



The New York State Report Card 2011–12

District **CAIRO-DURHAM CENTRAL SCHOOL
DISTRICT**

District ID **19-03-01-04-0000**

Superintendent **GREGORY SANIK**

Telephone **(518) 622-8534**

Grades **PK-12, UE, US**

Need/Resource

Capacity Category **Average Need 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 **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

District ID **19-03-01-04-0000**

Enrollment

	2009-10	2010-11	2011-12
Pre-K	42	28	32
Kindergarten	85	107	91
Grade 1	88	83	103
Grade 2	93	91	85
Grade 3	95	95	84
Grade 4	105	93	98
Grade 5	109	104	97
Grade 6	122	107	96
Ungraded Elementary	3	2	3
Grade 7	127	124	103
Grade 8	130	119	121
Grade 9	130	141	151
Grade 10	129	107	109
Grade 11	140	124	113
Grade 12	130	138	107
Ungraded Secondary	9	7	11
Total K-12	1495	1442	1372

Average Class Size

	2009-10	2010-11	2011-12
Common Branch	20	22	19
Grade 8			
English	14	20	8
Mathematics	13	20	16
Science	16	15	17
Social Studies	18	19	17
Grade 10			
English	17		20
Mathematics	15	16	14
Science	22	22	25
Social Studies	16	14	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 **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

District ID **19-03-01-04-0000**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	410	27%	443	31%	455	33%
Reduced Price Lunch	135	9%	142	10%	158	12%
Limited English Proficient	6	0%	9	1%	4	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	6	0%	7	0%	3	0%
Black or African American	67	4%	38	3%	25	2%
Hispanic or Latino	55	4%	94	7%	103	8%
Asian or Native Hawaiian/Other Pacific Islander	12	1%	14	1%	5	0%
White	1355	91%	1245	86%	1185	86%
Multiracial	0	0%	44	3%	51	4%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		93%		92%		92%
Student Suspensions	108	7%	85	6%	72	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 **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

District ID **19-03-01-04-0000**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	137	131	127
Percent with No Valid Teaching Certificate	1%	0%	2%
Percent Teaching Out of Certification	1%	1%	2%
Percent with Fewer than Three Years of Experience	9%	6%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	12%	10%	11%
Total Number of Core Classes	352	369	346
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**	2%	1%	4%
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	513	514	470
Percent Taught by Teachers Without Appropriate Certification	3%	0%	5%

*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	23%	24%	23%
Turnover Rate of All Teachers	22%	18%	13%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	13	14	14
Total Paraprofessionals*	51	53	57
Assistant Principals	2	1	2
Principals	4	4	4

*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 **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

District ID **19-03-01-04-0000**

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

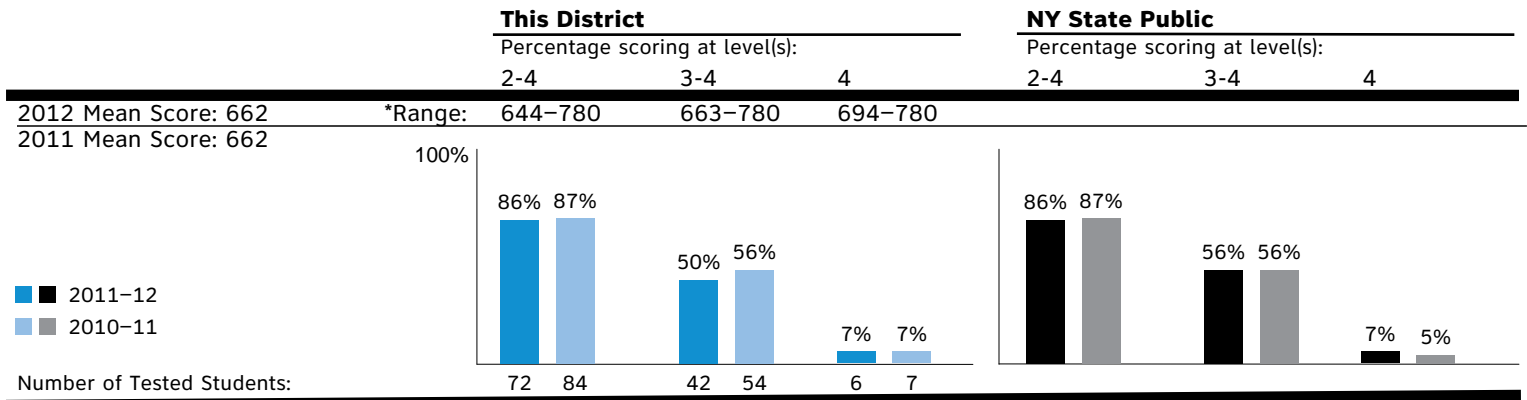
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded 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 **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

District ID **19-03-01-04-0000**

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	84	86%	50%	7%	97	87%	56%	7%
Female	37	92%	49%	8%	50	82%	54%	10%
Male	47	81%	51%	6%	47	91%	57%	4%
American Indian or Alaska Native	1	–	–	–				
Black or African American	2	–	–	–				
Hispanic or Latino	10	100%	50%	0%	9	100%	56%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	68	85%	53%	7%	80	86%	59%	9%
Multiracial	2	–	–	–	7	–	–	–
Small Group Totals	6	67%	17%	17%	8	75%	25%	0%
General-Education Students	71	94%	59%	8%	87	93%	61%	8%
Students with Disabilities	13	38%	0%	0%	10	30%	10%	0%
English Proficient	84	86%	50%	7%	97	87%	56%	7%
Limited English Proficient								
Economically Disadvantaged	46	78%	30%	4%	53	77%	47%	2%
Not Disadvantaged	38	95%	74%	11%	44	98%	66%	14%
Migrant								
Not Migrant	84	86%	50%	7%	97	87%	56%	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	1	–	–	–	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

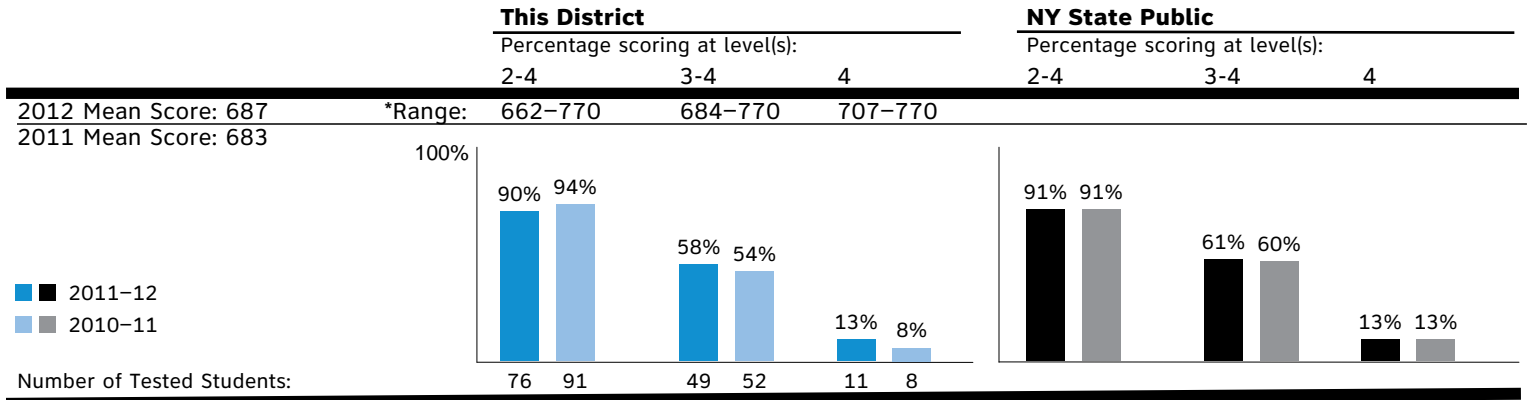
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

