

Administration Barker Road Middle School - East 75 Barker Road Pittsford, NY 14534 585.267.1031

fax: 585.267.1069 Nancy\_Wayman@pittsford.monroe.edu

Nancy Wayman

Director of Communications

#### **MEMO**

DATE: April 26, 2011

TO:

**\***Board of Education President (1)

Superintendent of Schools (1)

Assistant Superintendent for Business (1) Office of Curriculum and Instruction (1)

\* Director of Finance (1)

All Pittsford School Offices (9)

Pittsford Community Library (1)

Pittsford Town Hall (1)

FROM: Nancy Wayman, Director of Communications

RE: Distribution of Budget Information Notebooks

The attached Budget Information Notebook contains information on the 2011-2012 Pittsford School District budget, student test scores and other materials required by New York State Education Department regulations. These materials are to be made available to the public 14 days prior to the school district election.

Please retain this notebook in your office for on-site use by any member of the public.

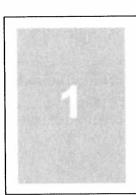
In the interest of economy and sustainability, it is our plan to reuse the notebook covers and separators for budget information in coming years. We will need you to return these notebooks to us after the budget vote on May 17. Please return the notebooks to the Communications Office in Room 302, Barker Road Middle School - East, Pittsford Central School District, 75 Barker Road by June 1.

Thank you for your assistance in making this information available to our school district residents. Please let me know if you have any questions concerning the Budget Information Notebooks.

Encl: Budget Information Notebooks

\* You pillings out you

### **Table of Contents**



### **Budget Newsletter**



# **Budget Information & Administrative Salaries**



- School Report Cards
- Budget Notice & Star Exemption
- Exemption Report



### **Budget Newsletter**

# Budget Vote May 17



### Pittsford Schools

*May 17, 2011* 2011-2012 Budget

2011-2012 Budget Vote

Tuesday, May 17, 2011
7 am — 9 pm
Barker Road Middle School, gymnasium
75 Barker Road
Voter Identification Required

# Board Proposed Budget

### Election Details

The Pittsford Board of Education presents the proposed budget to you and encourages residents to call with questions.

Brent Kecskemety, President 248-2791

Edmund Starowicz, Jr., Vice President 248-8953

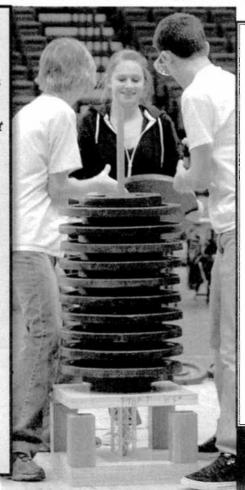
Ray Brown 624-5506

Kim McCluski 383-0575

Irene Feldman Narotsky 387-9678

Alka Phatak 381-6315

Peter Sullivan 249-0377



# Voting on:

2011-2012 school budget: A proposed budget of \$111,590,726

#### **Two Propositions:**

1) Bus Purchase Reserve
Authorization to purchase 10 buses
to replace existing end-of-life buses
at a cost of no more than \$921,344
from the bus purchase capital
reserve fund. Proposition will not
result in any new taxes.

- Both Propositions, if approved, will generate additional State Aid in subsequent years.
- NO tax impact, if approved by the voters

2) Capital Reserve
Requesting authorization to extend
the life of the current reserve 10 years
and to increase the maximum ultimate
accumulated deposit amount from \$14
million to \$39 million inclusive of the
current balance of \$8.2 million.

This is NOT a request to expend funds.
 It is a request to maintain a savings account for the specific purpose of maintaining the District's facilities for the next ten years. Future voter authorization would be required to utilize funds.

Two seats for the Board of Education:
Two candidates running for election.

Visit www.pittsfordschools.org for more information and click on the Quick Link "Budget 2011-12" on the home page.

# Maintaining Excellence

#### PCSD Students Excel In and Out of the Classroom



#### **Enrichment Opportunities:**

Offering a variety of internships, clubs, leadership activities and intramural programs for students to explore and extend personal interests.



#### Interscholastic Athletics:

Offering a well balanced sports program to develop physical performance, leadership and teamwork.



#### The Arts:

Offering opportunities for students to develop musical and performance skills. Enhancing the artistic talents of students through a quality fine arts program. The Pittsford Central School District and its individual schools are consistently ranked nationally, and recognized in New York State and Monroe County to be among the best. Notable achievements include the following:



Mendon High School and Sutherland High School were both listed on *U.S. News and World Report's* 2010 "*America's Best High Schools*" list. Mendon High School and Sutherland High School were both ranked in *Newsweek's* 2010 "*America's Top High Schools*" list.

Over 1,476 students and staff members were recognized through the Board of Education's Pittsford Pride program during the 2009 - 2010 school year. The Pittsford Pride program recognizes students and staff members for honor and esteem they bring to the District through their accomplishments, awards and achievements.

Graduation Rate:	98%
College bound	
students:	95%
Composite SAT	
PCSD	1,725
New York State	1,461
National	1,509
Composite ACT	
PCSD	26.2
New York State	23.3
National	21.0
National Merit Sch	olarship
Finalists	10
Commended	37
Advanced Placeme	ent
Scholars	216

Data based on 2009-2010 statistics.

# Proposed Budget

#### 2011-2012 Proposed Budget \$ Increase % Increase 2010-2011 2011-2012 Description (Decrease) (Decrease) **Budget Proposed Budget** Elementary, Middle and 0.88% \$45,144,336 \$45,540,236 \$395,900 **High School Programs** Special Education and \$7,690,048 \$7,672,197 -\$17,851 -0.23% Non-Public Programs Technology, Professional Development & other \$3,726,659 \$3,676,782 -\$49,877 -1.34% Instructional Services Transportation, Maintenance, \$14,219,270 \$14,178,497 -\$40,773-0.29% **Utilities, and other Support** Services Central Administration and \$380,276 \$391,971 \$11,695 3.08% **Board of Education** Debt Service, Insurance \$38,542,018 \$40,131,043 \$1,589,025 4.12% and Fringe Benefits 1.72%



**Total Proposed Budget** 



\$111,590,726



\$1,888,119

### Estimated Revenue

2011-2012 Estimated Revenues										
Description	Budgeted 2010-11 Revenues	Estimated 2011-12 Revenues	\$ Increase (Decrease)	% Increase (Decrease)	% of Budget					
Property Tax	\$83,177,728	\$84,758,491	\$1,580,763	1.90%	75.95%					
Foundation Aid & Gap Adjustment	\$6,267,389	\$5,097,319	-\$1,170,070	-18.67%	4.57%					
Categorical Aid & Building Aid	\$11,535,225	\$12,157,987	\$622,762	5.40%	10.90%					
Federal Recovery Grant	\$992,845	\$831,007	-\$161,838	-16.30%	0.74%					
Sales Tax	\$4,131,535	\$4,398,705	\$267,170	6.47%	3.94%					
Interest	\$125,000	\$125,000	\$0	0.00%	0.11%					
Misc. Revenues	\$2,222,885	\$2,394,217	\$171,332	7.71%	2.15%					
Fund Balance & Reserves	\$1,250,000	\$1,828,000	\$578,000	46.24%	1.64%					
Total Proposed Revenues	\$109,702,607	\$111,590,726	\$1,888,119	1.72%						





Questions about the budget? Call 267-1000

\$109,702,607

### 2011-2012 Propositions

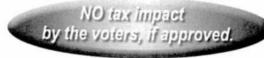
#### 1) Bus Purchase Reserve

Authorization to purchase 10 buses to replace existing end-of-life buses at a cost of no more than \$921,344 from the bus purchase capital reserve fund. Proposition will not result in any new taxes.

#### 2) Capital Reserve

Requesting authorization to extend the life of the current reserve 10 years and to increase the maximum ultimate accumulated deposit amount from \$14 million to \$39 million inclusive of the current balance of \$8.2 million

- This is NOT a request to expend funds. It is a request to maintain a savings account for the specific purpose of maintaining the District's facilities for the next ten years. Future voter authorization would be required to utilize funds.
- Both Propositions will generate additional State Aid in subsequent years, if approved.



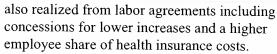
 State Law requires school district to obtain voter permission annually to spend money placed in certain reserve funds. Residents will be asked to vote on two propositions. These propositions will not result in an increase in tax rate or tax levy.

# Managing Expenses - Maintaining Excellence

The District recognizes the tax burden on PCSD residents and continues to implement budget strategies that cut costs while balancing the equally important task of preserving the educational program that continues to attract and retain residents. Taking into account the reduction in state aid and the increased cost of certain obligations such as unfunded mandates, required payments to retirement systems and contractual agreements, the District was faced with a shortfall approaching \$3 million. A combination of strategies was used to address that shortfall and arrive at a tax levy increase of 1.9%. Here are some of the strategies employed:

- Reduced discretionary budget codes (supplies, materials, equipment) by 10%. This process has been used for the past four years with years one through three having 5% reductions, annually.
- Utilized some fund balance and reserve funds (savings accounts) to reduce tax levy.
- Earned State Aid for **Administrative Efficiency**. Fewer than 10% of districts are considered to be administratively efficient, according to New York State.
- Mitigated health care, dental and worker's compensation costs through employee contract negotiations and District participation in countywide consortia, resulting in lower

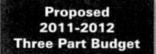
rates than community rates. Savings were



- Eliminated four paraprofessional positions, one at each secondary school.
- **Restructured** standards and grade-level leadership positions.
- Reduced expenses through attrition and retirements.
- **Saved** Federal ARRA funding for 2011-12 budget.

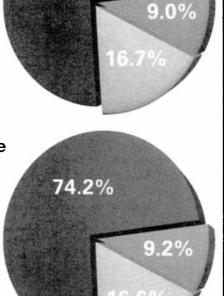


# 2011 - 2012 Three Part Budget



- Program
- Capital
- Administrative

Current 2010-2011 Three Part Budget



74.3%

#### 2011-2012 Budget Expenditures (State-required three-part budget)

#### Administrative Component \$10,040,322

9% of budget

The Administrative Component provides for overall general support and management activities including the District Clerk and Superintendent's office, business office operations, personnel, legal, liability and property insurance, and auditing services. Costs for the administration and supervision of each of the District's nine schools as well as employee benefits for all administrative and clerical support staff are also included.

#### Program Component \$82,96

\$82,962,701

74.3% of budget

The Program Component provides funding for the instruction of and educational support services for the District's 6,020 students. Funds are also included in this component for transporting over 7,000 students, salary expenditures for all instructional staff, related support personnel in K-12 programs, and programs for Special Education services. It also includes benefits for approximately 1,000 instructional employees, including over 600 retirees in group health insurance. Social security, teacher and non-teaching retirement, workers' compensation, group insurance (life, health, dental, disability), employee assistance program and unemployment insurance are additional expenditures in this category.

#### **Capital Component**

\$18,587,703

**16.7% of budget** 

The Capital Component pays for maintaining nine schools and two additional buildings, for upkeep of over 70 acres of property, and for electricity, gas heat, water and sewer, and telephone services. Funds are also included for "mortgage" or debt service payments on capital projects (principal and interest payments) and for refund of taxes for claims against property assessments. Benefits for maintenance and custodial staff including group health insurance, social security, non-teaching retirement, workers compensation, life, dental, disability and an employee assistance program are included.

**TOTAL BUDGET** 

\$111,590,726

# Estimated Tax Impact

**Budget Increase 1.72%** 

Tax Levy Increase 1.9%

Tax Rate Increase 1.43%

#### **EXAMPLE:**

The estimated impact on the average PCSD homeowner with a \$240,000 full-value assessed home with Basic STAR

Actual 2010-2011 Tax Bill

**→** \$4,917

Estimated 2011-2012 Tax Bill

**→** \$4,987

**Estimated Increase \$70** 



### **Board Candidates**

For complete Board of Education Candidate biographies visit www.pittsfordschools.org



Alka Phatak 8 Glenmore Circle Pittsford, New York 14534 Email: alkaphatak@hotmail.com 585-381-6315



Kim McCluski 10 Grandhill Way Pittsford, New York 14534 Email: kjmccluski@gmail.com 585-383-0575

Alka Phatak and Kim McCluski are both seeking re-election to their seats on the Pittsford Central School District's Board of Education. The election will be held with the budget vote on Tuesday, May 17, 2011 at Barker Road Middle School, Pittsford.

Phatak is a registered nurse and was first elected in 2005 and re-elected in 2008. She has served as vice president of the school board and is an active community volunteer.

McCluski is a 15-year veteran of the PCSD Board of Education with a degree in accounting. She was first elected in 1996 and has served as president and vice president of the board multiple times.

Complete biographies can be found on the District website at www.pittsfordschools.org.

### Pittsford Schools

Pittsford Central School District 75 Barker Road Pittsford, New York 14534 585.267.1000 www.pittsfordschools.org



Budget vote on Tuesday, May 17, 7 am — 9 pm Barker Road Middle School 75 Barker Road

Superintendent of Schools Mary Alice Price

Board of Education Brent Kecskemety, President Edmund Starowicz, Jr., Vice President Ray Brown Kim McCluski Irene Feldman Narotsky Alka Phatak

Editor Nancy Wayman

Peter Sullivan

Qualified voters must present identification. Proof of residency may include the following valid and current documents: New York State driver's license; New York State non-driver identification card; utility bill; or, voter registration card. Voters shall also be required to provide their signature, printed name and address. Qualified voters must be a U.S. Citizen, resident of the district for at least 30 days prior to the election, and 18 years of age or older.

Non Profit Org. U.S. Postage PAID Pittsford NY 14534 Permit No. 12 2

**Budget Information & Administrative Salaries** 

### PITTSFORD CENTRAL SCHOOL DISTRICT 2011-12 PROPOSED 3-PART BUDGET

		2010-11	2011-12	% OF		2011-12	2011-12	2011-12
		PROPOSED	PROPOSED	BUDGET		ADMIN.	PROGRAM	CAPITAL
LOC.	DESCRIPTION	BUDGET	BUDGET	INCREASE	P	ORTION	PORTION	PORTION
100	ELEMENTARY SCHOOLS	16,335,311	16,505,400	1.04%		882,099	15,623,301	
200	MIDDLE SCHOOL	11,582,452	11,587,937	0.05%		586,291	11,001,646	
300	SECONDARY SCHOOLS	17,226,573	17,446,899	1.28%		819,714	16,627,185	!
410	SPECIAL EDUCATION OFFICE	440,615	448,732	1.84%	ı	175,630	273,102	
420	SPECIAL EDUCATION SERVICES	662,596	694,206	4.77%			694,206	
430	OUT OF DISTRICT SPEC ED PROGRAMS	5,671,879	5,601,137	-1.25%	l		5,601,137	
440	SPECIAL STUDENT SERVICES	507,370	510,325	0.58%			510,325	
450	SUMMER SCHOOL PROGRAMS	30,300	35,000	15.51%			35,000	
460	NON-PUBLIC SERVICES	407,588	417,797	2.50%			417,797	
470	BOCES INSTRUCTIONAL SERVICES	501,545	494,511	-1.40%			494,511	
510	CURRICULUM & INSTRUCTIONAL SERVICES	837,331	754,845	-9.85%		396,199	358,646	
511	STANDARDS OF PERFORMANCE	383,033	365,037	-4.70%		365,037		
520	PUPIL SERVICES OFFICE	323,241	322,900	-0.11%		322,900		
530	INSTRUCTIONAL TECHNOLOGY SERVICES	1,467,144	1,463,787	-0.23%		145,271	1,318,516	
540	PROFESSIONAL DEVELOPMENT SERVICES	184,065	240,702	30.77%			240,702	
610	FINANCE SERVICES	777,943	783,010	0.65%		783,010		
620	PERSONNEL SERVICES	345,909	336,607	-2.69%		313,607	23,000	
630	PUBLIC INFORMATION SERVICES	188,089	184,358	-1.98%		184,358		
640	OPERATION & MAINTENANCE	7,678,490	7,703,823	0.33%				7,703,823
650	CENTRAL PRINTING & MAILING SERVICES	215,814	217,042	0.57%		170,542	46,500	
660	SUPPORT SERVICES TECHNOLOGY	817,159	726,766	-11.06%		167,156	559,610	
670	TRANSPORTATION	4,195,866	4,226,891	0.74%			4,226,891	
710	BOARD OF EDUCATION	46,024	44,240	-3.88%		44,240		
720	SUPERINTENDENT OF SCHOOLS	334,252	347,731	4.03%		347,731		
810	DEBT SERVICE & INTERFUND TRANSFERS	8,771,985	8,857,665	0.98%		10,000	71,237	8,776,428
820	INSURANCE AND FEES	1,689,633	1,681,014	-0.51%		1,670,381		10,633
830	EMPLOYEE BENEFITS	28,080,400	29,592,364	5.38%		2,656,156	24,839,389	2,096,819
	TOTAL APPROPRIATIONS	109,702,607	111,590,726	1.72%		0,040,322	92.002.704	10 507 700
	% of Budget	109,702,007	111,380,720	1.7270		9 007%	82,962,701	18,587,703

% of Budget 8.997% 74.346% 16.657%

		2010-11	2011-12	% OF		2011-12	2011-12	2011-12
		PROPOSED	PROPOSED	BUDGET		ADMIN.	PROGRAM	CAPITAL
LOC.	DESCRIPTION	BUDGET	BUDGET	INCREASE		PORTION	PORTION	PORTION
100	ELEM SCHOOL PROGS & SERV - TOTAL	15,711,755	15,939,850	1.5%				
2020	PRINCIPAL'S OFFICE SALARIES	853,306	864,114	1.3%		864,114		
2100/2110	ALL ELEM. SCHOOL SALARIES	11,259,642	11,334,782	0.7%			11,334,782	
2250	SPECIAL EDUCATION SALARIES	2,031,517	2,194,777	8.0%			2,194,777	
2610	LIBRARY SERVICES SALARIES	428,827	428,827	0.0%			428,827	
2810	GUIDANCE SERVICES SALARIES	398,383	410,800	3.1%			410,800	
2815	HEALTH SERVICES SALARIES	467,142	466,662	-0.1%			466,662	
2820	PSYCHOLOGICAL SERVICES SALARIES	243,938	207,283	-15.0%			207,283	
2850	CO-CURRICULAR ACTIVITIES SALARIES	29,000	32,605	12.4%			32,605	
112	ALLEN CREEK ELEM SCHOOL - TOTAL	83,471	79,243	-5.1%				
2020	PRINCIPAL'S OFFICE	6,325	5,525	-12.6%		5,525		
2110	GEN BLDG EQUIPMENT, CONTR & SUPPLIES	55,941	51,365	-8.2%		0,020	51,365	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	500	450	-10.0%			450	
2610	LIBRARY EQUIPMENT, CONTR & SUPPLIES	9,156	10,073	10.0%			10,073	
2630	COMPUTER HARDWARE & SOFTWARE	10,369	10,680	3.0%			10,680	
2810	GUIDANCE EQUIPMENT & SUPPLIES	300	270	-10.0%			270	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	880	880	0.0%			880	
113	JEFFERSON RD. ELEM SCHOOL - TOTAL	95,898	90,764	-5.4%	_			
2020	PRINCIPAL'S OFFICE	3,500	1,800	-48.6%	-	1,800		
2110	GENERAL BLDG EQUIP, CONTRACTUAL & SUPPLIES	68,767	62,808	-8.7%		1,000	62,808	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	1,000	800	-20.0%			800	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPL	9,563	11,803	23.4%			11,803	
2630	COMPUTER HARDWARE & SOFTWARE	11,788	12,098	2.6%			12,098	
2810	GUIDANCE EQUIPMENT & SUPPLIES	300	275	-8.3%			275	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	980	1,180	20.4%			1,180	
			,,,,,				.,.00	



