The New York State District Report Card

Accountability and Overview Report 2009 – 10

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**
District ID **64-13-01-06-0000**
Superintendent **MARK DOODY**
Telephone **(518) 747-2121**
Grades **PK-12, UE, US**

This District's Report Card

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

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

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 View School Accountability Status.
This section lists all schools in your district by 2010–11 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.

For more information:

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

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

District ID **64-13-01-06-0000**

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

	2007–08	2008–09	2009–10
Pre-K	36	72	72
Kindergarten	174	177	165
Grade 1	198	166	169
Grade 2	177	177	175
Grade 3	182	166	184
Grade 4	156	168	166
Grade 5	157	154	161
Grade 6	183	148	149
Ungraded Elementary	0	0	2
Grade 7	190	161	156
Grade 8	214	179	169
Grade 9	207	220	214
Grade 10	170	158	160
Grade 11	171	169	148
Grade 12	157	145	156
Ungraded Secondary	1	32	18
Total K–12	2337	2220	2192

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

	2007–08	2008–09	2009–10
Common Branch	20	20	21
Grade 8			
English	23	21	19
Mathematics	23	21	17
Science	23	21	18
Social Studies	23	21	18
Grade 10			
English	20	17	22
Mathematics	17	17	15
Science	21	20	21
Social Studies	19	19	22

Average Class Size Information

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

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

District ID **64-13-01-06-0000**

Demographic Factors

	2007–08		2008–09		2009–10	
	#	%	#	%	#	%
Eligible for Free Lunch	742	32%	688	31%	769	35%
Reduced-Price Lunch	316	14%	315	14%	278	13%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	5	0%	7	0%	7	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	2	0%	2	0%	6	0%
Black or African American	45	2%	46	2%	36	2%
Hispanic or Latino	23	1%	25	1%	26	1%
Asian or Native Hawaiian/Other Pacific Islander	8	0%	8	0%	9	0%
White	2252	96%	1972	89%	2115	96%
Multiracial	7	0%	167	8%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2006–07		2007–08		2008–09	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		94%
Student Suspensions	185	8%	171	7%	142	6%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

District ID **64-13-01-06-0000**

Teacher Qualifications

	2007–08	2008–09	2009–10
Total Number of Teachers	187	183	180
Percent with No Valid Teaching Certificate	0%	1%	0%
Percent Teaching Out of Certification	1%	1%	2%
Percent with Fewer Than Three Years of Experience	10%	9%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	10%	11%	12%
Total Number of Core Classes	472	481	430
Percent Not Taught by Highly Qualified Teachers in This District	0%	1%	2%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	640	642	586
Percent Taught by Teachers Without Appropriate Certification	1%	1%	2%

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. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate

	2006–07	2007–08	2008–09
Turnover Rate of Teachers with Fewer than Five Years of Experience	N/A	19%	15%
Turnover Rate of All Teachers	8%	11%	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

	2007–08	2008–09	2009–10
Total Other Professional Staff	15	22	18
Total Paraprofessionals*	89	90	80
Assistant Principals	3	3	2
Principals	4	4	4

* Not available at the school level.

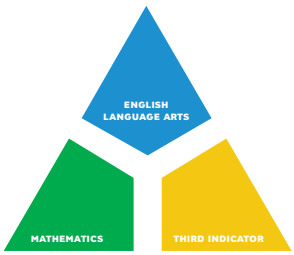
Staff Counts Information

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 **HUDSON FALLS CENTRAL SCHOOL DISTRICT** District ID **64-13-01-06-0000**

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 2009–10, 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.p12.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 2009–10 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 2006 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 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2005 graduation-rate total cohort earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders
The count of 12th graders enrolled during the 2009–10 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2006 Cohort
The count of students in the 2006 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics
The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, who were enrolled on October 7, 2009 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, 2010, are not included in the 2006 school accountability cohort. The 2006 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 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.)

Continuous Enrollment
The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

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 is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make 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.p12.nysed.gov/irts.**

Graduation Rate
The Graduation Rate on the Graduation Rate page is the percentage of the 2005 cohort that earned a local or Regents diploma by August 31, 2009.

Graduation-Rate Total Cohort
The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total 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, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at **http://www.p12/nysed.gov/irts/sirs**.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient
For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups
Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation
Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2009–10, the participation enrollment ("Total" or "12th Graders") shown in the tables is the sum of 2008–09 and 2009–10 participation enrollments and the "Percentage Tested" shown is the weighted average of the participation rates over those two years.

Performance Index (PI)
A 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.p12.nysed.gov/irts.**

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

Science: The current year's Science Progress Target is calculated by adding one point to the previous year's Performance Index (PI). Example: The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year's graduation-rate cohort and the state standard. Example: The 2009–10 Graduation-Rate Progress Target = [(80 – percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008) × 0.20] + percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets
Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2009–10 safe harbor targets are calculated using the following equation:
2008–09 PI + (200 – the 2008–09 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (‡)
On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show "Qualified." If the group did not meet one or more criteria, the column will show "Did not qualify." A "‡" symbol after the 2009–10 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard
The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2009–10, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities
For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance
For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2006 cohort (for secondary-level ELA and mathematics) in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2006 cohort members in the All Students group in 2009–10, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a "—" in the Test Performance column in the table.

Total
The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT** District ID **64-13-01-06-0000**

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.p12.nysed.gov/irts/accountability/**.

