



The New York State Report Card 2011–12

District **MALONE CENTRAL SCHOOL
DISTRICT**
District ID **16-15-01-06-0000**
Superintendent **WAYNE WALBRIDGE**
Telephone **(518) 483-7800**
Grades **PK-12, UE, US**
Need/Resource
Capacity Category **High Need/Resource Rural
Districts**

The New York State 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 school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or 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 supports.

This report includes:

- 1 Profile**
This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.
- 2 Student Performance**
This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.
- 3 Student Outcomes**
This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

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

1 Profile

District **MALONE CENTRAL SCHOOL DISTRICT**

District ID **16-15-01-06-0000**

Enrollment

	2009-10	2010-11	2011-12
Pre-K	106	118	101
Kindergarten	185	186	192
Grade 1	169	163	159
Grade 2	155	166	158
Grade 3	176	154	159
Grade 4	160	171	139
Grade 5	155	160	169
Grade 6	166	147	159
Ungraded Elementary	0	0	4
Grade 7	149	177	155
Grade 8	186	141	169
Grade 9	232	210	172
Grade 10	238	213	199
Grade 11	199	232	194
Grade 12	170	196	214
Ungraded Secondary	10	7	1
Total K-12	2350	2323	2243

Average Class Size

	2009-10	2010-11	2011-12
Common Branch	19	19	19
Grade 8			
English	17	13	20
Mathematics	16	13	19
Science		13	15
Social Studies	17	17	20
Grade 10			
English	19	18	23
Mathematics	14	18	18
Science	15	15	16
Social Studies	17	16	15

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 school's and 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 school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

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.

1 Profile

District **MALONE CENTRAL SCHOOL DISTRICT**

District ID **16-15-01-06-0000**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	934	40%	897	39%	915	41%
Reduced Price Lunch	250	11%	206	9%	209	9%
Limited English Proficient	1	0%	0	0%	0	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	25	1%	26	1%	22	1%
Black or African American	19	1%	19	1%	21	1%
Hispanic or Latino	44	2%	41	2%	34	2%
Asian or Native Hawaiian/Other Pacific Islander	16	1%	19	1%	20	1%
White	2245	96%	2215	95%	2139	95%
Multiracial	1	0%	3	0%	7	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		94%
Student Suspensions	104	4%	127	5%	108	5%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was 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 the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

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.

1 Profile

District **MALONE CENTRAL SCHOOL DISTRICT**

District ID **16-15-01-06-0000**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	218	215	204
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	2%	0%	0%
Percent with Fewer than Three Years of Experience	3%	3%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	35%	35%	35%
Total Number of Core Classes	543	518	471
Percent Not Taught by Highly Qualified Teachers in This School*	N/A	N/A	N/A
Percent Not Taught by Highly Qualified Teachers in This District**	1%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	802	851	738
Percent Taught by Teachers Without Appropriate Certification	2%	0%	2%

*Not available at the district or statewide level.

**Not available for charter schools or at the statewide level.

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	18%	0%	0%
Turnover Rate of All Teachers	11%	6%	8%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	23	26	27
Total Paraprofessionals*	114	98	96
Assistant Principals	3	3	3
Principals	5	5	5

*Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than 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 or otherwise in accordance with state standards, and show subject matter competency.

In public schools, 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.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

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.

2 Student Performance

District **MALONE CENTRAL SCHOOL DISTRICT**

District ID **16-15-01-06-0000**

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

New York State Testing Program (NYSTP) Assessments

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

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.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

New York State English as a Second Language Achievement Tests (NYSESLAT)

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

Secondary-Level Cohorts

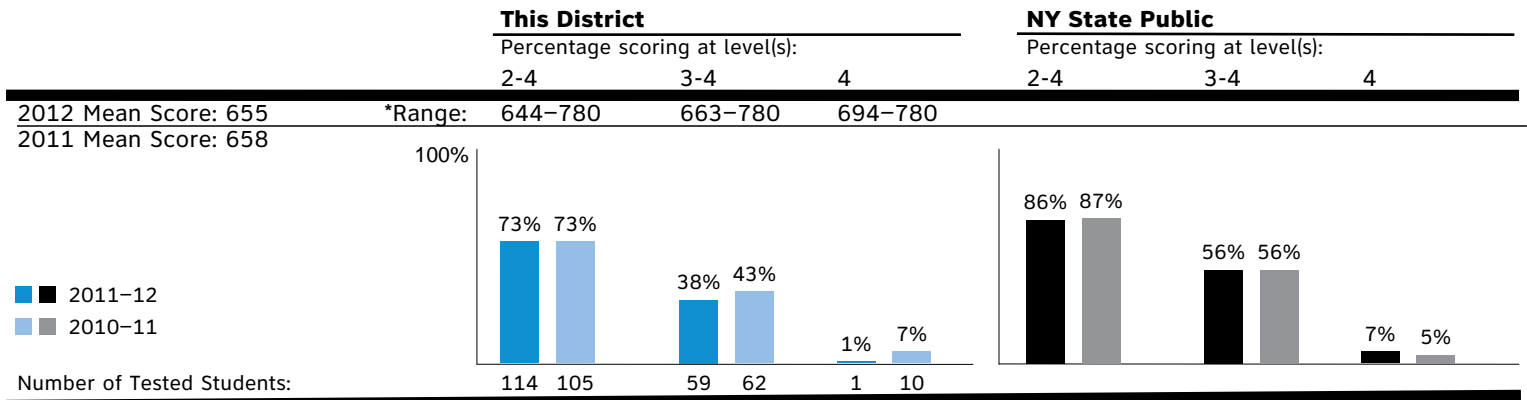
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

2 Student Performance

District **MALONE CENTRAL SCHOOL DISTRICT**

District ID **16-15-01-06-0000**

Results in Grade 3 English Language Arts



Results by Student Group

	2011-12 School Year				2010-11 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	156	73%	38%	1%	143	73%	43%	7%
Female	74	78%	43%	1%	68	79%	47%	4%
Male	82	68%	33%	0%	75	68%	40%	9%
American Indian or Alaska Native	1	–	–	–				
Black or African American	3	–	–	–				
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	150	73%	37%	1%	138	74%	43%	7%
Multiracial	1	–	–	–	4	–	–	–
Small Group Totals	6	67%	50%	0%	5	60%	60%	20%
General-Education Students	137	80%	43%	1%	130	79%	46%	8%
Students with Disabilities	19	26%	0%	0%	13	15%	15%	0%
English Proficient	156	73%	38%	1%	143	73%	43%	7%
Limited English Proficient								
Economically Disadvantaged	93	65%	24%	1%	76	62%	28%	3%
Not Disadvantaged	63	86%	59%	0%	67	87%	61%	12%
Migrant	8	50%	0%	0%	5	100%	60%	0%
Not Migrant	148	74%	40%	1%	138	72%	43%	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 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

Other Assessments

	2011-12 School Year				2010-11 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	2	–	–	–	0			
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

