



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **BALDWINVILLE CENTRAL SCHOOL
DISTRICT**

District ID **42-09-01-06-0000**

Superintendent **JEANNE DANGLE**

Telephone **(315) 638-6043**

Grades **K-12, UE, US**

This District's Report Card

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

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

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 2011–12 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 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

	2008-09	2009-10	2010-11
Pre-K	0	0	0
Kindergarten	354	348	354
Grade 1	403	386	379
Grade 2	410	406	389
Grade 3	433	413	412
Grade 4	478	436	426
Grade 5	440	481	437
Grade 6	459	442	497
Ungraded Elementary	0	12	15
Grade 7	459	470	458
Grade 8	480	461	482
Grade 9	510	482	449
Grade 10	474	496	475
Grade 11	486	471	481
Grade 12	490	491	459
Ungraded Secondary	18	20	17
Total K-12	5894	5815	5730

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	22	22	23
Grade 8			
English	22	22	25
Mathematics	23	20	23
Science	21	22	24
Social Studies	22	23	24
Grade 10			
English	20	23	26
Mathematics	21	22	21
Science	21	22	21
Social Studies	21	22	23

Enrollment Information

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

Average Class Size Information

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

District **BALDWINVILLE CENTRAL SCHOOL DISTRICT**District ID **42-09-01-06-0000**

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	585	11%	560	10%	620	11%
Reduced-Price Lunch	342	6%	279	5%	265	5%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	24	0%	22	0%	20	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	25	0%	34	1%	33	1%
Black or African American	97	2%	99	2%	87	2%
Hispanic or Latino	67	1%	88	2%	139	2%
Asian or Native Hawaiian/Other Pacific Islander	67	1%	80	1%	86	2%
White	5624	95%	5514	95%	5223	91%
Multiracial	14	0%	0	0%	162	3%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate	96%		96%		95%	
Student Suspensions	278	5%	229	4%	229	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.

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	430	418	402
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	10%	5%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	17%	19%	19%
Total Number of Core Classes	1359	1218	1087
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	1717	1664	1595
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	21%	26%	28%
Turnover Rate of All Teachers	14%	10%	15%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	56	54	54
Total Paraprofessionals*	188	179	144
Assistant Principals	7	7	7
Principals	8	8	8

* Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. 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 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 Information

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

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2010–11, 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/irs/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 2010–11 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 2007 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 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 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 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 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 2010–11 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.

2007 Cohort

The count of students in the 2007 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 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 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, 2011, are not included in the 2007 school accountability cohort. The 2007 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/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

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 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total 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, 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 www.p12.nysed.gov/irs.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 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 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 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:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

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

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irs.

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 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 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 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

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 2010–11 safe harbor targets are calculated using the following equation:

$$2009-10 \text{ PI} + (200 - \text{the } 2009-10 \text{ PI}) \times 0.10$$

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 2010–11 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 2010–11, 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 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, 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.

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/irs/accountability/>.

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2011–12)

▲ 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

2009–10

2010–11

2011–12

YES

YES

YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	—	—	—	—
Hispanic or Latino	✓	✓	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	—	—	—
White	✓	✓	—	✓	✓	—
Multiracial	✓	✓	—	—	—	—
Other Groups						
Students with Disabilities	✗	✗	—	✗	✓	—
Limited English Proficient	—	—	—	—	—	—
Economically Disadvantaged	✓	✓	—	✓	✓	—
Student groups making AYP in each subject	✗ 7 of 8	✗ 7 of 8	✓ 1 of 1	✗ 3 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 | |


























Elementary/Middle-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 7 of 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (2777:2699)			100%		160	120	
Ethnicity							
American Indian or Alaska Native (20:16)	—	—	—	—	—	—	—
Black or African American (50:42)			100%		112	107	
Hispanic or Latino (73:71)			99%		161	111	
Asian or Native Hawaiian/Other Pacific Islander (50:49)			100%		182	108	
White (2514:2458)			100%		161	120	
Multiracial (70:63)			100%		159	110	
Other Groups							
Students with Disabilities (359:365)			99%		91	116	104 102
Limited English Proficient (12:10)	—	—	—	—	—	—	—
Economically Disadvantaged (525:514)			99%		134	117	
Final AYP Determination	 7 of 8						
Non-Accountability Groups							
Female (1313:1279)			100%		166	119	
Male (1464:1420)			100%		156	119	
Migrant (0:0)							


Symbols

-  Made AYP
-  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.


























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 7 of 8 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status This district will be in good standing in 2012-13. [201]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (2774:2699)			100%		175	135	
Ethnicity							
American Indian or Alaska Native (20:16)	—	—	—	—	—	—	—
Black or African American (50:42)			100%		138	122	
Hispanic or Latino (73:72)			100%		171	126	
Asian or Native Hawaiian/Other Pacific Islander (50:49)			100%		192	123	
White (2511:2457)			100%		175	135	
Multiracial (70:63)			100%		178	125	
Other Groups							
Students with Disabilities (359:367)			99%		119	131	126 127
Limited English Proficient (12:10)	—	—	—	—	—	—	—
Economically Disadvantaged (524:516)			100%		150	132	
Final AYP Determination	 7 of 8						
Non-Accountability Groups							
Female (1313:1279)			100%		174	134	
Male (1461:1420)			100%		175	134	
Migrant (0:0)							

Symbols

-  Made AYP
-  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.

Elementary/Middle-Level Science

Accountability Status for This Subject (2011–12)



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 2012-13. [201]

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010–11	2011–12
Accountability Groups									
All Students (931:889)	✓	Qualified	✓	98%	✓	188	100		
Ethnicity									
American Indian or Alaska Native (5:5)	—	—	—	—	—	—	—		—
Black or African American (22:17)	—	—	—	—	—	—	—		—
Hispanic or Latino (24:22)	—	—	—	—	—	—	—		—
Asian or Native Hawaiian/Other Pacific Islander (9:9)	—	—	—	—	—	—	—		—
White (851:820)		Qualified	✓	98%	✓	189	100		
Multiracial (20:16)	—	—	—	—	—	—	—		—
Other Groups									
Students with Disabilities (133:134)		Qualified	✓	97%	✓	160	100		
Limited English Proficient (2:2)	—	—	—	—	—	—	—		—
Economically Disadvantaged (188:178)		Qualified	✓	96%	✓	170	100		
Final AYP Determination	✓ 1 of 1								
Non-Accountability Groups									
Female (435:418)				98%		188	100		
Male (496:471)				98%		187	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.














Secondary-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 3 of 4 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (465:457)			100%		196	178	
Ethnicity							
American Indian or Alaska Native (5:5)	—	—	—	—	—	—	—
Black or African American (4:5)	—	—	—	—	—	—	—
Hispanic or Latino (9:9)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (4:4)	—	—	—	—	—	—	—
White (420:413)			100%		196	178	
Multiracial (23:21)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (48:51)			100%		167	170	170 170
Limited English Proficient (0:0)							
Economically Disadvantaged (64:60)			100%		197	171	
Final AYP Determination	 3 of 4						
Non-Accountability Groups							
Female (218:218)			100%		195	175	
Male (247:239)			100%		196	176	
Migrant (0:0)							


Symbols

-  Made AYP
-  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.














Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 4 of 4 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (465:457)			100%		196	175	
Ethnicity							
American Indian or Alaska Native (5:5)	—	—	—	—	—	—	—
Black or African American (4:5)	—	—	—	—	—	—	—
Hispanic or Latino (9:9)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (4:4)	—	—	—	—	—	—	—
White (420:413)			100%		196	175	
Multiracial (23:21)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (48:51)			100%		171	167	
Limited English Proficient (0:0)							
Economically Disadvantaged (64:60)			100%		192	168	
Final AYP Determination	 4 of 4						
Non-Accountability Groups							
Female (218:218)			100%		195	172	
Male (247:239)			100%		196	173	
Migrant (0:0)							

Symbols

-  Made AYP
-  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.