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 **HUDSON FALLS CENTRAL SCHOOL DISTRICT** District ID **64-13-01-06-0000**

Summary

Overall Accountability Status (2010–11)

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

2008–09	2009–10	2010–11
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	✘ 3 of 4	✔ 4 of 4	✔ 1 of 1	✔ 3 of 3	✔ 3 of 3	✘ 0 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 **HUDSON FALLS CENTRAL SCHOOL DISTRICT** District ID **64-13-01-06-0000**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2010–11)	^	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 2011-12. [201]

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation: Met Criterion	Participation: Percentage Tested	Test Performance: Met Criterion	Test Performance: Performance Index	Performance Objectives: Effective AMO	Safe Harbor Target 2009–10	Safe Harbor Target 2010–11
Accountability Groups								
All Students (1004:959)	✔	✔	100%	✔	174	151		
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–		–
Black or African American (19:18)	–	–	–	–	–	–		–
Hispanic or Latino (14:13)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (7:7)	–	–	–	–	–	–		–
White (963:920)	✔	✔	99%	✔	174	151		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (161:156)	✘	✔	99%	✘	128	147	142	91
Limited English Proficient (3:3)	–	–	–	–	–	–		–
Economically Disadvantaged (457:429)	✔	✔	99%	✔	166	150		
Final AYP Determination	✘ 3 of 4							
Non-Accountability Groups								
Female (494:468)			100%		177	150		
Male (510:491)			99%		172	150		
Migrant (0:0)								

Symbols

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did not make AYP
- — Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT** District ID **64-13-01-06-0000**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2010–11)	^	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 2011-12. [201]

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation: Met Criterion	Participation: Percentage Tested	Test Performance: Met Criterion	Test Performance: Performance Index	Performance Objectives: Effective AMO	Safe Harbor Target 2009–10	Safe Harbor Target 2010–11
Accountability Groups								
All Students (1004:954)	✔	✔	99%	✔	186	131		
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–		–
Black or African American (19:18)	–	–	–	–	–	–		–
Hispanic or Latino (14:13)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (7:7)	–	–	–	–	–	–		–
White (963:915)	✔	✔	99%	✔	186	131		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (162:152)	✔	✔	96%	✔	140	127		
Limited English Proficient (3:3)	–	–	–	–	–	–		–
Economically Disadvantaged (459:430)	✔	✔	100%	✔	179	130		
Final AYP Determination	✔ 4 of 4							
Non-Accountability Groups								
Female (494:467)			100%		186	130		
Male (510:487)			99%		186	130		
Migrant (0:0)								

Symbols

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did not make AYP
- — Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT** District ID **64-13-01-06-0000**

Elementary/Middle-Level Science

Accountability Status for This Subject (2010–11)	^	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 2011-12. [201]

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

Student Group (Total: Continuous Enrollment)	AYP Status	AYP Safe Harbor Qualification	Participation Met Criterion	Participation Percentage Tested	Test Performance Met Criterion	Test Performance Performance Index	Performance Objectives State Standard	Progress Target 2009–10	Progress Target 2010–11
Accountability Groups									
All Students (344:323)	✔	Qualified	✔	100%	✔	188	100		
Ethnicity									
American Indian or Alaska Native (1:1)		–	–	–	–	–	–		–
Black or African American (4:4)		–	–	–	–	–	–		–
Hispanic or Latino (3:3)		–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (0:0)									
White (336:315)		Qualified	✔	100%	✔	188	100		
Multiracial (0:0)									
Other Groups									
Students with Disabilities (58:48)		Qualified	✔	98%	✔	150	100		
Limited English Proficient (0:0)									
Economically Disadvantaged (166:151)		Qualified	✔	99%	✔	183	100		
Final AYP Determination	✔ 1 of 1								
Non-Accountability Groups									
Female (175:162)				100%		188	100		
Male (169:161)				99%		188	100		
Migrant (0:0)									

Symbols

✔ Made AYP
✘ Did not make AYP
— Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT** District ID **64-13-01-06-0000**

Secondary-Level English Language Arts

Accountability Status for This Subject (2010–11)	^	Good Standing
Accountability Measures	3 of 3	Student groups making AYP in English language arts
	✔	Made AYP
Prospective Status		This district will be in good standing in 2011-12. [201]

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

Student Group (12th Graders: 2006 Cohort)	AYP Status	Participation: Met Criterion	Participation: Percentage Tested	Test Performance: Met Criterion	Test Performance: Performance Index	Performance Objectives: Effective AMO	Safe Harbor Target 2009–10	Safe Harbor Target 2010–11
Accountability Groups								
All Students (154:158)	✔	✔	98%	✔	180	169		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (1:1)	–	–	–	–	–	–		–
Hispanic or Latino (1:1)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (152:156)	✔	✔	98%	✔	180	169		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (12:19)	–	–	–	–	–	–		–
Limited English Proficient (0:0)								
Economically Disadvantaged (51:53)	✔	✔	100%	✔	175	164		
Final AYP Determination	✔ 3 of 3							
Non-Accountability Groups								
Female (74:75)			100%		189	166		
Male (80:83)			96%		172	166		
Migrant (0:0)								

Symbols

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did not make AYP
- — Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT** District ID **64-13-01-06-0000**

Secondary-Level Mathematics

Accountability Status for This Subject (2010–11)	^	Good Standing
Accountability Measures	3 of 3	Student groups making AYP in mathematics
	✔	Made AYP
Prospective Status		This district will be in good standing in 2011-12. [201]

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

Student Group (12th Graders: 2006 Cohort)	AYP Status	Participation: Met Criterion	Participation: Percentage Tested	Test Performance: Met Criterion	Test Performance: Performance Index	Performance Objectives: Effective AMO	Safe Harbor Target 2009–10	Safe Harbor Target 2010–11
Accountability Groups								
All Students (154:158)	✔	✔	99%	✔	187	165		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (1:1)	–	–	–	–	–	–		–
Hispanic or Latino (1:1)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (152:156)	✔	✔	99%	✔	187	165		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (12:19)	–	–	–	–	–	–		–
Limited English Proficient (0:0)								
Economically Disadvantaged (51:53)	✔	✔	100%	✔	189	160		
Final AYP Determination	✔ 3 of 3							
Non-Accountability Groups								
Female (74:75)			99%		192	162		
Male (80:83)			99%		182	162		
Migrant (0:0)								

Symbols

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did not make AYP
- — Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT** District ID **64-13-01-06-0000**

Graduation Rate

Accountability Status for This Indicator (2010–11) ^ Good Standing

Accountability Measures 0 of 1 Student groups making AYP in graduation rate

✗ Did not make AYP

Prospective Status A district that fails to make AYP in graduation rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP in 2010-11, the district will be in good standing in 2011-12. [203]

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation: AYP	Graduation: Met Criterion	Graduation: Graduation Rate	Objectives: State Standard	Progress Target 2009–10	Progress Target 2010–11
Accountability Groups						
All Students (193)	✗	✗	67%	80%	73%	70%
Ethnicity						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (4)		–	–	–		
Hispanic or Latino (2)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (0)						
White (186)		✗	68%	80%	73%	70%
Multiracial (0)						
Other Groups						
Students with Disabilities (29)		–	–	–		
Limited English Proficient (0)						
Economically Disadvantaged (42)		✗	62%	80%	66%	66%
Final AYP Determination	✗ 0 of 1					
Non-Accountability Groups						
Female (83)			65%	80%		
Male (110)			68%	80%		
Migrant (0)						

Symbols

✔ Made AYP

✗ Did not make AYP

— Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **69%** and, therefore, this district ***did not*** meet this goal. The aspirational goal does not impact accountability.