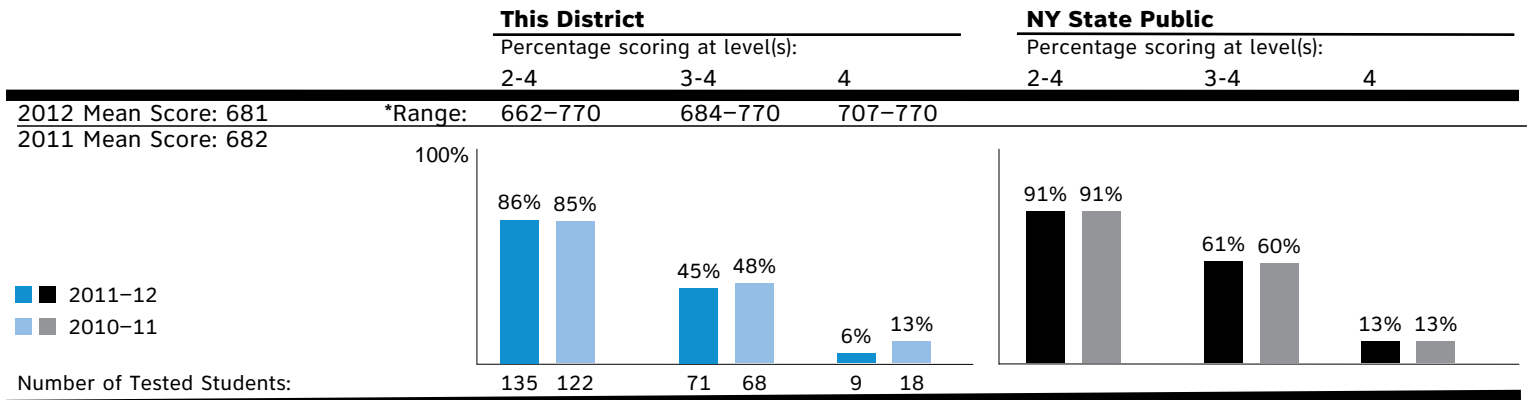
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **MALONE CENTRAL SCHOOL DISTRICT**

District ID **16-15-01-06-0000**

Results in Grade 3 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 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	157	86%	45%	6%	143	85%	48%	13%
Female	75	84%	48%	7%	68	91%	49%	9%
Male	82	88%	43%	5%	75	80%	47%	16%
American Indian or Alaska Native	1	–	–	–				
Black or African American	3	–	–	–				
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	151	86%	44%	6%	138	86%	47%	13%
Multiracial	1	–	–	–	4	–	–	–
Small Group Totals	6	83%	83%	0%	5	80%	60%	0%
General-Education Students	137	88%	50%	7%	130	88%	49%	14%
Students with Disabilities	20	75%	15%	0%	13	54%	31%	0%
English Proficient	157	86%	45%	6%	143	85%	48%	13%
Limited English Proficient								
Economically Disadvantaged	94	83%	34%	3%	76	79%	36%	7%
Not Disadvantaged	63	90%	62%	10%	67	93%	61%	19%
Migrant	8	75%	0%	0%	5	100%	60%	0%
Not Migrant	149	87%	48%	6%	138	85%	47%	13%

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Other Assessments

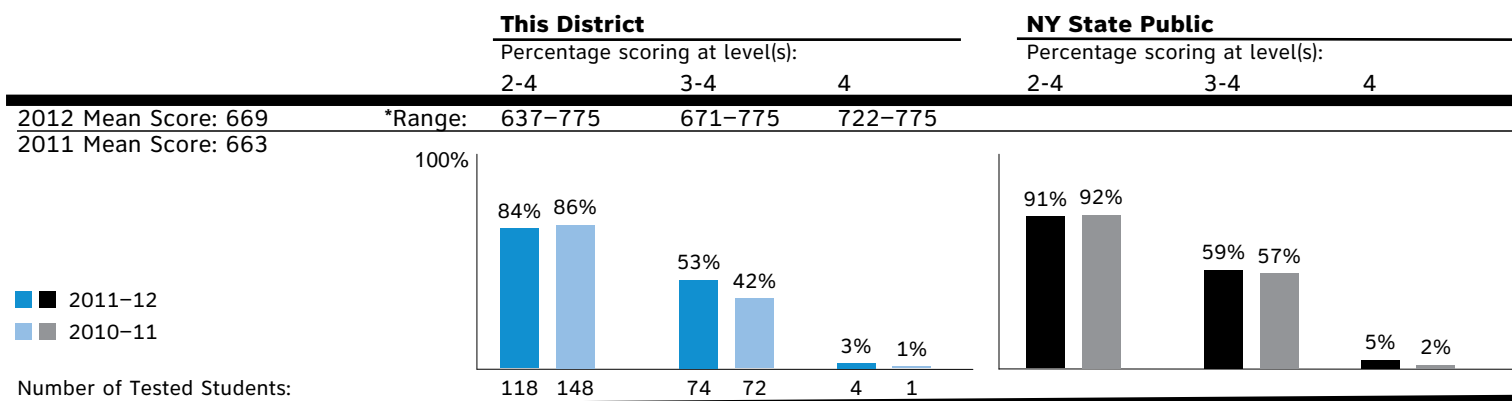
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	–	–	–	0			

2 Student Performance

District **MALONE CENTRAL SCHOOL DISTRICT**

District ID **16-15-01-06-0000**

Results in Grade 4 English Language Arts



Results by Student Group

	2011-12 School Year				2010-11 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	140	84%	53%	3%	173	86%	42%	1%
Female	66	88%	58%	2%	84	88%	49%	1%
Male	74	81%	49%	4%	89	83%	35%	0%
American Indian or Alaska Native								
Black or African American					2	-	-	-
Hispanic or Latino	1	-	-	-	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					2	-	-	-
White	134	84%	52%	3%	166	86%	41%	1%
Multiracial	5	-	-	-				
Small Group Totals	6	83%	67%	0%	7	86%	57%	0%
General-Education Students	126	90%	57%	3%	151	91%	46%	1%
Students with Disabilities	14	36%	14%	0%	22	45%	9%	0%
English Proficient	140	84%	53%	3%	173	86%	42%	1%
Limited English Proficient								
Economically Disadvantaged	72	76%	40%	0%	96	78%	32%	0%
Not Disadvantaged	68	93%	66%	6%	77	95%	53%	1%
Migrant	4	-	-	-	2	-	-	-
Not Migrant	136	-	-	-	171	-	-	-

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Other Assessments

	2011-12 School Year				2010-11 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	0				0			
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

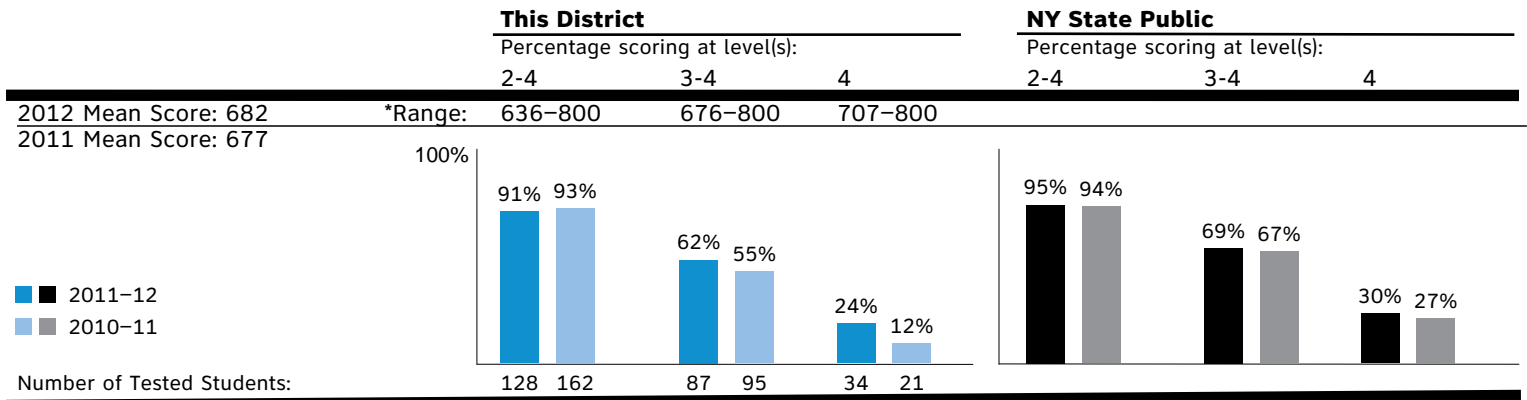
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **MALONE CENTRAL SCHOOL DISTRICT**