Graduation Rate

Accountability Status for This Indicator (2011–12) 

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 2012-13. [201]

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (506)			91%	80%	
Ethnicity					
American Indian or Alaska Native (3)		—	—	—	
Black or African American (12)		—	—	—	
Hispanic or Latino (10)		—	—	—	
Asian or Native Hawaiian/Other Pacific Islander (5)		—	—	—	
White (476)			92%	80%	
Multiracial (0)					
Other Groups					
Students with Disabilities (69)			70%	80%	65%
Limited English Proficient (0)					
Economically Disadvantaged (61)			80%	80%	
Final AYP Determination	1 of 1				
Non-Accountability Groups					
Female (250)			92%	80%	
Male (256)			90%	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 2006 total cohort through June 2011 (after 5 years) for this district is **93%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

In Good Standing

8 schools identified 100% of total

CATHERINE M MCNAMARA ELEMENTARY SCHOOL

CHARLES W BAKER HIGH SCHOOL

DONALD S RAY SCHOOL

HARRY E ELDEN ELEMENTARY SCHOOL

L PEARL PALMER ELEMENTARY SCHOOL

MAE E REYNOLDS SCHOOL







THEODORE R DURGEE JUNIOR HIGH SCHOOL

VAN BUREN ELEMENTARY SCHOOL







District **BALDWINVILLE CENTRAL SCHOOL DISTRICT**District ID **42-09-01-06-0000**

Summary of 2010–11 District Performance



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



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	67%			415
Grade 4	64%			428
Grade 5	67%			436
Grade 6	72%			502
Grade 7	64%			467
Grade 8	57%			489

Mathematics

Grade 3	68%		415
Grade 4	81%		428
Grade 5	74%		436
Grade 6	83%		502
Grade 7	83%		466
Grade 8	77%		489

Science

Grade 4	92%		425
Grade 8	86%		474

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	94%			480
Mathematics	95%			480

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this 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/irs.

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

This District's N/RC Category:

Average Need Districts

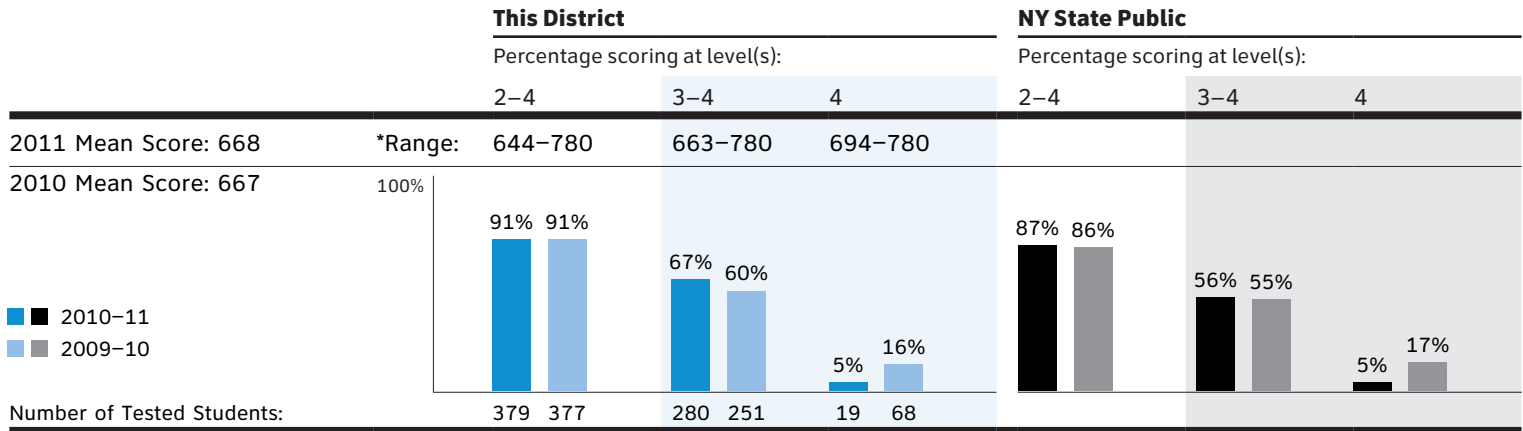
This is a school district with average student needs in relation to district resource capacity.

4 Overview of District Performance

District **BALDWINVILLE CENTRAL SCHOOL DISTRICT**

District ID **42-09-01-06-0000**

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	415	91%	67%	5%	415	91%	60%	16%
Female	209	92%	71%	7%	203	93%	67%	19%
Male	206	91%	64%	2%	212	89%	54%	14%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	4	—	—	—	8	63%	13%	0%
Hispanic or Latino	11	91%	45%	0%	9	100%	78%	0%
Asian or Native Hawaiian/Other Pacific Islander	11	91%	82%	9%	6	—	—	—
White	378	92%	68%	4%	391	91%	61%	17%
Multiracial	10	90%	80%	10%				
Small Group Totals	5	60%	20%	0%	7	100%	71%	0%
General-Education Students	370	97%	74%	5%	357	96%	66%	18%
Students with Disabilities	45	44%	16%	0%	58	59%	24%	5%
English Proficient	409	91%	68%	5%	414	—	—	—
Limited English Proficient	6	83%	33%	0%	1	—	—	—
Economically Disadvantaged	75	79%	53%	1%	79	87%	51%	6%
Not Disadvantaged	340	94%	71%	5%	336	92%	63%	19%
Migrant								
Not Migrant	415	91%	67%	5%	415	91%	60%	16%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	4	—	—	—	7	6	6	4
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	0	N/A	N/A	N/A

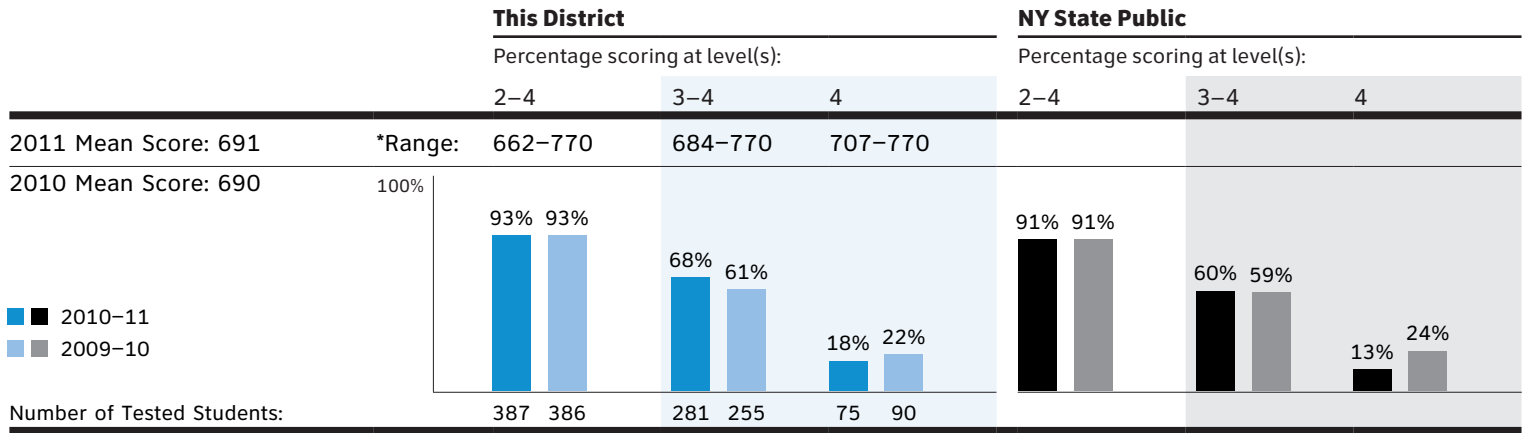
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **BALDWINVILLE CENTRAL SCHOOL DISTRICT**