District ID **19-03-01-04-0000**

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	84	90%	58%	13%	97	94%	54%	8%
Female	37	89%	57%	8%	50	92%	48%	6%
Male	47	91%	60%	17%	47	96%	60%	11%
American Indian or Alaska Native	1	-	-	-				
Black or African American	2	-	-	-				
Hispanic or Latino	10	90%	50%	10%	9	100%	67%	11%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	68	91%	62%	13%	80	93%	56%	8%
Multiracial	2	-	-	-	7	-	-	-
Small Group Totals	6	83%	33%	17%	8	100%	13%	13%
General-Education Students	71	97%	68%	15%	87	98%	59%	8%
Students with Disabilities	13	54%	8%	0%	10	60%	10%	10%
English Proficient	84	90%	58%	13%	97	94%	54%	8%
Limited English Proficient								
Economically Disadvantaged	46	87%	46%	9%	53	89%	42%	6%
Not Disadvantaged	38	95%	74%	18%	44	100%	68%	11%
Migrant								
Not Migrant	84	90%	58%	13%	97	94%	54%	8%

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Other Assessments

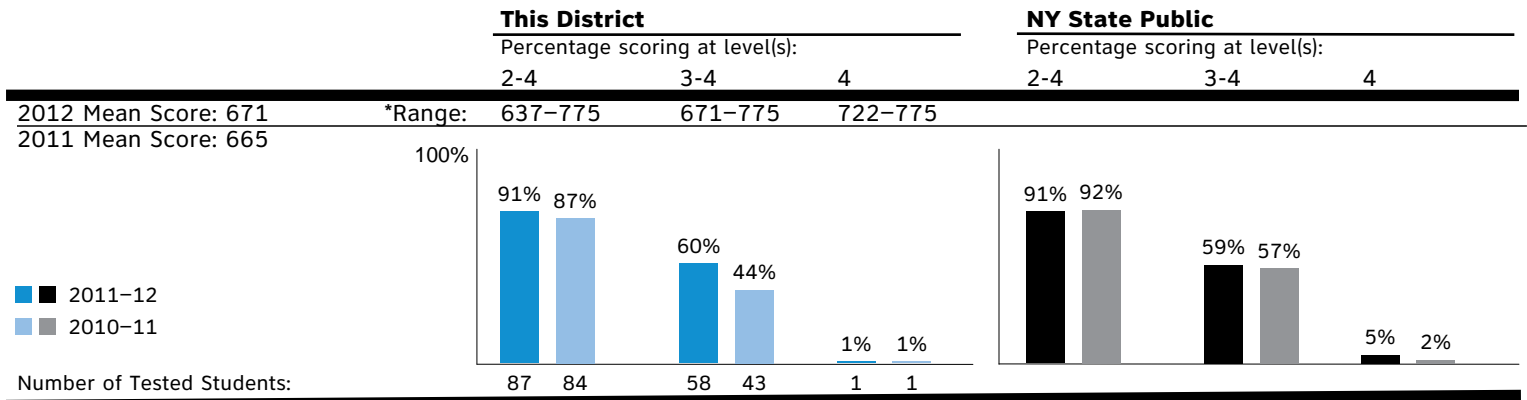
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	1	-	-	-	0			

2 Student Performance

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

District ID **19-03-01-04-0000**

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	96	91%	60%	1%	97	87%	44%	1%
Female	51	90%	59%	2%	48	88%	40%	0%
Male	45	91%	62%	0%	49	86%	49%	2%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	12	100%	75%	0%	9	89%	44%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	77	90%	60%	1%	77	90%	45%	1%
Multiracial	6	-	-	-	11	64%	36%	0%
Small Group Totals	7	86%	43%	0%				
General-Education Students	83	98%	69%	1%	81	96%	53%	1%
Students with Disabilities	13	46%	8%	0%	16	38%	0%	0%
English Proficient	96	91%	60%	1%	96	-	-	-
Limited English Proficient					1	-	-	-
Economically Disadvantaged	55	84%	42%	0%	47	81%	32%	0%
Not Disadvantaged	41	100%	85%	2%	50	92%	56%	2%
Migrant								
Not Migrant	96	91%	60%	1%	97	87%	44%	1%

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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

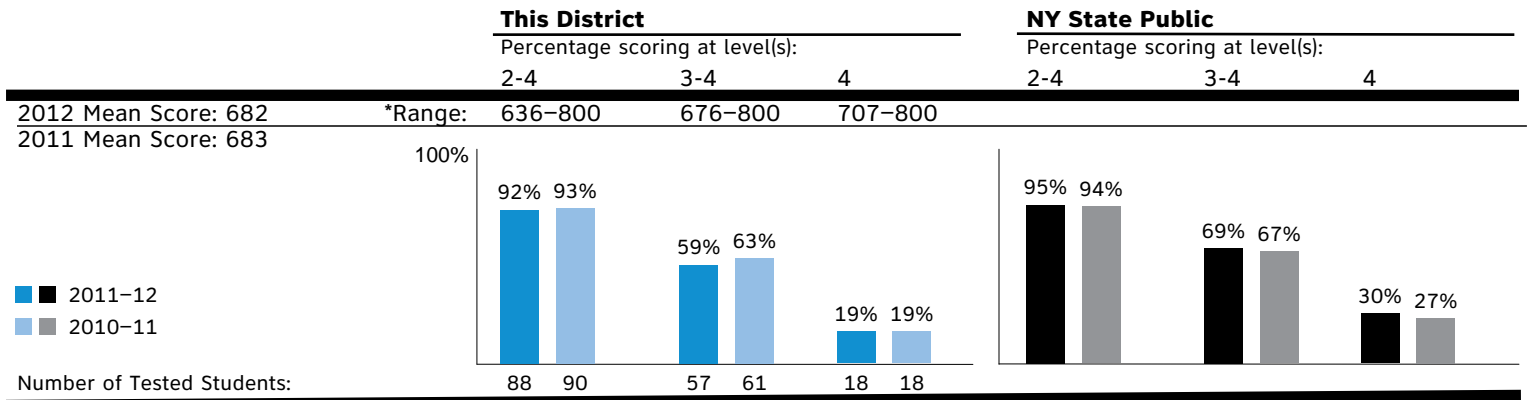
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

District ID **19-03-01-04-0000**

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	96	92%	59%	19%	97	93%	63%	19%
Female	51	90%	55%	22%	48	92%	56%	15%
Male	45	93%	64%	16%	49	94%	69%	22%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	12	100%	67%	17%	9	89%	44%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	77	90%	60%	17%	77	95%	69%	22%
Multiracial	6	–	–	–	11	82%	36%	9%
Small Group Totals	7	100%	43%	43%				
General-Education Students	83	96%	69%	22%	81	95%	69%	22%
Students with Disabilities	13	62%	0%	0%	16	81%	31%	0%
English Proficient	96	92%	59%	19%	96	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	55	85%	42%	13%	47	91%	51%	9%
Not Disadvantaged	41	100%	83%	27%	50	94%	74%	28%
Migrant								
Not Migrant	96	92%	59%	19%	97	93%	63%	19%