District ID **16-15-01-06-0000**

Results in Grade 4 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 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	141	91%	62%	24%	174	93%	55%	12%
Female	67	93%	58%	25%	85	92%	55%	11%
Male	74	89%	65%	23%	89	94%	54%	13%
American Indian or Alaska Native								
Black or African American					2	–	–	–
Hispanic or Latino	1	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander					2	–	–	–
White	135	91%	61%	24%	167	93%	54%	13%
Multiracial	5	–	–	–				
Small Group Totals	6	83%	67%	17%	7	100%	71%	0%
General-Education Students	126	94%	67%	26%	152	97%	60%	14%
Students with Disabilities	15	60%	20%	7%	22	64%	18%	0%
English Proficient	141	91%	62%	24%	174	93%	55%	12%
Limited English Proficient								
Economically Disadvantaged	73	86%	51%	12%	97	88%	44%	9%
Not Disadvantaged	68	96%	74%	37%	77	100%	68%	16%
Migrant	4	–	–	–	2	–	–	–
Not Migrant	137	–	–	–	172	–	–	–

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Other Assessments

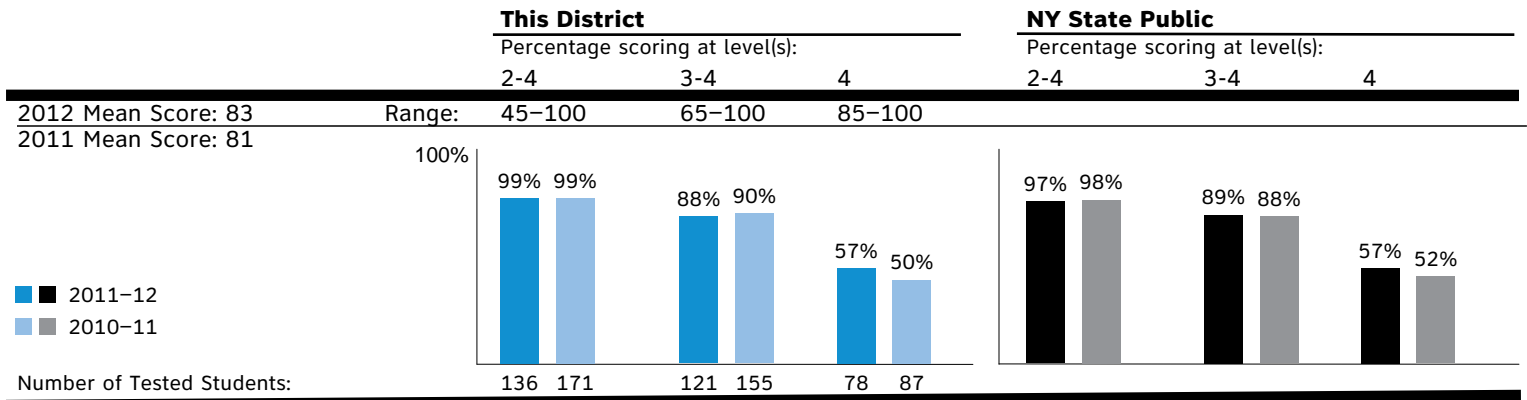
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

2 Student Performance

District **MALONE CENTRAL SCHOOL DISTRICT**

District ID **16-15-01-06-0000**

Results in Grade 4 Science



Results by Student Group

	2011-12 School Year				2010-11 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	138	99%	88%	57%	173	99%	90%	50%
Female	67	97%	90%	54%	84	99%	92%	46%
Male	71	100%	86%	59%	89	99%	88%	54%
American Indian or Alaska Native								
Black or African American					2	-	-	-
Hispanic or Latino	1	-	-	-	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					2	-	-	-
White	132	98%	88%	56%	166	99%	90%	51%
Multiracial	5	-	-	-				
Small Group Totals	6	100%	83%	67%	7	100%	86%	43%
General-Education Students	124	100%	92%	61%	151	99%	93%	53%
Students with Disabilities	14	86%	50%	14%	22	95%	64%	32%
English Proficient	138	99%	88%	57%	173	99%	90%	50%
Limited English Proficient								
Economically Disadvantaged	70	97%	80%	44%	96	98%	82%	40%
Not Disadvantaged	68	100%	96%	69%	77	100%	99%	64%
Migrant	3	-	-	-	2	-	-	-
Not Migrant	135	-	-	-	171	-	-	-

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Other Assessments

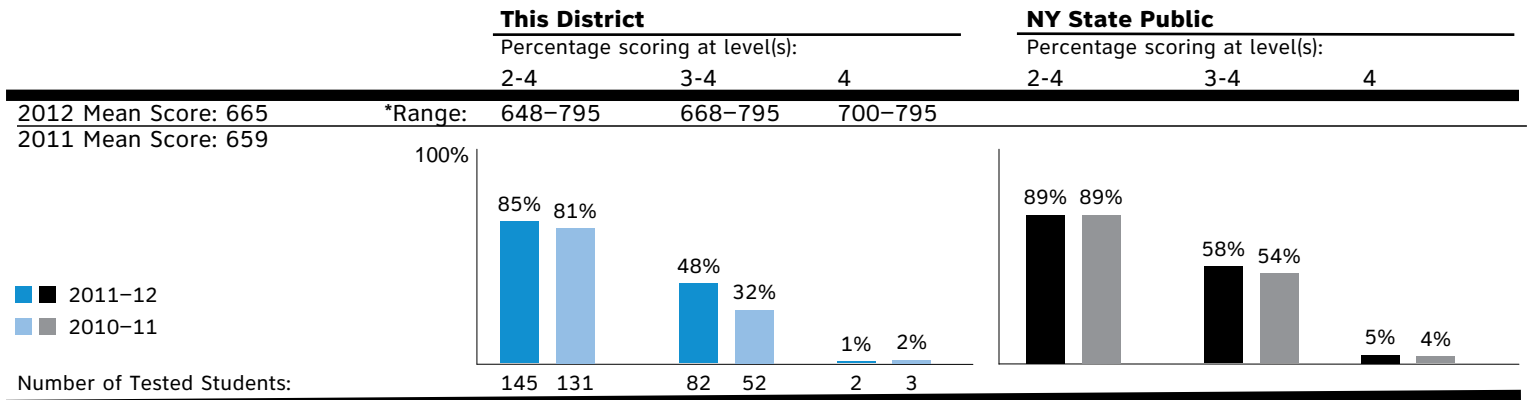
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

2 Student Performance

District **MALONE CENTRAL SCHOOL DISTRICT**

District ID **16-15-01-06-0000**

Results in Grade 5 English Language Arts



Results by Student Group

	2011-12 School Year				2010-11 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	171	85%	48%	1%	161	81%	32%	2%
Female	85	88%	52%	2%	68	81%	35%	1%
Male	86	81%	44%	0%	93	82%	30%	2%
American Indian or Alaska Native					2	–	–	–
Black or African American	2	–	–	–	2	–	–	–
Hispanic or Latino	3	–	–	–	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	2	–	–	–
White	164	85%	47%	1%	151	81%	33%	2%
Multiracial								
Small Group Totals	7	86%	71%	0%	10	90%	20%	0%
General-Education Students	145	93%	54%	1%	128	92%	41%	2%
Students with Disabilities	26	38%	15%	0%	33	39%	0%	0%
English Proficient	171	85%	48%	1%	161	81%	32%	2%
Limited English Proficient								
Economically Disadvantaged	96	79%	39%	1%	98	77%	21%	1%
Not Disadvantaged	75	92%	60%	1%	63	89%	49%	3%
Migrant	2	–	–	–	4	–	–	–
Not Migrant	169	–	–	–	157	–	–	–

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* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments

	2011-12 School Year				2010-11 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	0				2	–	–	–
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