District ID **42-09-01-06-0000**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	415	93%	68%	18%	416	93%	61%	22%
Female	209	92%	63%	14%	204	94%	59%	23%
Male	206	94%	72%	22%	212	92%	63%	20%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	4	—	—	—	8	50%	13%	0%
Hispanic or Latino	11	91%	45%	9%	9	100%	44%	0%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	36%	6	—	—	—
White	378	93%	68%	18%	392	93%	62%	23%
Multiracial	10	100%	70%	10%				
Small Group Totals	5	60%	40%	0%	7	100%	86%	14%
General-Education Students	370	97%	74%	20%	358	96%	66%	24%
Students with Disabilities	45	64%	20%	0%	58	71%	31%	5%
English Proficient	409	93%	68%	18%	415	—	—	—
Limited English Proficient	6	100%	33%	17%	1	—	—	—
Economically Disadvantaged	75	84%	51%	9%	79	84%	41%	6%
Not Disadvantaged	340	95%	71%	20%	337	95%	66%	25%
Migrant								
Not Migrant	415	93%	68%	18%	416	93%	61%	22%

NOTES

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Other Assessments

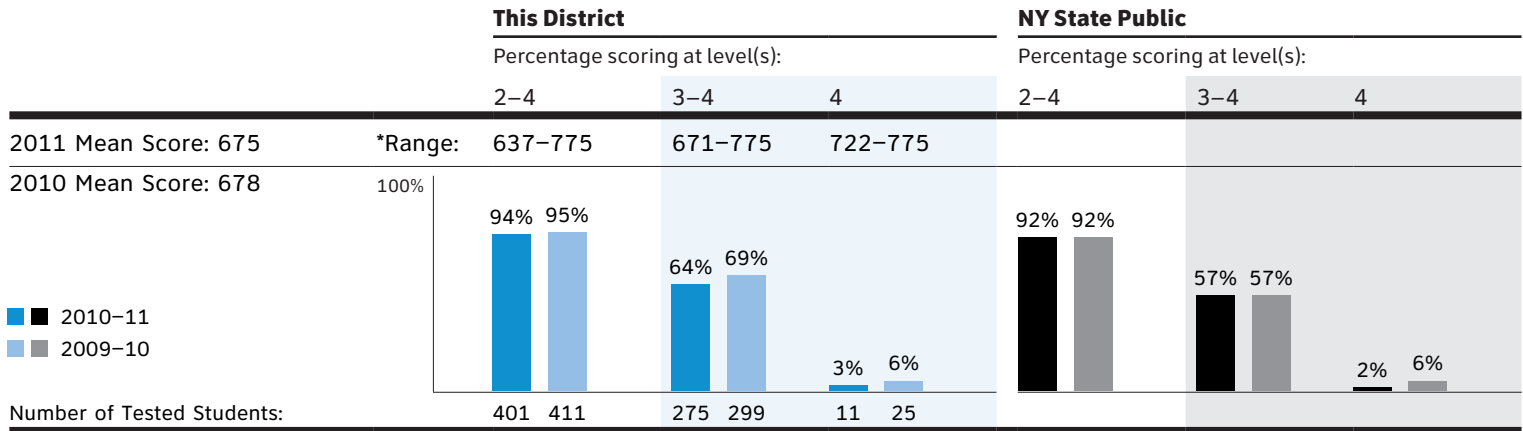
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	4	—	—	—	7	7	7	1

4 Overview of District Performance

District **BALDWINVILLE CENTRAL SCHOOL DISTRICT**

District ID **42-09-01-06-0000**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	428	94%	64%	3%	434	95%	69%	6%
Female	210	95%	70%	3%	209	97%	73%	8%
Male	218	93%	59%	2%	225	93%	65%	4%
American Indian or Alaska Native	2	—	—	—	3	—	—	—
Black or African American	11	82%	9%	0%	9	100%	78%	0%
Hispanic or Latino	13	92%	69%	8%	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	12	100%	92%	17%
White	388	94%	66%	3%	405	95%	68%	6%
Multiracial	9	100%	56%	0%				
Small Group Totals	7	86%	71%	0%	8	75%	50%	0%
General-Education Students	365	99%	72%	3%	387	99%	74%	6%
Students with Disabilities	63	63%	21%	0%	47	57%	23%	0%
English Proficient	427	—	—	—	433	—	—	—
Limited English Proficient	1	—	—	—	1	—	—	—
Economically Disadvantaged	91	91%	54%	1%	84	85%	49%	0%
Not Disadvantaged	337	94%	67%	3%	350	97%	74%	7%
Migrant								
Not Migrant	428	94%	64%	3%	434	95%	69%	6%

NOTES

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

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	8	8	6	2	6	4	3	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	0	N/A	N/A	N/A

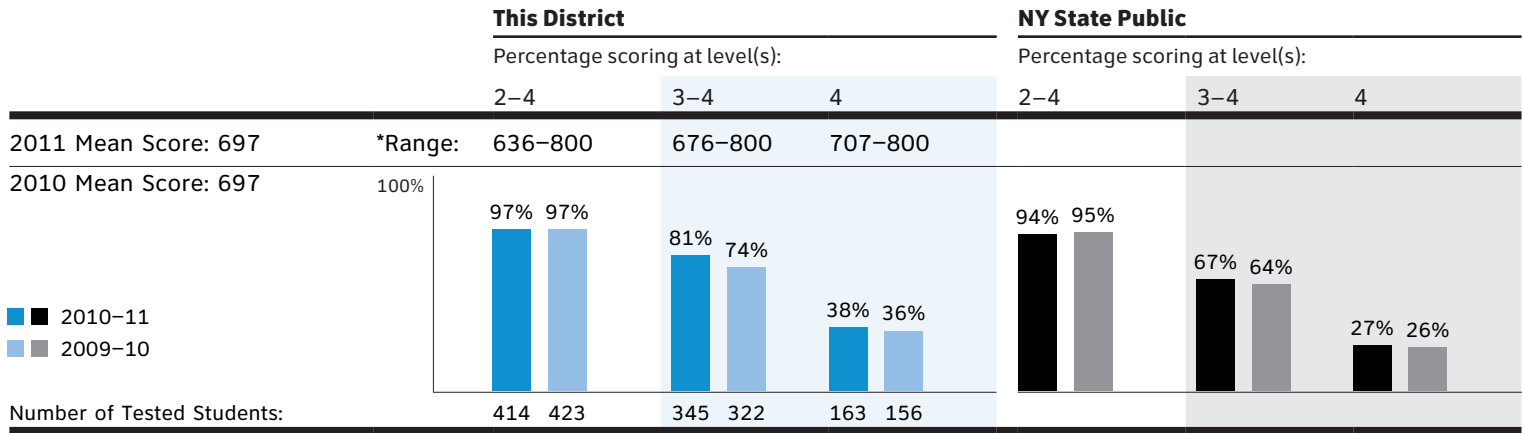
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **BALDWINVILLE CENTRAL SCHOOL DISTRICT**

District ID **42-09-01-06-0000**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	428	97%	81%	38%	435	97%	74%	36%
Female	210	97%	82%	36%	209	98%	71%	34%
Male	218	96%	79%	40%	226	97%	77%	38%
American Indian or Alaska Native	2	—	—	—	3	—	—	—
Black or African American	11	100%	27%	0%	9	100%	56%	11%
Hispanic or Latino	13	92%	85%	38%	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	12	100%	83%	58%
White	388	97%	82%	39%	406	97%	74%	36%
Multiracial	9	100%	67%	11%				
Small Group Totals	7	86%	86%	57%	8	100%	63%	13%
General-Education Students	364	100%	86%	43%	388	100%	80%	40%
Students with Disabilities	64	78%	48%	11%	47	74%	28%	4%
English Proficient	427	—	—	—	434	—	—	—
Limited English Proficient	1	—	—	—	1	—	—	—
Economically Disadvantaged	91	93%	66%	19%	85	92%	48%	14%
Not Disadvantaged	337	98%	85%	43%	350	99%	80%	41%
Migrant								
Not Migrant	428	97%	81%	38%	435	97%	74%	36%