		2010-11	2011-12	% OF	2011-12	2011-12	2011-12
		PROPOSED	PROPOSED	BUDGET	ADMIN.	PROGRAM	CAPITAL
LOC.	DESCRIPTION	BUDGET	BUDGET	INCREASE	PORTION	PORTION	PORTION
114	MENDON CENTER ELEM SCHOOL - TOTAL	193,026	180,199	-6.6%			
2020	PRINCIPAL'S OFFICE	3,800	3,100	-18.4%	3,100		
2110	GENERAL BLDG EQUIP, CONTRACTUAL & SUPPLIES	144,187	131,704	-8.7%		131,704	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	1,200	1,200	0.0%		1,200	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPLIES	16,656	15,713	-5.7%		15,713	
2630	COMPUTER HARDWARE & SOFTWARE	23,978	24,287	1.3%		24,287	
2810	GUIDANCE EQUIPMENT & SUPPLIES	600	1,800	200.0%		1,800	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	2,605	2,395	-8.1%		2,395	
115	PARK ROAD ELEM SCHOOL - TOTAL	116,511	103,643	-11.0%			
2020	PRINCIPAL'S OFFICE	2,190	3,890	77.6%	3,890		
2110	GENERAL BLDG EQUIP, CONTRACTUAL & SUPPLIES	88,353	73,300	-17.0%		73,300	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	300	500	66.7%		500	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPLIES	9,820	10,684	8.8%		10,684	
2630	COMPUTER HARDWARE & SOFTWARE	14,474	13,969	-3.5%		13,969	
2810	GUIDANCE EQUIPMENT & SUPPLIES	200	200	0.0%		200	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	1,174	1,100	-6.3%		1,100	
117	THORNELL ROAD ELEM SCHOOL - TOTAL	\$134,650	\$111,701	-17.0%			
2020	PRINCIPAL'S OFFICE	10,032	3,670	-63.4%	3,670		
2110	GENERAL BLDG EQUIP, CONTRACTUAL & SUPPLIES	80,650	80,564	-0.1%		80,564	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	900	700	-22.2%		700	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPLIES	24,575	10,192	-58.5%		10,192	
2630	COMPUTER HARDWARE & SOFTWARE	16,864	15,205	-9.8%		15,205	
2810	GUIDANCE EQUIPMENT & SUPPLIES	. 250	200	-20.0%		200	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	1,279	1,080	-15.6%		1,080	
2820	PSYCHOLOGICAL SERVICES SUPPLIES	100	90	-10.0%		90	

		2010-11	2011-12	% OF	2011-12	2011-12	2011-12
		PROPOSED	PROPOSED	BUDGET	ADMIN.	PROGRAM	CAPITAL
LOC.	DESCRIPTION	BUDGET	BUDGET	INCREASE	PORTION	PORTION	PORTION
200	MIDDLE SCHOOL PROGS & SERV TOTAL	11,196,379	11,234,888	0.3%			
2020	PRINCIPAL'S OFFICE SALARIES	558,763	574,293	2.8%	574,293		
2110	ALL MIDDLE SCHOOL TEACHING SAL	8,185,854	8,157,824	-0.3%		8,157,824	
2250	SPECIAL EDUCATION SALARIES	1,361,284	1,345,697	-1.1%		1,345,697	
2610	LIBRARY SERVICES SALARIES	215,989	222,832	3.2%		222,832	
2810	GUIDANCE SERVICES SALARIES	377,600	389,466	3.1%		389,466	
2815	HEALTH SERVICES SALARIES	117,765	130,362	10.7%		130,362	
2820	PSYCHOLOGICAL SERVICES SAL	119,744	123,895	3.5%		123,895	
2850	CO-CURRICULAR ACTIVITIES SAL	82,000	95,222	16.1%		95,222	
2855	INTERSCHOLASTIC ATHLETICS	177,380	195,297	10.1%		195,297	
231	BARKER RD MIDDLE SCHOOL - TOTAL	\$194,240	\$180,216	-7.2%			
2020	PRINCIPAL'S OFFICE	5,400	4,260	-21.1%	4,260		
2110	GENERAL BLDG EQUIPMENT, CONTRACT & SUPPL	146,995	135,518	-7.8%	İ	135,518	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	1,100	1,300	18.2%		1,300	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPLIES	16,803	15,084	-10.2%		15,084	
2630	COMPUTER HARDWARE & SOFTWARE	21,942	22,054	0.5%		22,054	
2810	GUIDANCE EQUIPMENT & SUPPLIES	1,000	1,000	0.0%		1,000	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	1,000	1,000	0.0%		1,000	
232	CALKINS RD MIDDLE SCHOOL - TOTAL	\$191,833	\$172,833	-9.9%			
2020	PRINCIPAL'S OFFICE	9,900	7,738	-21.8%	7,738		
2110	GENERAL BLDG EQUIPMENT, CONTRACT & SUPPL	138,164	125,801	-8.9%		125,801	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	800	720	-10.0%		720	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPLIES	19,843	16,105	-18.8%		16,105	
2630	COMPUTER HARDWARE & SOFTWARE	21,726	21,209	-2.4%		21,209	
2810	GUIDANCE EQUIPMENT & SUPPLIES	400	360	-10.0%		360	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	1,000	900	-10.0%		900	



			2010-11	2011-12	% OF	2011-12	2011-12	2011-12
			PROPOSED	PROPOSED	BUDGET	ADMIN.	PROGRAM	CAPITAL
LOC.		DESCRIPTION	BUDGET	BUDGET	INCREASE	PORTION	PORTION	PORTION
300		HIGH SCHOOL PROGS & SERV TOTAL	16,582,519	16,869,663	1.7%			
2020		PRINCIPAL'S OFFICE SALARIES	784,106	804,623	2.6%	804,623		
2110		ALL HIGH SCHOOL SALARIES	10,998,183	11,128,609	1.2%		11,128,609	
2250		SPECIAL EDUCATION SALARIES	1,489,497	1,526,071	2.5%		1,526,071	
2280	490	OCCUPATIONAL EDUCATION	239,227	249,450	4.3%		249,450	
2610		LIBRARY SERVICES SALARIES	452,150	442,216	-2.2%		442,216	
2810		GUIDANCE SERVICES SALARIES	763,084	786,398	3.1%		786,398	
2815		HEALTH SERVICES SALARIES	120,531	122,757	1.8%		122,757	
2820		PSYCHOLOGICAL SERVICES SALARIES	188,329	156,894	-16.7%		156,894	
2850		CO-CURRICULAR ACTIVITIES SALARIES	146,000	165,256	13.2%		165,256	
2855		INTERSCHOLASTIC ATHLETICS	1,401,412	1,487,389	6.1%		1,487,389	
340		SUTHERLAND HIGH SCHOOL- TOTAL	\$324,687	\$292,141	-10.0%			
2020		PRINCIPAL'S OFFICE	9,346	7,891	-15.6%	7,891		
2110		GENERAL BLDG EQUIPMENT, CONTRACT & SUPPL	236,310	212,637	-10.0%		212,637	
2250		SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	4,105	3,695	-10.0%		3,695	
2610		LIBRARY EQUIPMENT, CONTRACTUAL & SUPPLIES	29,997	24,298	-19.0%		24,298	
2630		COMPUTER HARDWARE & SOFTWARE	31,478	31,514	0.1%		31,514	
2810		GUIDANCE EQUIPMENT & SUPPLIES	7,117	6,405	-10.0%		6,405	
2815		NURSE'S OFFICE CONTRACTUAL & SUPPLIES	3,713	3,342	-10.0%		3,342	
2850		CO-CURRICULAR ACTIVITIES SUPPLIES	2,621	2,359	-10.0%		2,359	
341		MENDON HIGH SCHOOL - TOTAL	\$319,367	\$285,095	-10.7%			
2020		PRINCIPAL'S OFFICE	7,500	7,200	-4.0%	7,200		
2110		GENERAL BLDG EQUIPMENT, CONTRACT & SUPPL	239,025	211,216	-11.6%		211,216	
2250		SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	1,586	1,420	-10.5%		1,420	
2610		LIBRARY EQUIPMENT, CONTRACTUAL & SUPPLIES	31,688	28,300	-10.7%		28,300	
2630		COMPUTER HARDWARE & SOFTWARE	30,953	29,929	-3.3%		29,929	
2810		GUIDANCE EQUIPMENT & SUPPLIES	2,565	2,280	-11.1%		2,280	
2815		NURSE'S OFFICE CONTRACTUAL & SUPPLIES	1,500	1,350	-10.0%		1,350	
2850		CO-CURRICULAR ACTIVITIES SUPPLIES	4,550	3,400	-25.3%		3,400	

			2010-11	2011-12	% OF	2011-12	2011-12	2011-12
			PROPOSED	PROPOSED	BUDGET	ADMIN.	PROGRAM	CAPITAL
LOC.		DESCRIPTION	BUDGET	BUDGET	INCREASE	PORTION	PORTION	PORTION
410		SPECIAL EDUCATION OFFICE - TOTAL	\$440,615	\$448,732	1.8%			
2251	100	SPECIAL EDUC. SALARIES (INC. SUMMER SCHOOL)	\$348,275	\$370,592	6.4%	148,680	221,912	
2251	400	SPECIAL EDUC OFFICE - CONTRACTUAL	85,140	69,640	-18.2%	18,450	51,190	
2251	500	SPECIAL EDUC OFFICE - SUPPLIES	7,200	8,500	18.1%	8,500		
120		SPECIAL EDUCATION SERVICES - TOTAL	\$662,596	\$694,206	4.8%			
2255	151	SPEECH LANGUAGE SERVICES	610,171	629,641	3.2%		629,641	
2256	151	ADAPTIVE PE SERVICES	52,425	64,565	23.2%	•	64,565	
130		OUT OF DISTRICT SPECIAL ED PROGRAMS	\$5,671,879	\$5,601,137	-1.2%			
2252	470	TUITION	805,841	705,841	-12.4%		705,841	
2253	490	BOCES SPECIAL ED SERVICES	<b>4</b> ,866,038	4,895,296	0.6%		4,895,296	
140		SPECIAL SERVICES - TOTAL	\$507,370	\$510,325	0.6%			
2815	400	HEALTH SERVICES - SCHOOL PHYSICIAN	36,000	36,500	1.4%		36,500	
2820	400	PSYCHOLOGICAL SERVICES	28,600	9,980	-65.1%		9,980	
2831	400	MENTAL HEALTH SERV - PITTSFORD YOUTH	57,325	59,044	3.0%		59,044	
2832	182	PREVENTION COORDINATOR SALARY	56,509	58,318	3.20%		58,318	
2832	400	PREVENTION COORDINATOR - CONT EXP	1,725	1,500	-13.0%		1,500	
2832	500	PREVENTION COORDINATOR - SUPPLIES	1,500	1,250	-16.7%	•	1,250	
2833	161	CAREER INTERNSHIP - CLERICAL SAL	10,164	17,468	71.86%		17,468	
2833	182	CAREER INTERNSHIP - COORDINATOR'S SAL	74,096	76,467	3.20%		76,467	
2833	400	CAREER INTERNSHIP - CONT. EXP	1,025	1,000	-2.4%		1,000	
2833	500	CAREER INTERNSHIP - SUPPLIES	3,200	3,000	-6.3%		3,000	
2835	400	COMMUNITY PARTNERSHIP COUNCIL - CONTR.	0	980	0.0%		980	
2835	500	COMMUNITY PARTNERSHIP COUNCIL - SUPPL	0	0	0.0%			
2837	121	ENG AS 2ND LANG TCH SAL 1-5	193,149	198,878	3.0%		198,878	
2837	131	ENG AS 2ND LANG TCH SAL 7-12	44,077	45,940	4.2%		45,940	
2837	400	ESOL - CONTR EXP	0	0				
2837	500	ESOL - SUPPLIES	0	0				





			2010-11	2011-12	% OF	2011-12	2011-12	2011-12
			PROPOSED	PROPOSED	BUDGET	ADMIN.	PROGRAM	CAPITAL
LOC.		DESCRIPTION	BUDGET	BUDGET	INCREASE	PORTION	PORTION	PORTION
450		SUMMER PROGRAMS - TOTAL	\$30,300	\$35,000	15.5%			
2330	490	BOCES SERVICES	30,300	35,000	15.5%		35,000	
460		NON-PUBLIC SERVICES - TOTAL	\$407,588	\$417,797	2.5%			
2630	464	PRIVATE SCHOOL SOFTWARE	12,100	12,500	3.3%		12,500	
2110	47-48	CHARTER SCHOOL/PRIVATE SCHOOL TEXTS	90,000	90,000	0.0%		90,000	
2153	121	READING - TEACHER SAL 1-5	34,335	35,434	3.2%		35,434	
2250	400	PRIVATE SCHOOL SPEC ED EXP	4,000	4,000	0.0%		4,000	
2610	481	PRIVATE SCHOOL LIBRARY BOOKS	5,050	5,500	8.91%		5,500	
2630	500	PRIVATE SCHOOL EQ/SUPPLIES	12,000	13,000	8.33%		13,000	
2815	171	HEALTH SERVICES - NURSE/PARA SALARIES	70,603	72,863	3.20%		72,863	
2815	432	HEALTH SERVICES - PAYING OTHER DISTRICTS	178,000	183,000	2.81%		183,000	
2815		HEALTH SERVICES - SUPPLIES	1,500	1,500	0.00%		1,500	
470		INSTRUCTIONAL SERVICES - BOCES	\$501,545	\$494,511	-1.4%			
2110	490	BOCES SERVICES	501,545	494,511	-1.4%		494,511	
510		CURRICULUM & INSTR. OFFICE - TOTAL	\$837,331	\$754,845	-9.9%			
2010/12	140	CURRICULUM DEVELOPMENT	106,000	70,000	-34.0%	70,000		
2010	151	CURR DEV. & SUPV ADMIN SAL	142,588	134,700	-5.5%	134,700		
2010	153	SUMMER WORK - TEACHERS	13,659	3,000	-78.0%	3,000		
2010	161	CURRICULUM CLERICAL	53,634	55,360	3.2%	55,360		
2010	200	CURRICULUM EQUIPMENT	4,000	3,000	-25.0%	3,000		
2010	400	CURRICULUM CONTRACTUAL	58,000	53,200	-8.3%	53,200		
2010	490	CURRICULUM - BOCES SERVICES	46,293	42,048	-9.2%	42,048		
2010	500	CURRICULUM SUPPLIES	22,200	16,500	-25.7%	16,500		
2012	468/50	STANDARDS	32,311	18,391	0.0%	18,391		
2066	151	REGENTS STANDARDS - INSTR SAL	0	0	0.0%			
2110	481/20	( GENERAL TEXTS/EQUIPMENT	358,646	358,646	0.0%		358,646	

			2010-11	2011-12	% OF		2011-12	2011-12	2011-12
			PROPOSED	PROPOSED	BUDGET		ADMIN.	PROGRAM	CAPITAL
LOC.		DESCRIPTION	BUDGET	BUDGET	INCREASE		PORTION	PORTION	PORTION
511		STANDARDS OF PERFORMANCE - TOTAL	\$383,033	\$365,037	-4.7%				
2013-20	135	COORDINATOR STIPENDS	361,208	365,037	1.1%		365,037		
2013-20	400	CONTRACTUAL	16,325	0	-100.0%		0		
2013-2082	500	SUPPLIES	5,500	0	-100.0%		0		
520		PUPIL SERVICES OFFICE - TOTAL	\$323,241	\$322,900	-0.1%	-			
2830	151	PUPIL PERSONNEL ADMIN SAL.	131.024	127,457	-2.7%	1	127,457		
2830	161	PUPIL PERSONNEL NON-INSTR SAL.	95,377	98,428	3.2%		98,428		
2830	180	PUPIL PERSONNEL TECHNICAL	79,805	81,960	2.7%		81,960		
2830	200	PUPIL PERSONNEL EQUIPMENT	0	0			,		
2830	400	PUPIL PERSONNEL CONTRACTUAL EXPENSES	7,035	5,985	-14.9%		5,985		
2830	500	PUPIL PERSONNEL SUPPLIES	10,000	9,070	-9.3%		9,070		
530		INSTR TECHNOLOGY SERVICES - TOTAL	\$1, <b>4</b> 67,144	\$1,463,787	-0.2%	$\dashv$	-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1		
2630	151	COMPUTER TECHNOLOGY DIRECTOR	111,578	114,368	2.5%	_	114,368		
2630	16/18	COMPUTER TECH NON-INSTR SAL	574,084	861,107	50.0%		30,903	830,204	
2630	200	COMPUTER TECHNOLOGY EQUIPMENT	55,000	55,000	0.0%			55,000	
2630	400	COMPUTER TECHNOLOGY CONTRACTUAL	60,162	60,162	0.0%			60,162	
2630	464	COMPUTER TECHNOLOGY SOFTWARE	13,000	13,000	0.0%			13,000	
2630	490	COMPUTER TECHNOLOGY BOCES SERVICE	632,120	338,950	-46.4%			338,950	
2630	500	COMPUTER TECHNOLOGY SUPPLIES	21,200	21,200	0.0%			21,200	





ł			2010-11	2011-12	% OF	2011-12	2011-12	2011-12
			PROPOSED	PROPOSED	BUDGET	ADMIN.	PROGRAM	CAPITAL
LOC.		DESCRIPTION	BUDGET	BUDGET	INCREASE	PORTION	PORTION	PORTION
540		TEACHERS CENTER - TOTAL	\$184,065	\$240,702	30.8%			
2173	199	TEACHER CENTER SALARIES	173,445	211,746	22.1%		211,746	
2173	400	TEACHER CENTER CONTRACTUAL	4,275	23,456	448.7%		23,456	
2173	500	TEACHER CENTER SUPPLIES	6,345	5,500	-13.3%		5,500	
610		FINANCE OFFICE - TOTAL	777,943	783,010	0.7%			
1310	151	FINANCE SALARIES INSTR.	233,618	239,489	2.5%	239,489		
1310	161	FINANCE SALARIES NON-INSTR.	401,385	409,521	2.0%	409,521		
1310	200	EQUIPMENT	6,000	6,000	0.0%	6,000		
1310	400	CONTRACTUAL	56,940	50,000	-12.2%	50,000		
1310	500	MATERIALS & SUPPLIES	11,000	9,000	-18.2%	9,000		
1320	161	INTERNAL CLAIMS AUDITOR	12,000	12,000	0.0%	12,000		
1320	400	AUDIT SERVICES	48,000	48,000	0.0%	48,000		
1330	400	TAX COLLECTION - CONTRACTUAL	9,000	9,000	0.0%	9,000		
620		PERSONNEL OFFICE -TOTAL	345,909	336,607	-2.7%			······································
1430	151	PERSONNEL CERTIFIED SALARIES	142,496	135,700	-4.8%	135,700		
1430	153/17	74 SUMMER WORK - INTERV. COM.	23,000	23,000	0.0%		23,000	
1430	161/16	6{ PERSONNEL NON-CERTIFIED	132,827	136,821	3.0%	136,821		
1430	200	EQUIPMENT	0	0				
1430	400	CONTRACTUAL & BOCES	45,886	39,586	-13.7%	39,586		
1430	500	MATERIALS & SUPPLIES	1,700	1,500	-11.8%	1,500		
630		PUBLIC INFORMATION - TOTAL	188,089	184,358	-2.0%			
1480	161	PUBLIC INFORMATION SALARIES	115,899	119,168	2.8%	119,168		
1480	200	EQUIPMENT	4,700	4,700	0.0%	4,700		
1480	400	CONTRACTUAL	58,044	51,044	-12.1%	51,044		
1480	500	MATERIALS & SUPPLIES	9,446	9,446	0.0%	9,446		