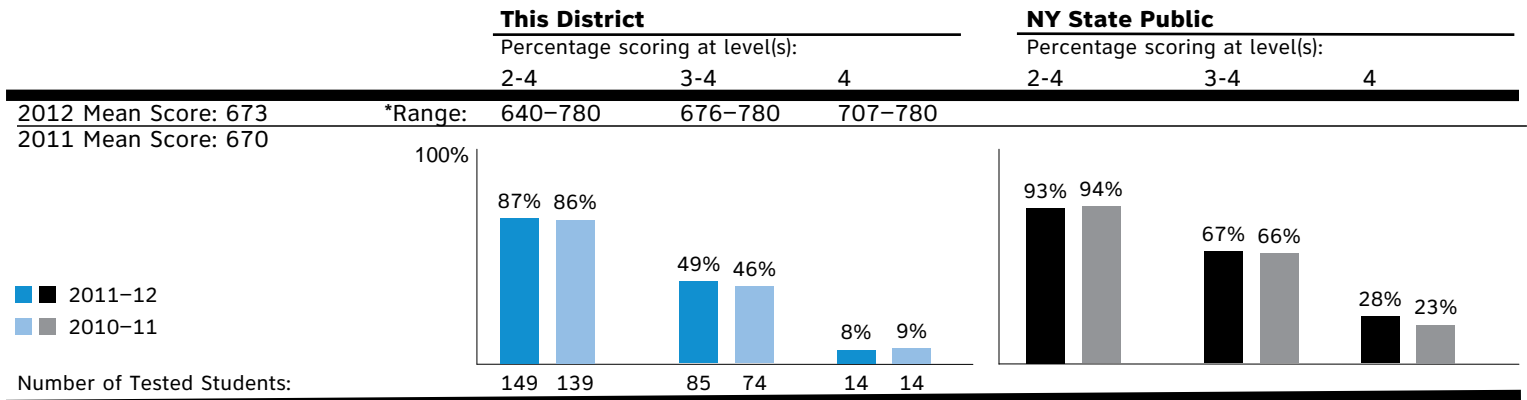
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **MALONE CENTRAL SCHOOL DISTRICT**

District ID **16-15-01-06-0000**

Results in Grade 5 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 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	172	87%	49%	8%	161	86%	46%	9%
Female	86	87%	49%	10%	68	81%	41%	12%
Male	86	86%	50%	6%	93	90%	49%	6%
American Indian or Alaska Native					2	–	–	–
Black or African American	2	–	–	–	2	–	–	–
Hispanic or Latino	3	–	–	–	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	2	–	–	–
White	165	86%	48%	8%	151	85%	48%	9%
Multiracial								
Small Group Totals	7	100%	86%	0%	10	100%	20%	0%
General-Education Students	145	92%	56%	10%	128	93%	54%	11%
Students with Disabilities	27	56%	15%	0%	33	61%	15%	0%
English Proficient	172	87%	49%	8%	161	86%	46%	9%
Limited English Proficient								
Economically Disadvantaged	97	79%	44%	5%	98	85%	35%	4%
Not Disadvantaged	75	96%	56%	12%	63	89%	63%	16%
Migrant	2	–	–	–	4	–	–	–
Not Migrant	170	–	–	–	157	–	–	–

NOTES

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* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports*.

Other Assessments

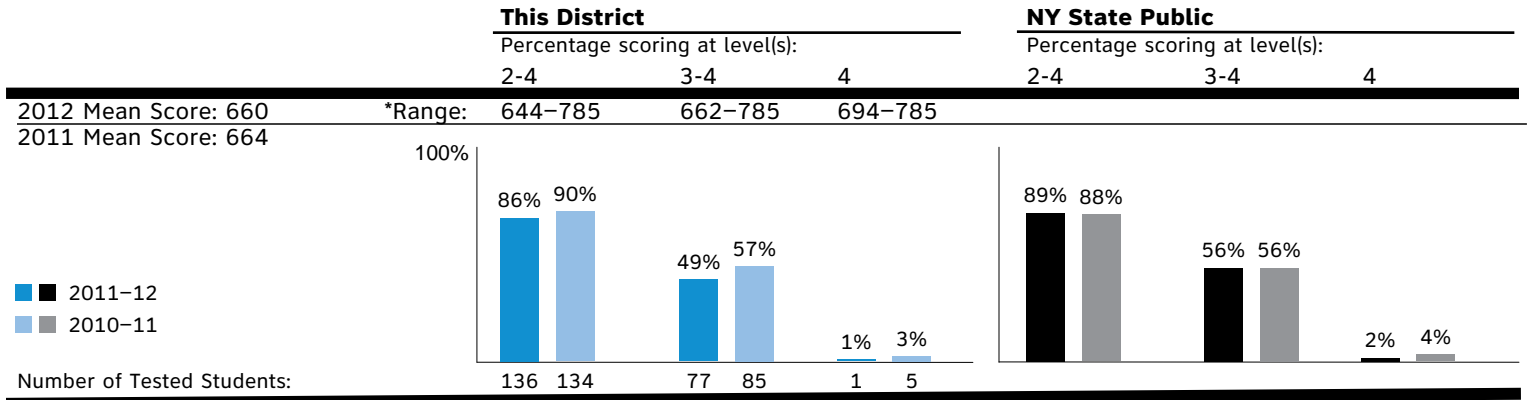
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				2	–	–	–

2 Student Performance

District **MALONE CENTRAL SCHOOL DISTRICT**

District ID **16-15-01-06-0000**

Results in Grade 6 English Language Arts



Results by Student Group

	2011–12 School Year				2010–11 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	158	86%	49%	1%	149	90%	57%	3%
Female	68	82%	47%	1%	92	89%	53%	3%
Male	90	89%	50%	0%	57	91%	63%	4%
American Indian or Alaska Native	3	–	–	–	1	–	–	–
Black or African American	2	–	–	–	1	–	–	–
Hispanic or Latino	2	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	1	–	–	–
White	149	86%	50%	1%	144	90%	56%	3%
Multiracial								
Small Group Totals	9	89%	33%	0%	5	100%	100%	0%
General-Education Students	128	92%	58%	1%	122	98%	68%	4%
Students with Disabilities	30	60%	10%	0%	27	52%	7%	0%
English Proficient	158	86%	49%	1%	149	90%	57%	3%
Limited English Proficient								
Economically Disadvantaged	94	83%	35%	1%	70	83%	41%	1%
Not Disadvantaged	64	91%	69%	0%	79	96%	71%	5%
Migrant	5	40%	20%	0%	4	–	–	–
Not Migrant	153	88%	50%	1%	145	–	–	–

NOTES

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Other Assessments

	2011–12 School Year				2010–11 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	2	–	–	–	0			
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

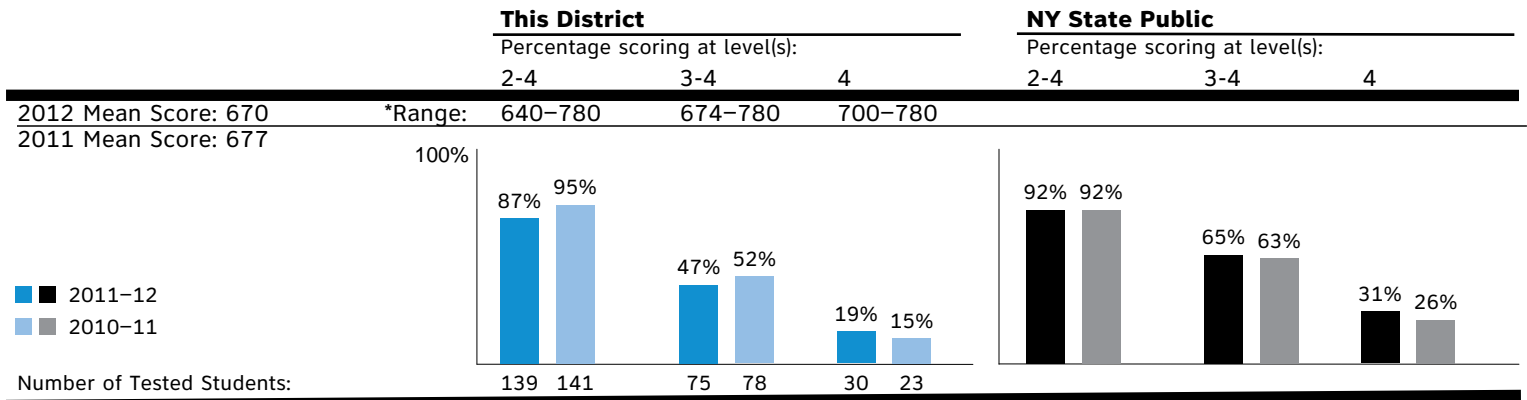
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **MALONE CENTRAL SCHOOL DISTRICT**