NOTES

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

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

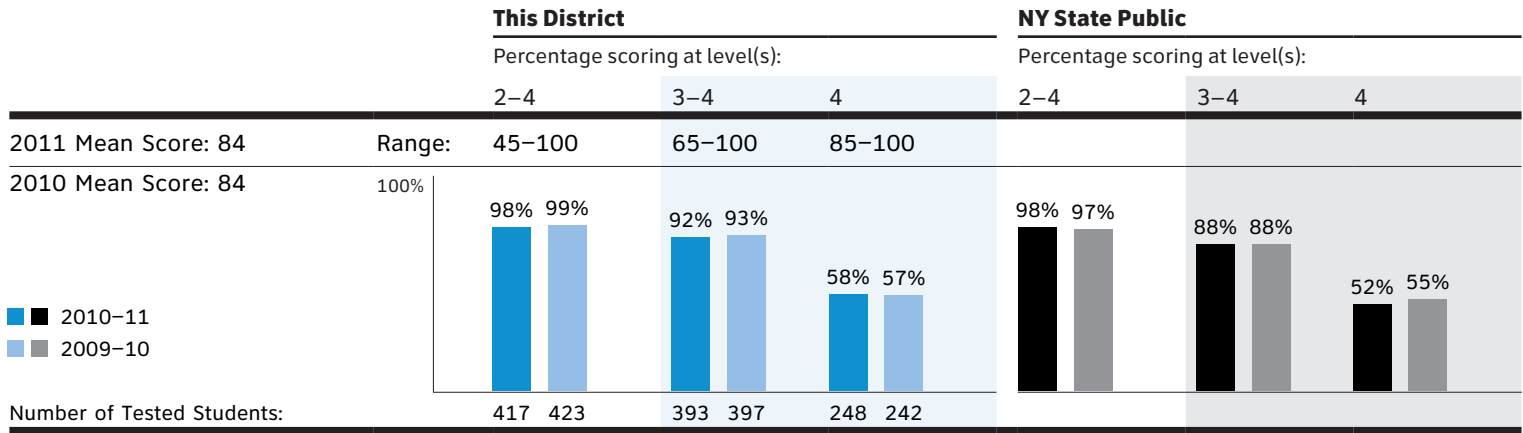
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	8	8	7	4	6	5	4	1

4 Overview of District Performance

District **BALDWINVILLE CENTRAL SCHOOL DISTRICT**

District ID **42-09-01-06-0000**

This District's Results in Grade 4 Science



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	425	98%	92%	58%	428	99%	93%	57%
Female	207	99%	93%	58%	205	100%	93%	54%
Male	218	97%	92%	58%	223	98%	93%	59%
American Indian or Alaska Native	2	—	—	—	3	—	—	—
Black or African American	11	100%	55%	18%	9	100%	100%	22%
Hispanic or Latino	13	92%	92%	46%	4	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	11	100%	100%	82%
White	386	98%	94%	60%	401	99%	93%	57%
Multiracial	8	100%	88%	38%				
Small Group Totals	7	100%	86%	57%	7	100%	86%	43%
General-Education Students	362	100%	96%	64%	381	100%	96%	61%
Students with Disabilities	63	89%	71%	24%	47	89%	64%	19%
English Proficient	424	—	—	—	427	—	—	—
Limited English Proficient	1	—	—	—	1	—	—	—
Economically Disadvantaged	90	98%	86%	43%	83	96%	81%	28%
Not Disadvantaged	335	98%	94%	62%	345	99%	96%	63%
Migrant								
Not Migrant	425	98%	92%	58%	428	99%	93%	57%

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

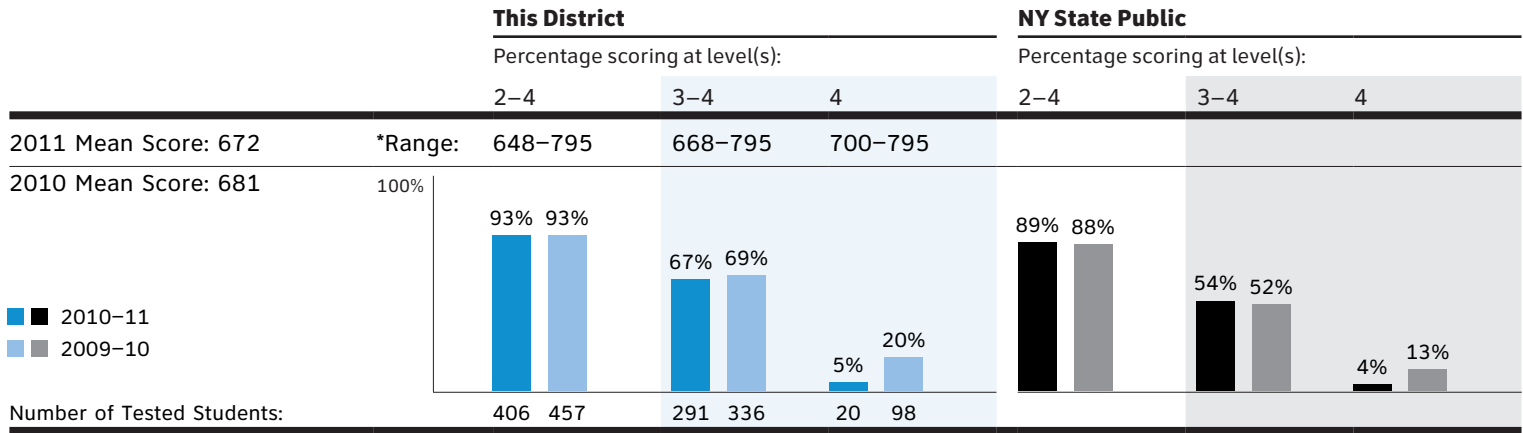
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	8	8	8	4	6	4	4	4

4 Overview of District Performance

District **BALDWINVILLE CENTRAL SCHOOL DISTRICT**

District ID **42-09-01-06-0000**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	436	93%	67%	5%	490	93%	69%	20%
Female	210	95%	70%	5%	234	94%	72%	23%
Male	226	92%	64%	4%	256	93%	66%	18%
American Indian or Alaska Native	5	100%	60%	0%	3	—	—	—
Black or African American	9	89%	56%	0%	11	100%	27%	9%
Hispanic or Latino	5	100%	80%	0%	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	9	100%	78%	22%	14	100%	79%	29%
White	392	94%	68%	4%	455	93%	69%	20%
Multiracial	16	75%	44%	13%				
Small Group Totals					10	100%	70%	30%
General-Education Students	384	98%	74%	5%	436	97%	74%	22%
Students with Disabilities	52	54%	15%	0%	54	61%	22%	6%
English Proficient	435	—	—	—	487	—	—	—
Limited English Proficient	1	—	—	—	3	—	—	—
Economically Disadvantaged	89	84%	47%	0%	82	83%	43%	9%
Not Disadvantaged	347	95%	72%	6%	408	95%	74%	22%
Migrant								
Not Migrant	436	93%	67%	5%	490	93%	69%	20%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	6	5	5	2	4	—	—	—
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	0	N/A	N/A	N/A