			2010-11	2011-12	% OF	2011-12	2011-12	2011-12
			PROPOSED	PROPOSED	BUDGET	ADMIN.	PROGRAM	CAPITAL
LOC.		DESCRIPTION	BUDGET	BUDGET	INCREASE	PORTION	PORTION	PORTION
640		OPERATION & MAINTENANCE - TOTAL	7,678,490	7,703,823	0.3%			
1620	161	CLERICAL SALARIES	62,694	69,373	10.7%			69,373
1620	16-8	DIR/SUP. OF BLDGS & GROUNDS	180,834	183,080	1.2%			183,080
1620	164	MAINTENANCE SALARIES	845,473	872,528	3.2%			872,528
1620	173	MAINTENANCE SALARIES - OVERTIME	125,509	125,509	0.0%			125,509
1620	200	EQUIPMENT	79,440	79,440	0.0%			79,440
1620	400	CONTRACTUAL EXP.	521,750	472,104	-9.5%			472,104
1620	500	SUPPLIES	407,275	407,275	0.0%			407,275
1621	163	CUSTODIAN SALARIES	2,075,382	2,141,738	3.2%			2,141,738
1621	173	CUSTODIAN SALARIES - OVERTIME	160,000	160,000	0.0%			160,000
1621	200	EQUIPMENT	79,439	79,439	0.0%			79,439
1621	400	CONTRACTUAL EXP.	166,250	138,829	-16.5%			138,829
1621	490	BOCES SERVICES	28,512	27,790	-2.5%			27,790
1621	500	SUPPLIES	200,000	200,000	0.0%			200,000
1622	418	ELECTRIC	1,315,000	1,315,000	0.0%			1,315,000
1622	420	GAS	1,050,000	1,050,000	0.0%			1,050,000
1622	444	WATER	72,000	72,000	0.0%			72,000
1622	450	TELEPHONE	50,000	50,000	0.0%			50,000
1622	<b>4</b> 90	BOCES SERVICE - TELEPHONE	160,192	160,450	0.2%			160,450
1623	400	AV CONTRACTUAL EXP.	5,000	5,000	0.0%			5,000
1623	500	AV CONTRACTUAL EXP.	2,000	2,000	0.0%			2,000
1625	180	DIRECTOR OF SECURITY	19,540	20,068	2.7%			20,068
1625	400	CONTRACTUAL EXP.	56,000	56,000	100.0%			56,000
1625	500	SUPPLIES	16,200	16,200	100.0%			16,200
650		CENTRAL PRINT & MAILING - TOTAL	215,814	217,042	0.6%			
1670	161	MAIL CLERK - NON-INSTR SAL	30,614	31,594	3.2%	31,594		
1670	429	COPIER RENTAL	5,000	5,000	0.0%	5,000		
1670	463	POSTAGE	96,000	93,000	-3.1%	46,500	46,500	
1670	490	BOCES SERVICES - PRINTER	81,200	84,448	4.0%	84,448		
1670-500		POSTAGE SUPPLIES	3,000	3,000		3,000		





			2010-11	2011-12	% OF	2011-12	2011-12	2011-12
			PROPOSED	PROPOSED	BUDGET	ADMIN.	PROGRAM	CAPITAL
LOC.		DESCRIPTION	BUDGET	BUDGET	INCREASE	PORTION	PORTION	PORTION
660		SUPPORT SERVICES TECHNOLOGY	817,159	726,766	-11.1%			<u> </u>
2630	490	BOCES SERVICES	817,159	726,766	-11.1%	167,156	559,610	
670		TRANSPORTATION - TOTAL	\$4,195,866	\$4,226,891	0.7%			
5510	199	TRANSPORTATION SALARIES	2,652,254	2,697,473	1.7%		2,697,473	· · · · · · · · · · · · · · · · · · ·
5510	200	EQUIPMENT	22,000	15,000	-31.8%		15,000	
5510	400	CONTRACTUAL	210,600	211,680	0.5%		211,680	
5510	500	SUPPLIES	831,630	818,230	-1.6%		818,230	
5530	161	BUS GARAGE NON INSTR SAL.	35,788	36,861	3.0%		36,861	
5330	166	MECHANICS SALARIES	333,509	343,697	3.1%		343,697	
5530	400	UTILITIES	41,700	41,000	-1.7%		41,000	
5581	490	CONTRACT TRANSPORTATION W/BOCES	68,385	62,950	-7.9%		62,950	
710		BOARD OF EDUCATION - TOTAL	46,024	44,240	-3.9%		·····	
1010	400	CONTRACTUAL EXP	9,880	7,780	-21.3%	7,780		
1010	500	SUPPLIES	2,000	2,000	0.0%	2,000		
1040	161	DISTRICT CLERK - SALARY	15,710	16,026	2.0%	16,026		
1040	200	DISTRICT CLERK - EQUIPMENT	0	0				
1040	400	DISTRICT CLERK - CONTRACTUAL	1,500	1,500	0.0%	1,500		
1040	500	DIST CLERK - SUPPLIES	200	200	0.0%	200		
1060	400	DIST MEETING - CONTRACTUAL	2,650	2,650	0.0%	2,650		
1060	500	DIST MEETING - SUPPLIES	1,334	1,334	0.0%	1,334		
1920	400	SCHOOL ASSOCIATION DUES	12,750	12,750	0.0%	12,750		
720		SUPERINTENDENT'S OFFICE - TOTAL	334,252	347,731	4.0%			
1240	151	CERTIFIED SALARIES	236,098	249,647	5.7%	249,647		
1240	161	NON-CERTIFIED SALARIES	79,599	82,433	3.6%	82,433		
1240	200	EQUIPMENT	1,000	0	-100.0%	0		
1240	400	CONTRACTUAL	14,476	13,651	-5.7%	13,651		
1240	500	MATERIALS & SUPPLIES	3,079	2,000	-35.0%	2,000		

	. <u></u>		2010-11	2011-12	% OF	2011-12	2011-12	2011-12
			PROPOSED	PROPOSED	BUDGET	ADMIN.	PROGRAM	CAPITAL
LOC.		DESCRIPTION	BUDGET	BUDGET	INCREASE	PORTION	PORTION	PORTION
810		DEBT SERVICE & INTERFUND TRANSFERS	\$8,771,985	\$8,857,665	1.0%			
1380	400	FISCAL AGENT FEES - CONTRACTUAL	10,000	10,000	0.0%	10,000		
9901	900	TRANSFER TO DEBT SERVICE-BONDS	7,586,654	7,649,334	0.8%			7,649,334
9901	900	TRANSFER TO DEBT SERV - EPC	854,094	877,094	2.7%			877,094
9950	900	TRANSFER TO SPECIAL AID/CAPITAL FUND	321,237	321,237	0.0%		71,237	250,000
820		INSURANCE & FEES - TOTAL	\$1,689,633	\$1,681,014	-0.5%			
1420	426	LEGAL FEES	110,000	110,000	0.0%	110,000		
1420	490	LEGAL FEES - BOCES SERVICES	43,900	44,856	2.2%	44,856		
1460	490	RECORDS MANAGEMENT - BOCES SERVICES	47,681	48,936	2.6%	48,936		
1910	425	UNALLOCATED INSURANCE	385,000	387,000	0.5%	387,000		
1930/50	458	ASSESSMENTS/JUDGMENTS	79,633	79,633	0.0%	69,000		10,633
1981	490	BOCES ADMINISTRATIVE COSTS	1,023,419	1,010,589	-1.3%	1,010,589		
830		EMPLOYEE BENEFITS - TOTAL	\$28,080,400	\$29,592,364	5.4%			
2070	152	INSERVICE TRAINING - TUITION REIMBURSEMENT	27,000	27,000	0.0%	12,000	15,000	
2070	430	INSERVICE TRAINING - TUITION REIMBURSEMENT	92,000	92,000	0.0%	92,000		
9089	802	CAREER AWARD - INSTRUCTIONAL	440,000	441,075	0.2%		441,075	
9010	800	STATE (EMPLOYEE) RETIREMENT	1,620,000	2,288,700	41.3%	128,899	1,304,469	855,333
9020	800	TEACHERS RETIREMENT	4,747,000	4,993,507	5.2%	491,474	4,502,033	
9030	800	SOCIAL SECURITY	4,150,000	4,242,125	2.2%	386,500	3,580,273	275,353
9040	800	WORKERS COMP.	413,000	479,877	16.2%	43,722	405,007	31,148
9045	800	LIFE INSURANCE	36,000	36,500	1.4%	27,375	0	9,125
9050	800	UNEMPLOYMENT INS.	40,000	40,000	0.0%	3,644	33,759	2,596
9055	800	DISABILITY INS.	40,000	40,000	0.0%	30,000	0	10,000
9061	800	DENTAL INSURANCE	967,700	967,700	0.0%	82,421	833,037	52,242
9062	800	EMPLOYEE ASSISTANCE PROGRAM	24,500	25,235	3.0%	2,299	21,298	1,638
9068	800	HOSPITAL INSURANCE	15,483,200	15,918,645	2.8%	1,355,823	13,703, <b>4</b> 38	859,384
		TOTAL BUDGET COMPONENTS	\$109,702,607	\$111,590,726	1.72%	10,040,322	82,962,701	18,587,703
					<del></del>	8.997%	74.346%	16.657%

#### PITTSFORD CENTRAL SCHOOLS PROJECTED REVENUES 2011-2012

As of 4/12/2011

	2009-2010 BUDGETED REVENUES	2010-2011 BUDGETED REVENUES	PROJECTED REVENUES 2011-12	\$ Increase (Decrease)	% CHG
DE41 DD0DEDE4 TAVES					
REAL PROPERTY TAXES	73,532,885	75,496,188	77,079,324	1,583,136	2.10%
STAR REIMBURSEMENT	7,528,470	7,681,540	7,679,167	(2,373)	
TOTAL PROPERTY TAXES	81,061,355	83,177,728	84,758,491	1,580,763	1.90%
IN LIEU OF TAXES	1,327,472	1,660,870	1,500,000	(160,870)	-9.69%
INTEREST & PENALTIES	515	515	515	(100,070)	0.00%
MONROE COUNTY TAXES	3,270,340	4,131,535	4,398,705	267,170	6.47%
OTHER STUDENT FEES	10,000	10,000	10,000	207,170	0.00%
ADMISSIONS	5,000	11,000	11,000	١٥	0.00%
HEALTH SERVICES OTHER DISTRICTS	168,000	168,000	168,000	0	0.00%
TUITION FROM OTHER DISTRICTS	0	0	110,000	110,000	0.00%
INTEREST EARNED ON INVESTMENTS	400,000	125,000	125,000	0	0.00%
RENTAL OF REAL PROPERTY	55,000	55,000	55,000	ő	0.00%
RENTAL OF REAL PROPERTY BOCES	97,500	97,500	85,000	(12,500)	-12.82%
INSURANCE RECOVERIES	5,000	5,000	5,000	o o	0.00%
OTHER COMPENSATION FOR LOSS	5,000	5,000	5,000	o	0.00%
REFUND OF PRIOR YEARS	40,000	40,000	25,000	(15,000)	
REFUND OF BOCES AIDED SERVICES	95,000	95,000	315,000	220,000	231.58%
UNCLASSIFED REVENUES	25,000	25,000	50,000	25,000	100.00%
STATE AID - FOUNDATION AID	9,354,485	8,461,694	8,137,087	(324,607)	-3.84%
STATE AID - BUILDING AID	4,689,996	5,048,642	4,912,281	(136,361)	-2.70%
STATE AID - EXCESS COST AID	379,522	543,159	859,563	316,404	58.25%
STATE AID - BOCES	2,047,749	2,142,382	2,187,078	44,696	2.09%
STATE AID - TEXTBOOKS	402,158	400,091	393,071	(7,020)	-1.75%
STATE AID - URBAN/SUBURBAN	664,343	682,480	624,920	(57,560)	-8.43%
STATE AID - SOFTWARE/LIBRARY MATERIALS	141,147	143,302	141,306	(1,996)	-1.39%
STATE AID - 721 PUPILS	3,527	0	4,702	4,702	0.00%
LOTTERY GRANT	0	380,864	0	(380,864)	0.00%
TOTAL STATE AID	17,679,400	17,802,614	17,255,306	(547,308)	-3.07%
FED. ARRA/EDUCATION JOBS FUND GRANT	1,870,748	992,845	831,007	(161,838)	-16.30%
FEDERAL AID - MEDICAID	50,000	50,000	50,000	0	0.00%
TOTAL REVENUES	\$106,168,857	\$108,452,607	\$109,762,726	1,310,119	1.21%
APPROP FUND BALANCE/RESERVES	750,000	1,250,000	1,828,000	578,000	46.24%
				0	
TOTAL BUDGET	\$106,918,857	\$109,702,607	\$111,590,726	1,888,119	1.72%

Property Tax Report Card 261401 - PITTSFORD CSD

Percent of the Total Budget

2010-2011 - Page 1

Official - as of 04/12/2011 10:28 AM

Important Note: Changes in GAAP reporting requirements for fund balances affect NYS school district financial statements for periods ending June 30, 2011. Data elements for the Property Tax Report Card have been renamed and redefined in accordance with these changes. Please see <a href="http://www.p12.nysed.gov/mgtserv/districtbudgetdata.html">http://www.p12.nysed.gov/mgtserv/districtbudgetdata.html</a> for additional guidance.

#### Form Due - April 23, 2011

School District Contact Person: MARY J. GIBSON School District Telephone Number: 585-267-1036 **Budgeted 2011-12** Budgeted 2010-11 Percent Change (A) (C) **Total Spending** 109,702,607 111,590,726 1.72 % Total School Tax Levy % 83,177,728 84.758.491 1.90 6,014 **Public School Enrollment** 6,020 0.10 % Consumer Price Index 1.6 Actual 2010-11 Estimated 2011-12 (D) (E) Adjusted Restricted Fund Balance 21,407,221 19,654,037 Assigned Appropriated Fund Balance 1,250,000 1,250,000 Adjusted Unrestricted Fund Balance 4,388,106 4,463,629 Adjusted Unrestricted Fund Balance as a 4.00 4.00



		Full Di	sclosure	e Staten	nent					
		Pittsfo	rd Centr	al Schoo	ol District		<del> </del>			
		Admini	strative	Comper	nsation Inf	ormatio	on for	2011-20	12	
			(over \$12	0,000)						
	Est.	Tax								
	2011-12	Shelter	Social	Worker's	Teacher's	Health	Dental	Life Ins./	Disability	TOTAL
	Salary	Annuity	Security	Comp.	Retirement	Ins	ins	Other	Ins	BENEFITS
SUPERINTENDENT	224,647	20,500	9,879	874	24,711	12,036	975	25,000	1,170	95,145
ASST. SUPERINTENDENT FOR INSTRUCTION	130,000	4,700	8,507	506	14,300	11,875	975	258	677	41,797
ASST. SUPT. FOR BUSINESS	138,833	4,700	8,635	540	15,272	11,875	975	258	723	42,977
ASST. SUPT. FOR HUMAN RESOURCES	131,000	4,700	8,521	510	14,410	11,875	975	258	682	41,931
DIRECTOR OF PUPIL PERSONNEL	123,000	4,457	8,405	478	13,530	10,956	975	258	641	39,700
DIRECTOR OF SPECIAL EDUCATION	130,347	4,457	8,512	507	14,338	13,388	975	258	679	43,113
DIRECTOR OF ATHLETICS	120,368	4,457	8,367	468	13,240	13,388	975	258	627	41,780
PRINCIPAL	147,809	4,457	8,765	575	16,259	10,998	975	258	770	43,056
PRINCIPAL	140,440	4,457	8,658	547	15,448	10,998	975	258	731	42,073
PRINCIPAL	140,653	4,457	8,661	546	15,472	10,998	975	258	733	42,099
PRINCIPAL	136,606	4,457	8,602	547	15,027	12,035	975	258	711	42,612



- School Report Cards
- Budget Notice & Star Exemption
- Exemption Report

SDL: 2691 LEA: 261401060000

# The New York State School Report Card Fiscal Accountability Supplement

#### for

#### Pittsford Central School District

New York State Education Law and the Commissioner's Regulations require the attachment of the NYS School Report Card to the public school district budget proposal. The regulations require that certain expenditure ratios for general education and special education students be reported and compared with ratios for similar districts and all public schools. The required ratios for this district are reported below.

2008-2009 Sc	chool Year	General Education	Special Education
This	Instructional Expenditures	\$56,024,515	\$18,343,780
School	Pupils	5,860	553
District	Expenditures Per Pupil	\$9,560	\$33,171
Similar	Instructional Expenditures	\$4,851,531,719	\$1,727,635,613
District	Pupils	402,282	52,517
Group	Expenditures Per Pupil	\$12,060	\$32,897
Total of All	Instructional Expenditures	\$29,417,505,672	\$10,926,323,899
School Districts in	Pupils	2,705,290	411,516
NY State	Expenditures Per Pupil	\$10,874	\$26,551
Similar Distri	ct Group Description: Low N	eed/Resource Capacity	

Instructional Expenditures for General Education are K-12 expenditures for classroom instruction (excluding Special Education) plus a proration of building level administrative and instructional support expenditures. These expenditures include amounts for instruction of students with disabilities in a general education setting. District expenditures, such as transportation, debt service, and district-wide administration, are not included.

The pupil count for General Education is K-12 average daily membership plus K-12 pupils for whom the district pays tuition to another school district. This number represents all pupils, including those classified as having disabilities and those not classified, excluding only students with disabilities placed out of district. For districts in which a county jail is located, this number includes incarcerated youth to whom the district must provide an education program.

Instructional Expenditures for Special Education are K-12 expenditures for students with disabilities (including summer special education expenditures) plus a proration of building-level administrative and instructional support expenditures. District expenditures, such as transportation, debt service, and district-wide administration, are not included.

The pupil count for Special Education is a count of K-12 students with disabilities as of October 1, 2008 plus students for whom the district receives tuition from another district plus students for whom the district pays tuition to another district. Students attending the State schools at Rome and Batavia, private placements, and out-of-state placements are included.

Instructional Expenditures Per Pupil is the simple arithmetic ratio of Instructional Expenditures to Pupils. The total cost of instruction for students with disabilities may include both general and special education expenditures. Special education services provided in the general education classroom may benefit students not classified as having disabilities.

2008-2009 School Year	This School	Similar District	Total of All School
	District	Group	Districts in NY State
Total Expenditures Per Pupil	\$17,661	\$21,585	\$19,381

Total Expenditures Per Pupil is the simple arithmetic ratio of Total Expenditures to Pupils. Total Expenditures include district expenditures for classroom instruction, as well as expenditures for transportation, debt service, community service and district-wide administration that are not included in the Instructional Expenditure values for General Education and Special Education. As such, the sum of General Education and Special Education Instructional Expenditures does not equal the Total Expenditures.

The numbers used to compute the statistics on this page were collected on the State Aid Form A, the State Aid Form F, the School District Annual Financial Report (ST-3), and from the Student Information Repository System (SIRS).

SDL: 2691 LEA: 261401060000

# The New York State School Report Card Information about Students with Disabilities

#### for

#### Pittsford Central School District

New York State Education Law and the Commissioner's Regulations require the attachment of the NYS School Report Card to the public school district budget proposal. The regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required percentages for this district are reported below.

Student Counts as of October 7, 2009	This Sch	ool District	Similar District Group	Total of All School Districts in NY State
Student Placement Percent of Time Inside Regular Classroom	Count of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities
80% or more	359	69.2%	63.8%	55.6%
40% to 79%	85	16.4%	17.1%	11.7%
Less than 40%	43	8.3%	11.4%	23.1%
Separate Settings	15	2.9%	4.5%	6.0%
Other Settings	17	3.3%	3.2%	3.7%

The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in Verification Report 5. The counts are numbers of students reported in the least restrictive environment categories for school-age programs (ages 6-21) on October 7, 2009. The percentages represent the amount of time students with disabilities are in general education class-rooms, regardless of the amount and cost of special education services they receive. Rounding of percentage values may cause them to sum to a number slightly different from 100%.

#### School-age Students with Disabilities Classification Rate

2009-10 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Special Ed Classification Rate	7.98%	11.4%	13.2%

This rate is a ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school-age students for whom a district has Committee on Special Education (CSE) responsibility to ensure the provision of special education services. The denominator includes all school-age students who reside in the district. In the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school district. Source data are drawn from the SIRS and from the Basic Education Data System (BEDS).

Similar District Group Description: Low Need/Resource Capacity

Similar District Groups are identified according to the Need-to-Resource-Capacity Index defined and used in the Annual Report to the Governor and Legislature on the Educational Status of the State's Schools.