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Other Assessments

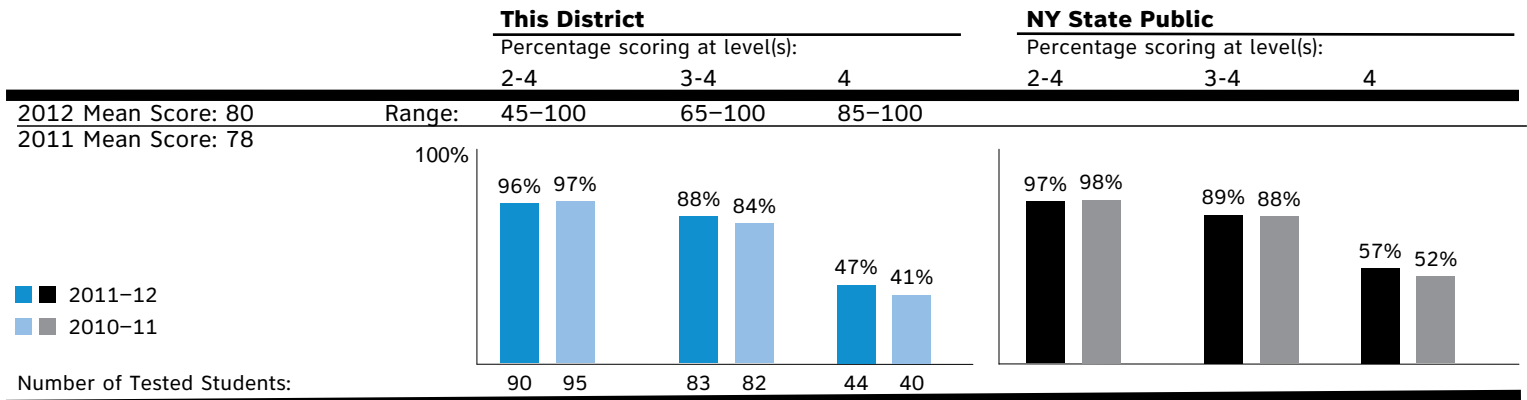
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

2 Student Performance

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

District ID **19-03-01-04-0000**

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	94	96%	88%	47%	98	97%	84%	41%
Female	50	96%	86%	44%	50	100%	82%	32%
Male	44	95%	91%	50%	48	94%	85%	50%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	11	100%	100%	36%	9	100%	100%	44%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	76	96%	87%	47%	79	96%	81%	42%
Multiracial	6	-	-	-	10	100%	90%	30%
Small Group Totals	7	86%	86%	57%				
General-Education Students	82	98%	93%	54%	83	99%	88%	45%
Students with Disabilities	12	83%	58%	0%	15	87%	60%	20%
English Proficient	94	96%	88%	47%	97	-	-	-
Limited English Proficient					1	-	-	-
Economically Disadvantaged	53	92%	81%	30%	48	96%	73%	23%
Not Disadvantaged	41	100%	98%	68%	50	98%	94%	58%
Migrant								
Not Migrant	94	96%	88%	47%	98	97%	84%	41%

NOTES

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Other Assessments

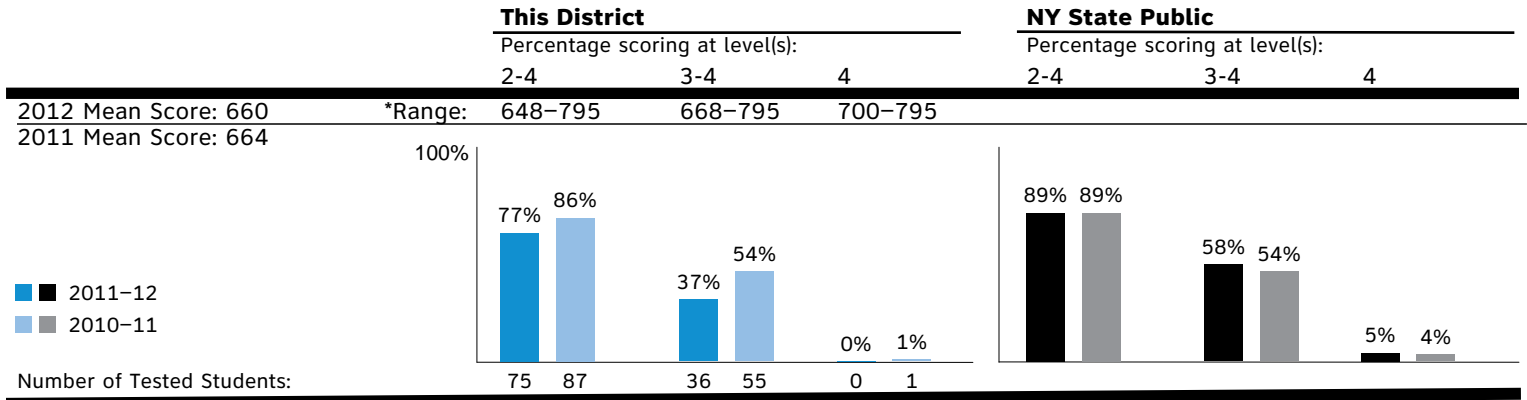
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

2 Student Performance

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

District ID **19-03-01-04-0000**

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	98	77%	37%	0%	101	86%	54%	1%
Female	52	75%	37%	0%	70	86%	53%	0%
Male	46	78%	37%	0%	31	87%	58%	3%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	9	67%	11%	0%	5	100%	40%	0%
Hispanic or Latino	3	-	-	-	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	79	80%	41%	0%	82	87%	59%	1%
White	9	-	-	-	9	67%	33%	0%
Multiracial	10	70%	10%	0%	5	100%	40%	0%
Small Group Totals	83	84%	42%	0%	91	93%	60%	1%
General-Education Students	15	33%	7%	0%	10	20%	0%	0%
Students with Disabilities	98	77%	37%	0%	99	-	-	-
English Proficient	2	-	-	-	2	-	-	-
Limited English Proficient	51	67%	14%	0%	45	78%	47%	0%
Economically Disadvantaged	47	87%	62%	0%	56	93%	61%	2%
Not Disadvantaged	98	77%	37%	0%	101	86%	54%	1%
Migrant								
Not Migrant								

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	1	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	1	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	1	N/A	N/A	N/A