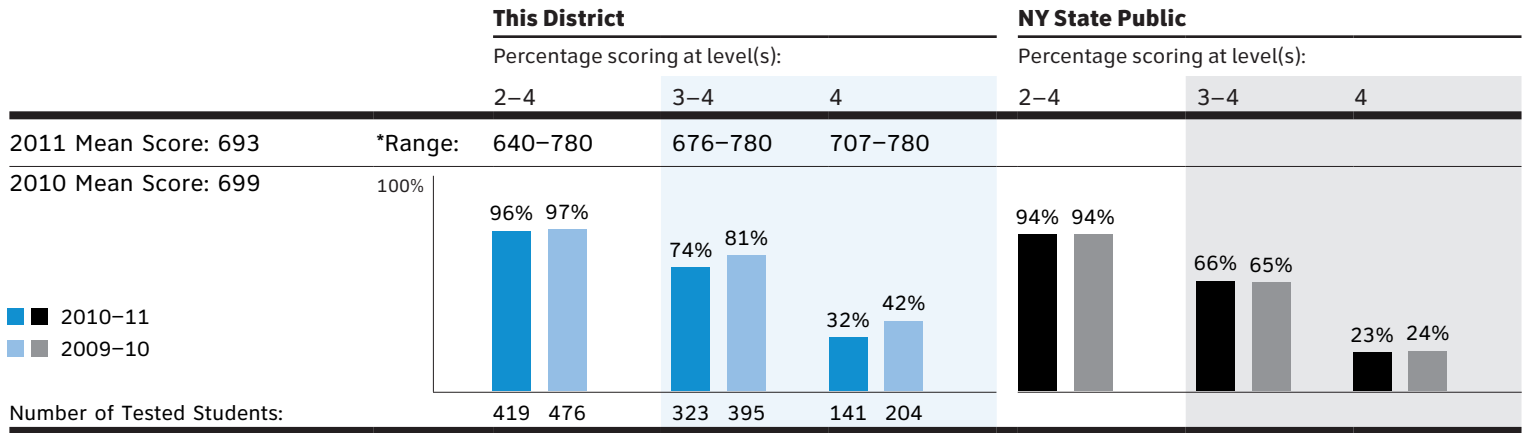
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **BALDWINVILLE CENTRAL SCHOOL DISTRICT**

District ID **42-09-01-06-0000**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	436	96%	74%	32%	490	97%	81%	42%
Female	211	96%	73%	31%	233	96%	79%	39%
Male	225	96%	76%	33%	257	98%	82%	44%
American Indian or Alaska Native	5	100%	80%	40%	3	-	-	-
Black or African American	9	100%	67%	11%	11	100%	64%	9%
Hispanic or Latino	6	100%	83%	0%	7	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	9	100%	89%	56%	14	100%	100%	50%
White	391	96%	75%	33%	455	97%	80%	42%
Multiracial	16	81%	50%	31%				
Small Group Totals					10	100%	90%	50%
General-Education Students	384	99%	81%	37%	437	99%	86%	46%
Students with Disabilities	52	73%	23%	0%	53	79%	36%	8%
English Proficient	435	-	-	-	487	-	-	-
Limited English Proficient	1	-	-	-	3	-	-	-
Economically Disadvantaged	89	90%	53%	15%	82	90%	60%	17%
Not Disadvantaged	347	98%	80%	37%	408	99%	85%	47%
Migrant								
Not Migrant	436	96%	74%	32%	490	97%	81%	42%

NOTES

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Other Assessments

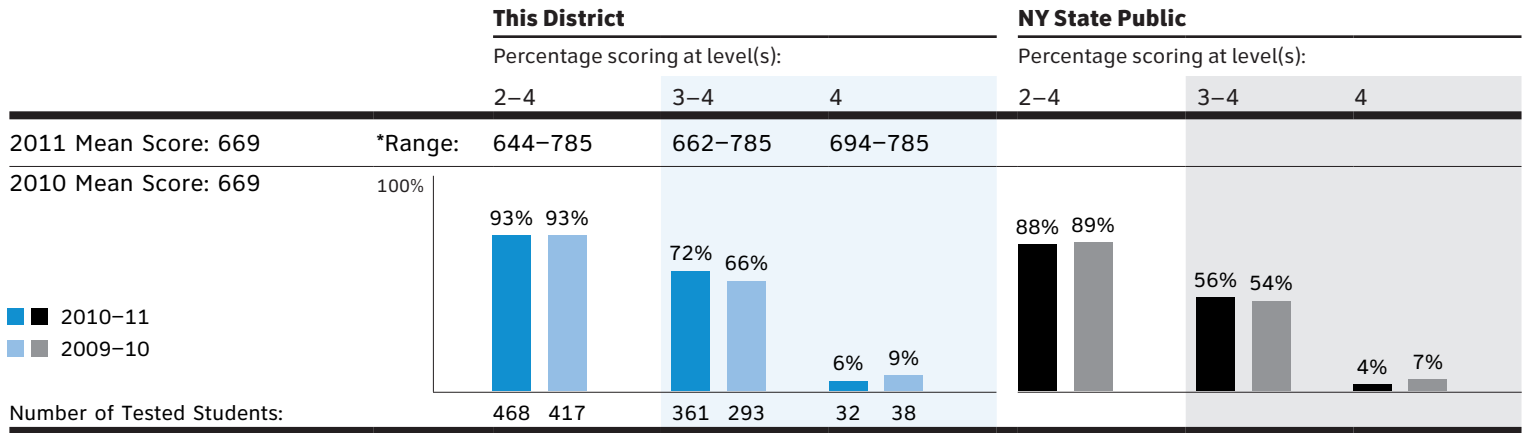
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	6	6	5	2	4	-	-	-

4 Overview of District Performance

District **BALDWINVILLE CENTRAL SCHOOL DISTRICT**

District ID **42-09-01-06-0000**

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	502	93%	72%	6%	447	93%	66%	9%
Female	234	93%	74%	7%	209	93%	69%	11%
Male	268	94%	71%	6%	238	94%	63%	7%
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Black or African American	8	—	—	—	4	—	—	—
Hispanic or Latino	16	100%	81%	13%	5	100%	0%	0%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	80%	7%	9	100%	67%	0%
White	448	93%	72%	6%	428	93%	67%	9%
Multiracial	13	92%	77%	8%				
Small Group Totals	10	80%	40%	0%	5	60%	20%	0%
General-Education Students	447	99%	79%	7%	402	98%	71%	9%
Students with Disabilities	55	49%	18%	0%	45	51%	13%	0%
English Proficient	500	—	—	—	446	—	—	—
Limited English Proficient	2	—	—	—	1	—	—	—
Economically Disadvantaged	89	82%	51%	0%	78	85%	37%	0%
Not Disadvantaged	413	96%	77%	8%	369	95%	72%	10%
Migrant								
Not Migrant	502	93%	72%	6%	447	93%	66%	9%

NOTES

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* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	5	5	5	3	4	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

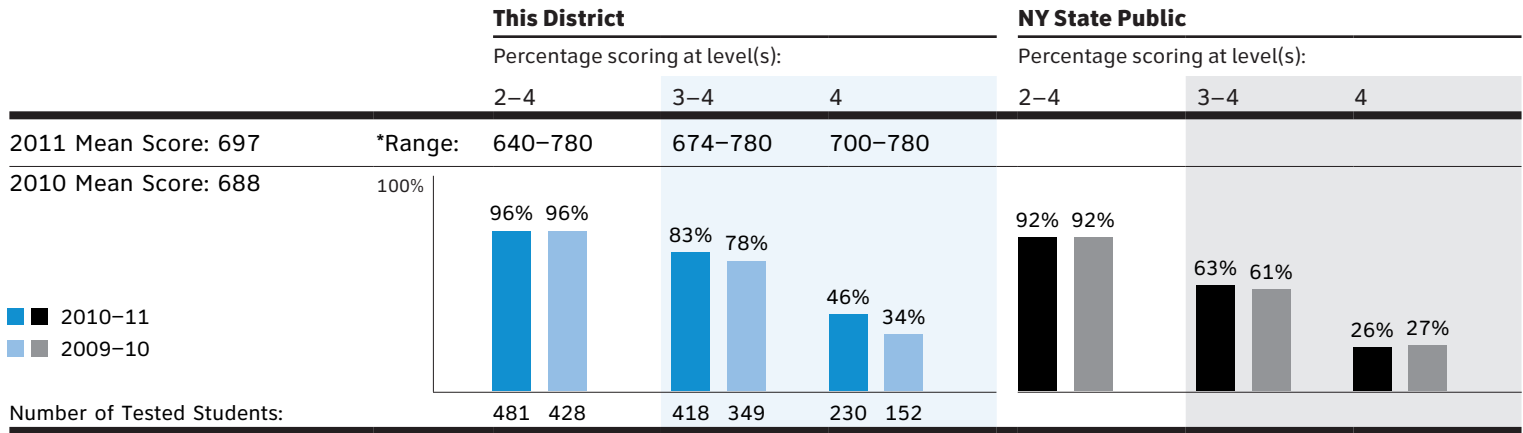
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **BALDWINVILLE CENTRAL SCHOOL DISTRICT**