#### **Donna Hansen**

From:

Donna McCarthy

ent: To: Thursday, April 14, 2011 8:38 AM

Subject:

Donna Hansen RE: Budget Binders

https://www.nystart.gov/publicweb/District.do?year=2010&county=MONROE&district=261401060000

1 link for report cards 1

From: Donna Hansen

Sent: Thursday, April 14, 2011 8:36 AM

**To:** Donna McCarthy **Subject:** Budget Binders



Hi Donna,

I will be putting together the Budget Binders very soon. Could you please get me a copy of all the school and District report cards, (2009-10).

I need <u>Accountability and Overview Reports</u> as well as <u>Comprehensive Information Reports</u> for the District and all four secondary schools.

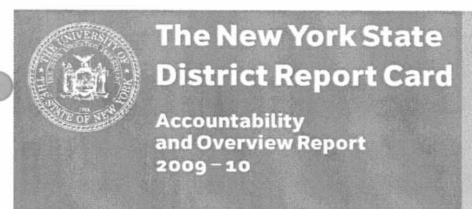
I need Accountability and Overview Reports from all nine elementary schools.

I will need to have Ed make copies and we have to get them out to the schools and library by May 2<sup>nd</sup>, so the sooner the better.

Thank You!

#### Donna Hansen

Communications Office Pittsford Central Schools 267-1029



District PITTSFORD CENTRAL SCHOOL
DISTRICT
District ID 26-14-01-06-0000
Superintendent MARY ALICE PRICE
Telephone (585) 267-1004
Grades K-12

### This District's Report Card

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

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

### Use this report to:



### Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

### Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.

### **3** View School Accountability Status.

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

### Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science.

#### For more information:

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

February 5, 2011 Page 1

District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000



#### **District Profile**

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

#### **Enrollment**

Kindergarten       394       371       317         Grade 1       398       404       422         Grade 2       422       412       422         Grade 3       423       440       430         Grade 4       450       432       463         Grade 5       466       457       437         Grade 6       481       472       470         Ungraded Elementary       0       0       0         Grade 7       515       462       483         Grade 8       494       523       478         Grade 9       494       503       532         Grade 10       522       495       500         Grade 11       472       522       500         Grade 12       497       477       515         Ungraded Secondary       0       0       0       0		2007-08	2008-09	2009-10
Grade 1       398       404       422         Grade 2       422       412       422         Grade 3       423       440       430         Grade 4       450       432       463         Grade 5       466       457       437         Grade 6       481       472       470         Ungraded Elementary       0       0       0         Grade 7       515       462       483         Grade 8       494       523       478         Grade 9       494       503       532         Grade 10       522       495       500         Grade 11       472       522       500         Grade 12       497       477       515         Ungraded Secondary       0       0       0       0	Pre-K	0	0	0
Grade 2       422       412       422         Grade 3       423       440       430         Grade 4       450       432       463         Grade 5       466       457       437         Grade 6       481       472       470         Ungraded Elementary       0       0       0         Grade 7       515       462       483         Grade 8       494       523       478         Grade 9       494       503       532         Grade 10       522       495       500         Grade 11       472       522       500         Grade 12       497       477       515         Ungraded Secondary       0       0       0	Kindergarten	394	371	317
Grade 3       423       440       430         Grade 4       450       432       463         Grade 5       466       457       437         Grade 6       481       472       470         Ungraded Elementary       0       0       0         Grade 7       515       462       483         Grade 8       494       523       478         Grade 9       494       503       532         Grade 10       522       495       500         Grade 11       472       522       500         Grade 12       497       477       515         Ungraded Secondary       0       0       0	Grade 1	398	404	422
Grade 4       450       432       463         Grade 5       466       457       437         Grade 6       481       472       470         Ungraded Elementary       0       0       0         Grade 7       515       462       483         Grade 8       494       523       478         Grade 9       494       503       532         Grade 10       522       495       500         Grade 11       472       522       500         Grade 12       497       477       515         Ungraded Secondary       0       0       0	Grade 2	422	412	422
Grade 5       466       457       437         Grade 6       481       472       470         Ungraded Elementary       0       0       0         Grade 7       515       462       483         Grade 8       494       523       478         Grade 9       494       503       532         Grade 10       522       495       500         Grade 11       472       522       500         Grade 12       497       477       515         Ungraded Secondary       0       0       0	Grade 3	423	440	430
Grade 6       481       472       470         Ungraded Elementary       0       0       0         Grade 7       515       462       483         Grade 8       494       523       478         Grade 9       494       503       532         Grade 10       522       495       500         Grade 11       472       522       500         Grade 12       497       477       515         Ungraded Secondary       0       0       0	Grade 4	450	432	463
Ungraded Elementary         0         0         0           Grade 7         515         462         483           Grade 8         494         523         478           Grade 9         494         503         532           Grade 10         522         495         500           Grade 11         472         522         500           Grade 12         497         477         515           Ungraded Secondary         0         0         0	Grade 5	466	457	437
Grade 7     515     462     483       Grade 8     494     523     478       Grade 9     494     503     532       Grade 10     522     495     500       Grade 11     472     522     500       Grade 12     497     477     515       Ungraded Secondary     0     0     0	Grade 6	481	472	470
Grade 8       494       523       478         Grade 9       494       503       532         Grade 10       522       495       500         Grade 11       472       522       500         Grade 12       497       477       515         Ungraded Secondary       0       0       0	Ungraded Elementary	0	0	0
Grade 9     494     503     532       Grade 10     522     495     500       Grade 11     472     522     500       Grade 12     497     477     515       Ungraded Secondary     0     0     0	Grade 7	515	462	483
Grade 10         522         495         500           Grade 11         472         522         500           Grade 12         497         477         515           Ungraded Secondary         0         0         0	Grade 8	494	523	478
Grade 11         472         522         500           Grade 12         497         477         515           Ungraded Secondary         0         0         0	Grade 9	494	503	532
Grade 12         497         477         515           Ungraded Secondary         0         0         0	Grade 10	522	495	500
Ungraded Secondary 0 0 C	Grade 11	472	522	500
	Grade 12	497	477	515
<b>Total K-12</b> 6028 5970 5969	Ungraded Secondary	0	0	0
	Total K-12	6028	5970	5969

# Enrollment Information

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

#### **Average Class Size**

	2007-08	2008-09	2009-10
Common Branch	22	22	22
Grade 8			
English	24	26	24
Mathematics	21	20	19
Science	23	26	23
Social Studies	25	26	24
Grade 10			
English	21	20	21
Mathematics	23	21	20
Science	18	16	18
Social Studies	21	21	22

# Average Class Size Information

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



February 5, 2011 Page 2

District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000

#### **Demographic Factors**

	200	7-08	200	B-09	200	9-10	
	#	%	#	%	#	%	
Eligible for Free Lunch	135	2%	125	2%	151	3%	
Reduced-Price Lunch	51	1%	73	1%	77	1%	
Student Stability*		N/A		N/A		N/A	
Limited English Proficient	53	1%	39	1%	32	1%	
Racial/Ethnic Origin							
American Indian or Alaska Native	2	0%	1	0%	2	0%	
Black or African American	169	3%	169	3%	161	3%	
Hispanic or Latino	103	2%	88	1%	106	2%	
Asian or Native	471	8%	490	8%	530	9%	
Hawaiian/Other Pacific Islander							
White	5273	87%	5200	87%	5123	86%	
Multiracial	10	0%	22	0%	47	1%	

<sup>\*</sup> Available only at the school level.



### **Attendance and Suspensions**

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		97%		97%		96%
Student Suspensions	81	1%	47	1%	34	1%

## Demographic Factors Information

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

# Attendance and Suspensions Information

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



February 5, 2011 Page 3

District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000



#### **Teacher Qualifications**

	2007-08	2008-09	2009-10
Total Number of Teachers	491	486	487
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	4%	5%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	16%	17%	17%
Total Number of Core Classes	1208	1243	1174
Percent Not Taught by Highly Qualified Teachers in This District	1%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	1916	1895	1898
Percent Taught by Teachers Without Appropriate Certification	1%	0%	0%

### Information The Percent Teaching Out of Certification is the

**Teacher Qualifications** 

percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

#### **Teacher Turnover Rate**

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	22%	18%	22%
Turnover Rate of All Teachers	22%	13%	12%

#### **Teacher Turnover Rate** Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

#### **Staff Counts**

	2007-08	2008-09	2009-10
Total Other Professional Staff	61	56	62
Total Paraprofessionals*	200	200	202
Assistant Principals	7	7	7
Principals	9	9	9

<sup>\*</sup> Not available at the school level.

#### **Staff Counts** Information

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



February 5, 2011 Page 4

### 2 District Accountability

District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000

# Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2009–10, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: http://www.p12.nysed.gov/irts/accountability/.



#### 1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation and the performance criteria.

#### **A Participation Criterion**

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2009–10 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### **B** Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2006 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

#### 2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

#### 3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement.

This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

**Elementary/Middle-Level Science:** To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

#### A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

#### **B** Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

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

District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000



### **Useful Terms for Understanding Accountability**

#### 12th Graders

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

#### 2006 Cohort

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

#### **Accountability Cohort for English and Mathematics**

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006-07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, who were enrolled on October 7, 2009 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2010, are not included in the 2006 school accountability cohort. The 2006 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

#### Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

#### Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

#### **Continuous Enrollment**

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

#### **Continuously Enrolled Students**

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

## Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irts.

#### **Graduation Rate**

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



#### **Graduation-Rate Total Cohort**

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the SIRS Manual at http://www.p12/nysed.gov/irts/sirs.

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

#### **Limited English Proficient**

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

#### **Non-Accountability Groups**

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





District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000

### Useful Terms for Understanding Accountability (continued)

#### **Participation**

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

#### Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:



100 x [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) + Count of All Continuously Enrolled Tested Students]

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

100 × [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) + Count of All Cohort Members]

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

#### **Progress Targets**

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

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

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



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

#### **Safe Harbor Targets**

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

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

#### Safe Harbor Qualification (\*)

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

#### State Standard

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

#### Students with Disabilities

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

#### **Test Performance**

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

#### Total

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

District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000



### **Understanding Your District Accountability Status**

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: http://www.p12.nysed.gov/irts/accountability/.

#### Federal Title | Status

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

#### **New York State Status**

(Applies to New York State districts)

#### District in Good Standing

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

#### District in Need of Improvement (Year 1)

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

#### ■ District Requiring Academic Progress (Year 1)

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



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

#### District Requiring Academic Progress (Year 2)

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

#### District in Need of Improvement (Year 3)

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

#### District Requiring Academic Progress (Year 3)

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

#### District in Need of Improvement (Year 4)

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

#### District Requiring Academic Progress (Year 4)

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

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

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

#### ■ District Requiring Academic Progress (Year 5 and above)

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

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





District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000

### **Summary**

Overall Accountability Status (2010–11)	♠ Good Standing								
	ELA	♠ Good Standing	Science	<b>★</b> Good Standing					
	Math	<b>♠</b> Good Standing	Graduation Rate	<b>★</b> Good Standing					
Title I Part A Funding	Years the District Received Title I Part A Funding								
	2008-	-09	2009-10	2010-11					
	YES		YES	YES					

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

	Elementary/	Middle Level		Secondary Level					
Student Groups	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate			
All Students	✓	✓	✓	✓	✓	$\overline{\hspace{1cm}}$			
Ethnicity									
American Indian or Alaska Native									
Black or African American	<b>√</b>	✓		_	-	***************************************			
Hispanic or Latino	✓	✓	***************************************	_	_				
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓				
White	<b>√</b>	<b>~</b>		<b>√</b>	<b>√</b>				
Multiracial									
Other Groups									
Students with Disabilities	<b>√</b>	<b>√</b>		<b>√</b>	<b>√</b>				
Limited English Proficient	-	_		_	_				
Economically Disadvantaged	<b>√</b>	✓		····	_				
Student groups making AYP in each subject	<b>√</b> 7 of 7	<b>√</b> 7 of 7	<b>√</b> 1 of 1	<b>√</b> 4 of 4	√ 4 of 4	<b>√</b> 1 of 1			

#### **AYP Status**

✓ Made AYP

✓ SH Made AYP Using Safe Harbor Target

Did not make AYP

 Insufficient Number of Students to Determine AYP Status

#### **Accountability Status Levels**

### Federal State

Good Standing 👗 Good Standing

Improvement (Year 1) Requiring Academic Progress (Year 1)

Improvement (Year 2) Requiring Academic Progress (Year 2)

Improvement (Year 3) Requiring Academic Progress (Year 3)

Improvement (Year 4) 🙈 🐞 Requiring Academic Progress (Year 4)

Improvement (Year 5 & Above) 👗 Requiring Academic Progress (Year 5 & Above)

Pending - Requires Special Evaluation

District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000



### **Elementary/Middle-Level English Language Arts**

Accountability Status for This Subject (2010–11)	^	Good Standing
Accountability Measures	7 of 7	Student groups making AYP in English language arts
•	✓	Made AYP
Prospective Status		This district will be in good standing in 2011-12. [201]

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

	AYP	Participat	ion	Test Perfo	rmance	Performance Objectives		
Student Group		Met	Percentage	Met	Performance	Effective	Safe Harbo	r Target
(Total: Continuous Enrollment)	Status	Criterion	Tested	Criterion	Index	AMO	2009-10	2010-11
Accountability Groups		<u>.</u>	· ·					
<b>All Students</b> (2771:2736)	✓	✓	100%	✓	193	153		
Ethnicity		•						
American Indian or Alaska Native (1:1)	-		***			-		_
Black or African American (74:74)	✓	✓	100%	✓	180	144		
Hispanic or Latino (79:78)	✓	✓	100%	<b>√</b>	195	144	**************	
Asian or Native Hawaiian/Other Pacific Islander (285:277)	✓	✓	100%	✓	197	148		
White (2332:2306)	<b>√</b>	✓	100%	✓	193	153	*************	
Multiracial (0:0)			**************			*************	***************************************	
Other Groups								
Students with Disabilities (237:250)	✓	✓	100%	✓	161	148	······	
Limited English Proficient (9:8)	-				-			_
Economically Disadvantaged (116:108)	✓	✓	100%	✓	178	145	***************************************	
Final AYP Determination	<b>√</b> 7 of 7	7						
Non-Accountability Groups								
Female (1383:1364)			100%		195	152		
Male (1388:1372)		•••••	100%	**************	192	152	*************	*****************
Migrant (0:0)		•••••		*************	**************	• • • • • • • • • • • • • • • • • • • •		

#### **Symbols**

✓ Made AYF

✓ SH Made AYP Using Safe Harbor Target

Did not make AYP

Fewer Than 40 Total/Fewer Than 30
 Continuous Enrollment

‡ Did not qualify for Safe Harbor

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



### 2

# **District Accountability**



District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000

### **Elementary/Middle-Level Mathematics**

Accountability Status for This Subject (2010–11)	^	Good Standing
Accountability Measures	7 of 7	Student groups making AYP in mathematics
	✓	Made AYP
Prospective Status		This district will be in good standing in 2011-12 [201]

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

	AYP	Participation		Test Performance		Performance Objectives		
Student Group		Met	Percentage	Met	Performance	Effective	Safe Harbo	r Target
(Total: Continuous Enrollment)	Status	Criterion	Tested	Criterion	Index	AMO	2009-10	2010-11
Accountability Groups								
All Students (2770:2738)	✓	√	100%	$\checkmark$	197	133		
Ethnicity								
American Indian or Alaska Native (1:1)	_	****	-	_		_		_
Black or African American (74:74)	✓	✓	100%	✓	191	124	*************	
Hispanic or Latino (79:78)	✓	✓	100%	✓	199	124	***************************************	
Asian or Native Hawaiian/Other Pacific Islander (285:278)	✓	✓	100%	✓	199	128		
White (2331:2307)	✓	✓	100%	✓	197	133	***************************************	
Multiracial (0:0)						••••••	***************************************	
Other Groups							··········	
Students with Disabilities (236:250)	✓	✓	100%	✓	174	128		
Limited English Proficient (9:9)	_	-		_	_		***************	_
Economically Disadvantaged (116:108)	✓	✓	100%	✓	185	125	***************************************	
Final AYP Determination	√ 7 of 7	7					· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·
Non-Accountability Groups								***************************************
Female (1382:1365)			100%		198	132		***************************************
Male (1388:1373)			100%		197	132	••••••	
Migrant (0:0)		***************************************	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	*************	• • • • • • • • • • • • • • • • • • • •		• • • • • • • • • • • • • • • • • • • •

#### **Symbols**



Made AYE

Made AYP Using Safe Harbor Target

Did not make AYP

Fewer Than 40 Total/Fewer Than 30
 Continuous Enrollment

# Did not qualify for Safe Harbor

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

District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000



### **Elementary/Middle-Level Science**

Accountability Status for This Subject (2010–11)	^	Good Standing
Accountability Measures	1 of 1	Student groups making AYP in science
	✓	Made AYP
Prospective Status		This district will be in good standing in 2011-12. [201]

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

	AYP		Participat	ion	Test Perfo	rmance	Performance Objectives		
Student Group (Total: Continuous Enrollment)	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress 2009-10	Target 2010-11
Accountability Groups									
All Students (946:934)	<b>√</b>	Qualified	<b>√</b>	100%	✓	197	100		
Ethnicity									
American Indian or Alaska Native (0:0)							,		
Black or African American (20:20)				-	-	-	-		-
Hispanic or Latino (26:26)		_	_	-		-	_		_
Asian or Native Hawaiian/Other Pacific Islander (102:99)	• • • • • • • • • • • • • • • • • • • •	Qualified	✓	100%	✓	200	100		
White (798:789)		Qualified	·····•	100%	<b>√</b>	197	100		
Other Groups									
Students with Disabilities (73:77)		Qualified	✓	100%	✓	178	100		
Limited English Proficient (4:4)		-	····		-	<u></u>	-		-
Economically Disadvantaged (33:30)	••••••	Qualified	_		✓	187	100		
Final AYP Determination	<b>√</b> 10	of 1			na.				
Non-Accountability Groups									
Female (462:456)				100%		197	100		
Male (484:478)				100%		197	100		
Migrant (0:0)									

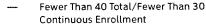
#### Symbols



Made AYP



Did not make AYP



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



Page 12

### 2

# **District Accountability**



District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000

### **Secondary-Level English Language Arts**

Accountability Status for This Subject (2010–11)	^	Good Standing
<b>Accountability Measures</b>	4 of 4	Student groups making AYP in English language arts
•	✓	Made AYP
Prospective Status		This district will be in good standing in 2011-12. [201]

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

Student Group	AYP	Participation		Test Perfo	rmance	Performance Objectives		
	_	Met	Percentage	Met	Performance	Effective	Safe Harbo	
(12th Graders: 2006 Cohort)	Status	Criterion	Tested	Criterion	Index	AMO	2009-10	2010-11
Accountability Groups								
All Students (523:513)	<u> </u>	<b>√</b>	100%	✓	197	172		
Ethnicity								
American Indian or Alaska Native (0:0)					,			
Black or African American (11:13)	_			_	***	-	***************************************	-
Hispanic or Latino (7:7)	 	- · · · · · · · · · · · · · · · · · · ·			·····	-		
Asian or Native Hawaiian/Other Pacific Islander (42:40)	✓	✓	100%	✓	195	162		
White (463:453)	$\checkmark$	✓	100%	✓	198	172	*************	• • • • • • • • • • • • • • • • • • • •
Multiracial (0:0)				• • • • • • • • • • • • • • • • • • • •	******	• • • • • • • • • • • • • • • • • • • •	*******************	
Other Groups								
Students with Disabilities (47:55)	✓	✓	100%	✓	180	164		
Limited English Proficient (2:2)	_	-	***	-	***	-		
Economically Disadvantaged [16:17]		-	-	-	-	-	*********	-
Final AYP Determination	<b>√</b> 4 of 4	4					*****	
Non-Accountability Groups						<del></del>		
Female (256:249)			100%		198	170		
Male (267:264)			100%		197	170		
Migrant (0:0)			*************	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •			

#### **Symbols**



Made AYP

Made AYP Using Safe Harbor Target

Did not make AYP

Fewer Than 40 12th Graders/Fewer Than 30 Cohort

Did not qualify for Safe Harbor

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

District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000



### **Secondary-Level Mathematics**

Accountability Status for This Subject (2010–11)	^	Good Standing
Accountability Measures	4 of 4	Student groups making AYP in mathematics
	✓	Made AYP
Prospective Status		This district will be in good standing in 2011-12. [201]