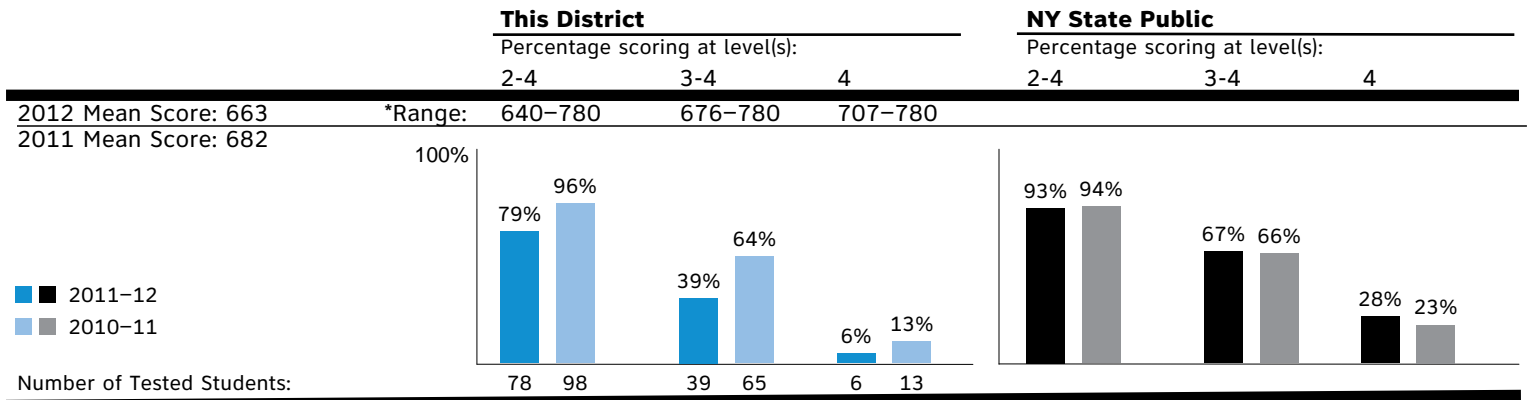
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

District ID **19-03-01-04-0000**

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	99	79%	39%	6%	102	96%	64%	13%
Female	52	75%	37%	6%	70	97%	66%	11%
Male	47	83%	43%	6%	32	94%	59%	16%
American Indian or Alaska Native	1	–	–	–	2	–	–	–
Black or African American	9	67%	0%	0%	6	83%	50%	0%
Hispanic or Latino	3	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	80	81%	44%	8%	82	98%	67%	13%
White	9	–	–	–	9	89%	44%	11%
Multiracial	10	70%	0%	0%	5	100%	60%	20%
Small Group Totals	83	83%	42%	6%	92	99%	70%	14%
General-Education Students	16	56%	25%	6%	10	70%	10%	0%
Students with Disabilities	99	79%	39%	6%	99	–	–	–
English Proficient	3	–	–	–	3	–	–	–
Limited English Proficient	51	67%	18%	4%	45	93%	58%	9%
Economically Disadvantaged	48	92%	63%	8%	57	98%	68%	16%
Not Disadvantaged	99	79%	39%	6%	102	96%	64%	13%
Migrant								
Not Migrant								

NOTES

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Other Assessments

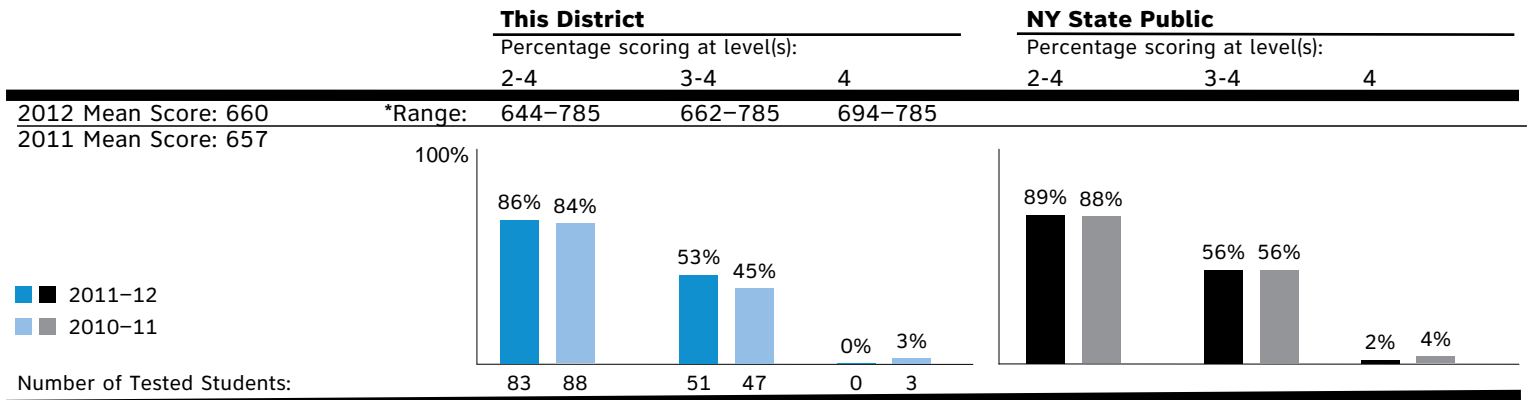
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	1	–	–	–	0	–	–	–

2 Student Performance

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

District ID **19-03-01-04-0000**

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	97	86%	53%	0%	105	84%	45%	3%
Female	69	88%	54%	0%	53	92%	55%	6%
Male	28	79%	50%	0%	52	75%	35%	0%
American Indian or Alaska Native								
Black or African American	2	–	–	–	1	–	–	–
Hispanic or Latino	5	–	–	–	9	78%	44%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	81	86%	56%	0%	91	85%	47%	3%
Multiracial	8	75%	50%	0%	4	–	–	–
Small Group Totals	8	88%	25%	0%	5	80%	0%	0%
General-Education Students	86	95%	59%	0%	87	95%	52%	3%
Students with Disabilities	11	9%	0%	0%	18	28%	11%	0%
English Proficient	96	–	–	–	105	84%	45%	3%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	51	80%	51%	0%	51	82%	27%	0%
Not Disadvantaged	46	91%	54%	0%	54	85%	61%	6%
Migrant								
Not Migrant	97	86%	53%	0%	105	84%	45%	3%

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	0				3	–	–	–
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

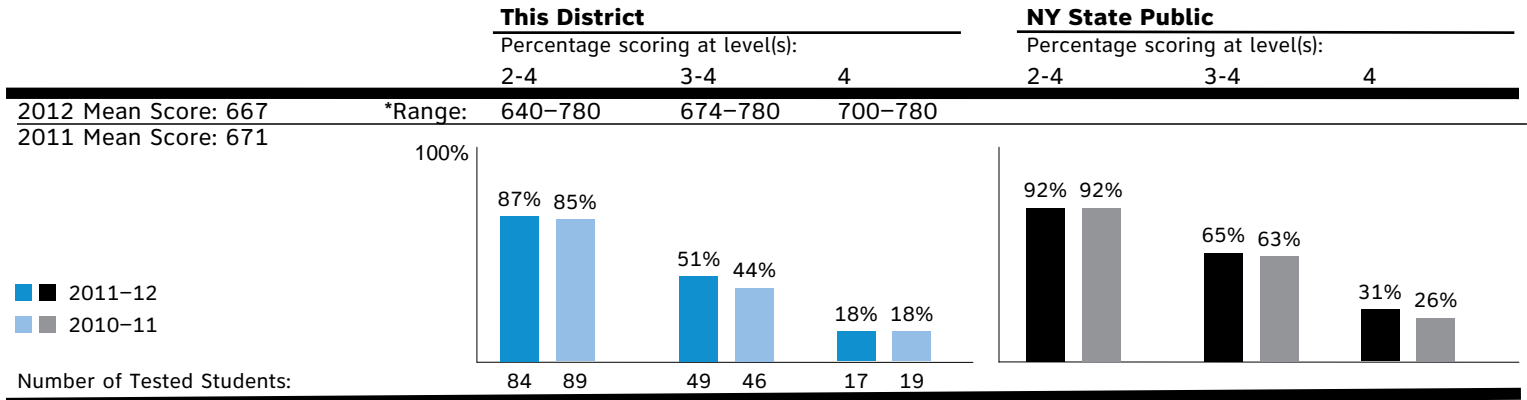
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