District ID **16-15-01-06-0000**

Results in Grade 6 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 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	160	87%	47%	19%	149	95%	52%	15%
Female	68	85%	53%	24%	92	93%	50%	13%
Male	92	88%	42%	15%	57	96%	56%	19%
American Indian or Alaska Native	3	–	–	–	1	–	–	–
Black or African American	2	–	–	–	1	–	–	–
Hispanic or Latino	2	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	1	–	–	–
White	151	86%	48%	19%	144	94%	51%	16%
Multiracial								
Small Group Totals	9	100%	22%	11%	5	100%	80%	0%
General-Education Students	129	95%	56%	22%	122	98%	61%	19%
Students with Disabilities	31	55%	10%	3%	27	78%	15%	0%
English Proficient	160	87%	47%	19%	149	95%	52%	15%
Limited English Proficient								
Economically Disadvantaged	95	86%	37%	14%	70	90%	41%	10%
Not Disadvantaged	65	88%	62%	26%	79	99%	62%	20%
Migrant	5	40%	0%	0%	4	–	–	–
Not Migrant	155	88%	48%	19%	145	–	–	–

NOTES

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Other Assessments

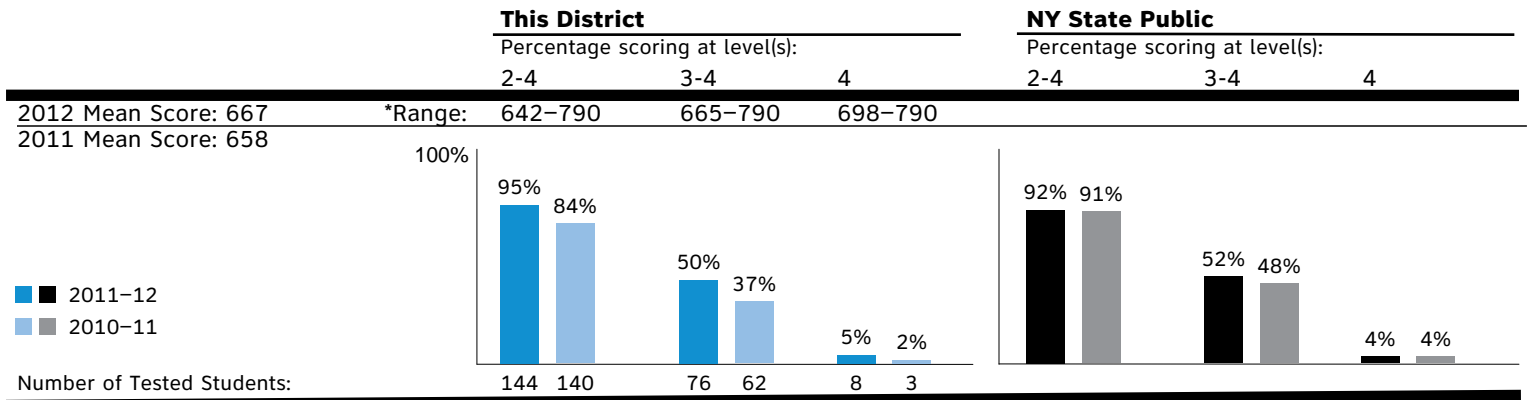
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2	–	–	–	0	–	–	–

2 Student Performance

District **MALONE CENTRAL SCHOOL DISTRICT**

District ID **16-15-01-06-0000**

Results in Grade 7 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 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	152	95%	50%	5%	167	84%	37%	2%
Female	90	96%	48%	4%	74	88%	41%	1%
Male	62	94%	53%	6%	93	81%	34%	2%
American Indian or Alaska Native	1	–	–	–	4	–	–	–
Black or African American					5	80%	0%	0%
Hispanic or Latino	2	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	147	95%	50%	5%	156	84%	38%	2%
Multiracial	1	–	–	–				
Small Group Totals	5	100%	60%	0%	6	83%	33%	0%
General-Education Students	126	100%	59%	6%	132	95%	47%	2%
Students with Disabilities	26	69%	8%	0%	35	43%	0%	0%
English Proficient	152	95%	50%	5%	167	84%	37%	2%
Limited English Proficient								
Economically Disadvantaged	71	93%	34%	0%	86	78%	24%	0%
Not Disadvantaged	81	96%	64%	10%	81	90%	51%	4%
Migrant	5	80%	0%	0%	4	–	–	–
Not Migrant	147	95%	52%	5%	163	–	–	–

NOTES

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Other Assessments

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				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

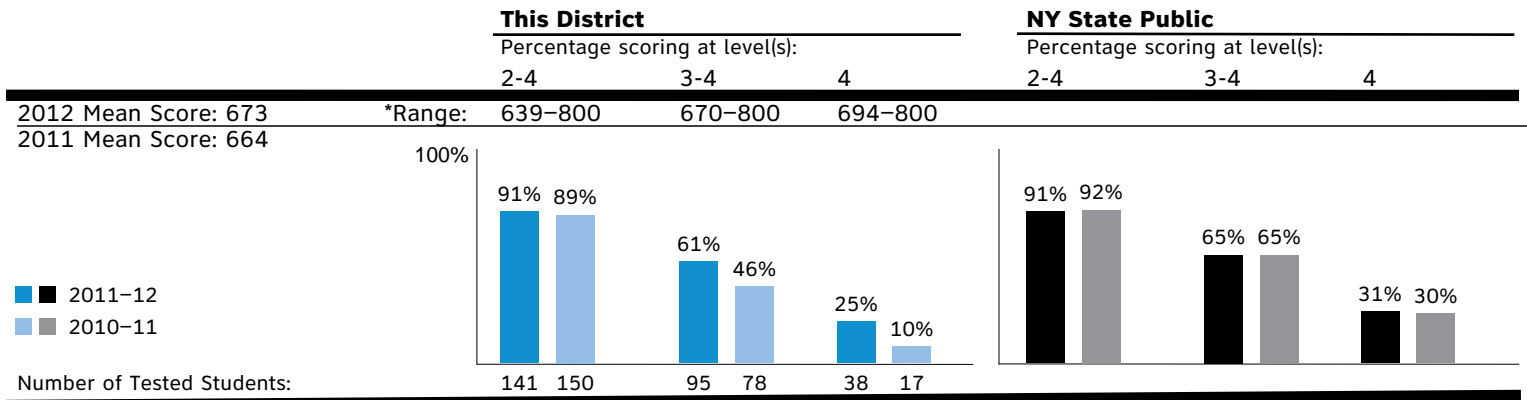
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **MALONE CENTRAL SCHOOL DISTRICT**

