



The New York State Report Card 2011–12

School **CAIRO-DURHAM MIDDLE SCHOOL**
School ID **19-03-01-04-0004**
District **CAIRO-DURHAM CENTRAL SCHOOL
DISTRICT**
Principal **KERRY OVERBAUGH**
Telephone **(518) 622-0490**
Grades **6-8, UE, US**

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.

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

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.

1 Profile

School **CAIRO-DURHAM MIDDLE SCHOOL**
School ID **19-03-01-04-0004**

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	122	107	96
Ungraded Elementary	0	2	3
Grade 7	127	124	103
Grade 8	130	119	121
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	2	0	2
Total K-12	381	352	325

Average Class Size

	2009-10	2010-11	2011-12
Common Branch			
Grade 8			
English	22	20	8
Mathematics	17	20	16
Science	19	14	17
Social Studies	19		19
Grade 10			
English			
Mathematics			
Science			
Social Studies			

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

School **CAIRO-DURHAM MIDDLE SCHOOL**
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District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	119	31%	121	34%	108	33%
Reduced Price Lunch	42	11%	35	10%	47	14%
Limited English Proficient	1	0%	2	1%	3	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	3	1%	3	1%	1	0%
Black or African American	17	4%	9	3%	6	2%
Hispanic or Latino	11	3%	30	9%	23	7%
Asian or Native Hawaiian/Other Pacific Islander	3	1%	0	0%	1	0%
White	347	91%	299	85%	281	86%
Multiracial	0	0%	11	3%	13	4%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		93%		92%		93%
Student Suspensions	45	12%	24	6%	12	3%

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

School **CAIRO-DURHAM MIDDLE SCHOOL**
 School ID **19-03-01-04-0004**

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	37	33	32
Percent with No Valid Teaching Certificate	3%	0%	3%
Percent Teaching Out of Certification	3%	0%	6%
Percent with Fewer than Three Years of Experience	0%	3%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	16%	15%	16%
Total Number of Core Classes	129	128	113
Percent Not Taught by Highly Qualified Teachers in This School*	6%	0%	8%
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	177	157	137
Percent Taught by Teachers Without Appropriate Certification	6%	0%	10%

*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	29%	33%	33%
Turnover Rate of All Teachers	18%	22%	12%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	1	1	1
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	0	0	0
Principals	1	1	1

*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

School **CAIRO-DURHAM MIDDLE SCHOOL**
School ID **19-03-01-04-0004**

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

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

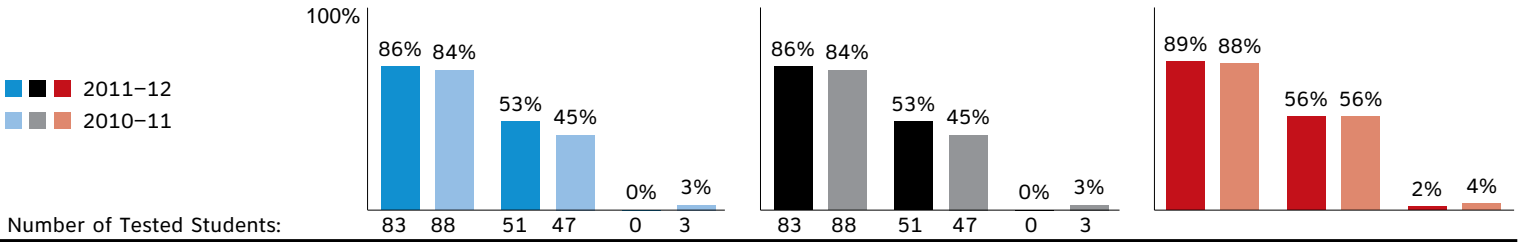
School **CAIRO-DURHAM MIDDLE SCHOOL**
School ID **19-03-01-04-0004**

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

Results in Grade 6 English Language Arts

This School				School District				NY State Public		
Percentage scoring at level(s):							Percentage scoring at level(s):			
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4		

2012 Mean Score: 660 *Range: 644-785 662-785 694-785
2011 Mean Score: 657



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				1	-	-	-
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