District ID **19-03-01-04-0000**

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	97	87%	51%	18%	105	85%	44%	18%
Female	69	88%	54%	17%	53	92%	47%	21%
Male	28	82%	43%	18%	52	77%	40%	15%
American Indian or Alaska Native	2	–	–	–	1	–	–	–
Black or African American	5	–	–	–	9	67%	56%	33%
Hispanic or Latino	1	–	–	–	91	86%	43%	18%
Asian or Native Hawaiian/Other Pacific Islander	81	88%	53%	21%	4	–	–	–
White	8	88%	50%	0%	5	100%	40%	0%
Multiracial	8	75%	25%	0%	86	95%	51%	22%
Small Group Totals	11	18%	0%	0%	18	33%	11%	0%
General-Education Students	96	–	–	–	105	85%	44%	18%
Students with Disabilities	1	–	–	–	51	80%	43%	18%
English Proficient	46	93%	59%	17%	54	93%	52%	28%
Limited English Proficient	97	87%	51%	18%	105	85%	44%	18%
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

NOTES

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Other Assessments

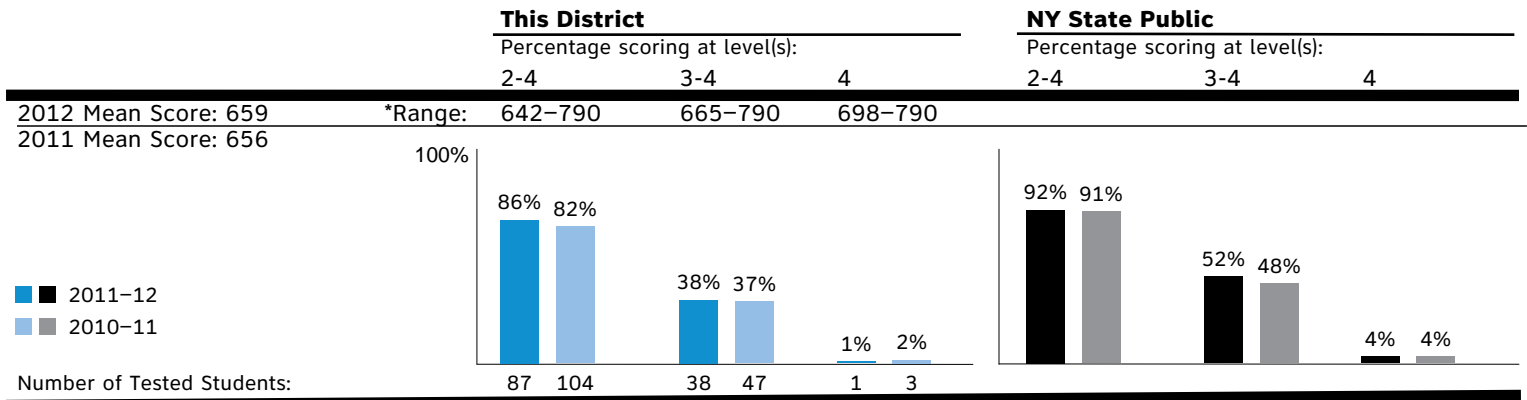
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				3	–	–	–

2 Student Performance

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

District ID **19-03-01-04-0000**

Results in Grade 7 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	101	86%	38%	1%	127	82%	37%	2%
Female	53	92%	38%	0%	62	82%	42%	3%
Male	48	79%	38%	2%	65	82%	32%	2%
American Indian or Alaska Native					1	-	-	-
Black or African American					2	-	-	-
Hispanic or Latino	10	70%	30%	0%	11	82%	45%	0%
Asian or Native Hawaiian/Other Pacific Islander								
White	86	87%	41%	1%	107	84%	39%	3%
Multiracial	5	100%	0%	0%	6	-	-	-
Small Group Totals					9	56%	0%	0%
General-Education Students	83	99%	45%	1%	109	92%	42%	3%
Students with Disabilities	18	28%	6%	0%	18	22%	6%	0%
English Proficient	101	86%	38%	1%	125	-	-	-
Limited English Proficient					2	-	-	-
Economically Disadvantaged	52	83%	27%	0%	66	74%	27%	0%
Not Disadvantaged	49	90%	49%	2%	61	90%	48%	5%
Migrant								
Not Migrant	101	86%	38%	1%	127	82%	37%	2%

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 7 Equivalent	6	6	6	6	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

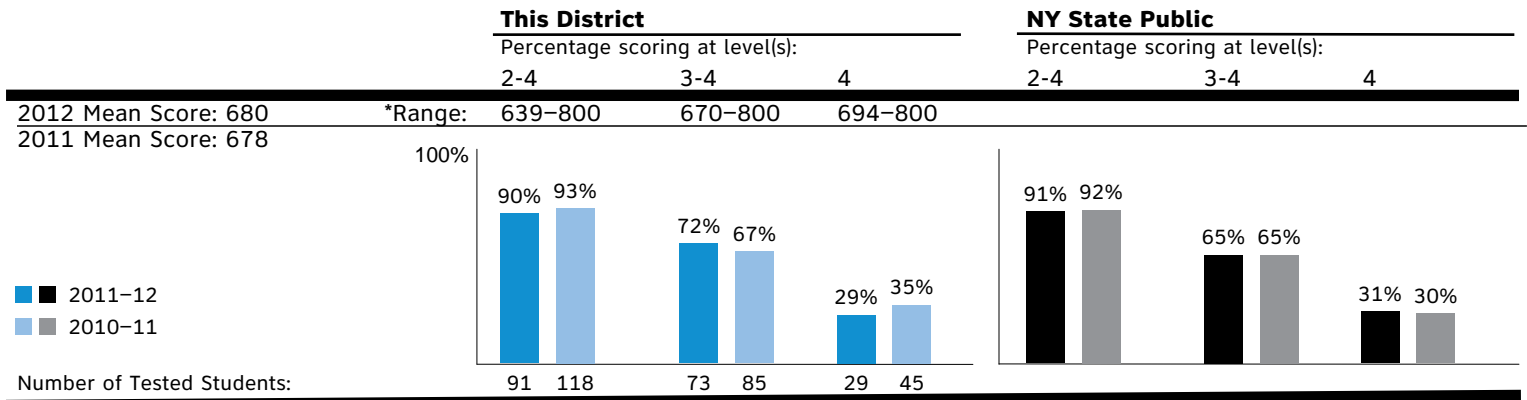
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

District ID **19-03-01-04-0000**

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	101	90%	72%	29%	127	93%	67%	35%
Female	53	94%	79%	30%	62	90%	68%	42%
Male	48	85%	65%	27%	65	95%	66%	29%
American Indian or Alaska Native					1	–	–	–
Black or African American					2	–	–	–
Hispanic or Latino	10	90%	70%	50%	11	100%	55%	36%
Asian or Native Hawaiian/Other Pacific Islander								
White	86	91%	74%	28%	107	93%	69%	36%
Multiracial	5	80%	40%	0%	6	–	–	–
Small Group Totals					9	78%	56%	22%
General-Education Students	83	98%	84%	34%	109	96%	75%	41%
Students with Disabilities	18	56%	17%	6%	18	72%	17%	0%
English Proficient	101	90%	72%	29%	125	–	–	–
Limited English Proficient					2	–	–	–
Economically Disadvantaged	52	83%	60%	19%	66	91%	58%	24%
Not Disadvantaged	49	98%	86%	39%	61	95%	77%	48%
Migrant								
Not Migrant	101	90%	72%	29%	127	93%	67%	35%