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT** District ID **64-13-01-06-0000**

2010–11 Accountability Status of Schools in Your District

This section lists all schools in your district by 2010–11 accountability status.

In Good Standing

5 schools identified 100% of total

HUDSON FALLS HIGH SCHOOL
HUDSON FALLS INTERMEDIATE SCHOOL
HUDSON FALLS MIDDLE SCHOOL
HUDSON FALLS PRIMARY SCHOOL
MARGARET MURPHY KINDERGARTEN CENTER

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

District ID **64-13-01-06-0000**

Summary of 2009–10 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	60%	179
Grade 4	65%	168
Grade 5	57%	167
Grade 6	56%	153
Grade 7	42%	151
Grade 8	47%	175
Mathematics		
Grade 3	49%	178
Grade 4	70%	165
Grade 5	57%	167
Grade 6	58%	153
Grade 7	52%	154
Grade 8	57%	173
Science		
Grade 4	95%	166
Grade 8	78%	153

	Percentage of students that scored at or above Level 3	2006 Total Cohort
Secondary Level		
English	70%	193
Mathematics	76%	193

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.p12.nysed.gov/irts**.

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

This District's N/RC Category:

High Need/Resource Rural Districts

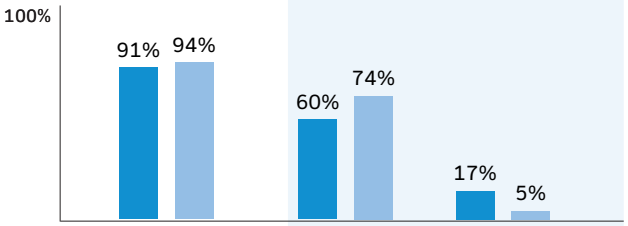
This is a rural school district with high student needs in relation to district resource capacity.

4 Overview of District Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT** District ID **64-13-01-06-0000**

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
2010 Mean Score: 671	*Range:	643–780	662–780	694–780			
2009 Mean Score: 665							
2009–10		91%	60%	17%	86%	55%	17%
2008–09		94%	74%	5%	95%	76%	11%
Number of Tested Students:		162 160	107 126	30 9			



Results by Student Group

	2009–10 School Year				2008–09 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	**179**	**91%**	**60%**	**17%**	**170**	**94%**	**74%**	**5%**
Female	88	93%	65%	16%	96	96%	77%	7%
Male	91	88%	55%	18%	74	92%	70%	3%
American Indian or Alaska Native					1	–	–	–
Black or African American	5	–	–	–	4	–	–	–
Hispanic or Latino	2	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–				
White	170	92%	61%	16%	163	94%	75%	6%
Multiracial								
Small Group Totals	9	67%	44%	22%	7	86%	57%	0%
General-Education Students	158	95%	66%	18%	140	100%	86%	6%
Students with Disabilities	21	57%	14%	5%	30	67%	20%	0%
English Proficient	178	–	–	–	170	94%	74%	5%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	75	88%	48%	8%	94	90%	62%	1%
Not Disadvantaged	104	92%	68%	23%	76	99%	89%	11%
Migrant								
Not Migrant	179	91%	60%	17%	170	94%	74%	5%

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.

* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 *Accountability and Overview Reports.*

Other Assessments

	2009–10 School Year				2008–09 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				1	–	–	–
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
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

4 Overview of District Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT** District ID **64-13-01-06-0000**

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
2010 Mean Score: 684	*Range:	661–770	684–770	707–770			
2009 Mean Score: 686							
2009–10		94%	49%	11%	91%	59%	24%
2008–09		98%	89%	22%	99%	93%	27%
Number of Tested Students:		167 165	87 150	19 38			

Results by Student Group

	2009–10 School Year				2008–09 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	**178**	**94%**	**49%**	**11%**	**169**	**98%**	**89%**	**22%**
Female	87	94%	52%	5%	97	98%	89%	25%
Male	91	93%	46%	16%	72	97%	89%	19%
American Indian or Alaska Native					1	–	–	–
Black or African American	5	–	–	–	4	–	–	–
Hispanic or Latino	2	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–				
White	169	95%	50%	11%	162	98%	89%	23%
Multiracial								
Small Group Totals	9	67%	33%	11%	7	100%	86%	14%
General-Education Students	157	96%	55%	12%	138	100%	96%	28%
Students with Disabilities	21	81%	5%	0%	31	87%	55%	0%
English Proficient	177	–	–	–	169	98%	89%	22%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	75	87%	33%	12%	94	97%	86%	16%
Not Disadvantaged	103	99%	60%	10%	75	99%	92%	31%
Migrant								
Not Migrant	178	94%	49%	11%	169	98%	89%	22%

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.

* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 *Accountability and Overview Reports.*

Other Assessments

	2009–10 School Year				2008–09 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				1	–	–	–

4 Overview of District Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT** District ID **64-13-01-06-0000**

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
2010 Mean Score: 672	*Range:	637–775	668–775	720–775			
2009 Mean Score: 673	100%	91% 98%	65% 84%	7% 7%	92% 96%	57% 77%	6% 7%
Number of Tested Students:		153 166	110 142	11 12			

■ 2009–10
■ 2008–09

Results by Student Group

	2009–10 School Year				2008–09 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	**168**	**91%**	**65%**	**7%**	**169**	**98%**	**84%**	**7%**
Female	94	93%	66%	9%	78	99%	87%	6%
Male	74	89%	65%	4%	91	98%	81%	8%
American Indian or Alaska Native	1	–	–	–				
Black or African American	4	–	–	–	4	–	–	–
Hispanic or Latino	2	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander					2	–	–	–
White	161	91%	65%	6%	160	98%	84%	7%
Multiracial								
Small Group Totals	7	86%	71%	14%	9	100%	89%	11%
General-Education Students	138	99%	76%	8%	153	100%	88%	8%
Students with Disabilities	30	53%	17%	0%	16	81%	50%	0%
English Proficient	168	91%	65%	7%	169	98%	84%	7%
Limited English Proficient								
Economically Disadvantaged	92	89%	55%	3%	74	96%	76%	0%
Not Disadvantaged	76	93%	78%	11%	95	100%	91%	13%
Migrant								
Not Migrant	168	91%	65%	7%	169	98%	84%	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.

* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 *Accountability and Overview Reports.*

Other Assessments

	2009–10 School Year				2008–09 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	1	–	–	–	2	–	–	–
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
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

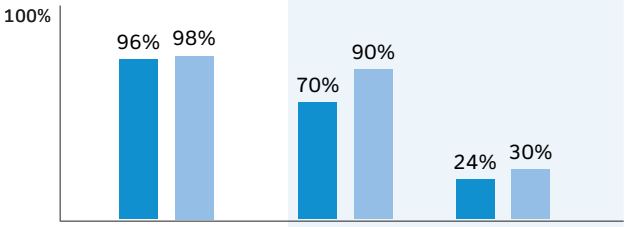
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT** District ID **64-13-01-06-0000**

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
2010 Mean Score: 687	*Range:	636–800	676–800	707–800			
2009 Mean Score: 688							
2009–10		96%	70%	24%	95%	64%	26%
2008–09		98%	90%	30%	96%	87%	35%
Number of Tested Students:		158 165	115 152	39 50			



Results by Student Group

	2009–10 School Year				2008–09 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	**165**	**96%**	**70%**	**24%**	**168**	**98%**	**90%**	**30%**
Female	93	96%	67%	20%	77	97%	88%	23%
Male	72	96%	74%	28%	91	99%	92%	35%
American Indian or Alaska Native	1	–	–	–				
Black or African American	4	–	–	–	4	–	–	–
Hispanic or Latino	2	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander					2	–	–	–
White	158	96%	69%	23%	159	98%	91%	29%
Multiracial								
Small Group Totals	7	86%	86%	29%	9	100%	89%	44%
General-Education Students	138	100%	79%	28%	152	100%	95%	32%
Students with Disabilities	27	74%	22%	0%	16	81%	50%	13%
English Proficient	165	96%	70%	24%	168	98%	90%	30%
Limited English Proficient								
Economically Disadvantaged	92	95%	61%	17%	74	96%	82%	22%
Not Disadvantaged	73	97%	81%	32%	94	100%	97%	36%
Migrant								
Not Migrant	165	96%	70%	24%	168	98%	90%	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.

* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 *Accountability and Overview Reports.*

Other Assessments

	2009–10 School Year				2008–09 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	1	–	–	–	2	–	–	–

4 Overview of District Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT** District ID **64-13-01-06-0000**

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
2010 Mean Score: 84	Range:	45–100	65–100	85–100			
2009 Mean Score: 87	100%	99% 100%	95% 96%	63% 68%	97% 97%	88% 88%	55% 59%
2009–10 / 2008–09							
Number of Tested Students:		164 165	157 158	104 112			

Results by Student Group

	2009–10 School Year				2008–09 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	**166**	**99%**	**95%**	**63%**	**165**	**100%**	**96%**	**68%**
Female	94	99%	95%	59%	76	100%	93%	63%
Male	72	99%	94%	68%	89	100%	98%	72%
American Indian or Alaska Native	1	–	–	–				
Black or African American	4	–	–	–	4	–	–	–
Hispanic or Latino	2	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander					2	–	–	–
White	159	99%	95%	62%	156	100%	96%	67%
Multiracial								
Small Group Totals	7	86%	86%	71%	9	100%	100%	78%
General-Education Students	139	100%	99%	72%	149	100%	99%	73%
Students with Disabilities	27	93%	70%	15%	16	100%	69%	19%
English Proficient	166	99%	95%	63%	165	100%	96%	68%
Limited English Proficient								
Economically Disadvantaged	92	99%	93%	52%	73	100%	92%	55%
Not Disadvantaged	74	99%	96%	76%	92	100%	99%	78%
Migrant								
Not Migrant	166	99%	95%	63%	165	100%	96%	68%

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

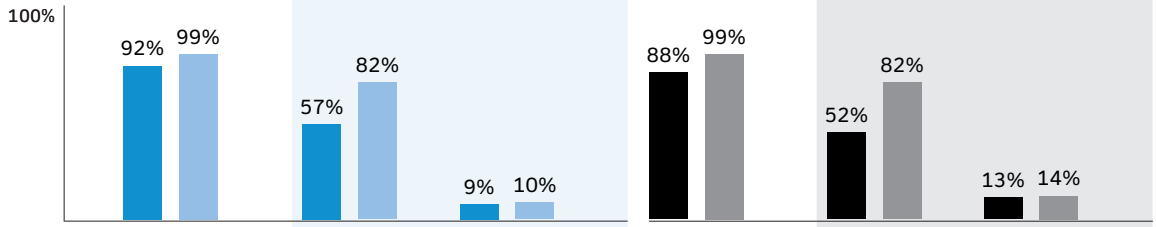
	2009–10 School Year				2008–09 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	–	–	–	2	–	–	–

4 Overview of District Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT** District ID **64-13-01-06-0000**

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
2010 Mean Score: 673	*Range:	647–795	666–795	700–795			
2009 Mean Score: 674							
Number of Tested Students:		154 152	95 126	15 15			