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

Student Group	AYP Participation			Test Perfo	rmance	Performance Objectives		
		Met	Percentage	Met	Performance	Effective	Safe Harbo	or Target
(12th Graders: 2006 Cohort)	Status	Criterion	Tested	Criterion	Index	AMO	2009-10	2010-11
Accountability Groups								·
All Students (523:513)	✓	✓	99%	✓	198	168		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (11:13)	_	-	_	-	····	_		-
Hispanic or Latino (7:7)	-	· · · · · · · · · · · · · · · · · · ·		_	***	-		_
Asian or Native Hawaiian/Other Pacific Islander (42:40)	✓	✓	100%	✓	200	158		
White (463:453)	<b>√</b>	<b>√</b>	100%	✓	198	168		
Multiracial (0:0)	• • • • • • • • • • • • • • • • • • • •			••••••		***************************************		
Other Groups								
Students with Disabilities (47:55)	✓	✓	100%	✓	191	160		
Limited English Proficient (2:2)	-		<del>**</del> *	-	alank.	-		-
Economically Disadvantaged (16:17)	-	_				-		_
Final AYP Determination	<b>√</b> 4 of -	4						
Non-Accountability Groups								
Female (256:249)			100%		198	166		
Male (267:264)			99%		197	166		
Migrant (0:0)								

#### **Symbols**

Made AYP

Made AYP Using Safe Harbor Target

Did not make AYP

Fewer Than 40 12th Graders/Fewer Than 30 Cohort

Did not qualify for Safe Harbor

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



### 2

# **District Accountability**

\_\_\_\_

District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000

### **Graduation Rate**

Accountability Status for This Indicator (2010–11)	^	Good Standing	
Accountability Measures	1 of 1	Student groups making AYP in graduation rate	
	✓	Made AYP	••••
Prospective Status		This district will be in good standing in 2011-12. [201]	

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

	Graduatio		Objectives			
Student Group		Met	Graduation	State	Progress Target	
(2005 Graduation-Rate Total Cohort)	AYP	Criterion	Rate	Standard	2009-10	2010-11
Accountability Groups						
All Students (477)	✓	✓	97%	80%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (16)	•••••	-	-		***************************************	•••
Hispanic or Latino (2)		-		-		• • • • • • • • • • • • • • • • • • • •
Asian or Native Hawaiian/Other Pacific Islander (19)			-			• • • • • • • • • • • • • • • • • • • •
White (440)	•••••	✓	97%	80%		• • • • • • • • • • • • • • • • • • • •
Multiracial (0)	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	*** ***********************************		••	• • • • • • • • • • • • • • • • • • • •
Other Groups				······································		
Students with Disabilities (49)		✓	86%	80%		
Limited English Proficient (0)		• • • • • • • • • • • • • • • • • • • •	•••	•••••		•••
Economically Disadvantaged (15)	••••••	-		-		• • • • • • • • • • • • • • • • • • • •
Final AYP Determination	<b>√</b> 1 of 1					
Non-Accountability Groups						
Female (237)			98%	80%		
Male (240)			96%	80%		•••••••
Migrant (0)	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	•••			

#### Symbols

✓ Made AYP

✗ Did not make AYP

Fewer than 30 Graduation-Rate Total Cohort

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



#### **Aspirational Goal**

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **98%** and, therefore, this district **did** meet this goal. The aspirational goal does not impact accountability.

# Sehool Accountability Status

District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000



### 2010-11 Accountability Status of Schools in Your District

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

#### In Good Standing

9 schools identified 100% of total

ALLEN CREEK SCHOOL
BARKER ROAD MIDDLE SCHOOL
CALKINS ROAD MIDDLE SCHOOL
JEFFERSON ROAD SCHOOL
MENDON CENTER ELEMENTARY SCHOOL
PARK ROAD SCHOOL
PITTSFORD SUTHERLAND HIGH SCHOOL
PITTSFORD-MENDON HIGH SCHOOL

THORNELL ROAD SCHOOL



District PITTSFORD CENTRAL SCHOOL DISTRICT

# Summary of 2009-10 District Performance

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

Percentage of students that	Total
scored at or above Level 3	Tested

<b>English Language Arts</b>	(	ο%	50%	100%
Grade 3	80%			435
Grade 4	88%			461
Grade 5	87%			432
Grade 6	88%			464
Grade 7	82%			482
Grade 8	84%			478

#### **Mathematics**

Grade 3	88%	435
Grade 4	86%	461
Grade 5	91%	434
Grade 6	88%	464
Grade 7	91%	482
Grade 8	87%	477

#### Science

Grade 4	99%	462
Grade 8	97%	476

	Percentage of :	2006 To					
condary Level	scored at or ab	scored at or above Level 3					
econdary Level	0%	50%	100%				

Secondary Level	C	)%	50%	100%	
English	97%				531
Mathematics	97%				531

District ID 26-14-01-06-0000

#### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

#### Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

#### Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

#### Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

# How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the Report to the Governor and the Legislature on the Educational Status of the State's Schools at www.p12.nysed.gov/irts.

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

#### This District's N/RC Category:

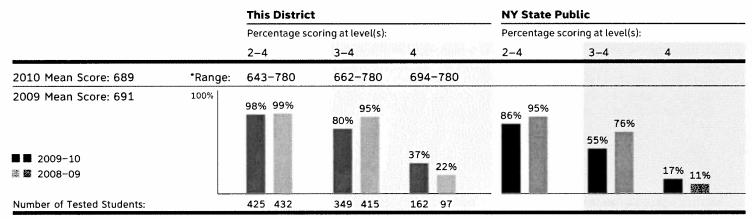
#### **Low Need Districts**

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

District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000

### This District's Results in Grade 3 English Language Arts



Results by	2009-10	School Yea	r		2008-09 School Year				
Student Group	Total	Percentage scoring at level(s):			Total	Percentag	Percentage scoring at level(s):		
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students	435	98%	80%	37%	438	99%	95%	22%	
Female	207	98%	83%	40%	216	100%	97%	25%	
Male	228	97%	78%	35%	222	98%	93%	20%	
American Indian or Alaska Native					k	86764 w			
Black or African American	14	100%	64%	21%	9		-		
Hispanic or Latino	16	94%	69%	31%	12	92%	92%	17%	
Asian or Native Hawaiian/Other Pacific Islander	49	100%	88%	51%	58	100%	95%	22%	
White	356	97%	80%	36%	357	99%	96%	22%	
Multiracial		7 6			2	7.17		_	
Small Group Totals		1914			11	100%	73%	18%	
General-Education Students	408	99%	83%	39%	415	100%	97%	23%	
Students with Disabilities	27	81%	33%	7%	23	74%	52%	0%	
English Proficient	433	(A)=1_1			429	99%	95%	23%	
Limited English Proficient	2	100 12 2		[보겠다 <mark>는</mark> 맛집	9	100%	78%	0%	
Economically Disadvantaged	18	89%	61%	22%	20	95%	80%	15%	
Not Disadvantaged	417	98%	81%	38%	418	99%	95%	22%	
Migrant									
Not Migrant	435	98%	80%	37%	438	99%	95%	22%	

#### NOTES

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

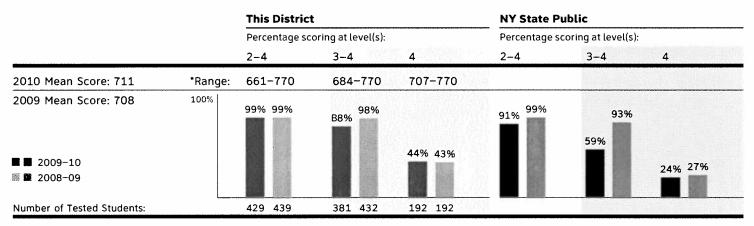
\* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 Accountability and Overview Reports.

Other	2009-10	School Year			2008–09 School Year				
Assessments	Total	Number scoring at level(s):			Total	Number sc	Number scoring at level(s):		
	Tested	2-4	3–4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	3	1	-17-2	- 11 - 11 <u>-</u>	2		-1		
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	2	N/A	N/A	N/A	
	Total			1/1	Total	300	V-1 1 1	9,1397	
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000

### This District's Results in Grade 3 Mathematics



Results by	2009-10	School Yea	r		2008-09	2008-09 School Year				
Student Group	Total	Percentage scoring at level(s):			Total	Percentage scoring at level(s):				
Student Oroup	Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students	435	99%	88%	44%	442	99%	98%	43%		
Female	207	98%	86%	43%	219	100%	98%	46%		
Male	228	99%	89%	45%	223	99%	97%	41%		
American Indian or Alaska Native		744.5 113				.63316.2°		Uni piete r		
Black or African American	14	100%	79%	7%	9		<del>-</del> -			
Hispanic or Latino	16	94%	94%	31%	12	100%	92%	17%		
Asian or Native Hawaiian/Other Pacific Islander	49	100%	94%	59%	57	100%	96%	56%		
White	356	99%	87%	44%	362	99%	98%	43%		
Multiracial			35a 1		2	<u> </u>	(13) <del>-</del> 3			
Small Group Totals	****************		A. 33	5a 151.	11	100%	100%	36%		
General-Education Students	408	100%	90%	46%	419	100%	99%	46%		
Students with Disabilities	27	85%	56%	11%	23	87%	70%	4%		
English Proficient	433				431	99%	98%	44%		
Limited English Proficient	2	fa/f = 5	(1) .54 - TV		11	100%	91%	27%		
Economically Disadvantaged	18	94%	78%	39%	19	95%	95%	32%		
Not Disadvantaged	417	99%	88%	44%	423	100%	98%	44%		
Migrant			.21, 1 !- ;					di Piran e		
Not Migrant	435	99%	88%	44%	442	99%	98%	43%		

#### NOTES

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

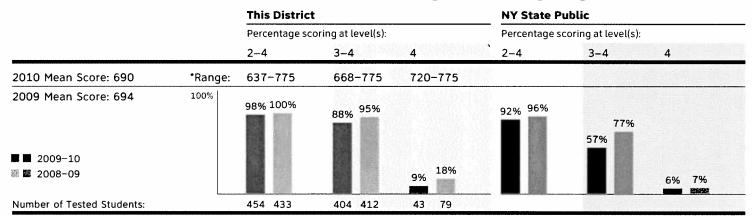
\* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 Accountability and Overview Reports.

Other Assessments	2009-10	School Year		2008-09 School Year				
	Total	Number sco	oring at level	.(s):	Total Tested	Number scoring at level(s):		
	Tested	2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment	2	_	_	_	2	-: 112-33	ws 5 <u>-</u> 38	15 at -1
(NYSAA): Grade 3 Equivalent	3				2			

District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000

### This District's Results in Grade 4 English Language Arts



Results by	2009-10	School Yea	r		2008-09	School Yea	ır	
Student Group	Total	Percentag	e scoring at	level(s):	Total	Percentag	je scoring a	t level(s):
Student Oroup	Tested	2-4	3-4	4	Tested	2-4	3-4	4
All Students	461	98%	88%	9%	433	100%	95%	18%
Female	230	99%	91%	11%	230	100%	98%	22%
Male	231	98%	84%	8%	203	100%	92%	14%
American Indian or Alaska Native							554 1131 1134	
Black or African American	11	91%	73%	0%	20	100%	85%	5%
Hispanic or Latino	15	93%	93%	7%	8	- 100 (S <del>-</del>		- XIII - XIII
Asian or Native Hawaiian/Other Pacific Islander	60	100%	92%	25%	40	100%	95%	45%
White	375	99%	87%	7%	362	100%	96%	16%
Multiracial		t discuss			3	<u> -</u> :	-	- 77
Small Group Totals				Marri R	11	100%	100%	18%
General-Education Students	434	100%	91%	10%	386	100%	99%	20%
Students with Disabilities	27	78%	33%	0%	47	100%	62%	2%
English Proficient	457	#######	= 1 (n) ( - 1)		431	387 <b>-</b> 8		
Limited English Proficient	4	355-4			2	1882-1		43,463. <del>-</del> (2.13
Economically Disadvantaged	22	91%	77%	0%	20	100%	80%	0%
Not Disadvantaged	439	99%	88%	10%	413	100%	96%	19%
Migrant		1 <u>4</u> 12 -						
Not Migrant	461	98%	88%	9%	433	100%	95%	18%

#### NOTES

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

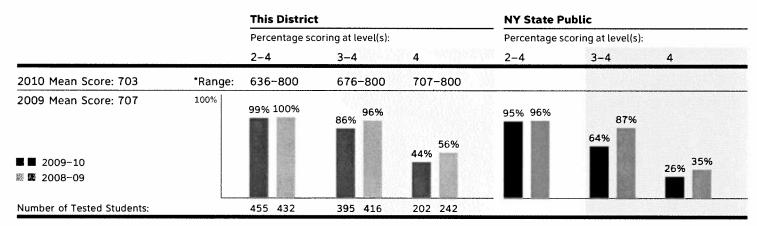
\*These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 Accountability and Overview Reports.

Other	2009-10	School Year		ŕ	2008-09	School Yea	r	
Assessments	Total	Number sco	ring at lev	el(s):	Total	Number sc	oring at le	vel(s):
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	46.	3	-	ă, -,	- 13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000

### This District's Results in Grade 4 Mathematics



Results by	2009-10	School Yea	r		2008-09	School Yea	ır	
Student Group	Total	Percentag	e scoring at	level(s):	Total	Percentag	e scoring a	t level(s):
Student Oroup	Tested	2-4	3-4	4	Tested	2-4	3-4	4
All Students	461	99%	86%	44%	432	100%	96%	56%
Female	230	99%	84%	41%	229	100%	97%	52%
Male	231	98%	87%	47%	203	100%	96%	60%
American Indian or Alaska Native		EEMALE		E DISSEMBLE				
Black or African American	11	100%	64%	18%	19	100%	84%	37%
Hispanic or Latino	15	100%	80%	40%	8	-	_	_
Asian or Native Hawaiian/Other Pacific Islander		100%	90%	65%	41	100%	100%	85%
White	375	98%	86%	41%	361	100%	97%	54%
Multiracial		4178			3	_	-	—
Small Group Totals				- FT	11	100%	91%	45%
General-Education Students	434	100%	89%	46%	386	100%	99%	61%
Students with Disabilities	27	78%	33%	15%	46	100%	74%	17%
English Proficient	457	### <u></u>			430			
Limited English Proficient	4	-166 <b>-</b>		<del>-</del>	2	- 1	-	<b>-</b> 100
Economically Disadvantaged	22	91%	68%	18%	19	100%	84%	37%
Not Disadvantaged	439	99%	87%	45%	413	100%	97%	57%
Migrant				1871		AF.		
Not Migrant	461	99%	86%	44%	432	100%	96%	56%

#### NOTES

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

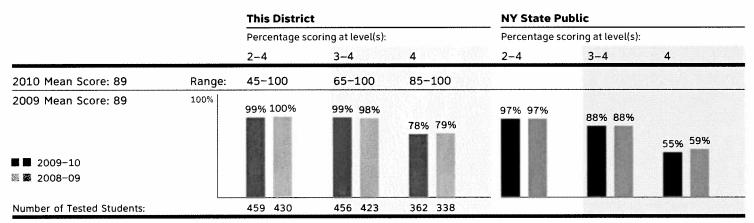
\* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 Accountability and Overview Reports.

Other	2009-10	School Year			2008-09	2008–09 School Year				
Assessments	Total	Number scoring at level(s): Total Number scoring						l(s):		
	Tested	Tested 2-4 3-4 4 Tested	Tested	2-4	3-4	4				
New York State Alternate Assessment	2		_		3		5 48*1			
(NYSAA): Grade 4 Equivalent	2	7-77-7	-	-	3	-	Z-iffys'			

District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000

### This District's Results in Grade 4 Science



Results by	2009-10	School Yea	r		2008-09	School Yea	Percentage scoring at level(s):  2-4			
Student Group	Total	Percentag	e scoring at	level(s):	Total	Percentag	e scoring a	t level(s):		
Student Group	Tested	2-4	3-4	4	Tested	2-4	3–4	4		
All Students	462	99%	99%	78%	430	100%	98%	79%		
Female	231	100%	98%	79%	227	100%	98%	78%		
Male	231	99%	99%	78%	203	100%	99%	79%		
American Indian or Alaska Native					į.					
Black or African American	11	100%	91%	64%	19	100%	95%	42%		
Hispanic or Latino	15	100%	100%	67%	8	73.51 <del>-</del> 2				
Asian or Native Hawaiian/Other Pacific Islander	60	100%	100%	88%	41	100%	100%	90%		
White	376	99%	99%	78%	359	100%	98%	79%		
Multiracial		5 (g) (B)			3	\\\\\\\ <u>-</u>		- <u>-</u> - juli		
Small Group Totals		17(3)	3 3 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		11	100%	100%	82%		
General-Education Students	435	100%	99%	81%	384	100%	100%	85%		
Students with Disabilities	27	89%	89%	33%	46	100%	87%	24%		
English Proficient	458	310 <u>-</u> -	alling y		428	324 <del>-</del> 7				
Limited English Proficient	4		1 31 11 <u>-</u> 1		2					
Economically Disadvantaged	22	95%	95%	55%	19	100%	95%	53%		
Not Disadvantaged	440	100%	99%	80%	411	100%	99%	80%		
Migrant		15,000				Extra				
Not Migrant	462	99%	99%	78%	430	100%	98%	79%		

#### 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.

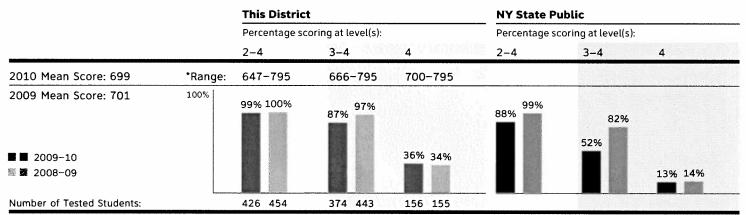
Other	2009-10	School Year			2008-09	School Year					
Assessments	Total	Number scoring at level(s): Total Number scoring at leve						ıl(s):			
	Tested	2-4	3-4	4	Tested	2-4	3-4	4			
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	E.	ann.		3	-).	3 <del>   </del>				

District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000

Page 23

### This District's Results in Grade 5 English Language Arts



Results by	2009-10	School Yea	r		2008-09	School Yea	ge scoring at level(s): 3-4 4  97% 34% 98% 35% 97% 33%			
Student Group	Total	Percentag	e scoring at	level(s):	Total	Total Percentage scoring a				
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students	432	99%	87%	36%	455	100%	97%	34%		
Female	233	99%	91%	39%	243	100%	98%	35%		
Male	199	98%	81%	33%	212	100%	97%	33%		
American Indian or Alaska Native			apic par							
Black or African American	18	94%	50%	11%	12	100%	92%	8%		
Hispanic or Latino	12	100%	92%	25%	12	100%	100%	25%		
Asian or Native Hawaiian/Other Pacific Islander	41	100%	95%	56%	46	100%	100%	43%		
White	361	99%	87%	35%	385	100%	97%	34%		
Multiracial		AN AN	įξ7 <sub>00</sub> * −3							
Small Group Totals										
General-Education Students	390	100%	92%	39%	417	100%	100%	36%		
Students with Disabilities	42	86%	36%	12%	38	97%	74%	13%		
English Proficient	431	93847			453	<u> </u>	_			
Limited English Proficient	1	_	-	-	2	-		-		
Economically Disadvantaged	19	95%	58%	11%	§ 17	100%	88%	18%		
Not Disadvantaged	413	99%	88%	37%	438	100%	98%	35%		
Migrant		48431		4			21/25/24/15	Bis April		
Not Migrant	432	99%	87%	36%	455	100%	97%	34%		

#### NOTES

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

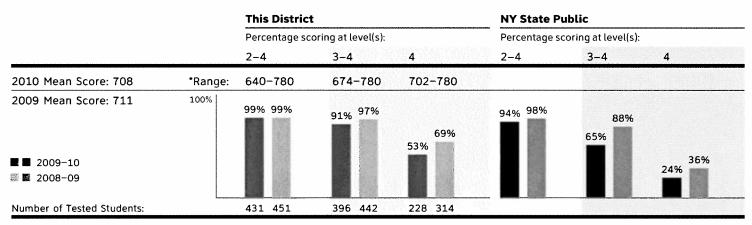
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 Accountability and Overview Reports.