NOTES

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Other Assessments

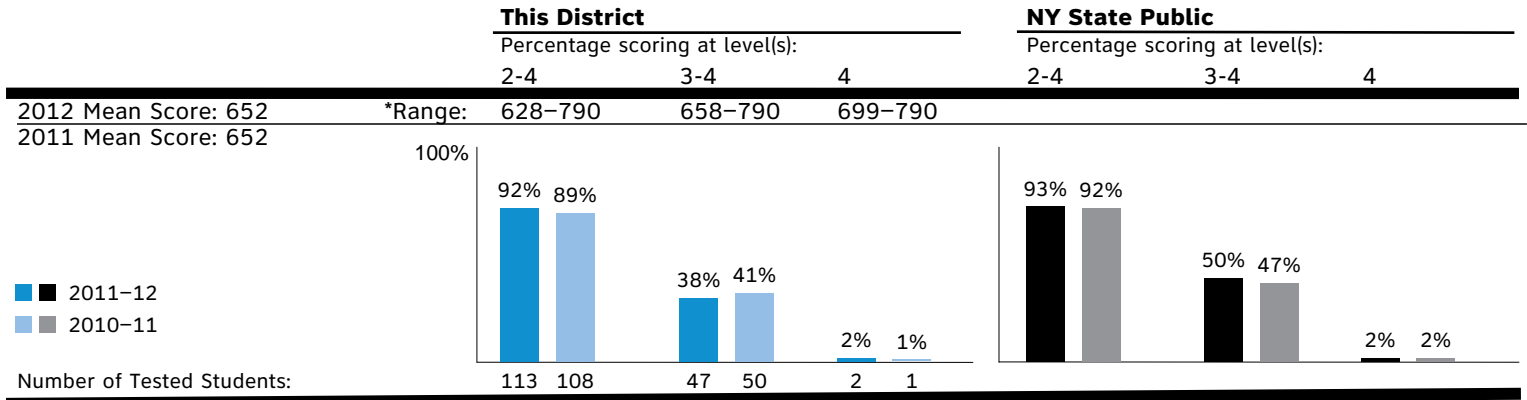
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	6	6	6	4	1	–	–	–

2 Student Performance

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

District ID **19-03-01-04-0000**

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	123	92%	38%	2%	121	89%	41%	1%
Female	60	90%	40%	2%	63	90%	51%	0%
Male	63	94%	37%	2%	58	88%	31%	2%
American Indian or Alaska Native	1	–	–	–	2	–	–	–
Black or African American	3	–	–	–	2	–	–	–
Hispanic or Latino	10	90%	50%	0%	11	100%	36%	0%
Asian or Native Hawaiian/Other Pacific Islander								
White	105	91%	39%	2%	101	89%	45%	1%
Multiracial	4	–	–	–	5	–	–	–
Small Group Totals	8	100%	13%	0%	9	78%	11%	0%
General-Education Students	108	97%	43%	2%	103	97%	49%	1%
Students with Disabilities	15	53%	7%	0%	18	44%	0%	0%
English Proficient	121	–	–	–	121	89%	41%	1%
Limited English Proficient	2	–	–	–				
Economically Disadvantaged	71	89%	30%	0%	59	85%	27%	0%
Not Disadvantaged	52	96%	50%	4%	62	94%	55%	2%
Migrant								
Not Migrant	123	92%	38%	2%	121	89%	41%	1%

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 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

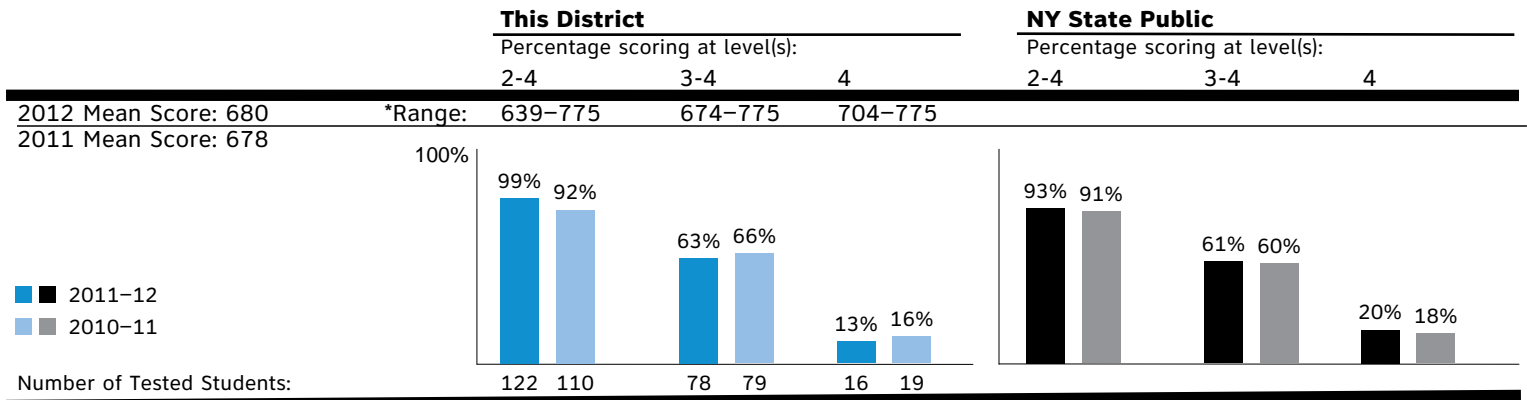
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

District ID **19-03-01-04-0000**

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	123	99%	63%	13%	120	92%	66%	16%
Female	60	98%	68%	10%	62	92%	63%	19%
Male	63	100%	59%	16%	58	91%	69%	12%
American Indian or Alaska Native	1	—	—	—	2	—	—	—
Black or African American	3	—	—	—	2	—	—	—
Hispanic or Latino	10	100%	50%	20%	11	100%	73%	18%
Asian or Native Hawaiian/Other Pacific Islander								
White	105	99%	66%	12%	100	91%	68%	15%
Multiracial	4	—	—	—	5	—	—	—
Small Group Totals	8	100%	50%	13%	9	89%	33%	22%
General-Education Students	108	99%	69%	15%	102	99%	76%	19%
Students with Disabilities	15	100%	20%	0%	18	50%	6%	0%
English Proficient	121	—	—	—	120	92%	66%	16%
Limited English Proficient	2	—	—	—				
Economically Disadvantaged	71	99%	54%	10%	59	90%	49%	14%
Not Disadvantaged	52	100%	77%	17%	61	93%	82%	18%
Migrant								
Not Migrant	123	99%	63%	13%	120	92%	66%	16%

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 8 Equivalent	2	—	—	—	0	—	—	—