Results by Student Group

	2009–10 School Year				2008–09 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	**167**	**92%**	**57%**	**9%**	**153**	**99%**	**82%**	**10%**
Female	75	92%	63%	8%	78	100%	83%	10%
Male	92	92%	52%	10%	75	99%	81%	9%
American Indian or Alaska Native								
Black or African American	3	–	–	–	6	–	–	–
Hispanic or Latino	4	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	2	–	–	–
White	158	92%	56%	9%	143	99%	83%	10%
Multiracial								
Small Group Totals	9	100%	78%	11%	10	100%	70%	0%
General-Education Students	147	97%	62%	10%	128	100%	88%	11%
Students with Disabilities	20	60%	20%	0%	25	96%	52%	4%
English Proficient	167	92%	57%	9%	151	–	–	–
Limited English Proficient					2	–	–	–
Economically Disadvantaged	80	86%	43%	4%	66	98%	77%	6%
Not Disadvantaged	87	98%	70%	14%	87	100%	86%	13%
Migrant								
Not Migrant	167	92%	57%	9%	153	99%	82%	10%

NOTES

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

* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 *Accountability and Overview Reports.*

Other Assessments

	2009–10 School Year				2008–09 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	2	–	–	–	1	–	–	–
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
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

4 Overview of District Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT** District ID **64-13-01-06-0000**

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
2010 Mean Score: 678	*Range:	640–780	674–780	702–780			
2009 Mean Score: 679							
2009–10		92%	57%	14%	94%	65%	24%
2008–09		96%	86%	26%	98%	88%	36%
Number of Tested Students:		154 149	95 133	23 40			

Results by Student Group

	2009–10 School Year				2008–09 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	**167**	**92%**	**57%**	**14%**	**155**	**96%**	**86%**	**26%**
Female	75	93%	52%	9%	78	96%	87%	24%
Male	92	91%	61%	17%	77	96%	84%	27%
American Indian or Alaska Native								
Black or African American	3	–	–	–	6	–	–	–
Hispanic or Latino	4	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	2	–	–	–
White	158	92%	57%	13%	145	96%	87%	27%
Multiracial								
Small Group Totals	9	89%	56%	22%	10	100%	70%	10%
General-Education Students	147	99%	62%	15%	129	100%	95%	30%
Students with Disabilities	20	45%	20%	5%	26	77%	42%	4%
English Proficient	167	92%	57%	14%	153	–	–	–
Limited English Proficient					2	–	–	–
Economically Disadvantaged	80	90%	45%	11%	68	96%	82%	18%
Not Disadvantaged	87	94%	68%	16%	87	97%	89%	32%
Migrant								
Not Migrant	167	92%	57%	14%	155	96%	86%	26%

NOTES

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* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 *Accountability and Overview Reports.*

Other Assessments

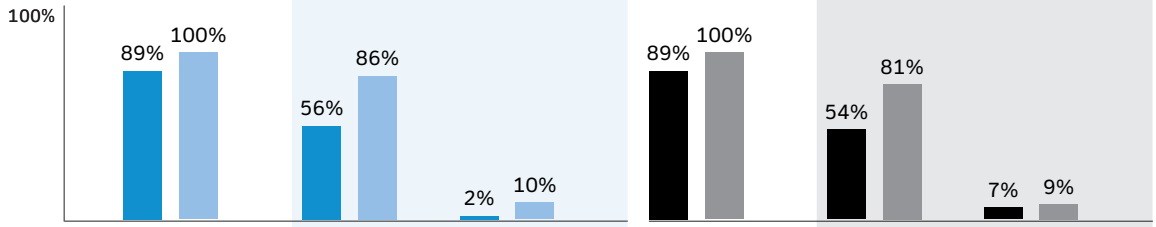
	2009–10 School Year				2008–09 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	–	–	–	1	–	–	–

4 Overview of District Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT** District ID **64-13-01-06-0000**

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
2010 Mean Score: 661	*Range:	644–785	662–785	694–785			
2009 Mean Score: 669							
Number of Tested Students:		136 154	86 132	3 16			



Results by Student Group

	2009–10 School Year				2008–09 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**153**	**89%**	**56%**	**2%**	**154**	**100%**	**86%**	**10%**
Female	77	95%	58%	3%	73	100%	92%	15%
Male	76	83%	54%	1%	81	100%	80%	6%
American Indian or Alaska Native					1	–	–	–
Black or African American	6	83%	33%	0%	2	–	–	–
Hispanic or Latino	3	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	1	–	–	–
White	142	90%	58%	2%	148	100%	85%	11%
Multiracial								
Small Group Totals	5	60%	40%	0%	6	100%	100%	0%
General-Education Students	126	98%	66%	2%	120	100%	93%	13%
Students with Disabilities	27	48%	11%	0%	34	100%	59%	0%
English Proficient	151	–	–	–	154	100%	86%	10%
Limited English Proficient	2	–	–	–				
Economically Disadvantaged	63	83%	40%	0%	74	100%	77%	7%
Not Disadvantaged	90	93%	68%	3%	80	100%	94%	14%
Migrant								
Not Migrant	153	89%	56%	2%	154	100%	86%	10%

NOTES

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* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 *Accountability and Overview Reports.*

Other Assessments

	2009–10 School Year				2008–09 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	1	–	–	–	2	–	–	–
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
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

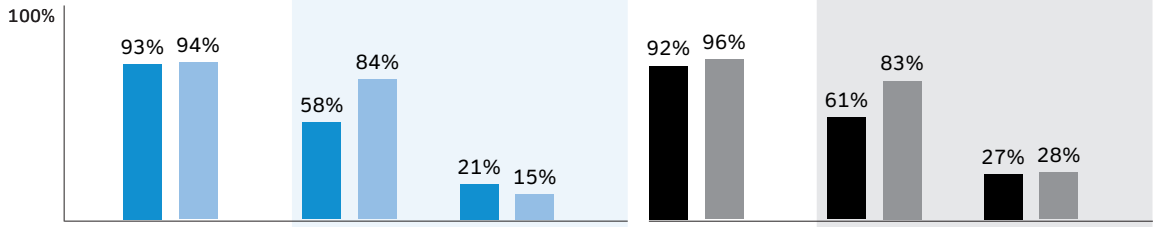
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT** District ID **64-13-01-06-0000**

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
2010 Mean Score: 677	*Range:	640–780	674–780	699–780			
2009 Mean Score: 671							
Number of Tested Students:		143 148	89 132	32 24			