Other	2009-10	School Year			2008-09	School Yea	r	
Assessments	Total	Number sco	ring at lev	el(s):	Total	Number sc	oring at lev	el(s):
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	_	-	1 - N	5	5	4	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		16,"-	
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000

### This District's Results in Grade 5 Mathematics



Results by	2009-10	School Yea	r		2008-09	School Yea	e scoring at level(s): 3-4 4  97% 69% 98% 68% 97% 70%  92% 50% 100% 42% 100% 87% 97% 68%			
Student Group	Total	Percentag	e scoring at	level(s):	Total	Percentag	e scoring a	t level(s):		
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students	434	99%	91%	53%	455	99%	97%	69%		
Female	234	99%	91%	50%	241	99%	98%	68%		
Male	200	100%	92%	55%	214	99%	97%	70%		
American Indian or Alaska Native					Į.					
Black or African American	18	94%	72%	28%	12	100%	92%	50%		
Hispanic or Latino	12	100%	92%	33%	12	100%	100%	42%		
Asian or Native Hawaiian/Other Pacific Islander	42	100%	98%	83%	45	100%	100%	87%		
White	362	99%	91%	51%	386	99%	97%	68%		
Multiracial					i					
Small Group Totals						23111.5				
General-Education Students	392	100%	96%	57%	415	100%	100%	73%		
Students with Disabilities	42	93%	50%	7%	40	90%	70%	30%		
English Proficient	432	- 1	- 1		453	1885				
Limited English Proficient	2	\ \. <del>[</del> ]\	46762 <del>-</del> 2	ar ley	2	(45)		화장[됐=[장]		
Economically Disadvantaged	19	95%	68%	26%	17	100%	82%	35%		
Not Disadvantaged	415	100%	92%	54%	438	99%	98%	70%		
Migrant					ľ	34	82 0			
Not Migrant	434	99%	91%	53%	455	99%	97%	69%		

#### NOTES

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

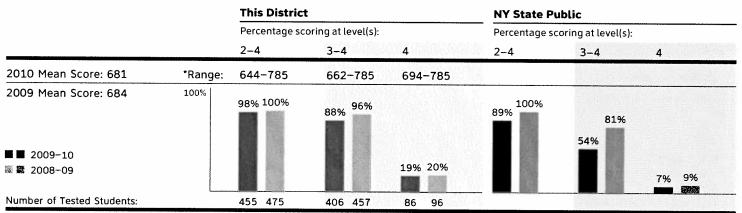
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 Accountability and Overview Reports.

Other	2009-10	School Year			2008-09	School Year					
Assessments	Total	Number sco	ring at level	(s):	Total	Number sc	oring at leve	l(s):			
	Tested	2-4	3-4	4	Tested	2-4	3-4	4			
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3				5	4	4	3			

District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000

## This District's Results in Grade 6 English Language Arts



Results by	2009-10	School Yea	r		2008-09	School Yea	Percentage scoring at level(s):  2-4 3-4 4  100% 96% 20%  100% 97% 27%  100% 96% 14%   100% 73% 0%   100% 100% 18%  100% 97% 21%			
Student Group	Total	Percentag	e scoring at	level(s):	Total	Total Percentage scoring at level(s):				
	Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students	464	98%	88%	19%	475	100%	96%	20%		
Female	244	98%	91%	24%	229	100%	97%	27%		
Male	220	98%	84%	13%	246	100%	96%	14%		
American Indian or Alaska Native				Dawshoj Si	1	Way 2 A				
Black or African American	11	100%	55%	0%	11	100%	73%	0%		
Hispanic or Latino	15	100%	100%	13%	8	-				
Asian or Native Hawaiian/Other Pacific Islander	51	100%	94%	33%	39	100%	100%	18%		
White	387	98%	87%	17%	416	100%	97%	21%		
Multiracíal		•••••••								
Small Group Totals				4	9	100%	89%	11%		
General-Education Students	421	100%	93%	20%	438	100%	97%	22%		
Students with Disabilities	43	81%	37%	5%	37	100%	84%	3%		
English Proficient	463	48345			474			Sentification of		
Limited English Proficient	1	118-3	- T		1		_			
Economically Disadvantaged	21	86%	67%	10%	9	100%	78%	0%		
Not Disadvantaged	443	99%	88%	19%	466	100%	97%	21%		
Migrant		27.48A				48.00				
Not Migrant	464	98%	88%	19%	475	100%	96%	20%		

#### NOTE:

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

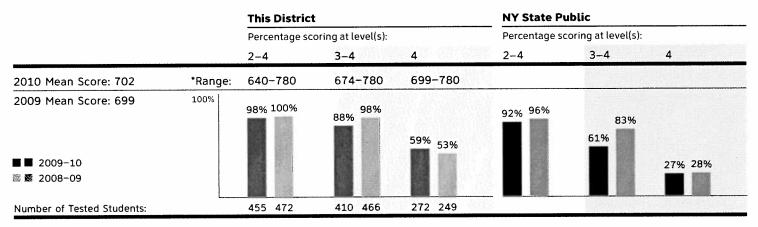
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 Accountability and Overview Reports

Other	2009-10	School Year			2008–09 School Year				
Assessments	Total Number scoring at level(s): Total		Total	Number scoring at level(s):					
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4			_	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		Pia		Total				
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000

### This District's Results in Grade 6 Mathematics



Results by	2009-10	School Yea	r		2008-09	2008-09 School Year				
Student Group	Total	Percentag	e scoring at	level(s):	Total	Percentag	e scoring a	t level(s):		
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students	464	98%	88%	59%	474	100%	98%	53%		
Female	244	98%	89%	59%	229	100%	99%	52%		
Male	220	98%	88%	58%	245	99%	98%	53%		
American Indian or Alaska Native					1		-	- 1		
Black or African American	11	91%	55%	36%	11	100%	82%	9%		
Hispanic or Latino	15	100%	93%	40%	7		**************************************	-		
Asian or Native Hawaiian/Other Pacific Islander	51	100%	100%	80%	39	100%	100%	67%		
White	387	98%	88%	57%	416	100%	99%	53%		
Multiracial							,			
Small Group Totals				医排影 生贫	8	100%	100%	13%		
General-Education Students	421	100%	93%	63%	439	100%	100%	56%		
Students with Disabilities	43	79%	40%	19%	35	94%	83%	14%		
English Proficient	463	- 1		_	473	162 -	_	<u> </u>		
Limited English Proficient	1	Hekt <del>,</del>	<u>-</u>	지 않는 사	1	44.1 <u>-</u> 3	<u> </u>			
Economically Disadvantaged	21	86%	71%	38%	8	100%	88%	50%		
Not Disadvantaged	443	99%	89%	60%	466	100%	98%	53%		
Migrant		146			<u> </u>		,			
Not Migrant	464	98%	88%	59%	474	100%	98%	53%		

#### NOTES

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

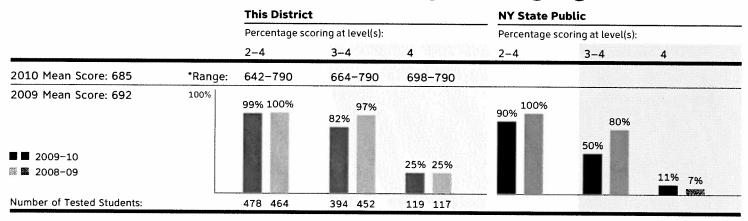
\*These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 Accountability and Overview Reports.

Other Assessments	2009-10	School Year	2008-09 School Year					
	Total	Number sco	ring at level	(s):	Total	Number scoring at level(s):		
	Tested	2-4	3–4	4	Tested	2-4	3-4	4
New York State Alternate Assessment	4	,2,9	ji 14.8	\$ - J =	0			
(NYSAA): Grade 6 Equivalent								

District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000

## This District's Results in Grade 7 English Language Arts



Results by	2009-10	School Yea	r		2008-09 School Year				
Student Group	Total	Percentage scoring at level(s):			Total	***	ge scoring a	t level(s):	
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students	482	99%	82%	25%	465	100%	97%	25%	
Female	233	100%	85%	32%	224	100%	98%	25%	
Male	249	98%	79%	18%	241	100%	97%	25%	
American Indian or Alaska Native	1	-					Pakisal:		
Black or African American	11	91%	36%	0%	11	100%	73%	0%	
Hispanic or Latino	10	_	-	-	10	100%	100%	30%	
Asian or Native Hawaiian/Other Pacific Islander	41	100%	90%	32%	38	100%	100%	24%	
White	419	99%	82%	25%	406	100%	98%	26%	
Multiracial	***************************************	437-23		***************************************		Yes			
Small Group Totals	11	100%	91%	9%	***************************************			***************************************	
General-Education Students	442	100%	86%	27%	423	100%	100%	27%	
Students with Disabilities	40	90%	38%	3%	42	98%	74%	5%	
English Proficient	482	99%	82%	25%	465	100%	97%	25%	
Limited English Proficient	*************************				***************************************				
Economically Disadvantaged	24	96%	63%	13%	9	100%	100%	0%	
Not Disadvantaged	458	99%	83%	25%	456	100%	97%	26%	
Migrant		al ne	484.5				444	488	
Not Migrant	482	99%	82%	25%	465	100%	97%	25%	

#### NOTES

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

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

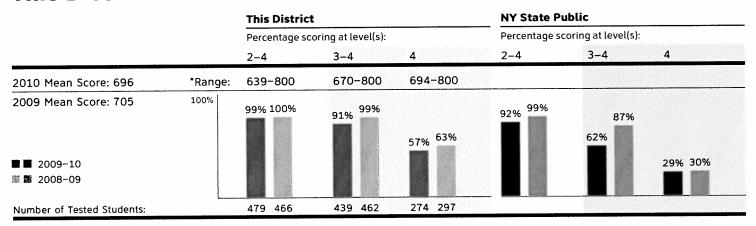
Other	2009-10	School Year	•		2008-09	2008-09 School Year			
Assessments	Total	Number scoring at level(s):			Total	Number scoring at level(s):			
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade <b>7</b> Equivalent	1	_		_	4	Apple.	<u>-</u>		
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A	
	Total				Total				
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

<sup>1</sup> These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000

### This District's Results in Grade 7 Mathematics



Results by	2009-10	School Yea	r		2008-09 School Year				
· · · · · · · · · · · · · · · · · · ·	Total	Percentag	e scoring at	level(s):	Total	Percentage scoring at level(s):			
Student Group	Tested	2-4	3-4	4	Tested	2-4	3–4	4	
All Students	482	99%	91%	57%	468	100%	99%	63%	
Female	233	100%	93%	58%	225	100%	100%	61%	
Male	249	99%	90%	55%	243	99%	98%	66%	
American Indian or Alaska Native	1			<del>-</del>	<u> </u>				
Black or African American	11	91%	55%	9%	11	100%	91%	9%	
Hispanic or Latino	10	-			10	100%	100%	50%	
Asian or Native Hawaiian/Other Pacific Islander	r 41	100%	100%	83%	39	100%	100%	79%	
White	419	100%	91%	56%	408	100%	99%	64%	
Multiracial									
Small Group Totals	11	100%	91%	36%					
General-Education Students	442	100%	95%	61%	425	100%	100%	68%	
Students with Disabilities	40	93%	53%	15%	43	95%	86%	23%	
English Proficient	482	99%	91%	57%	468	100%	99%	63%	
Limited English Proficient		1919							
Economically Disadvantaged	24	96%	63%	25%	9	100%	100%	33%	
Not Disadvantaged	458	100%	93%	59%	459	100%	99%	64%	
Migrant							151 X 83		
Not Migrant	482	99%	91%	57%	468	100%	99%	63%	

#### NOTES

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

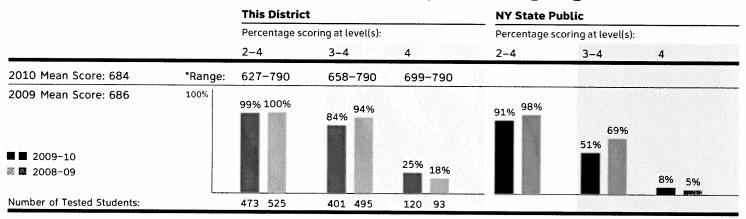
\* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 Accountability and Overview Reports.

Other Assessments	2009-10	School Year		2008-09 School Year				
	Total	Number scc	ring at level	.(s):	Total	Number scoring at level(s):		
	Tested	2-4	3–4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	hed.	#V - J		4	野寺		

District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000

## This District's Results in Grade 8 English Language Arts



Results by	2009-10	School Yea	r		2008-09	2008-09 School Year				
Student Group	Total	Percentag	e scoring a	level(s):	Total	Percentag	e scoring a	t level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students	478	99%	84%	25%	526	100%	94%	18%		
Female	230	100%	88%	28%	261	100%	95%	22%		
Male	248	98%	80%	23%	265	100%	93%	14%		
American Indian or Alaska Native										
Black or African American	9	89%	56%	0%	10	100%	70%	0%		
Hispanic or Latino	11	100%	82%	0%	5	-	- · · · · · · · · · · · · · · · · · · ·	-		
Asian or Native Hawaiian/Other Pacific Islander	42	100%	88%	38%	46	100%	96%	28%		
White	416	99%	84%	25%	464	100%	95%	17%		
Multiracial					1		-	-		
Small Group Totals			12		6	100%	83%	17%		
General-Education Students	437	100%	89%	27%	472	100%	98%	20%		
Students with Disabilities	41	88%	29%	0%	54	98%	59%	0%		
English Proficient	478	99%	84%	25%	526	100%	94%	18%		
Limited English Proficient					******************************		i IA	=		
Economically Disadvantaged	11	100%	64%	9%	12	100%	83%	0%		
Not Disadvantaged	467	99%	84%	25%	514	100%	94%	18%		
Migrant							13174E17			
Not Migrant	478	99%	84%	25%	526	100%	94%	18%		

#### NOTES

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

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

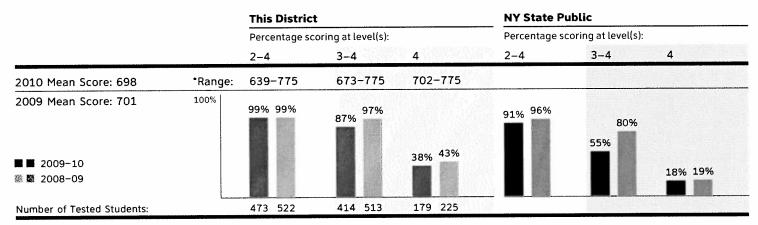
Other	2009-10	School Year			2008-09 School Year				
Assessments	Total	Number scoring at level(s):			Total	Number scoring at level(s):			
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	<del>-</del>	-3)	-	3	_	<u>-</u>	_	
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A	
	Total				Total				
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

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

District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000

### This District's Results in Grade 8 Mathematics



Results by	2009-10	School Yea	r		2008-09 School Year				
Student Group	Total	Percentag	e scoring at	level(s):	Total	Percentage scoring at level(s):			
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students	477	99%	87%	38%	527	99%	97%	43%	
Female	229	100%	86%	37%	261	99%	97%	44%	
Male	248	98%	87%	38%	266	99%	97%	41%	
American Indian or Alaska Native					7				
Black or African American	9	89%	56%	11%	10	100%	100%	0%	
Hispanic or Latino	11	100%	55%	18%	5		_	-	
Asian or Native Hawaiian/Other Pacific Islander	42	100%	93%	67%	46	98%	98%	70%	
White	415	99%	88%	36%	465	99%	97%	41%	
Multiracial					1			_	
Small Group Totals					6	100%	100%	33%	
General-Education Students	437	100%	90%	40%	473	100%	100%	47%	
Students with Disabilities	40	90%	48%	8%	54	91%	78%	6%	
English Proficient	477	99%	87%	38%	527	99%	97%	43%	
Limited English Proficient		71195							
Economically Disadvantaged	11	100%	55%	27%	12	100%	92%	33%	
Not Disadvantaged	466	99%	88%	38%	515	99%	97%	43%	
Migrant									
Not Migrant	477	99%	87%	38%	527	99%	97%	43%	

#### NOTES

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

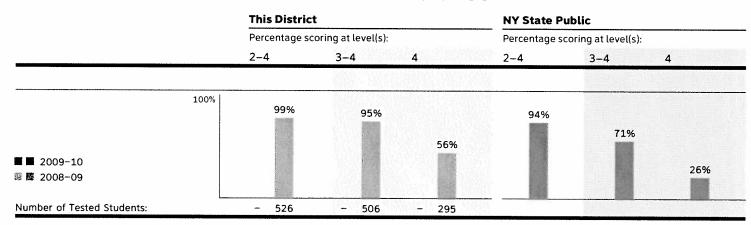
\* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 Accountability and Overview Reports.

Other Assessments	2009-10	School Year	2008-09 School Year					
	Total Tested	Number sco	oring at level	(s):	Total	Number scoring at level(s):		
		2-4	3-4	4	Tested	2-4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	\$ <u>-</u> 1	Carlo	-,40	3	-		

District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000

### This District's Results in Grade 8 Science



Results by	2009-10	School Yea	r			2008-09 School Year				
Student Group	Total	Percentag	e scoring at	t level(s):		Total	Percentag	ge scoring a	t level(s):	
	Tested	2-4	3-4	4		Tested	2-4	3-4	4	
All Students	476	100%	97%	72%	N/	530	99%	95%	56%	
Female	230	100%	97%	67%		262	99%	94%	50%	
Male	246	99%	97%	76%	1	268	99%	97%	61%	
American Indian or Alaska Native										
Black or African American	9	89%	78%	0%	17	10	100%	80%	30%	
Hispanic or Latino	11	100%	91%	64%		5	-			
Asian or Native Hawaiian/Other Pacific Islander	42	100%	100%	79%		47	100%	96%	72%	
White	414	100%	97%	73%	Ĭ)	467	99%	96%	55%	
Multiracial		18.70			1	1	-			
Small Group Totals		War may				6	100%	100%	33%	
General-Education Students	436	100%	99%	76%	耕	476	100%	98%	59%	
Students with Disabilities	40	95%	80%	20%		54	93%	72%	22%	
English Proficient	476	100%	97%	72%	Ħ	529	E 740		awa -	
Limited English Proficient	****************					1		**************************************		
Economically Disadvantaged	11	100%	82%	55%		12	100%	83%	50%	
Not Disadvantaged	465	100%	97%	72%		518	99%	96%	56%	
Migrant		明朝					<i></i>	(1-4 tap)		
Not Migrant	476	100%	97%	72%		530	99%	95%	56%	

#### NOTES

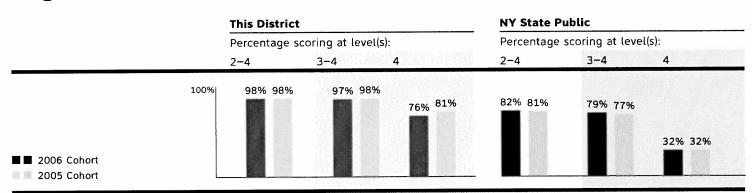
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other	2009-10	School Year			2008-09 School Year				
Assessments	Total	Number sco	oring at leve	l(s):	Total Tested	Number scoring at level(s):			
	Tested	2-4	3-4	4		2-4	3-4	4	
New York State Alternate Assessment	4		200				***************************************		
(NYSAA): Grade 8 Equivalent	4	- 4	143	1137	3	165.0	2 / Sig *		
Regents Science	1	_	T	_	0			1 -	

District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000

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



Results by	2006 Cohor	t			2005 Coho	rt**		
•	Number	Percentag	e scoring at	level(s):	Number	Percentag	e scoring at	level(s):
Student Group	of Students	2-4	3-4	4	of Students	2-4	3-4	4
All Students	531	98%	97%	76%	477	98%	98%	81%
Female	262	98%	97%	82%	237	98%	98%	89%
Male	269	97%	97%	71%	240	98%	98%	73%
American Indian or Alaska Native								
Black or African American	14	86%	86%	36%	16	_		-
Hispanic or Latino	9	89%	89%	56%	2	-	_	_
Asian or Native Hawaiian/Other Pacific Islander	41	95%	95%	85%	19	100%	100%	89%
White	467	98%	98%	77%	440	98%	98%	82%
Multiracial		131(Y)			l .			
Small Group Totals					18	100%	100%	56%
General-Education Students	483	99%	99%	82%	434	99%	99%	86%
Students with Disabilities	48	79%	77%	17%	43	91%	91%	28%
English Proficient	528	113/29			477	98%	98%	81%
Limited English Proficient	3	11		#11 <u>55</u> - #	£			
Economically Disadvantaged	17	100%	100%	35%	15	100%	100%	40%
Not Disadvantaged	514	97%	97%	78%	462	98%	98%	82%
Migrant		344						
Not Migrant	531	98%	97%	76%	477	98%	98%	81%

#### NOTES

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

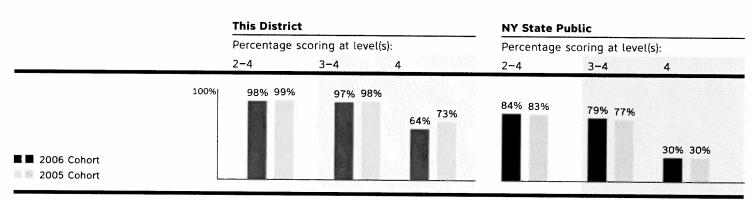
A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

<sup>\*\* 2005</sup> cohort data are those reported in the 2008–09 Accountability and Overview Report.