2 Student Performance

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

District ID **19-03-01-04-0000**

Results in Grade 8 Science

This District

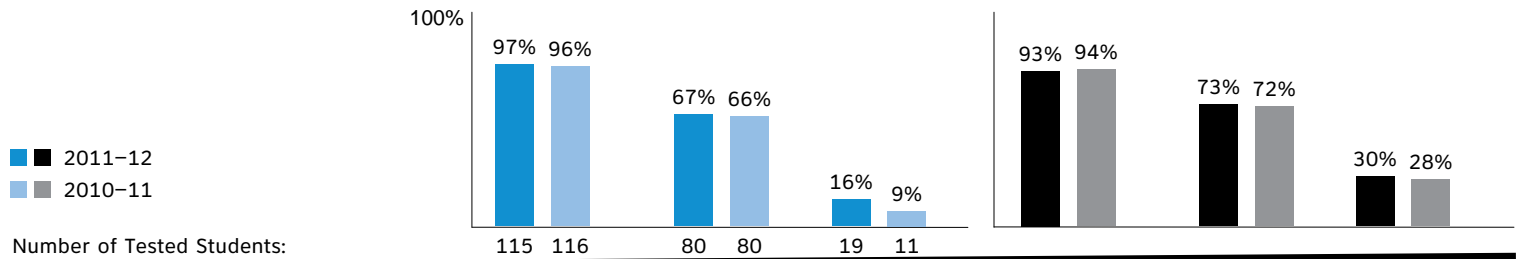
Percentage scoring at level(s):

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

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

2010-11 School Year

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

	Total Tested	Percentage scoring at level(s): 2-4 3-4 4	Total Tested	Percentage scoring at level(s): 2-4 3-4 4
All Students	100	96% 62% 11%	104	95% 64% 7%
Female	51	98% 63% 12%	51	96% 51% 4%
Male	49	94% 61% 10%	53	94% 77% 9%
American Indian or Alaska Native	1	– – –	2	– – –
Black or African American			2	– – –
Hispanic or Latino	8	88% 50% 13%	9	100% 67% 11%
Asian or Native Hawaiian/Other Pacific Islander				
White	87	97% 62% 10%	87	95% 66% 6%
Multiracial	4	– – –	4	– – –
Small Group Totals	5	100% 80% 20%	8	88% 50% 13%
General-Education Students	85	98% 69% 12%	86	100% 74% 8%
Students with Disabilities	15	87% 20% 7%	18	72% 17% 0%
English Proficient	98	– – –	104	95% 64% 7%
Limited English Proficient	2	– – –		
Economically Disadvantaged	62	94% 60% 13%	53	94% 51% 6%
Not Disadvantaged	38	100% 66% 8%	51	96% 78% 8%
Migrant				
Not Migrant	100	96% 62% 11%	104	95% 64% 7%

NOTES

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Other Assessments

2011-12 School Year

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

2010-11 School Year

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

	Total Tested	Number scoring at level(s): 2-4 3-4 4	Total Tested	Number scoring at level(s): 2-4 3-4 4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	– – –	0	
Regents Science	19	19 18 8	17	17 13 4

2 Student Performance

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

District ID **19-03-01-04-0000**

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 **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

District ID **19-03-01-04-0000**

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

This District

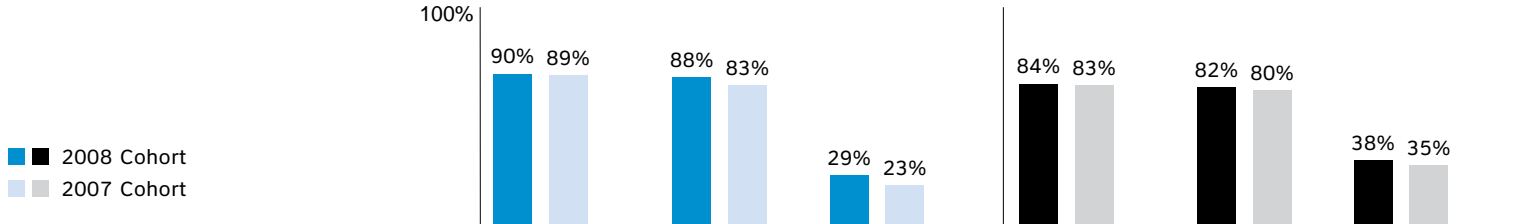
Percentage scoring at level(s):

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

	Number of Students	Percentage scoring at level(s): 2-4	3-4	4	Number of Students	Percentage scoring at level(s): 2-4	3-4	4
All Students	121	90%	88%	29%	146	89%	83%	23%
Female	53	92%	89%	34%	75	93%	89%	31%
Male	68	88%	87%	25%	71	85%	76%	14%
American Indian or Alaska Native								
Black or African American	5	—	—	—	5	80%	80%	20%
Hispanic or Latino					4	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	1	—	—	—
White	113	90%	88%	28%	136	89%	82%	24%
Multiracial	2	—	—	—				
Small Group Totals	8	88%	75%	38%	5	100%	100%	0%
General-Education Students	105	94%	91%	33%	126	94%	90%	26%
Students with Disabilities	16	63%	63%	0%	20	60%	40%	0%
English Proficient	121	90%	88%	29%	146	89%	83%	23%
Limited English Proficient								
Economically Disadvantaged	53	89%	83%	19%	53	79%	74%	15%
Not Disadvantaged	68	91%	91%	37%	93	95%	88%	27%
Migrant								
Not Migrant	121	90%	88%	29%	146	89%	83%	23%

NOTES

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2 Student Performance

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

District ID **19-03-01-04-0000**

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

This District

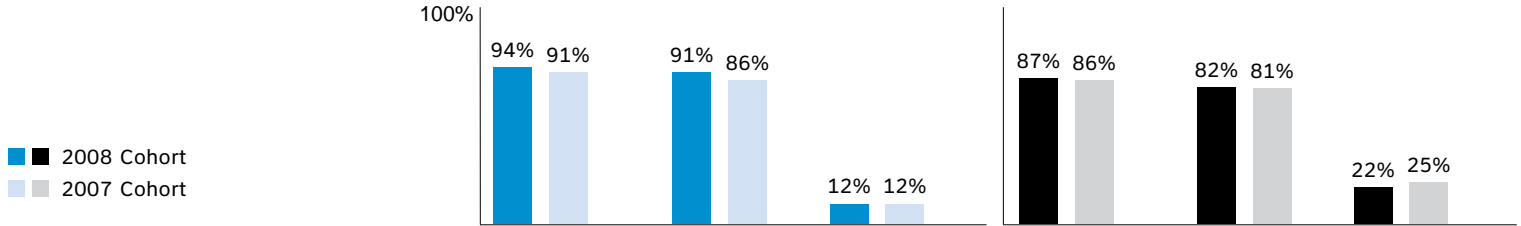
Percentage scoring at level(s):

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	121	146
Female	53	75
Male	68	71
American Indian or Alaska Native	5	5
Black or African American	5	4
Hispanic or Latino	1	1
Asian or Native Hawaiian/Other Pacific Islander	1	1
White	113	136
Multiracial	2	5
Small Group Totals	8	5
General-Education Students	105	126
Students with Disabilities	16	20
English Proficient	121	146
Limited English Proficient	53	53
Economically Disadvantaged	68	93
Not Disadvantaged	121	146
Migrant	121	146
Not Migrant	121	146

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2 Student Performance

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

District ID **19-03-01-04-0000**

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	121	5%	56%	29%	105	4%	58%	31%	16	13%	44%	13%
U.S. History and Government	121	7%	51%	26%	105	8%	56%	28%	16	6%	19%	19%
Science	121	4%	54%	36%	105	3%	56%	39%	16	13%	38%	19%