Results by Student Group

	2009–10 School Year				2008–09 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**153**	**93%**	**58%**	**21%**	**157**	**94%**	**84%**	**15%**
Female	78	92%	59%	24%	76	96%	89%	18%
Male	75	95%	57%	17%	81	93%	79%	12%
American Indian or Alaska Native					1	–	–	–
Black or African American	6	100%	33%	0%	2	–	–	–
Hispanic or Latino	3	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	1	–	–	–
White	142	94%	60%	22%	151	94%	83%	16%
Multiracial								
Small Group Totals	5	80%	40%	20%	6	100%	100%	0%
General-Education Students	126	98%	68%	25%	123	100%	94%	20%
Students with Disabilities	27	70%	11%	0%	34	74%	47%	0%
English Proficient	151	–	–	–	157	94%	84%	15%
Limited English Proficient	2	–	–	–				
Economically Disadvantaged	65	88%	48%	15%	76	89%	74%	11%
Not Disadvantaged	88	98%	66%	25%	81	99%	94%	20%
Migrant								
Not Migrant	153	93%	58%	21%	157	94%	84%	15%

NOTES

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* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 *Accountability and Overview Reports.*

Other Assessments

	2009–10 School Year				2008–09 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	1	–	–	–	2	–	–	–

4 Overview of District Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT** District ID **64-13-01-06-0000**

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
2010 Mean Score: 666	*Range:	642–790	664–790	698–790			
2009 Mean Score: 669							
2009–10		89%	42%	8%	90%	50%	11%
2008–09		100%	84%	8%	100%	80%	7%
Number of Tested Students:		134 172	64 145	12 14			

Results by Student Group

	2009–10 School Year				2008–09 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**151**	**89%**	**42%**	**8%**	**172**	**100%**	**84%**	**8%**
Female	76	93%	54%	8%	76	100%	84%	9%
Male	75	84%	31%	8%	96	100%	84%	7%
American Indian or Alaska Native								
Black or African American	1	–	–	–				
Hispanic or Latino	2	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	147	–	–	–	170	–	–	–
Multiracial								
Small Group Totals	151	89%	42%	8%	172	100%	84%	8%
General-Education Students	125	97%	50%	10%	146	100%	91%	10%
Students with Disabilities	26	50%	4%	0%	26	100%	46%	0%
English Proficient	151	89%	42%	8%	171	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	69	84%	36%	3%	68	100%	75%	4%
Not Disadvantaged	82	93%	48%	12%	104	100%	90%	11%
Migrant								
Not Migrant	151	89%	42%	8%	172	100%	84%	8%

NOTES

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Other Assessments

	2009–10 School Year				2008–09 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	1	–	–	–	1	–	–	–
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
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

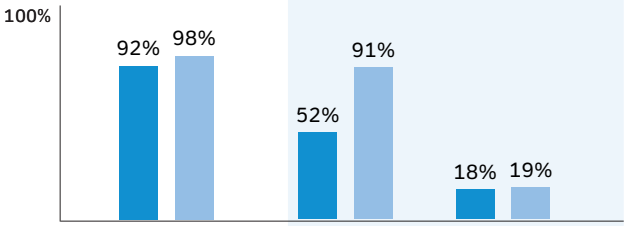
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

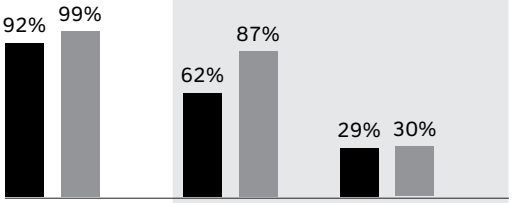
4 Overview of District Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT** District ID **64-13-01-06-0000**

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
2010 Mean Score: 670	*Range:	639–800	670–800	694–800			
2009 Mean Score: 676							
2009–10		92%	52%	18%	92%	62%	29%
2008–09		98%	91%	19%	99%	87%	30%
Number of Tested Students:		142 166	80 155	27 32			





Results by Student Group

	2009–10 School Year				2008–09 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	**154**	**92%**	**52%**	**18%**	**170**	**98%**	**91%**	**19%**
Female	76	93%	53%	17%	78	97%	87%	19%
Male	78	91%	51%	18%	92	98%	95%	18%
American Indian or Alaska Native								
Black or African American	1	–	–	–				
Hispanic or Latino	2	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	150	–	–	–	168	–	–	–
Multiracial								
Small Group Totals	154	92%	52%	18%	170	98%	91%	19%
General-Education Students	126	99%	63%	21%	145	100%	96%	21%
Students with Disabilities	28	61%	4%	0%	25	84%	64%	4%
English Proficient	154	92%	52%	18%	169	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	73	88%	37%	14%	71	94%	82%	8%
Not Disadvantaged	81	96%	65%	21%	99	100%	98%	26%
Migrant								
Not Migrant	154	92%	52%	18%	170	98%	91%	19%

NOTES

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Other Assessments

	2009–10 School Year				2008–09 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	1	–	–	–	1	–	–	–

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT** District ID **64-13-01-06-0000**

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
2010 Mean Score: 655	*Range:	627–790	658–790	699–790			
2009 Mean Score: 661							
2009–10		93%	47%	3%	91%	51%	8%
2008–09		98%	70%	3%	98%	69%	5%
Number of Tested Students:		163 187	82 134	6 5			

Results by Student Group

	2009–10 School Year				2008–09 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	**175**	**93%**	**47%**	**3%**	**191**	**98%**	**70%**	**3%**
Female	80	94%	50%	6%	90	100%	77%	4%
Male	95	93%	44%	1%	101	96%	64%	1%
American Indian or Alaska Native								
Black or African American					2	–	–	–
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander					1	–	–	–
White	174	–	–	–	187	–	–	–
Multiracial								
Small Group Totals	175	93%	47%	3%	191	98%	70%	3%
General-Education Students	146	98%	55%	4%	165	99%	77%	3%
Students with Disabilities	29	69%	3%	0%	26	88%	27%	0%
English Proficient	175	93%	47%	3%	191	98%	70%	3%
Limited English Proficient								
Economically Disadvantaged	72	88%	35%	0%	71	99%	56%	1%
Not Disadvantaged	103	97%	55%	6%	120	98%	78%	3%
Migrant								
Not Migrant	175	93%	47%	3%	191	98%	70%	3%