District PITTSFORD CENTRAL SCHOOL DISTRICT

District ID 26-14-01-06-0000

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



2006 Cohor	rt		2005 Cohort**				
Number	Percentag	e scoring at	level(s):	Number	Percentag	e scoring at	level(s):
of Students	2-4	3-4	4	of Students	2-4	3-4	4
531	98%	97%	64%	477	99%	98%	73%
262	98%	97%	59%	237	98%	97%	75%
269	98%	97%	68%	240	99%	99%	70%
			tobialis.		1000		
14	100%	93%	36%	16	-		-
9	89%	78%	22%	2			
41	98%	98%	78%	19	100%	100%	74%
467	98%	97%	64%	440	99%	98%	74%
			• • • • • • • • • • • • • • • • • • • •	,			
***************************************	U.S.			18	100%	94%	39%
483	99%	99%	69%	434	100%	99%	76%
48	88%	79%	13%	43	91%	91%	 35%
528	= <u> </u>	***; <del>-</del>		477	99%	98%	73%
3		3 - S	·····	*******************			
17	100%	100%	18%	15	100%	100%	27%
514	98%	97%	65%	462	99%	98%	74%
			ASPERIAL.				
531	98%	97%	64%	477	99%	98%	73%
	Number of Students  531 262 269  14 9 41 467  483 48 528 3 17 514	of Students 2-4  531 98% 262 98% 269 98%  14 100% 9 89%  41 98%  467 98%  483 99% 48 88% 528 - 3 - 17 100% 514 98%	Number of Students         Percentage scoring at 2-4         3-4           531         98%         97%           262         98%         97%           269         98%         97%           14         100%         93%           9         89%         78%           41         98%         98%           467         98%         97%           483         99%         99%           48         88%         79%           528         -         -           3         -         -           17         100%         100%           514         98%         97%	Number of Students         Percentage scoring at level(s):           2-4         3-4         4           531         98%         97%         64%           262         98%         97%         59%           269         98%         97%         68%           14         100%         93%         36%           9         89%         78%         22%           41         98%         98%         78%           467         98%         97%         64%           483         99%         99%         69%           48         88%         79%         13%           528         -         -         -           3         -         -         -           17         100%         100%         18%           514         98%         97%         65%	Number of Students         Percentage scoring at level(s):         Number of Students           531         98%         97%         64%         477           262         98%         97%         59%         237           269         98%         97%         68%         240           14         100%         93%         36%         16           9         89%         78%         22%         2           41         98%         98%         78%         19           467         98%         97%         64%         440           483         99%         99%         69%         434           48         88%         79%         13%         43           528         -         -         -         477           3         -         -         -         477           3         -         -         -         477           17         100%         100%         18%         15           514         98%         97%         65%         462	Number of Students         Percentage scoring at level(s):         Number of Students         Percentage of Students         Percentage of Students         2-4           531         98%         97%         64%         477         99%           262         98%         97%         59%         237         98%           269         98%         97%         68%         240         99%           14         100%         93%         36%         16         -           9         89%         78%         22%         2         -           41         98%         98%         78%         19         100%           467         98%         97%         64%         440         99%           483         99%         99%         69%         434         100%           48         88%         79%         13%         43         91%           528         -         -         -         477         99%           3         -         -         -         477         99%           17         100%         100%         18%         15         100%           514         98%         97%         65%	Number of Students         Percentage scoring at level(s): 2-4 3-4 4         Number of Students 2-4 3-4         Percentage scoring at level(s): 2-4 3-4           531         98%         97%         64%         477         99%         98%           262         98%         97%         59%         237         98%         97%           269         98%         97%         68%         240         99%         99%           14         100%         93%         36%         16         -         -         -           9         89%         78%         22%         2         -         -         -           41         98%         98%         78%         19         100%         100%           467         98%         97%         64%         440         99%         98%           483         99%         99%         69%         434         100%         99%           48         88%         79%         13%         43         91%         91%           528         -         -         -         477         99%         98%           3         -         -         -         477         99%         98%

#### NOTES

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

A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

<sup>\*\* 2005</sup> cohort data are those reported in the 2008–09 Accountability and Overview Report.



# The New York State District Report Card

Comprehensive Information Report 2009 – 10 District PITTSFORD CENTRAL SCHOOL
DISTRICT
District ID 26-14-01-06-0000
Superintendent MARY ALICE PRICE
Telephone (585) 267-1004
Grades K-12

### **Regents Exams**

Regents Exams		All Stu	dents			Genera	al-Educat	tion Stud	ents	Studen	ts with I	Disabiliti	es
		Total	Percentag	ge of studer	nts	Total	Percentag	ge of studer	nts	Total	Percenta	ge of stude	nts
		Tested	scoring a	or above:		Tested	scoring at	t or above:		Tested	scoring a	t or above:	
			55	65	85		55	65	85		55	65	85
Comprehensive English	2009-10	499	100%	99%	83%	449	100%	100%	89%	50	98%	90%	34%
	2008-09	<b>5</b> 21	100%	99%	78%	475	100%	100%	83%	46	96%	89%	24%
	2007-08	463	100%	100%	82%	417	100%	100%	88%	46	98%	96%	30%
Mathematics B	2009-10	282	91%	78%	20%	264	92%	80%	22%	18	78%	44%	0%
	20 <b>0</b> 8-0 <b>9</b>	415	93%	85%	31%	392	94%	86%	32%	23	74%	65%	9%
	2007-08	420	95%	87%	39%	398	95%	88%	41%	22	95%	73%	5%
Integrated Algebra	2009-10	<b>5</b> 52	99%	97%	63%	491	100%	100%	69%	61	92%	79%	16%
	20 <b>08-0</b> 9	63 <b>5</b>	100%	98%	58%	59 <b>3</b>	100%	99%	62%	42	95%	83%	7%
	20 <b>0</b> 7-08	378	99%	96%	55%	<b>3</b> 21	99%	98%	63%	57	95%	84%	12%
Geometry	2009–10	503	99%	98%	56%	471	100%	99%	60%	32	94%	81%	9%
	2008-09	316	100%	98%	66%	295	100%	98%	69%	21	100%	90%	14%
	2007-08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Trigonometry	2009-10	283	96%	93%	65%	275	96%	93%	65%	8	100%	88%	50%
	2008-09	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2007 <b>-0</b> 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Global History	2009-10	504	98%	97%	76%	460	99%	98%	80%	44	93%	82%	34%
and Geography	2008-0 <b>9</b>	504	99%	97%	79%	449	100%	99%	84%	55	91%	76%	33%
	2007-08	524	99%	98%	69%	470	100%	99%	75%	54	94%	85%	19%
U.S. History	2009-10	497	100%	99%	88%	446	100%	100%	92%	51	100%	90%	53%
and Government	2008 <b>-0</b> 9		100%	99%	85%	482	100%	100%	89%	42	100%	98%	43%
	2007-08	475	100%	99%	87%	424	100%	100%	92%	51	100%	96%	47%
Living Environment	2009-10	509	100%	100%	79%	460	100%	100%	83%	49	98%	96%	45%
	2008-09	<b>4</b> 63	100%	100%	83%	425	100%	100%	87%	38	100%	100%	37%
	2007 <b>-0</b> 8	575	100%	99%	74%	515	100%	100%	79%	60	100%	98%	28%
Physical Setting/	2009-10		99%	98%	78%	469	99%	98%	81%	44	98%	95%	45%
Earth Science	2008-09	495	100%	98%	72%	451	100%	99%	75%	44	100%	84%	36%
	2 <b>0</b> 07-08	308	99%	97%	47%	265	99%	97%	51%	43	95%	95%	23%
Physical Setting/Chemistry	2009-10	359	100%	99%	46%	347	100%	99%	47%	12	100%	100%	25%
•	2008-09	454	100%	100%	57%	442	100%	100%	58%	12	100%	100%	25%
	2 <b>0</b> 07-08	320	100%	100%	51%	314	100%	100%	51%	6	100%	100%	50%
Physical Setting/Physics	2009-10	253	99%	92%	46%	248	99%	92%	47%	5	80%	80%	0%
•	2008-09	188	95%	89%	46%	185				. 3			
	2007-08	22 <b>3</b>	99%	91%	54%	218	99%	91%	56%	5	80%	60%	0%

#### NOTE

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.

## Regents Exams in Languages Other Than English

District PITTSFORD CENTRAL SCHOOL DISTRICT District ID 26-14-01-06-0000



### **Regents Exams**

_		All St	All Students				al-Educ	ation St	udents	Students with Disabilities			
		Total Tested	Percenta scoring a	ige of stud		Total Tested		age of stud at or abov		Total Tested		age of stud at or above	
			55	65	85		55	65	85		55	65	85
Comprehensive French	2009-10	112	100%	100%	81%	109				3	**	-	
	2008-0 <b>9</b>	105	100%	99%	82%	102	-	-	-	3	-	_	-
	2007-08	116	100%	100%	81%	115	-		-	1	_	_	-
Comprehensive German	2009-10	0		•••••		0				0			
	2008-09	0				0				0			
	2007-08	0				0				0			
Comprehensive Hebrew	2009-10	0				0			· ·	0			The state of the s
	2008 <b>–09</b>	0				0				0			
	2007-08	0				0				0			
Comprehensive Italian	2009-10	0				0				0			
	2008-09	0				0				0			
	2007-08	0				0				0			
Comprehensive Latin	2009–10	74	100%	99%	69%	70	-	-	_	4		-	_
	2 <b>00</b> 8-09	91	100%	99%	86%	88	_		,	3	_	-	_
	2 <b>00</b> 7-08	36	100%	100%	69%	35	-	_	-	1			-60
Comprehensive Spanish	2009-10	241	100%	98%	65%	235	100%	99%	66%	6	100%	83%	33%
	2 <b>00</b> 8-0 <b>9</b>	264	100%	100%	74%	254	100%	100%	<b>7</b> 6%	10	100%	100%	30%
	2007-08	28 <b>4</b>	100%	99%	59%	271	100%	99%	61%	13	100%	100%	23%

#### NOTE

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.



# Regents Competency Tests



District PITTSFORD CENTRAL SCHOOL DISTRICT District ID 26-14-01-06-0000

### **Regents Competency Tests**

	-	All Student	:s	General-Ed	ucation Students	s Students with Disabilities		
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:	
Mathematics	<b>2009-1</b> 0	2	-	0		2	<del></del>	
	2008-09	0		0		0		
	2007-08	5	40%	0		5	40%	
Science	2009-10	1	****	0	,	1	-	
	2008-09	0		0	,	0		
	2007-08	6	83%	0		6	83%	
Reading	2009–10	2	-	0		2	Park-	
	20 <b>0</b> 8-09	0		0		0		
	2007-08	2		0		2	-	
Writing	2009-10	0		0		0		
	2008-09	0		0		0		
	2007-08	2	4000	0		2		
Global Studies	2009-10	0		0		0		
	2008-09	1		0		1	, market	
	2007-08	1	-	0		1	_	
U.S. History	2009-10	0		0		0	-	
and Government	2008-09	1	_	1	-	0		
	2007 <b>-0</b> 8	0		0		0		

#### NOTE

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.



### Second Language Proficiency Examinations

District PITTSFORD CENTRAL SCHOOL DISTRICT District ID 26-14-01-06-0000



## **Second Language Proficiency Examinations**

		All Student	s	General-Ed	lucation Students	Students w	ith Disabilities
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
French	2009-10	109	100%	105		4	
	2008-09	112	99%	103	99%	9	100%
	2007-08	128	99%	121	99%	7	100%
German	2009–10	0		0		0	
	2008-0 <b>9</b>	0		0		0	
	2007-08	0		0		0	
Italian	2009–10	0		0		0	
	2 <b>0</b> 08-09	0		0		0	
	2007-08	0		0		0	
Latin	2009–10	68	99%	68	99%	0	
	20 <b>0</b> 8-09	53	98%	48	100%	5	80%
	2007-08	58	95%	54		4	
Spanish	2009–10	282	100%	257	100%	25	96%
	2008-09	331	97%	311	98%	20	80%
	2007-08	429	99%	403	99%	26	92%

#### NOTE

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.





### English as a Second Language Achievement Test



District PITTSFORD CENTRAL SCHOOL DISTRICT District ID 26-14-01-06-0000

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

		All St	udents	; 			Gene	ral-Edu	cation	Stude	nts	Stude	ents wi	th Disabi	ilitie	5
		Total	Percen	t of stude	nts sco	ring	Total	Percent	of stude	ents sco	ring	Total	Percen	t of studen	ts sco	ring
		Tested	in each	perform	ance le	vel:	Tested	in each	perform	ance le	vel:	Tested	in each	performar	nce le	vel:
			Begin,	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm. A	∖dv.	Prof.
Listening	2009-10	7	0%	29%	29%	43%	6	-	_	-		1	-	***	_	
and Speaking	2008-09	20	5%	5%	40%	50%	18	-				2		4	-	_
(Grades K-1)	2007 <b>-0</b> 8	19	5%	16%	47%	32%	18	-	_	_	_	1	-	*****		
Reading	<b>2009-1</b> 0	7	43%	14%	29%	14%	6					1	-	<del></del>		-
and Writing	20 <b>0</b> 8-0 <b>9</b>	20	30%	15%	40%	15%	18	***	-		-	2	_			_
(Grades K-1)	2 <b>0</b> 07-08	19	58%	26%	11%	5%	18	_	-	-	-	1			-	
Listening	2009-10	15	0%	0%	0%	100%	12		-			3	-	<del></del>	-	<u></u>
and Speaking	2008- <b>0</b> 9	17	0%	0%	18%	82%	15			_	_	2	_	-	_	_
(Grades 2-4)	20 <b>0</b> 7-08	20	0%	0%	5%	95%	17	-		-	-	3	_			****
Reading	2009-10	15	0%	7%	40%	53%	12				-	3	-			
and Writing	2008-09	17	0%	12%	41%	47%	15	_			-	2	-		***	
(Grades 2-4)	2007-08	20	5%	5%	55%	35%	17	-		7	<del></del>	3	***	-		****
Listening	2009-10	3	-		-	<del></del>	1	-	-	-	<del></del>	2		<del></del>	<del></del>	
and Speaking	20 <b>0</b> 8-09	3	-	_	<del>.</del>		2	_	-	_	<del>_</del>	1		****	_	
(Grades 5-6)	2007-08	6	17%	0%	0%	83%	6	17%	0%	0%	83%	0				
Reading	2009-10	3	-		-	_	1		-			2		-		
and Writing	2008 <b>-0</b> 9	3	_	-			2		_		_	1	-	-	-	-
(Grades 5-6)	2007-08	6	17%	0%	33%	50%	6	17%	0%	33%	50%	0				
Listening	2009-10	0	<del></del>		, h	***************************************	0	***************************************				0		<del>, , , , , , , , , , , , , , , , , , , </del>		<del></del>
and Speaking	2008-09	0					0					0				
(Grades 7–8)	2007-08	3	****	_		***	3	_		-	***	0				
Reading	2009-10	0				***************************************	0					0				
and Writing	2008-09	0					0					0				
(Grades 7-8)	20 <b>0</b> 7-08	3		***			3				_	0				
Listening	2009-10	3		عم	-	<del></del>	3	**				0				
and Speaking	2008 <b>–09</b>	2		-	_		2			_		0				
(Grades 9-12)	2007 <b>-0</b> 8	4			_	_	4		***	-	_	0				
Reading	2009-10	3		<del></del>	<del></del>		3	_	-	-		0		***************************************	***************************************	
and Writing	2008-09	2	_		_		2		_	-	_	0				
(Grades 9-12)	2007-08	4	_	-	_		4	- <del></del>	***			0				

#### NOTE

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.



February 5, 2011

## National Assessment of Educational Progress

District PITTSFORD CENTRAL SCHOOL DISTRICT
District ID 26-14-01-06-0000



# Statewide 2008-09 Results on the National Assessment of Educational Progress (NAEP)

	% Below Basic	% Basic	% Proficient	% Advanced
Grade 4 Reading	29%	35%	27%	9%
Grade 8 Reading	25%	41%	30%	3%
Grade 4 Mathematics	17%	43%	35%	5%
Grade 8 Mathematics	27%	39%	26%	8%

# Statewide 2008-09 NAEP Participation Rates for LEP Students and Students with Disabilities

#### **Participation Rate**

Grade 4 Reading		
Limited English Proficient	78%	
Students with Disabilities	69%	
Grade 8 Reading		
Limited English Proficient	53%	
Students with Disabilities	61%	
Grade 4 Mathematics		
Limited English Proficient	90%	
Students with Disabilities	88%	
Grade 8 Mathematics		
Limited English Proficient	80%	
Students with Disabilities	82%	

#### 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. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States.



### OtherAssessments



District PITTSFORD CENTRAL SCHOOL DISTRICT
District ID 26-14-01-06-0000

### Elementary/Middle-Level Social Studies 2009-10

	All Stu	udents				Genera	Students with Disabilities									
		Tested scoring at level:				Total Percentage of students Tested scoring at level:					Total Percentage of students Tested scoring at level:					
		1	2	3	4		1	2	3	4		1	2	3	4	
Elementary Level	436	0%	1%	25%	73%	394	0%	0%	21%	79%	42	2%	12%	67%	19%	
Middle Level	477	0%	2%	22%	76%	437	0%	1%	19%	81%	40	0%	15%	55%	30%	

# 2006 Total Cohort Performance on Regents Exams After Four Years

	All S	Students			Gene	eral-Educ	ation St	udents	Students with Disabilities				
	Cohort Enrollment	Percentag students s			Cohort Enrollment	Percentag students so			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	531	1%	26%	67%	483	0%	22%	73%	48	10%	65%	10%	
U.S. History and Government	531	0%	14%	83%	483	0%	10%	89%	48	2%	48%	27%	
Science	531	0%	23%	75%	483	0%	19%	80%	48	0%	65%	17%	

### New York State Alternate Assessments (NYSAA) 2009-10

	All Students									
	Total Tested	Number o at Level:	ig							
		1	2	3	4					
Elementary Level										
Social Studies	3	<del>-</del>		_						
Middle Level										
Social Studies	4	_	-		-					
Secondary Level										
English Language Arts	1		-	-	_					
Mathematics	1	-	-	_	-					
Social Studies	1	-	-	-	_					
Science	1	_	-		_					
NOTE										

The New York State Alternate Assessment (NYSAA) is for students with severe cognitive disabilities. Results for students taking the NYSAA in English language arts, mathematics, and science at the elementary and middle levels are available in the Accountability and Overview Report part of The New York State Report Card.