District ID **16-15-01-06-0000**

Results in Grade 7 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	155	91%	61%	25%	169	89%	46%	10%
Female	91	88%	57%	21%	75	89%	47%	11%
Male	64	95%	67%	30%	94	88%	46%	10%
American Indian or Alaska Native	1	–	–	–	4	–	–	–
Black or African American					5	100%	20%	0%
Hispanic or Latino	2	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	150	91%	61%	25%	158	89%	47%	11%
Multiracial	1	–	–	–				
Small Group Totals	5	100%	80%	0%	6	83%	50%	0%
General-Education Students	127	98%	73%	30%	133	97%	58%	13%
Students with Disabilities	28	61%	7%	0%	36	58%	3%	0%
English Proficient	155	91%	61%	25%	169	89%	46%	10%
Limited English Proficient								
Economically Disadvantaged	74	84%	49%	14%	86	83%	31%	9%
Not Disadvantaged	81	98%	73%	35%	83	95%	61%	11%
Migrant	5	100%	20%	0%	3	–	–	–
Not Migrant	150	91%	63%	25%	166	–	–	–

NOTES

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Other Assessments

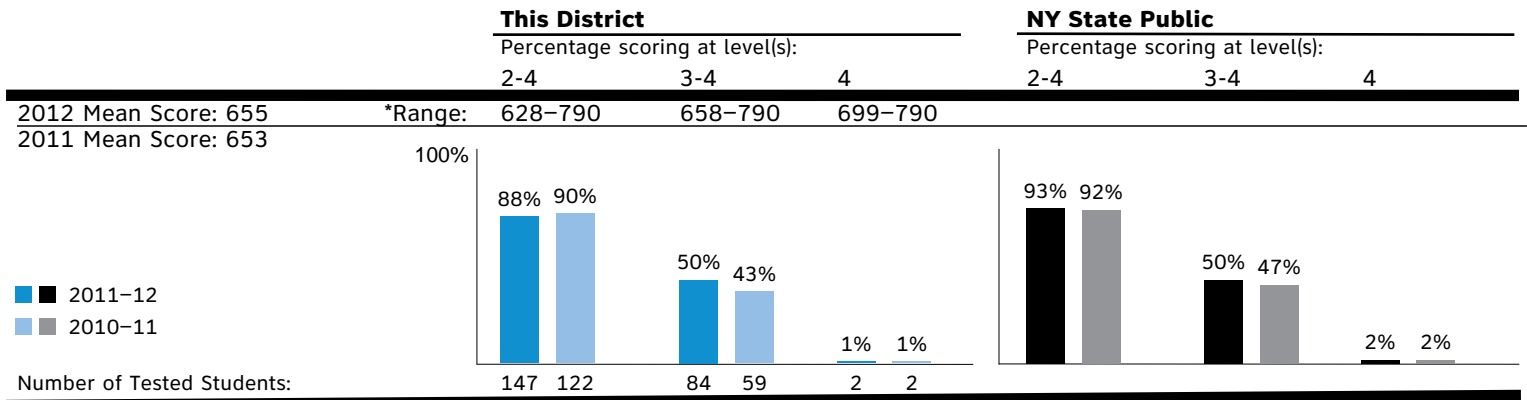
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				2	–	–	–

2 Student Performance

District **MALONE CENTRAL SCHOOL DISTRICT**

District ID **16-15-01-06-0000**

Results in Grade 8 English Language Arts



Results by Student Group

	2011–12 School Year				2010–11 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	167	88%	50%	1%	136	90%	43%	1%
Female	78	90%	53%	1%	70	91%	47%	1%
Male	89	87%	48%	1%	66	88%	39%	2%
American Indian or Alaska Native	2	–	–	–				
Black or African American	5	100%	0%	0%				
Hispanic or Latino	2	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	2	–	–	–
White	157	88%	52%	1%	132	–	–	–
Multiracial								
Small Group Totals	5	80%	60%	0%	136	90%	43%	1%
General-Education Students	130	98%	63%	2%	105	96%	55%	2%
Students with Disabilities	37	54%	5%	0%	31	68%	3%	0%
English Proficient	167	88%	50%	1%	136	90%	43%	1%
Limited English Proficient								
Economically Disadvantaged	84	83%	40%	1%	67	82%	25%	0%
Not Disadvantaged	83	93%	60%	1%	69	97%	61%	3%
Migrant	3	–	–	–				
Not Migrant	164	–	–	–	136	90%	43%	1%

NOTES

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* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments

	2011–12 School Year				2010–11 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	2	–	–	–	0			
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

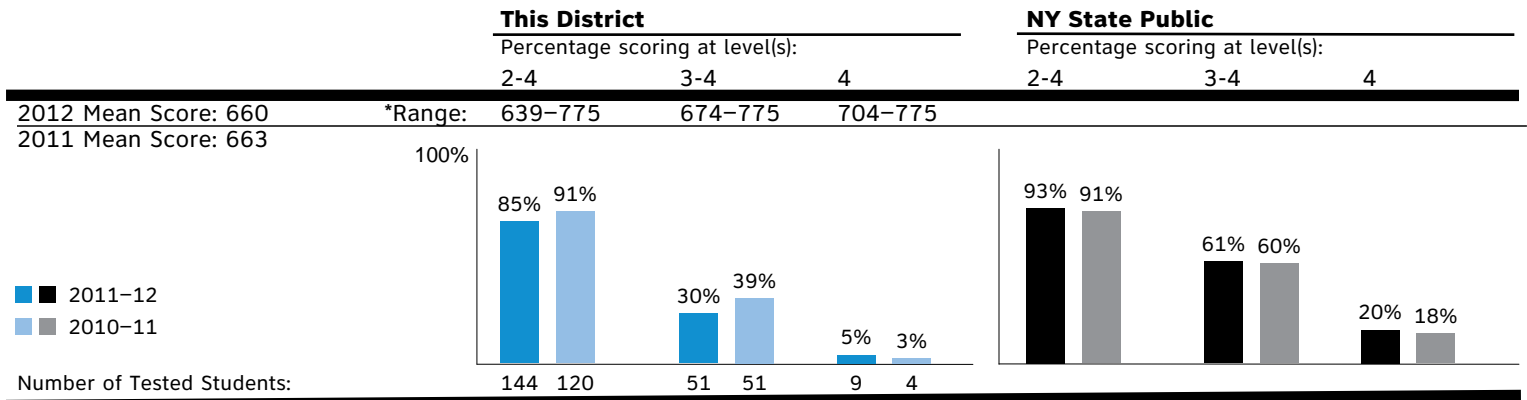
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **MALONE CENTRAL SCHOOL DISTRICT**

District ID **16-15-01-06-0000**

Results in Grade 8 Mathematics



Results by Student Group

	2011-12 School Year				2010-11 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	169	85%	30%	5%	132	91%	39%	3%
Female	80	81%	29%	5%	68	88%	38%	3%
Male	89	89%	31%	6%	64	94%	39%	3%
American Indian or Alaska Native	2	-	-	-				
Black or African American	5	100%	40%	0%				
Hispanic or Latino	2	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	158	85%	30%	6%	129	-	-	-
Multiracial								
Small Group Totals	6	83%	33%	0%	132	91%	39%	3%
General-Education Students	131	95%	37%	7%	101	97%	43%	4%
Students with Disabilities	38	50%	5%	0%	31	71%	26%	0%
English Proficient	169	85%	30%	5%	132	91%	39%	3%
Limited English Proficient								
Economically Disadvantaged	85	80%	21%	4%	63	81%	25%	0%
Not Disadvantaged	84	90%	39%	7%	69	100%	51%	6%
Migrant	3	-	-	-				
Not Migrant	166	-	-	-	132	91%	39%	3%

NOTES

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* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

Other Assessments

	2011-12 School Year				2010-11 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	2	-	-	-	0			