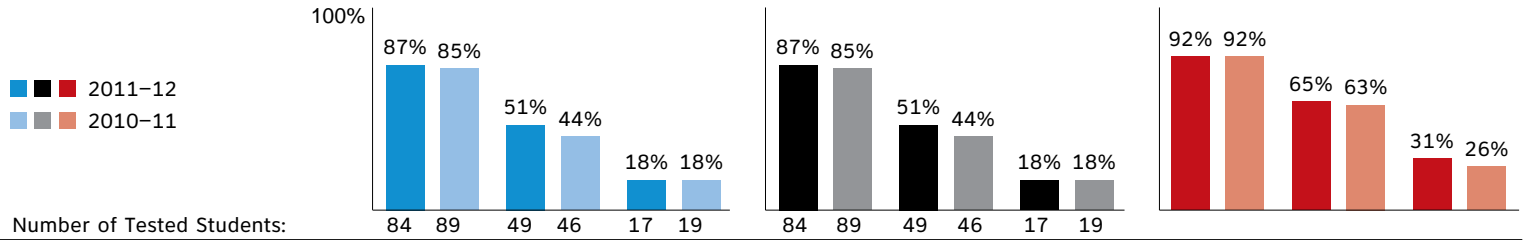
School **CAIRO-DURHAM MIDDLE SCHOOL**
School ID **19-03-01-04-0004**

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

Results in Grade 6 Mathematics

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

2012 Mean Score: 667 *Range: 640-780 674-780 700-780
2011 Mean Score: 671



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								
Black or African American	2	-	-	-	1	-	-	-
Hispanic or Latino	5	-	-	-	9	67%	56%	33%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	81	88%	53%	21%	91	86%	43%	18%
Multiracial	8	88%	50%	0%	4	-	-	-
Small Group Totals	8	75%	25%	0%	5	100%	40%	0%
General-Education Students	86	95%	57%	20%	87	95%	51%	22%
Students with Disabilities	11	18%	0%	0%	18	33%	11%	0%
English Proficient	96	-	-	-	105	85%	44%	18%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	51	80%	43%	18%	51	76%	35%	8%
Not Disadvantaged	46	93%	59%	17%	54	93%	52%	28%
Migrant								
Not Migrant	97	87%	51%	18%	105	85%	44%	18%

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				1	-	-	-

2 Student Performance

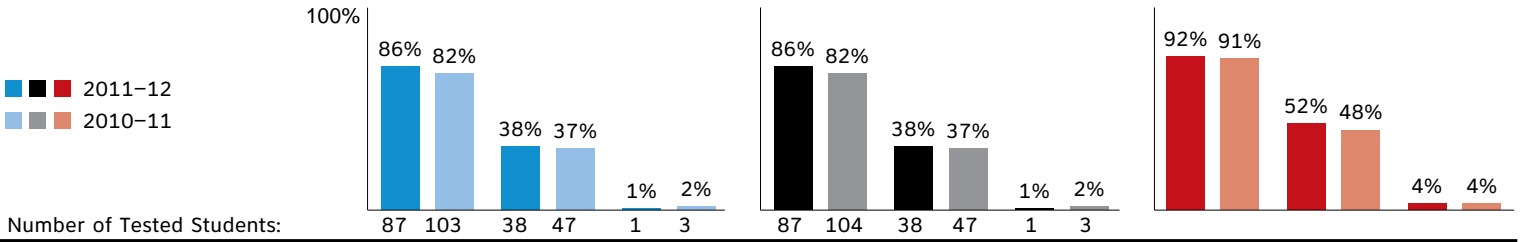
School **CAIRO-DURHAM MIDDLE SCHOOL**
School ID **19-03-01-04-0004**

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

Results in Grade 7 English Language Arts

This School				School District				NY State Public				
Percentage scoring at level(s):							Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4		2-4	3-4	4		2-4	3-4	4		

2012 Mean Score: 659 *Range: 642-790 665-790 698-790
2011 Mean Score: 656



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%	126	82%	37%	2%
Female	53	92%	38%	0%	62	82%	42%	3%
Male	48	79%	38%	2%	64	81%	33%	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%	106	84%	40%	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%	17	18%	6%	0%
English Proficient	101	86%	38%	1%	124	-	-	-
Limited English Proficient					2	-	-	-
Economically Disadvantaged	52	83%	27%	0%	66	74%	27%	0%
Not Disadvantaged	49	90%	49%	2%	60	90%	48%	5%
Migrant								
Not Migrant	101	86%	38%	1%	126	82%	37%	2%

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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	4	-	-	-	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

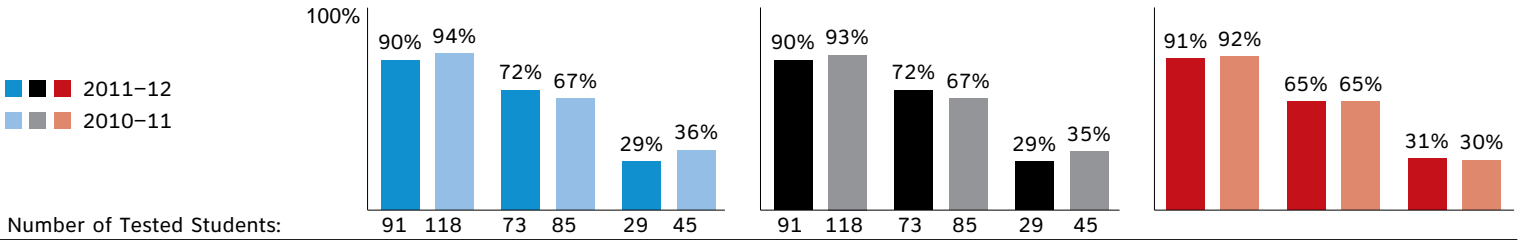
School **CAIRO-DURHAM MIDDLE SCHOOL**
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District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