District ID **42-09-01-06-0000**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	502	96%	83%	46%	448	96%	78%	34%
Female	234	95%	82%	43%	209	95%	78%	34%
Male	268	96%	85%	49%	239	96%	78%	34%
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Black or African American	8	—	—	—	4	—	—	—
Hispanic or Latino	16	100%	88%	50%	5	100%	40%	20%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	100%	47%	9	100%	100%	56%
White	448	96%	83%	46%	429	96%	78%	34%
Multiracial	13	100%	100%	46%				
Small Group Totals	10	90%	40%	10%	5	60%	40%	0%
General-Education Students	447	99%	90%	51%	402	99%	84%	38%
Students with Disabilities	55	71%	31%	5%	46	70%	22%	2%
English Proficient	500	—	—	—	447	—	—	—
Limited English Proficient	2	—	—	—	1	—	—	—
Economically Disadvantaged	89	90%	64%	17%	79	91%	63%	24%
Not Disadvantaged	413	97%	87%	52%	369	96%	81%	36%
Migrant								
Not Migrant	502	96%	83%	46%	448	96%	78%	34%

NOTES

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Other Assessments

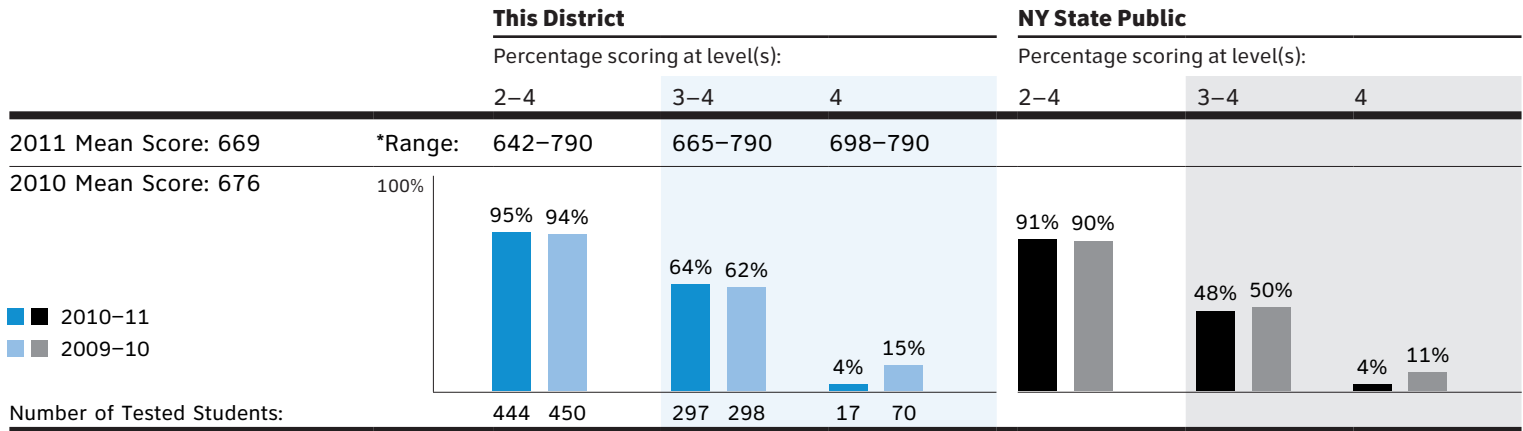
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	5	5	5	4	4	—	—	—

4 Overview of District Performance

District **BALDWINVILLE CENTRAL SCHOOL DISTRICT**

District ID **42-09-01-06-0000**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	467	95%	64%	4%	477	94%	62%	15%
Female	216	97%	69%	6%	226	96%	72%	20%
Male	251	94%	59%	2%	251	93%	54%	10%
American Indian or Alaska Native	6	83%	50%	0%	2	—	—	—
Black or African American	7	86%	14%	0%	7	57%	43%	0%
Hispanic or Latino	15	93%	60%	0%	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	17%	5	100%	80%	60%
White	422	95%	64%	4%	458	95%	63%	14%
Multiracial	11	100%	64%	0%				
Small Group Totals					7	86%	43%	14%
General-Education Students	415	99%	70%	4%	417	98%	69%	17%
Students with Disabilities	52	63%	15%	0%	60	68%	18%	2%
English Proficient	466	—	—	—	473	—	—	—
Limited English Proficient	1	—	—	—	4	—	—	—
Economically Disadvantaged	79	92%	41%	0%	89	88%	49%	4%
Not Disadvantaged	388	96%	68%	4%	388	96%	65%	17%
Migrant								
Not Migrant	467	95%	64%	4%	477	94%	62%	15%

NOTES

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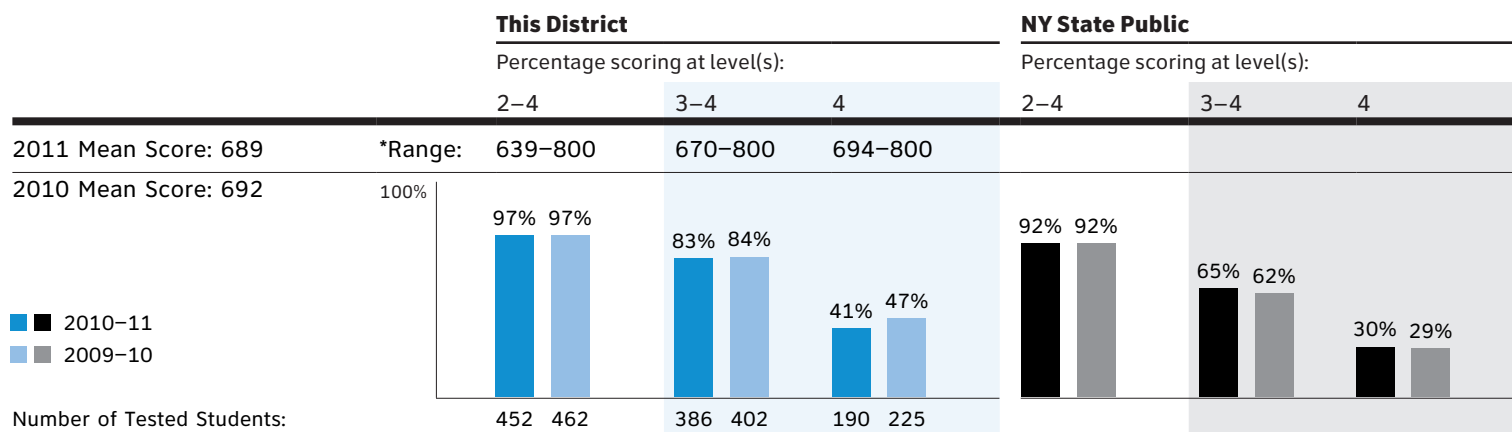
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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	6	6	6	6	2	—	—	—
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	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.