2 Student Performance

District **MALONE CENTRAL SCHOOL DISTRICT**

District ID **16-15-01-06-0000**

Results in Grade 8 Science

This District

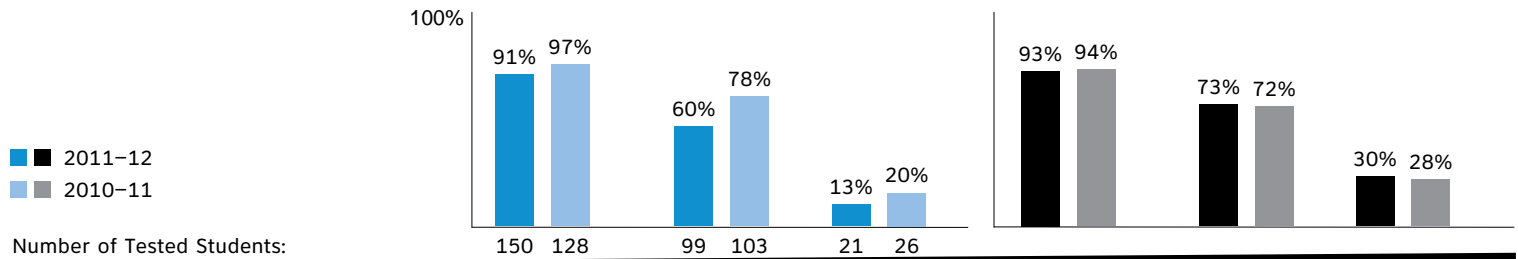
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2011-12 School Year

2010-11 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	165	91%	60%	13%	132	97%	78%	20%
Female	78	87%	56%	10%	67	96%	73%	18%
Male	87	94%	63%	15%	65	98%	83%	22%
American Indian or Alaska Native	2	–	–	–				
Black or African American	5	80%	40%	0%				
Hispanic or Latino	2	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	2	–	–	–
White	154	91%	60%	14%	128	–	–	–
Multiracial								
Small Group Totals	6	100%	67%	0%	132	97%	78%	20%
General-Education Students	129	97%	74%	16%	103	99%	83%	24%
Students with Disabilities	36	69%	8%	0%	29	90%	59%	3%
English Proficient	165	91%	60%	13%	132	97%	78%	20%
Limited English Proficient								
Economically Disadvantaged	82	84%	49%	11%	63	95%	68%	8%
Not Disadvantaged	83	98%	71%	14%	69	99%	87%	30%
Migrant	3	–	–	–				
Not Migrant	162	–	–	–	132	97%	78%	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

2011-12 School Year

2010-11 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	2	–	–	–	0			
Regents Science	0				0			

2 Student Performance

District **MALONE CENTRAL SCHOOL DISTRICT**

District ID **16-15-01-06-0000**

Statewide 2010–11 Results on the National Assessment of Educational Progress (NAEP)

	% Below Basic	% Basic	% Proficient	% Advanced
Grade 4 Reading	32%	33%	26%	9%
Grade 8 Reading	24%	41%	31%	4%
Grade 4 Mathematics	20%	44%	31%	5%
Grade 8 Mathematics	30%	40%	23%	7%

NOTES

*Reporting standards not met.

**Rounds to 0.

Statewide 2010–11 NAEP Participation Rates for LEP Students and Students with Disabilities

	Participation Rate
Grade 4 Reading	
Limited English Proficient	84%
Students with Disabilities	85%
Grade 8 Reading	
Limited English Proficient	77%
Students with Disabilities	84%
Grade 4 Mathematics	
Limited English Proficient	91%
Students with Disabilities	90%
Grade 8 Mathematics	
Limited English Proficient	92%
Students with Disabilities	91%

NOTE

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The NAEP assessment is administered to a sampling of schools across New York State. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States. As part of a federal requirement, NYSED is publishing these statewide results on NAEP. There are no consequences for schools, teachers, or students based on NAEP results.

2 Student Performance

District **MALONE CENTRAL SCHOOL DISTRICT**

District ID **16-15-01-06-0000**

Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction

This District

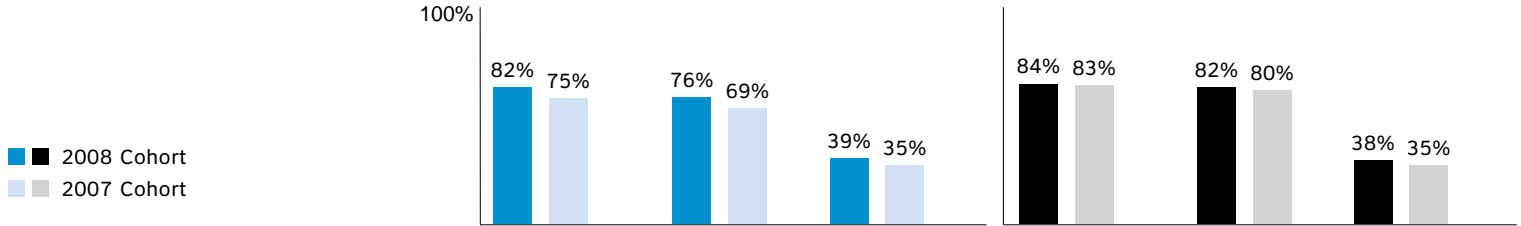
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2008 Cohort

Number of Students Percentage scoring at level(s):
2-4 3-4 4

2007 Cohort

Number of Students Percentage scoring at level(s):
2-4 3-4 4

All Students	249	82%	76%	39%	222	75%	69%	35%
Female	130	85%	80%	45%	94	79%	72%	40%
Male	119	79%	71%	33%	128	73%	67%	31%
American Indian or Alaska Native	3	—	—	—	3	—	—	—
Black or African American	2	—	—	—	3	—	—	—
Hispanic or Latino	2	—	—	—	4	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	2	—	—	—
White	239	82%	75%	39%	210	76%	70%	35%
Multiracial	1	—	—	—				
Small Group Totals	10	90%	90%	30%	12	67%	58%	33%
General-Education Students	189	89%	86%	49%	174	84%	82%	45%
Students with Disabilities	60	60%	45%	8%	48	44%	23%	0%
English Proficient	249	82%	76%	39%	222	75%	69%	35%
Limited English Proficient								
Economically Disadvantaged	107	68%	59%	21%	100	65%	58%	24%
Not Disadvantaged	142	92%	89%	53%	122	84%	79%	44%
Migrant	5	60%	20%	0%	3	—	—	—
Not Migrant	244	82%	77%	40%	219	—	—	—

NOTES

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2 Student Performance

District **MALONE CENTRAL SCHOOL DISTRICT**

District ID **16-15-01-06-0000**

Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

This District

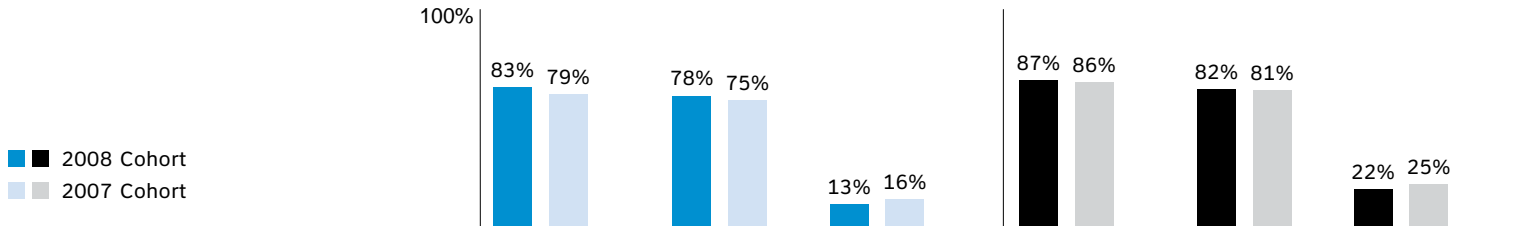
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2008 Cohort