NOTES

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* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 *Accountability and Overview Reports.*

Other Assessments

	2009–10 School Year				2008–09 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	1	–	–	–	1	–	–	–
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
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

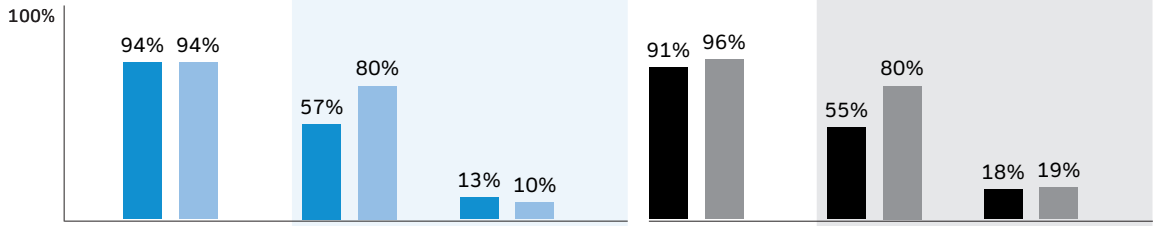
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT** District ID **64-13-01-06-0000**

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
2010 Mean Score: 677	*Range:	639–775	673–775	702–775			
2009 Mean Score: 666							
Number of Tested Students:		162 175	99 149	22 18			



Results by Student Group

	2009–10 School Year				2008–09 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**173**	**94%**	**57%**	**13%**	**187**	**94%**	**80%**	**10%**
Female	80	93%	58%	18%	87	93%	84%	14%
Male	93	95%	57%	9%	100	94%	76%	6%
American Indian or Alaska Native								
Black or African American					2	–	–	–
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander					1	–	–	–
White	172	–	–	–	183	–	–	–
Multiracial								
Small Group Totals	173	94%	57%	13%	187	94%	80%	10%
General-Education Students	146	99%	62%	15%	160	99%	86%	11%
Students with Disabilities	27	67%	30%	0%	27	59%	41%	0%
English Proficient	173	94%	57%	13%	187	94%	80%	10%
Limited English Proficient								
Economically Disadvantaged	71	90%	45%	4%	71	89%	73%	6%
Not Disadvantaged	102	96%	66%	19%	116	97%	84%	12%
Migrant								
Not Migrant	173	94%	57%	13%	187	94%	80%	10%

NOTES

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

* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 *Accountability and Overview Reports.*

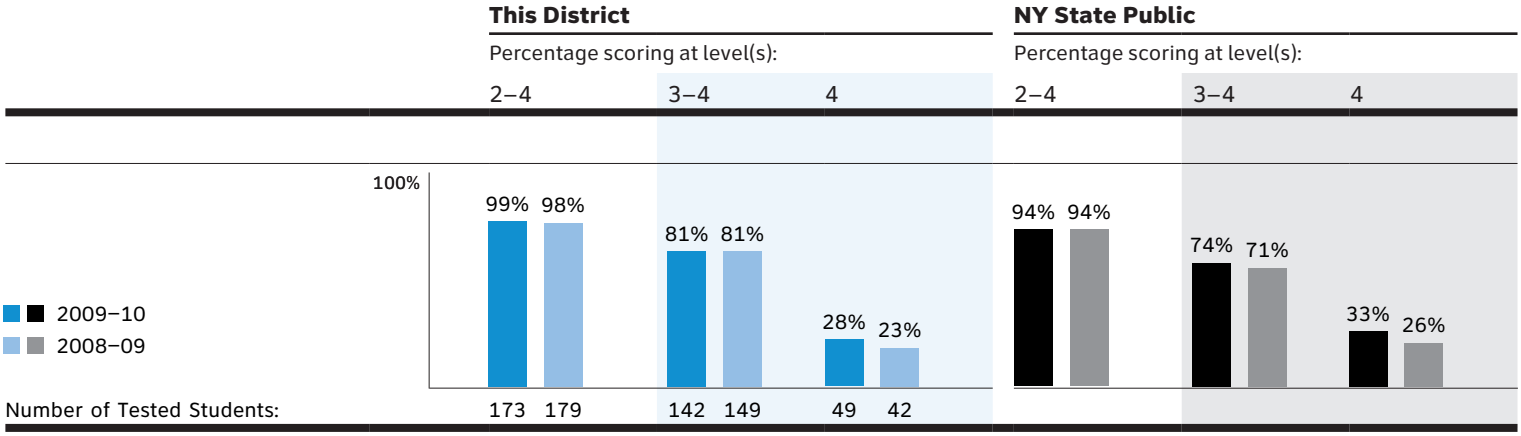
Other Assessments

	2009–10 School Year				2008–09 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	1	–	–	–	1	–	–	–

4 Overview of District Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT** District ID **64-13-01-06-0000**

This District's Results in Grade 8 Science



Results by Student Group

	2009–10 School Year				2008–09 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**153**	**99%**	**78%**	**24%**	**162**	**98%**	**79%**	**20%**
Female	65	98%	75%	18%	69	96%	83%	13%
Male	88	99%	81%	27%	93	99%	76%	25%
American Indian or Alaska Native								
Black or African American					2	–	–	–
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander					1	–	–	–
White	152	–	–	–	158	–	–	–
Multiracial								
Small Group Totals	153	99%	78%	24%	162	98%	79%	20%
General-Education Students	125	100%	87%	26%	138	100%	85%	21%
Students with Disabilities	28	93%	39%	11%	24	83%	46%	13%
English Proficient	153	99%	78%	24%	162	98%	79%	20%
Limited English Proficient								
Economically Disadvantaged	69	97%	74%	14%	69	97%	70%	16%
Not Disadvantaged	84	100%	82%	31%	93	98%	86%	23%
Migrant								
Not Migrant	153	99%	78%	24%	162	98%	79%	20%

