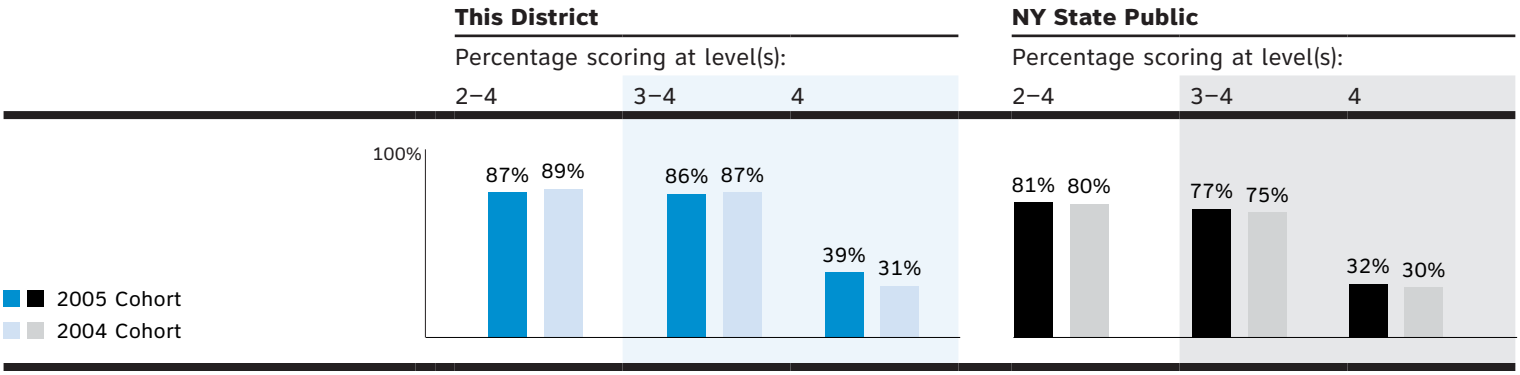
Other Assessments

	2008–09 School Year				2007–08 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				2	–	–	–
Regents Science	0				0			

3 Overview of District Performance

District **EAST GREENBUSH CENTRAL SCHOOL DISTRICT** District ID **49-03-01-06-0000**

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



Results by Student Group

	2005 Cohort				2004 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	**412**	**87%**	**86%**	**39%**	**387**	**89%**	**87%**	**31%**
Female	209	90%	89%	50%	203	92%	91%	36%
Male	203	85%	83%	28%	184	85%	83%	26%
American Indian or Alaska Native					1	–	–	–
Black or African American	12	75%	75%	50%	9	78%	78%	0%
Hispanic or Latino	5	–	–	–	5	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	50%	6	100%	100%	50%
White	385	87%	86%	39%	366	89%	87%	31%
Multiracial	4	–	–	–				
Small Group Totals	9	100%	100%	22%	6	100%	100%	50%
General-Education Students	344	92%	91%	47%	326	92%	92%	36%
Students with Disabilities	68	65%	62%	1%	61	69%	64%	7%
English Proficient	411	–	–	–	387	89%	87%	31%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	45	80%	80%	27%	4	–	–	–
Not Disadvantaged	367	88%	87%	41%	383	–	–	–
Migrant								
Not Migrant	412	87%	86%	39%	387	89%	87%	31%

NOTES
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Other Assessments

	2005 Cohort				2004 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 ***								

* 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.

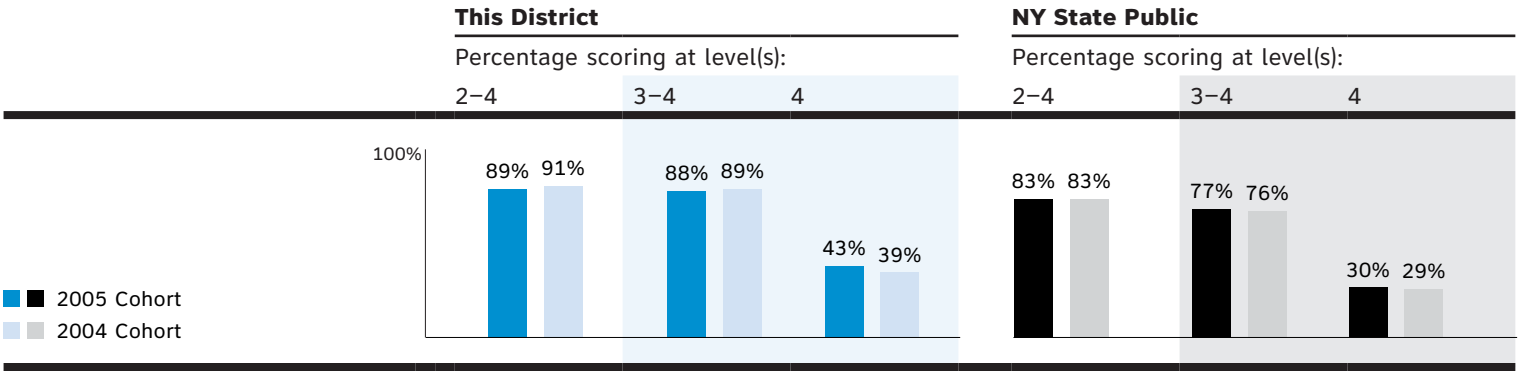
** 2004 cohort data are those reported in the 2007-08 *Accountability and Overview Report*.

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

3 Overview of District Performance

District **EAST GREENBUSH CENTRAL SCHOOL DISTRICT** District ID **49-03-01-06-0000**

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



Results by Student Group

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Female	209	91%	91%	49%	203	94%	93%	40%
Male	203	87%	85%	37%	184	88%	85%	37%
American Indian or Alaska Native					1	–	–	–
Black or African American	12	83%	83%	33%	9	89%	89%	22%
Hispanic or Latino	5	–	–	–	5	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	83%	6	100%	100%	33%
White	385	89%	88%	43%	366	91%	89%	39%
Multiracial	4	–	–	–				
Small Group Totals	9	100%	100%	22%	6	83%	83%	33%
General-Education Students	344	93%	92%	48%	326	94%	94%	44%
Students with Disabilities	68	71%	66%	21%	61	72%	66%	13%
English Proficient	411	–	–	–	387	91%	89%	39%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	45	82%	82%	22%	4	–	–	–
Not Disadvantaged	367	90%	89%	46%	383	–	–	–
Migrant								
Not Migrant	412	89%	88%	43%	387	91%	89%	39%

NOTES
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Other Assessments

	2005 Cohort				2004 Cohort			
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New York State Alternate Assessment (NYSAA): High School Equivalent ***								

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