This District's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	466	97%	83%	41%	477	97%	84%	47%
Female	216	97%	83%	40%	225	100%	87%	50%
Male	250	97%	82%	42%	252	94%	82%	44%
American Indian or Alaska Native	6	100%	67%	0%	2	—	—	—
Black or African American	7	86%	71%	29%	7	86%	43%	0%
Hispanic or Latino	15	93%	73%	20%	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	67%	5	100%	80%	80%
White	421	97%	83%	42%	458	97%	85%	48%
Multiracial	11	100%	91%	45%				
Small Group Totals					7	100%	86%	14%
General-Education Students	414	99%	90%	45%	417	100%	90%	53%
Students with Disabilities	52	79%	29%	10%	60	75%	43%	10%
English Proficient	465	—	—	—	473	—	—	—
Limited English Proficient	1	—	—	—	4	—	—	—
Economically Disadvantaged	79	95%	65%	19%	89	93%	64%	27%
Not Disadvantaged	387	97%	87%	45%	388	98%	89%	52%
Migrant								
Not Migrant	466	97%	83%	41%	477	97%	84%	47%

NOTES

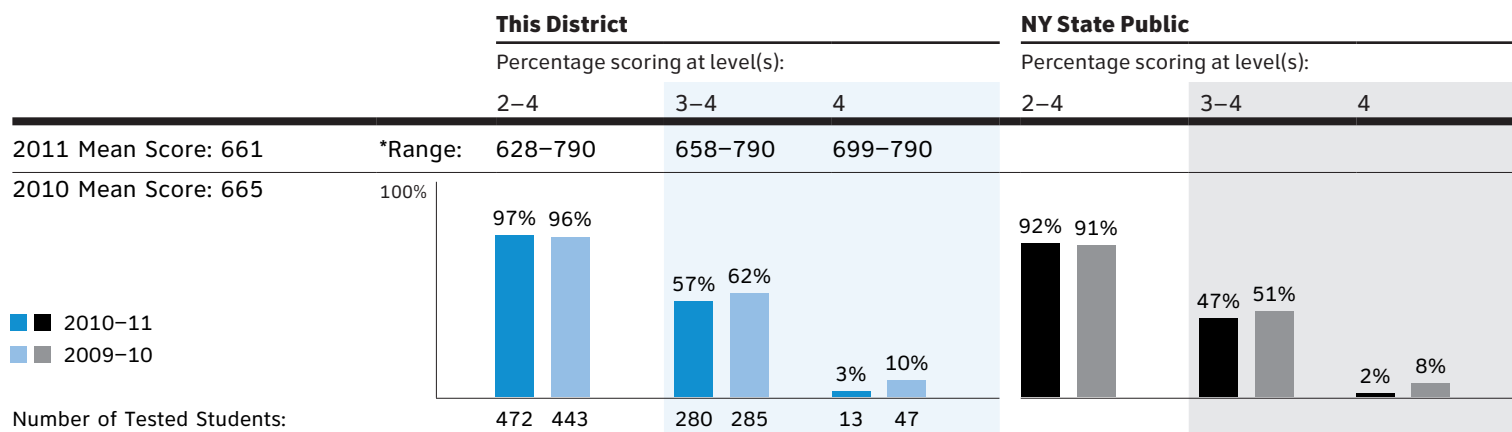
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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	6	5	5	3	2	—	—	—

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	489	97%	57%	3%	463	96%	62%	10%
Female	226	99%	67%	4%	247	96%	66%	11%
Male	263	95%	49%	2%	216	95%	56%	9%
American Indian or Alaska Native	3	—	—	—	6	—	—	—
Black or African American	11	100%	27%	0%	13	92%	31%	8%
Hispanic or Latino	11	100%	55%	0%	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	6	100%	83%	33%
White	449	96%	58%	3%	437	96%	62%	10%
Multiracial	11	100%	64%	0%				
Small Group Totals	7	100%	71%	14%	7	71%	43%	0%
General-Education Students	433	98%	64%	3%	413	99%	68%	11%
Students with Disabilities	56	84%	7%	0%	50	72%	6%	0%
English Proficient	488	—	—	—	463	96%	62%	10%
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	94	93%	36%	0%	90	89%	34%	2%
Not Disadvantaged	395	97%	62%	3%	373	97%	68%	12%
Migrant								
Not Migrant	489	97%	57%	3%	463	96%	62%	10%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	—	—	—	4	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

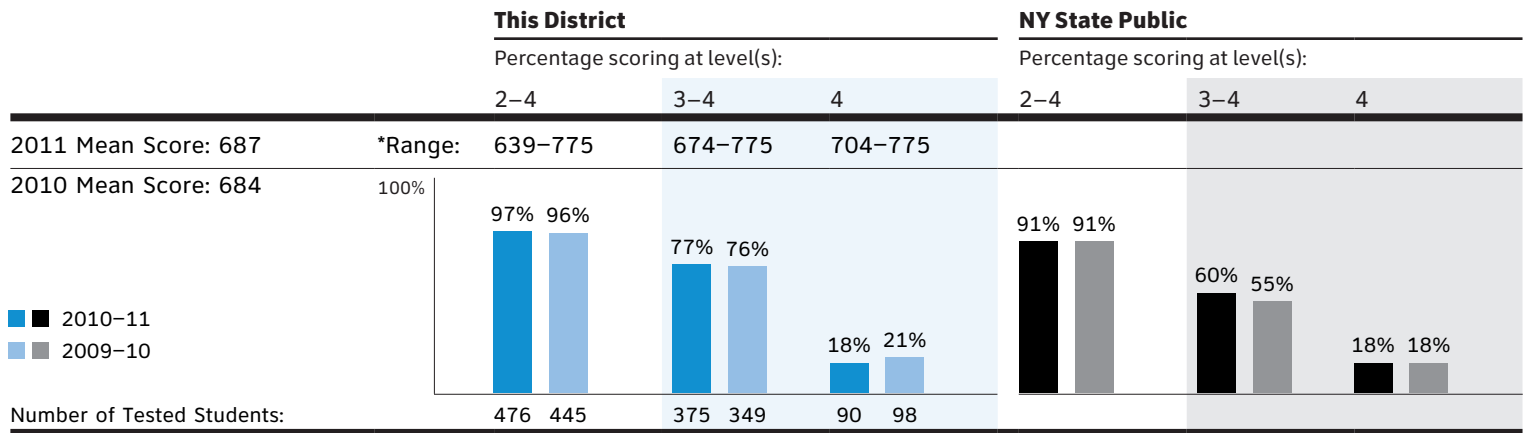
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **BALDWINVILLE CENTRAL SCHOOL DISTRICT**

District ID **42-09-01-06-0000**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	489	97%	77%	18%	462	96%	76%	21%
Female	225	99%	82%	21%	246	96%	75%	26%
Male	264	96%	72%	16%	216	97%	76%	16%
American Indian or Alaska Native	3	-	-	-	6	-	-	-
Black or African American	11	82%	18%	0%	12	92%	25%	8%
Hispanic or Latino	11	100%	73%	0%	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	6	100%	83%	50%
White	449	98%	78%	19%	437	97%	77%	22%
Multiracial	11	100%	73%	18%				
Small Group Totals	7	86%	71%	29%	7	100%	86%	43%
General-Education Students	432	99%	83%	21%	411	99%	81%	24%
Students with Disabilities	57	82%	32%	0%	51	75%	33%	0%
English Proficient	488	-	-	-	462	96%	76%	21%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	96	92%	55%	4%	89	89%	51%	4%
Not Disadvantaged	393	99%	82%	22%	373	98%	82%	25%
Migrant								
Not Migrant	489	97%	77%	18%	462	96%	76%	21%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	-	-	-	4	-	-	-

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

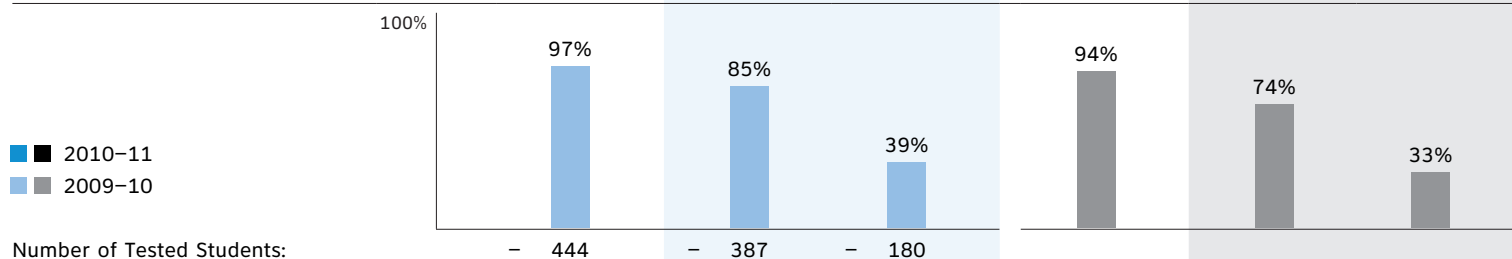
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Number of Tested Students:

- 444

- 387

- 180

Results by Student Group

2010-11 School Year

Total
TestedPercentage scoring at level(s):
2-4 3-4 4

2009-10 School Year

Total
TestedPercentage scoring at level(s):
2-4 3-4 4

	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	474	97%	86%	32%	456	97%	85%	39%
Female	221	99%	86%	31%	243	98%	85%	35%
Male	253	96%	85%	33%	213	97%	85%	45%
American Indian or Alaska Native	3	-	-	-	6	-	-	-
Black or African American	11	100%	45%	9%	12	100%	50%	17%
Hispanic or Latino	9	100%	89%	22%	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	6	100%	83%	50%
White	437	97%	87%	33%	431	98%	86%	40%
Multiracial	10	100%	100%	20%				
Small Group Totals	7	100%	71%	29%	7	71%	57%	14%
General-Education Students	419	99%	90%	36%	406	99%	90%	43%
Students with Disabilities	55	85%	56%	5%	50	84%	42%	8%
English Proficient	473	-	-	-	456	97%	85%	39%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	88	92%	65%	13%	88	90%	66%	11%
Not Disadvantaged	386	99%	91%	37%	368	99%	89%	46%
Migrant								
Not Migrant	474	97%	86%	32%	456	97%	85%	39%

NOTES

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Other Assessments

2010-11 School Year

Total
TestedNumber scoring at level(s):
2-4 3-4 4

2009-10 School Year

Total
TestedNumber scoring at level(s):
2-4 3-4 4

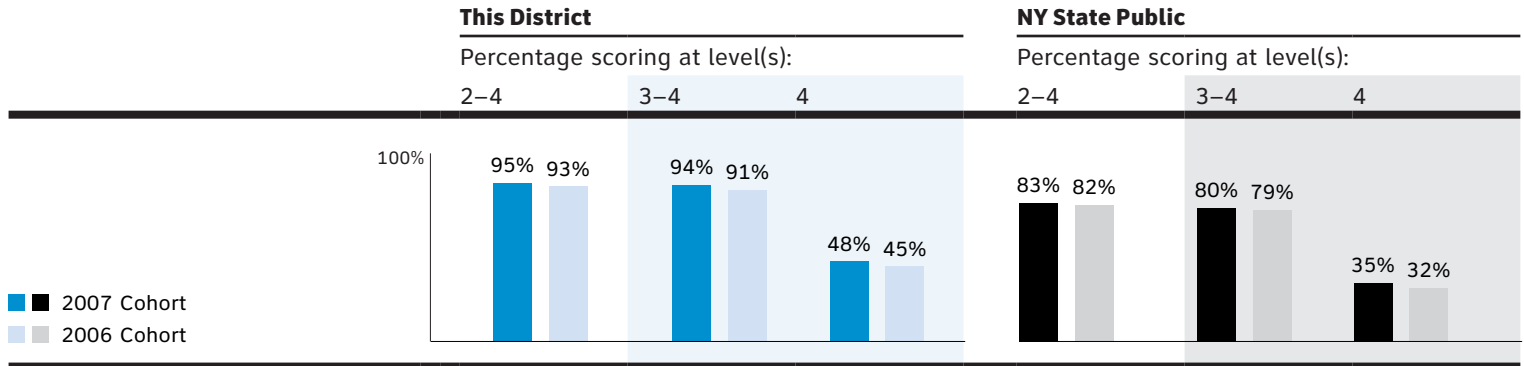
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	-	-	-	4	-	-	-
Regents Science	2	-	-	-	0			

4 Overview of District Performance

District **BALDWINVILLE CENTRAL SCHOOL DISTRICT**

District ID **42-09-01-06-0000**

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



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	480	95%	94%	48%	506	93%	91%	45%
Female	228	96%	96%	54%	250	94%	93%	56%
Male	252	94%	92%	42%	256	92%	89%	34%
American Indian or Alaska Native	7	86%	86%	0%	3	—	—	—
Black or African American	6	—	—	—	12	83%	75%	25%
Hispanic or Latino	9	100%	100%	67%	10	100%	100%	40%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	5	—	—	—
White	433	95%	94%	48%	476	94%	92%	46%
Multiracial	21	95%	95%	43%				
Small Group Totals	10	90%	90%	30%	8	63%	63%	0%
General-Education Students	424	97%	96%	53%	438	96%	95%	51%
Students with Disabilities	56	77%	71%	4%	68	75%	63%	4%
English Proficient	480	95%	94%	48%	506	93%	91%	45%
Limited English Proficient								
Economically Disadvantaged	66	92%	92%	21%	61	90%	82%	31%
Not Disadvantaged	414	95%	94%	52%	445	93%	92%	47%
Migrant								
Not Migrant	480	95%	94%	48%	506	93%	91%	45%

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.

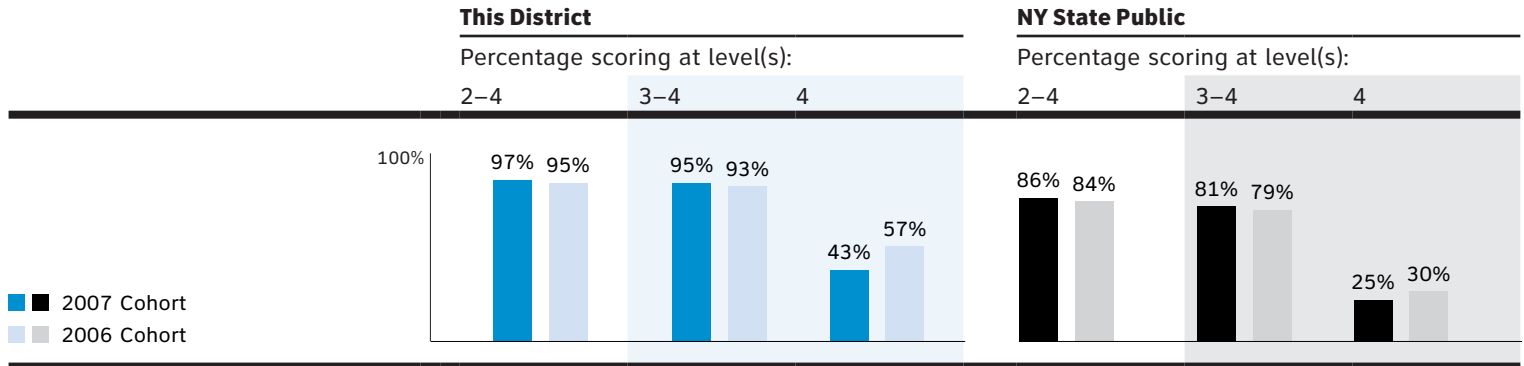
** 2006 cohort data are those reported in the 2009–10 *Accountability and Overview Report*.

4 Overview of District Performance

District **BALDWINVILLE CENTRAL SCHOOL DISTRICT**

District ID **42-09-01-06-0000**

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



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	480	97%	95%	43%	506	95%	93%	57%
Female	228	98%	97%	43%	250	96%	94%	62%
Male	252	96%	92%	42%	256	95%	92%	52%
American Indian or Alaska Native	7	86%	71%	29%	3	—	—	—
Black or African American	6	—	—	—	12	75%	67%	25%
Hispanic or Latino	9	100%	100%	33%	10	90%	90%	40%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	5	—	—	—
White	433	97%	95%	44%	476	96%	94%	58%
Multiracial	21	95%	95%	43%				
Small Group Totals	10	90%	90%	10%	8	75%	75%	25%
General-Education Students	424	99%	98%	48%	438	98%	97%	64%
Students with Disabilities	56	80%	68%	2%	68	78%	68%	7%
English Proficient	480	97%	95%	43%	506	95%	93%	57%
Limited English Proficient								
Economically Disadvantaged	66	95%	91%	14%	61	90%	84%	36%
Not Disadvantaged	414	97%	95%	47%	445	96%	94%	60%
Migrant								
Not Migrant	480	97%	95%	43%	506	95%	93%	57%

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.

** 2006 cohort data are those reported in the 2009–10 *Accountability and Overview Report*.