Results in Grade 7 Mathematics

This School				School District				NY State Public			
Percentage scoring at level(s):				Percentage scoring at level(s):				Percentage scoring at level(s):			
2-4	3-4	4		2-4	3-4	4		2-4	3-4	4	

2012 Mean Score: 680 *Range: 639–800 670–800 694–800
2011 Mean Score: 679



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%	126	94%	67%	36%
Female	53	94%	79%	30%	62	90%	68%	42%
Male	48	85%	65%	27%	64	97%	67%	30%
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%	106	94%	70%	37%
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%	17	76%	18%	0%
English Proficient	101	90%	72%	29%	124	–	–	–
Limited English Proficient					2	–	–	–
Economically Disadvantaged	52	83%	60%	19%	66	91%	58%	24%
Not Disadvantaged	49	98%	86%	39%	60	97%	78%	48%
Migrant								
Not Migrant	101	90%	72%	29%	126	94%	67%	36%

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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	4	–	–	–	1	–	–	–

2 Student Performance

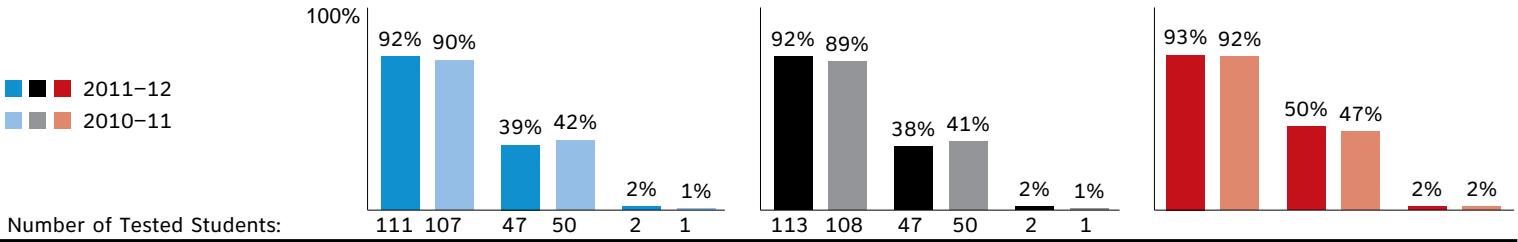
School **CAIRO-DURHAM MIDDLE SCHOOL**
School ID **19-03-01-04-0004**

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

Results in Grade 8 English Language Arts

This School				School District				NY State Public				
Percentage scoring at level(s):							Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4		2-4	3-4	4		2-4	3-4	4		

2012 Mean Score: 653 *Range: 628–790 658–790 699–790
2011 Mean Score: 652



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	121	92%	39%	2%	119	90%	42%	1%
Female	60	90%	40%	2%	63	90%	51%	0%
Male	61	93%	38%	2%	56	89%	32%	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	103	91%	40%	2%	99	90%	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	13	46%	8%	0%	16	44%	0%	0%
English Proficient	119	–	–	–	119	90%	42%	1%
Limited English Proficient	2	–	–	–				
Economically Disadvantaged	70	89%	30%	0%	59	85%	27%	0%
Not Disadvantaged	51	96%	51%	4%	60	95%	57%	2%
Migrant								
Not Migrant	121	92%	39%	2%	119	90%	42%	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 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

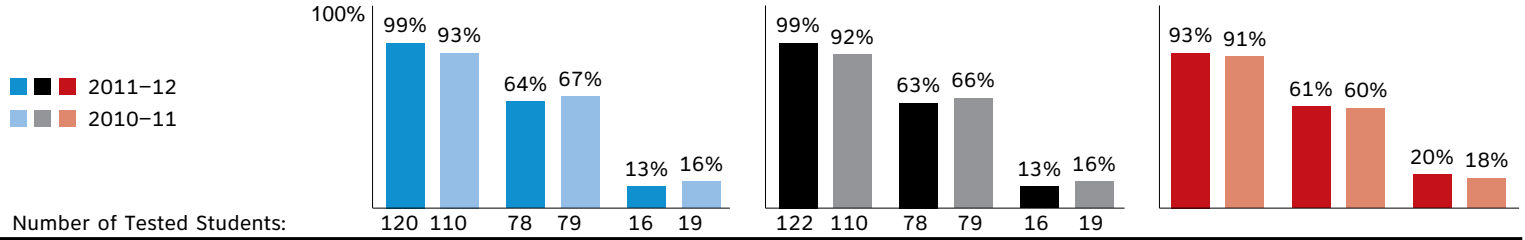
School **CAIRO-DURHAM MIDDLE SCHOOL**
School ID **19-03-01-04-0004**