Number of Students Percentage scoring at level(s):
2-4 3-4 4

2007 Cohort

Number of Students Percentage scoring at level(s):
2-4 3-4 4

	2008 Cohort	2007 Cohort
All Students	249	222
Female	130	94
Male	119	128
American Indian or Alaska Native	3	3
Black or African American	2	3
Hispanic or Latino	2	4
Asian or Native Hawaiian/Other Pacific Islander	2	2
White	239	210
Multiracial	1	
Small Group Totals	10	12
General-Education Students	189	174
Students with Disabilities	60	48
English Proficient	249	222
Limited English Proficient		
Economically Disadvantaged	107	100
Not Disadvantaged	142	122
Migrant	5	3
Not Migrant	244	219

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2 Student Performance

District **MALONE CENTRAL SCHOOL DISTRICT**

District ID **16-15-01-06-0000**

2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
Global History and Geography	249	10%	48%	21%	189	8%	55%	27%	60	17%	27%	3%
U.S. History and Government	249	7%	32%	37%	189	6%	33%	47%	60	10%	28%	8%
Science	249	7%	46%	31%	189	4%	49%	39%	60	18%	38%	5%

New York State Alternate Assessments (NYSAA) 2011-12

		All Students				
		Total Tested	Number of students scoring at Level:			
Secondary Level			1	2	3	4
English Language Arts	1		—	—	—	—
Mathematics	1		—	—	—	—
Social Studies	1		—	—	—	—
Science	1		—	—	—	—

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2 Student Performance

District **MALONE CENTRAL SCHOOL DISTRICT**

District ID **16-15-01-06-0000**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011–12	174	91%	78%	16%	142	98%	87%	20%	32	63%	34%	0%
	2010–11	207	96%	88%	45%	162	100%	98%	54%	45	82%	56%	13%
	2009–10	186	92%	87%	44%	149	99%	97%	53%	37	65%	46%	8%
Integrated Algebra	2011–12	180	97%	82%	12%	154	99%	86%	13%	26	85%	62%	4%
	2010–11	204	97%	78%	9%	173	97%	82%	11%	31	94%	58%	0%
	2009–10	238	94%	87%	5%	202	95%	90%	6%	36	89%	69%	0%
Geometry	2011–12	124	97%	90%	22%	119	97%	92%	23%	5	80%	40%	0%
	2010–11	149	100%	94%	21%	148	—	—	—	1	—	—	—
	2009–10	110	97%	92%	21%	103	97%	93%	21%	7	100%	71%	14%
Algebra 2/Trigonometry	2011–12	141	74%	58%	12%	138	—	—	—	3	—	—	—
	2010–11	108	72%	57%	9%	103	73%	58%	10%	5	60%	40%	0%
	2009–10	91	88%	76%	20%	87	—	—	—	4	—	—	—
Global History and Geography	2011–12	233	85%	69%	28%	208	88%	74%	31%	25	56%	28%	0%
	2010–11	252	81%	62%	10%	211	85%	69%	12%	41	61%	27%	0%
	2009–10	274	80%	65%	19%	207	85%	74%	25%	67	66%	34%	3%
U.S. History and Government	2011–12	211	81%	65%	26%	183	87%	72%	30%	28	39%	21%	4%
	2010–11	214	85%	75%	42%	166	90%	83%	51%	48	67%	46%	10%
	2009–10	188	92%	86%	49%	149	98%	96%	58%	39	69%	46%	15%
Living Environment	2011–12	158	99%	93%	46%	154	—	—	—	4	—	—	—
	2010–11	172	95%	92%	41%	163	96%	94%	43%	9	78%	67%	11%
	2009–10	212	92%	80%	28%	170	98%	90%	35%	42	67%	38%	0%
Physical Setting/Earth Science	2011–12	170	86%	68%	16%	143	89%	74%	20%	27	70%	33%	0%
	2010–11	219	87%	68%	18%	193	90%	73%	21%	26	65%	35%	0%
	2009–10	242	86%	71%	19%	199	89%	78%	23%	43	67%	35%	5%
Physical Setting/Chemistry	2011–12	90	92%	66%	9%	89	—	—	—	1	—	—	—
	2010–11	100	96%	69%	11%	96	—	—	—	4	—	—	—
	2009–10	96	97%	70%	14%	95	—	—	—	1	—	—	—
Physical Setting/Physics	2011–12	15	100%	93%	40%	15	100%	93%	40%	0			
	2010–11	5	100%	100%	80%	5	100%	100%	80%	0			
	2009–10	16	100%	81%	38%	16	100%	81%	38%	0			

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2 Student Performance

District **MALONE CENTRAL SCHOOL DISTRICT**

District ID **16-15-01-06-0000**

Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	9	67%	0		9	67%
	2010-11	11	64%	1	—	10	—
	2009-10	13	62%	2	—	11	—
Science	2011-12	3	—	0		3	—
	2010-11	10	60%	0		10	60%
	2009-10	5	40%	0		5	40%
Reading	2011-12	1	—	0		1	—
	2010-11	8	63%	0		8	63%
	2009-10	7	43%	0		7	43%
Writing	2011-12	0		0		0	
	2010-11	8	100%	0		8	100%
	2009-10	3	—	0		3	—
Global Studies	2011-12	6	17%	1	—	5	—
	2010-11	22	14%	2	—	20	—
	2009-10	35	34%	5	60%	30	30%
U.S. History and Government	2011-12	9	44%	3	—	6	—
	2010-11	21	48%	1	—	20	—
	2009-10	2	—	0		2	—

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2 Student Performance

District **MALONE CENTRAL SCHOOL DISTRICT**

District ID **16-15-01-06-0000**

New York State English as a Second Language Achievement Test (NYSESLAT)

		All Students				General-Education Students				Students with Disabilities						
		Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:					
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K–1)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades K–1)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 2–4)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 2–4)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 5–6)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 5–6)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 7–8)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	1	–	–	–	–	1	–	–	–	–	0				
Reading and Writing (Grades 7–8)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	1	–	–	–	–	1	–	–	–	–	0				
Listening and Speaking (Grades 9–12)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 9–12)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				

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3 Student Outcomes

District **MALONE CENTRAL SCHOOL DISTRICT**

District ID **16-15-01-06-0000**

High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2011–12	197		163		34	
	2010–11	164		139		25	
	2009–10	155		139		16	
Receiving a Regents Diploma	2011–12	157	80%	144	88%	13	38%
	2010–11	132	80%	127	91%	5	20%
	2009–10	135	87%	125	90%	10	63%
Receiving a Regents Diploma with Advanced Designation	2011–12	77	39%	75	46%	2	6%
	2010–11	63	38%	63	45%	0	0%
	2009–10	77	50%	76	55%	1	6%
Receiving an Individualized Education Program (IEP) Diploma	2011–12	8	N/A	0		8	N/A
	2010–11	9	N/A	0		9	N/A
	2009–10	11	N/A	0		11	N/A

NOTE

Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Dropped Out	2011–12	29	4%	14	2%	15	9%
	2010–11	32	3%	20	3%	12	6%
	2009–10	15	1%	8	1%	7	3%
Entered Approved High School Equivalency Preparation Program	2011–12	12	2%	12	2%	0	0%
	2010–11	13	1%	9	1%	4	2%
	2009–10	17	2%	14	2%	3	1%
Total Non-completers	2011–12	41	5%	26	4%	15	9%
	2010–11	45	5%	29	4%	16	8%
	2009–10	32	3%	22	3%	10	5%

Post-secondary Plans of 2011–12 Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
To 4-year College		62	30%	58	36%	4	10%
To 2-year College		92	45%	70	43%	22	52%
To Other Post-secondary		0	0%	0	0%	0	0%
To the Military		6	3%	6	4%	0	0%
To Employment		38	19%	25	15%	13	31%
To Adult Services		0	0%	0	0%	0	0%
To Other Known Plans		0	0%	0	0%	0	0%
Plan Unknown		7	3%	4	2%	3	7%