NOTES

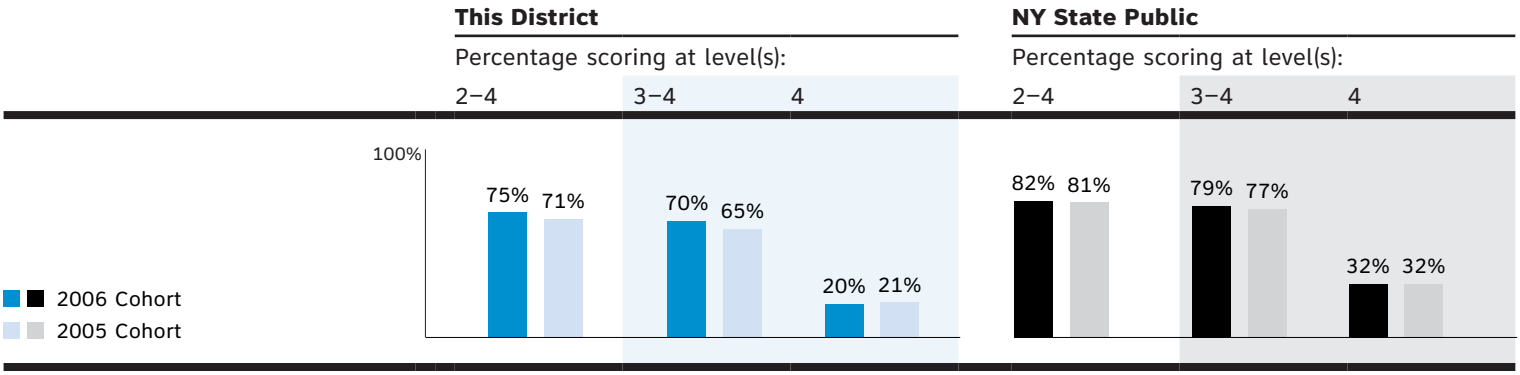
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2009–10 School Year				2008–09 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	1	–	–	–	1	–	–	–
Regents Science	22	22	22	13	21	21	21	10

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT** District ID **64-13-01-06-0000**

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



Results by Student Group

	2006 Cohort				2005 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	**193**	**75%**	**70%**	**20%**	**195**	**71%**	**65%**	**21%**
Female	92	78%	75%	28%	84	71%	68%	25%
Male	101	72%	66%	13%	111	71%	63%	18%
American Indian or Alaska Native					1	–	–	–
Black or African American	1	–	–	–	4	–	–	–
Hispanic or Latino	1	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	191	–	–	–	188	72%	65%	22%
Multiracial								
Small Group Totals	193	75%	70%	20%	7	57%	57%	0%
General-Education Students	163	83%	82%	24%	165	78%	74%	25%
Students with Disabilities	30	30%	10%	0%	30	37%	17%	0%
English Proficient	193	75%	70%	20%	195	71%	65%	21%
Limited English Proficient								
Economically Disadvantaged	59	81%	76%	15%	44	68%	61%	11%
Not Disadvantaged	134	72%	68%	22%	151	72%	66%	24%
Migrant								
Not Migrant	193	75%	70%	20%	195	71%	65%	21%

NOTES

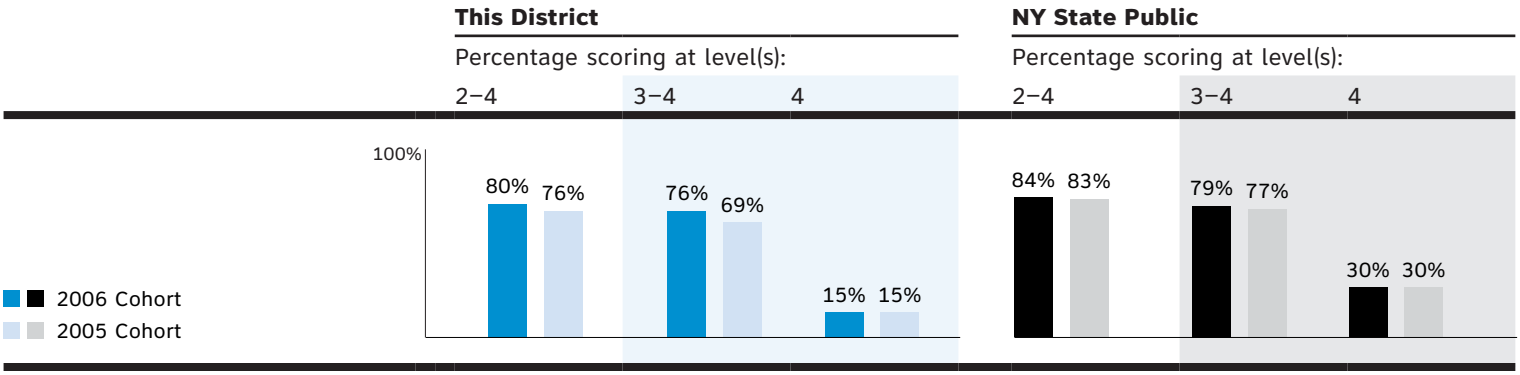
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* 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.

** 2005 cohort data are those reported in the 2008–09 *Accountability and Overview Report*.

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT** District ID **64-13-01-06-0000**

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



Results by Student Group

	2006 Cohort				2005 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	**193**	**80%**	**76%**	**15%**	**195**	**76%**	**69%**	**15%**
Female	92	82%	76%	17%	84	76%	70%	14%
Male	101	79%	75%	12%	111	77%	68%	16%
American Indian or Alaska Native					1	–	–	–
Black or African American	1	–	–	–	4	–	–	–
Hispanic or Latino	1	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	191	–	–	–	188	77%	70%	16%
Multiracial								
Small Group Totals	193	80%	76%	15%	7	71%	43%	0%
General-Education Students	163	89%	85%	17%	165	83%	77%	18%
Students with Disabilities	30	33%	23%	0%	30	40%	23%	3%
English Proficient	193	80%	76%	15%	195	76%	69%	15%
Limited English Proficient								
Economically Disadvantaged	59	86%	85%	15%	44	80%	70%	9%
Not Disadvantaged	134	78%	72%	14%	151	75%	68%	17%
Migrant								
Not Migrant	193	80%	76%	15%	195	76%	69%	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.

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