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	2		—	—	—	—
Mathematics	2		—	—	—	—
Social Studies	2		—	—	—	—
Science	2		—	—	—	—

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2 Student Performance

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

District ID **19-03-01-04-0000**

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	135	96%	90%	51%	116	98%	97%	59%	19	79%	47%	0%
	2010–11	122	98%	93%	25%	111	98%	93%	28%	11	100%	100%	0%
	2009–10	147	99%	89%	27%	130	99%	93%	30%	17	94%	59%	0%
Integrated Algebra	2011–12	148	94%	79%	10%	132	94%	81%	11%	16	94%	63%	0%
	2010–11	139	94%	79%	8%	116	96%	83%	9%	23	87%	61%	4%
	2009–10	131	91%	81%	3%	119	92%	82%	3%	12	83%	67%	0%
Geometry	2011–12	89	88%	64%	12%	87	—	—	—	2	—	—	—
	2010–11	89	72%	43%	9%	87	—	—	—	2	—	—	—
	2009–10	114	77%	48%	4%	110	—	—	—	4	—	—	—
Algebra 2/Trigonometry	2011–12	47	55%	43%	2%	47	55%	43%	2%	0	—	—	—
	2010–11	75	51%	29%	1%	72	—	—	—	3	—	—	—
	2009–10	54	69%	35%	4%	52	—	—	—	2	—	—	—
Global History and Geography	2011–12	154	80%	64%	19%	129	82%	66%	22%	25	68%	56%	0%
	2010–11	158	79%	58%	16%	138	80%	62%	18%	20	70%	30%	0%
	2009–10	162	83%	66%	23%	144	84%	68%	24%	18	72%	50%	11%
U.S. History and Government	2011–12	125	89%	70%	25%	111	90%	75%	28%	14	79%	36%	0%
	2010–11	128	90%	75%	26%	113	92%	78%	27%	15	73%	53%	20%
	2009–10	141	91%	78%	28%	127	93%	80%	31%	14	79%	64%	0%
Living Environment	2011–12	126	94%	86%	37%	106	96%	91%	42%	20	80%	60%	10%
	2010–11	106	95%	87%	30%	93	97%	90%	34%	13	85%	62%	0%
	2009–10	136	96%	88%	34%	122	95%	87%	36%	14	100%	93%	14%
Physical Setting/Earth Science	2011–12	112	83%	60%	14%	107	83%	61%	15%	5	80%	40%	0%
	2010–11	118	86%	59%	8%	106	89%	61%	8%	12	58%	42%	0%
	2009–10	126	81%	63%	15%	111	83%	67%	17%	15	67%	33%	0%
Physical Setting/Chemistry	2011–12	62	90%	53%	2%	62	90%	53%	2%	0	—	—	—
	2010–11	73	89%	51%	4%	69	—	—	—	4	—	—	—
	2009–10	82	65%	37%	0%	80	—	—	—	2	—	—	—
Physical Setting/Physics	2011–12	22	86%	73%	18%	21	—	—	—	1	—	—	—
	2010–11	14	86%	79%	7%	13	—	—	—	1	—	—	—
	2009–10	12	92%	67%	8%	12	92%	67%	8%	0	—	—	—

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2 Student Performance

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

District ID **19-03-01-04-0000**

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	0		0		0	
	2010-11	2	—	0		2	—
	2009-10	1	—	0		1	—
Science	2011-12	2	—	0		2	—
	2010-11	2	—	2	—	0	
	2009-10	2	—	0		2	—
Reading	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	1	—	0		1	—
Writing	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	1	—	0		1	—
Global Studies	2011-12	11	36%	2	—	9	—
	2010-11	5	20%	1	—	4	—
	2009-10	4	—	0		4	—
U.S. History and Government	2011-12	4	—	0		4	—
	2010-11	8	88%	3	—	5	—
	2009-10	4	—	2	—	2	—

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2 Student Performance

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

District ID **19-03-01-04-0000**

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

		All Students				General-Education Students				Students with Disabilities						
		Total	Percent of students scoring			Total	Percent of students scoring			Total	Percent of students scoring					
		Tested	in each performance level:			Tested	in each performance level:			Tested	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	1	–	–	–	–	1	–	–	–	–	0				
	2009–10	4	–	–	–	–	4	–	–	–	–	0				
Reading and Writing (Grades 2–4)	2011–12	0					0					0				
	2010–11	1	–	–	–	–	1	–	–	–	–	0				
	2009–10	4	–	–	–	–	4	–	–	–	–	0				
Listening and Speaking (Grades 5–6)	2011–12	1	–	–	–	–	1	–	–	–	–	0				
	2010–11	3	–	–	–	–	3	–	–	–	–	0				
	2009–10	1	–	–	–	–	1	–	–	–	–	0				
Reading and Writing (Grades 5–6)	2011–12	1	–	–	–	–	1	–	–	–	–	0				
	2010–11	3	–	–	–	–	3	–	–	–	–	0				
	2009–10	1	–	–	–	–	1	–	–	–	–	0				
Listening and Speaking (Grades 7–8)	2011–12	2	–	–	–	–	1	–	–	–	–	1	–	–	–	–
	2010–11	2	–	–	–	–	1	–	–	–	–	1	–	–	–	–
	2009–10	1	–	–	–	–	1	–	–	–	–	0				
Reading and Writing (Grades 7–8)	2011–12	2	–	–	–	–	1	–	–	–	–	1	–	–	–	–
	2010–11	2	–	–	–	–	1	–	–	–	–	1	–	–	–	–
	2009–10	1	–	–	–	–	1	–	–	–	–	0				
Listening and Speaking (Grades 9–12)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	2	–	–	–	–	2	–	–	–	–	0				
Reading and Writing (Grades 9–12)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	2	–	–	–	–	2	–	–	–	–	0				

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3 Student Outcomes

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

District ID **19-03-01-04-0000**

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	95		85		10	
	2010–11	119		107		12	
	2009–10	108		96		12	
Receiving a Regents Diploma	2011–12	89	94%	82	96%	7	70%
	2010–11	90	76%	86	80%	4	33%
	2009–10	82	76%	77	80%	5	42%
Receiving a Regents Diploma with Advanced Designation	2011–12	23	24%	23	27%	0	0%
	2010–11	19	16%	19	18%	0	0%
	2009–10	21	19%	20	21%	1	8%
Receiving an Individualized Education Program (IEP) Diploma	2011–12	3	N/A	0		3	N/A
	2010–11	0		0		0	
	2009–10	12	N/A	0		12	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	16	3%	14	3%	2	2%
	2010–11	16	2%	16	3%	0	0%
	2009–10	16	2%	14	3%	2	2%
Entered Approved High School Equivalency Preparation Program	2011–12	0	0%	0	0%	0	0%
	2010–11	7	1%	2	0%	5	5%
	2009–10	2	0%	2	0%	0	0%
Total Non-completers	2011–12	16	3%	14	3%	2	2%
	2010–11	23	4%	18	3%	5	5%
	2009–10	18	3%	16	3%	2	2%

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		33	34%	32	38%	1	8%
To 2-year College		45	46%	37	44%	8	62%
To Other Post-secondary		0	0%	0	0%	0	0%
To the Military		3	3%	3	4%	0	0%
To Employment		12	12%	11	13%	1	8%
To Adult Services		0	0%	0	0%	0	0%
To Other Known Plans		0	0%	0	0%	0	0%
Plan Unknown		5	5%	2	2%	3	23%