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

Results in Grade 8 Mathematics

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

2012 Mean Score: 680 *Range: 639-775 674-775 704-775
2011 Mean Score: 679



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	121	99%	64%	13%	118	93%	67%	16%
Female	60	98%	68%	10%	62	92%	63%	19%
Male	61	100%	61%	16%	56	95%	71%	13%
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	103	99%	67%	13%	98	93%	69%	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	13	100%	23%	0%	16	56%	6%	0%
English Proficient	119	-	-	-	118	93%	67%	16%
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	70	99%	54%	10%	59	90%	49%	14%
Not Disadvantaged	51	100%	78%	18%	59	97%	85%	19%
Migrant								
Not Migrant	121	99%	64%	13%	118	93%	67%	16%

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			

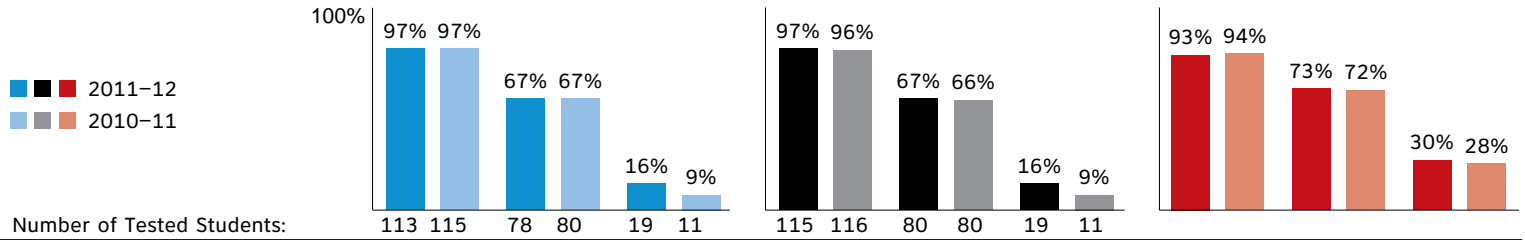
2 Student Performance

School **CAIRO-DURHAM MIDDLE SCHOOL**
School ID **19-03-01-04-0004**

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

Results in Grade 8 Science

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	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	98	96%	61%	11%	102	96%	66%	7%
Female	51	98%	63%	12%	51	96%	51%	4%
Male	47	94%	60%	11%	51	96%	80%	10%
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	85	96%	61%	11%	85	96%	67%	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	13	85%	8%	8%	16	75%	19%	0%
English Proficient	96	-	-	-	102	96%	66%	7%
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	61	93%	59%	13%	53	94%	51%	6%
Not Disadvantaged	37	100%	65%	8%	49	98%	82%	8%
Migrant								
Not Migrant	98	96%	61%	11%	102	96%	66%	7%

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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			
Regents Science	19	19	18	8	17	17	13	4

2 Student Performance

School **CAIRO-DURHAM MIDDLE SCHOOL**
 School ID **19-03-01-04-0004**

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

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	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Integrated Algebra	2011-12	19	100%	100%	47%	19	100%	100%	47%	0			
	2010-11	16	100%	100%	44%	16	100%	100%	44%	0			
	2009-10	17	100%	100%	18%	17	100%	100%	18%	0			
Geometry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Algebra 2/Trigonometry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Global History and Geography	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
U.S. History and Government	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Living Environment	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Physical Setting/Earth Science	2011-12	19	100%	95%	42%	19	100%	95%	42%	0			
	2010-11	17	100%	76%	24%	17	100%	76%	24%	0			
	2009-10	16	100%	100%	75%	16	100%	100%	75%	0			
Physical Setting/Chemistry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Physical Setting/Physics	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			

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2 Student Performance

School **CAIRO-DURHAM MIDDLE SCHOOL**
 School ID **19-03-01-04-0004**

District **CAIRO-DURHAM CENTRAL SCHOOL DISTRICT**

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	1	-	-	-	-	1	-	-	-	-	0				
	2010-11	0					0					0				
	2009-10	1	-	-	-	-	1	-	-	-	-	0				
Reading and Writing (Grades 5-6)	2011-12	1	-	-	-	-	1	-	-	-	-	0				
	2010-11	0					0					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	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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