#### NOTE

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.



# High Sahool Information

District PITTSFORD CENTRAL SCHOOL DISTRICT District ID 26-14-01-06-0000



### **High School Completers**

		All Students		<b>General-Education Students</b>		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2009-10	512	•	471		41	
	2 <b>0</b> 08-09	<b>4</b> 68		428		40	
	2 <b>00</b> 7-08	491		440		51	
Receiving a Regents Diploma	2009-10	502	98%	467	99%	35	85%
	2008-09	462	99%	425	99%	37	93%
	2007-08	474	97%	432	98%	42	82%
Receiving a Regents Diploma	2009-10	374	73%	366	78%	8	20%
with Advanced Designation	2008-09	344	74%	340	79%	4	10%
	2007-08	<b>3</b> 64	74%	353	80%	11	22%
Receiving an	2009-10	2	N/A	0		2	N/A
Individualized Education Program (IEP) Diploma	2008-09	3	N/A	0		3	N/A
	2007-08	3	N/A	0		3	N/A

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

### **High School Noncompleters**

•		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	2009-10	6	0%	4	0%	2	1%
	2 <b>0</b> 08-0 <b>9</b>	5	0%	3	0%	2	1%
	2007-08	4	0%	1	0%	3	1%
Entered Approved High	2009-10	3	0%	1	0%	2	1%
School Equivalency	2008-09	2	0%	1	0%	1	0%
Preparation Program	20 <b>0</b> 7-08	1	0%	0	0%	1	0%
Total Noncompleters	2009-10	9	0%	5	0%	4	2%
	2008-09	7	0%	4	0%	3	1%
	2 <b>0</b> 07-08	5	0%	1	0%	4	1%

### Post-secondary Plans of 2009-10 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	<b>39</b> 2	76%	376	80%	16	37%	_
To 2-year College	80	16%	64	14%	16	37%	
To Other Post-secondary	0	0%	0	0%	0	0%	
To the Military	0	0%	0	0%	0	0%	
To Employment	3	1%	1	0%	2	5%	
To Adult Services	0	0%	0	0%	0	0%	
To Other Known Plans	7	1%	7	1%	0	0%	
Plan Unknown	32	6%	23	5%	9	21%	

## More Informational outside District



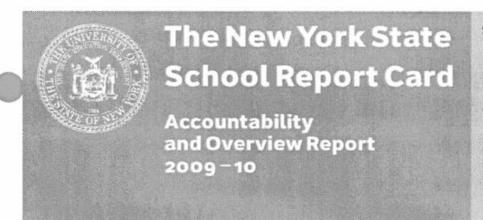
District PITTSFORD CENTRAL SCHOOL DISTRICT District ID 26-14-01-06-0000

# Career and Technical Education Programs (CTE Programs)

	This District		
	Number of Students	Percentage of Students	Statewide Average
All CTE Programs			
Completed the CTE Program	9		
Completed and Passed Regents Exams	9	100%	76%
Completed and had Course Average of 75% or more			*******************
Completed and Attained a HS Diploma or Equivalent	8	89%	78%
Completed and Whose Status is Known			********************
Completed and Were Successfully Placed			
Nontraditional Programs			
Enrolled Members, Regardless of Gender, in 2009–10	17		***************************************
Enrolled Members of Historically Underrepresented Gender in 2009–10	14	82%	49%
Completers, Regardless of Gender, as of June 2009	3		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
Completers of Historically Underrepresented Gender as of June 2009	3	100%	48%

Enrollment data are for the 2009–10 school year; completer data are as of June 2009.





School ALLEN CREEK SCHOOL
District PITTSFORD CENTRAL SCHOOL
DISTRICT
School ID 26-14-01-06-0001
Principal MICHAEL BIONDI
Telephone (585) 267-1202
Grades K-5

## This School's Report Card

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

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

### Use this report to:



## Get School Profile information.

This section shows comprehensive data relevant to this school's learning environment.

## Review School Accountability Status.

This section indicates whether a school made adequate yearly progress (AYP) and identifies the school's accountability status.

## Review an Overview of School Performance.

This section has information about the school's performance on state assessments in English, mathematics, and science.

#### For more information:

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

School ALLEN CREEK SCHOOL School ID 26-14-01-06-0001

#### District PITTSFORD CENTRAL SCHOOL DISTRICT



### **School Profile**

This section shows comprehensive data relevant to this school's learning environment, including information about enrollment, average class size, and teacher qualifications.

### **Enrollment**

	2007-08	2008-09	2009-10
Pre-K	0	0	0
Kindergarten	56	59	43
Grade 1	58	57	63
Grade 2	46	52	62
Grade 3	69	47	57
Grade 4	57	68	50
Grade 5	71	59	72
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	0
Total K-12	357	342	347

## 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 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 enrollment. Students classified by schools as "pre-first" are included in first grade counts.



### **Average Class Size**

	2007-08	2008-09	2009-10
Common Branch	22	20	20
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

## Average Class Size Information

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



District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Demographic Factors**

School ALLEN CREEK SCHOOL

School ID 26-14-01-06-0001

	2007-08		200	2008-09		2009-10	
	#	%	#	%	#	%	
Eligible for Free Lunch	22	7%	17	6%	20	7%	
Reduced-Price Lunch	7	2%	9	3%	11	4%	
Student Stability*		93%		97%		100%	
Limited English Proficient	6	2%	6	2%	3	1%	
Racial/Ethnic Origin							
American Indian or Alaska Native	0	0%	0	0%	0	0%	
Black or African American	15	4%	14	4%	17	5%	
Hispanic or Latino	13	4%	13	4%	14	4%	
Asian or Native Hawaiian/Other Pacific Islander	23	6%	16	5%	20	6%	
White	300	84%	294	86%	290	84%	
Multiracial	6	2%	5	1%	6	2%	

<sup>\*</sup> Available only at the school level.



### **Attendance and Suspensions**

	2006	2006-07		2007-08		2008-09	
	#	%	#	%	#	%	
Annual Attendance Rate		96%		97%		97%	
Student Suspensions	2	1%	0	0%	0	0%	

### Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. Eligible for Free Lunch and Limited English Proficient counts are used to determine Similar Schools groupings within a Need/Resource Capacity category. Student Stability is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6-8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

# Attendance and Suspensions Information

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



School ALLEN CREEK SCHOOL School ID 26-14-01-06-0001

District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Teacher Qualifications**

	2007-08	2008-09	2009-10
Total Number of Teachers	23	22	20
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	4%	0%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	22%	14%	15%
Total Number of Core Classes	32	30	16
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	1%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	54	55	41
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

## **Teacher Qualifications Information**

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.



### **Teacher Turnover Rate**

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	50%	0%	0%
Turnover Rate of All Teachers	19%	9%	14%

### **Staff Counts**

	2007-08	2008-09	2009-10
Total Other Professional Staff	4	3	3
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	0	0	0
Principals	1	1	1

<sup>\*</sup> Not available at the school level.

## Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

### Staff Counts Information

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



School ALLEN CREEK SCHOOL School ID 26-14-01-06-0001 District PITTSFORD CENTRAL SCHOOL DISTRICT

## Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2009–10, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: http://www.p12.nysed.gov/irts/accountability/



#### 1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation and the performance criteria.

#### **A Participation Criterion**

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2009–10 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### **B** Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2006 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

#### 2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

#### 3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement.

This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

**Elementary/Middle-Level Science:** To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

#### **A Participation Criterion**

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

#### **B** Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

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

School ALLEN CREEK SCHOOL School ID 26-14-01-06-0001

#### District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Useful Terms for Understanding Accountability**

#### 12th Graders

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

#### 2006 Cohort

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

#### **Accountability Cohort for English and Mathematics**

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006-07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006-07 school year, who were enrolled on October 7, 2009 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2010, are not included in the 2006 school accountability cohort. The 2006 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

#### Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students

#### Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

#### **Continuous Enrollment**

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

#### **Continuously Enrolled Students**

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

## Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irts.

#### **Graduation Rate**

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

#### **Graduation-Rate Total Cohort**

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the SIRS Manual at http://www.p12.nysed.gov/irts/sirs/.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and graduation rates. Groups

with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

#### **Limited English Proficient**

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

#### **Non-Accountability Groups**

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





School ALLEN CREEK SCHOOL School ID 26-14-01-06-0001 District PITTSFORD CENTRAL SCHOOL DISTRICT

### Useful Terms for Understanding Accountability (continued)

#### **Participation**

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

#### Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

 $100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students$  Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4)  $\div$  Count of All Continuously Enrolled Tested Students]

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

100 × [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Cohort Members]

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

#### **Progress Targets**

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

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

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

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



#### Safe Harbor Targets

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

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

#### Safe Harbor Qualification (\*)

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

#### State Standard

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

#### Students with Disabilities

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

#### **Test Performance**

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

#### Total

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

## **School Accountability**

School ALLEN CREEK SCHOOL School ID 26-14-01-06-0001 District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Understanding Your School Accountability Status**

New York State participates in the Differentiated Accountability pilot program, as approved by the United States Department of Education in January 2009. Under this program, each public school in the State is assigned an accountability "phase" (Good Standing, Improvement, Corrective Action, or Restructuring) and, for schools not in Good Standing, a "category" (Basic, Focused, or Comprehensive) for each measure for which the school is accountable. Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. Generally, the school's overall accountability status is its most advanced accountability phase and its highest category within that phase. A school in any year of the phase (that is not Good Standing) that makes AYP for the measure remains in the same phase/category the following year. An identified school that makes AYP in the identified measure for two consecutive years returns to Good Standing. Once a school is identified with a category within a phase, it cannot move to a less intensive category in the following school year within that phase.

Each school district with one or more Title I schools and each Title I charter school designated as Improvement (year 1 and year 2), Corrective Action, or Restructuring must make Supplemental Educational Services available for eligible students in the identified Title I school(s). A school district with one or more schools designated as Improvement (year 2), Corrective Action, or Restructuring must also provide Public School Choice to eligible students in identified Title I school(s). For more information on the Differentiated Accountability program and a list of interventions for schools not in Good Standing,

 $see \ http://www.p12.nysed.gov/nyc/APA/Differentiated\_Accountability/DA\_home.html.$ 





measure.

## **School Accountability**



School ALLEN CREEK SCHOOL School ID 26-14-01-06-0001

District PITTSFORD CENTRAL SCHOOL DISTRICT

## **Understanding Your School Accountability Status (continued)**

nase Phase/Category

Good Standing A school that has not been designated as Improvement, Corrective Action, or Restructuring.

**Improvement (year 1)** A school that failed to make AYP for two consecutive years on the same accountability measure; or a school that was designated as Improvement (year 1) in the current school year that made AYP for the identified measure and is in Good Standing.

**Improvement (year 2)** A school that was designated as a school in Improvement (year 1) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Improvement (year 2) in the current school year that made AYP for the identified measure.

#### Improvement/Basic:

A school that failed to make AYP in ELA and/or math for one accountability group, but made AYP for the All Students group; or a school that failed to make AYP in only science or graduation rate.

#### Improvement/Focused:

A school that failed to make AYP in ELA and/or math for more than one accountability group, but made AYP for the All Students group; or a school whose worst status is Improvement/Basic for at least two measures.

#### Improvement/Comprehensive:

A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.

# **Corrective Action (year 1)** A school that was designated as a school in Improvement (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 1) in the current school year that made AYP for the identified

Corrective Action (year 2) A school that was designated as a school in Corrective Action (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 2) in the current school year that made AYP for the identified

Restructuring (year 1) A school that was designated as a school in Corrective Action (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 1) in the current school year that made AYP for the identified measure. Restructuring (year 2) A school that was designated as a school in Restructuring (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 2) in the current school year that made AYP for the identified measure. Restructuring (Advanced) A school that was designated as a school in Restructuring (year 2) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (Advanced) in the current school year that made AYP for the identified measure.

#### **Corrective Action or Restructuring/Focused:**

A school that failed to make AYP in ELA and/or math for one or more accountability groups, but made AYP for the All Students group; or a school that failed to make AYP in science or graduation rate but made AYP in ELA and math.

Corrective Action or Restructuring/Comprehensive: A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group except the All Students group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.

**SURR:** A school that is identified for registration review (SURR) during a school year in which it is designated as a school in Improvement or Corrective Action shall, in the next school year, be designated as **Restructuring (year 1)/Comprehensive.** 

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



School ALLEN CREEK SCHOOL School ID 26-14-01-06-0001

#### District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Summary**

Overall Accountability	In Good Standing					
Status (2010–11)	Elementar	y/Middle Level	Secondary Le	vel		
	ELA	In Good Standing	ELA			
	Math	In Good Standing	Math			
	Science	In Good Standing	Graduation Ra	te		
Title I Part A Funding	Years th	e School Received	Title I Part A Fundin	g		
	2008-09		2009-10	2010-11		
	YES	Υ	'ES	YES		

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

	Elementary/Middle Level			Secondary Le	evel	
Student Groups	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	<b>√</b>	✓	<b>√</b>			
Ethnicity						
American Indian or Alaska Native						
Black or African American	_	-			***************************************	•••••••••
Hispanic or Latino		_	• • • • • • • • • • • • • • • • • • • •	•••••	•••••	***************************************
Asian or Native Hawaiian/Other Pacific Islander		_				
White	<b>V</b>	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~		•••••	•••••	
Multiracial		••••••	***************************************	• • • • • • • • • • • • • • • • • • • •	***************************************	••••••
Other Groups						
Students with Disabilities	_					
Limited English Proficient					•••••	•••••
Economically Disadvantaged	_		••••••	• • • • • • • • • • • • • • • • • • • •	*****************	•••••
Student groups making AYP in each subject	<b>√</b> 2 of 2	<b>√</b> 2 of 2	<b>√</b> 1 of 1			

#### **AYP Status**



✓ SH Made AYP Using Safe Harbor Target

Did not make AYP

 Insufficient Number of Students to Determine AYP Status



ebruary 5, 2011

## **School Accountability**

School ALLEN CREEK SCHOOL School ID 26-14-01-06-0001

District PITTSFORD CENTRAL SCHOOL DISTRICT

### **Elementary/Middle-Level English Language Arts**

Accountability Status for This Subject (2010–11)		In Good Standing
Accountability Measures	2 of 2	Student groups making AYP in English language arts
•	✓	Made AYP

	AYP	Participation		Test Performance		Performa	nce Objectiv	es
Student Group		Met	Percentage	Met	Performance	Effective	Safe Harbo	r Target
(Total: Continuous Enrollment)	Status	Criterion	Tested	Criterion	Index	AMO	2009-10	2010-11
Accountability Groups								
All Students (186:172)	<b>√</b>	<b>√</b>	100%	√	192	147		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (8:8)	-	_		_	-	_		
Hispanic or Latino (9:8)	_	-		_	_	-		_
Asian or Native Hawaiian/Other Pacific Islander (11:7)	_		ána.	_	_	_		-
White (158:149)	✓	✓	100%	✓	193	146		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (17:15)	_	ANAL	-			_		
Limited English Proficient (1:1)		-	_	-	-	-		
Economically Disadvantaged (23:16)	-	_	-	-	-	-		_
Final AYP Determination	√ 2 of 2							
Non-Accountability Groups								
Female (100:93)			100%		194	145		
Male (86:79)			100%		190	144		
Migrant (0:0)								

#### Symbols



Made AYP Using Safe Harbor Target

Did not make AYP

Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

Did not qualify for Safe Harbor



School ALLEN CREEK SCHOOL School ID 26-14-01-06-0001

#### District PITTSFORD CENTRAL SCHOOL DISTRICT



## **Elementary/Middle-Level Mathematics**

Accountability Status for This Subject (2010–11)		In Good Standing	
Accountability Measures	2 of 2	Student groups making AYP in mathematics	
•	✓	Made AYP	• • • • • • • • • • • • • • • • • • • •

	AYP	Participat	ion	Test Perfo	rmance	Performa	nce Objectiv	es
Student Group	***************************************	Met	Percentage	Met	Performance	Effective	Safe Harbo	or Target
(Total: Continuous Enrollment)	Status	Criterion	Tested	Criterion	Index	AMO	2009-10	2010-11
Accountability Groups								
All Students (186:172)	<b>√</b>	<b>√</b>	100%	<b>√</b>	195	127	· · · · · · · · · · · · · · · · · · ·	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (8:8)	-	-	-		-		•••••	
Hispanic or Latino (9:8)	_					-	••••••	-
Asian or Native Hawaiian/Other Pacific Islander (11:7)	-	_	-	-	_	-		-
White (158:149)	<b>√</b>	<b>√</b>	100%	√	196	126		****************
Multiracial (0:0)			****************	• • • • • • • • • • • • • • • • • • • •	***************************************	• • • • • • • • • • • • • • • • • • • •	*****************	•••••
Other Groups							-	
Students with Disabilities (17:15)	-		***	_	-	-		-
imited English Proficient (1:1)	-	_			······		**************	-
Economically Disadvantaged (23:16)	_	<del>-</del>		_		_	••••••	
Final AYP Determination	√ 2 of 2	2						
Non-Accountability Groups		***************************************						
emale (100:93)			100%		194	125		
Male (86:79)		*****************	100%		197	124	•••••	• • • • • • • • • • • • • • • • • • • •
Migrant (0:0)								• • • • • • • • • • • • • • • • • • • •

#### Symbols



✓ SH Made AYP Using Safe Harbor Target

Did not make AYP

 Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

Did not qualify for Safe Harbor



## **School Accountability**



School ALLEN CREEK SCHOOL School ID 26-14-01-06-0001 District PITTSFORD CENTRAL SCHOOL DISTRICT

### **Elementary/Middle-Level Science**

Accountability Status for This Subject (2010–11)		In Good Standing	
Accountability Measures	1 of 1	Student groups making AYP in science	
	✓	Made AYP	

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

	AYP		Participat	ion	Test Perfo	rmance	Performa	nce Obje	ctives
Student Group (Total: Continuous Enrollment)	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress	2010-11
Accountability Groups									
All Students (52:46)	<b>√</b>	Qualified	<b>√</b>	100%	<b>√</b>	196	100		
Ethnicity									
American Indian or Alaska Native (0:0)			• • • • • • • • • • • • • • • • • • • •		******				
Black or African American (0:0)					*******				
Hispanic or Latino (3:3)		_	-	-	-	-	-		
Asian or Native Hawaiian/Other Pacific Islander (8:6)		_		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	-	<del></del>	-		-
White (41:37)		Qualified	✓	100%	<b>√</b>	195	100	• • • • • • • • • • • • • • • • • • • •	
Multiracial (0:0)	• • • • • • • • • • • • • • • • • • • •		• • • • • • • • • • • • • • • • • • • •	***************************************	*****************	*****************			
Other Groups									
Students with Disabilities (5:4)		_	-		_	<del>-</del>			
Limited English Proficient (1:1)		_	-		-		-		
Economically Disadvantaged (8:5)		_		<del>-</del>	_	****	-		-
Final AYP Determination	<b>√</b> 1	of 1							
Non-Accountability Groups				······································					
Female (29:27)				***	***************************************	+	_	*****	
Male (23:19)		****************	• • • • • • • • • • • • • • • • • • • •		***************		_	• • • • • • • • • • • • • • • • • • • •	******
Migrant (0:0)			• • • • • • • • • • • • • • • • • • • •				***********		•••••

#### Symbols

✓ Made AYP

Did not make AYP

Fewer Than 40 Total/Fewer Than 30
 Continuous Enrollment



School ALLEN CREEK SCHOOL School ID 26-14-01-06-0001

## Summary of 2009–10 School Performance

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

	_	Percentage of students that scored at or above Level 3						
English Language Arts	0%	50%	100%					
Grade 3	87%		60					
Grade 4	88%		52					
Grade 5	82%		<b>-</b> 74					
Mathematics								
Grade 3	88%		60					
Grade 4	67%		52					
Grade 5	78%		74					
Science								
Grade 4	98%		52					

District PITTSFORD CENTRAL SCHOOL DISTRICT

#### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

#### Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

#### Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

### Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

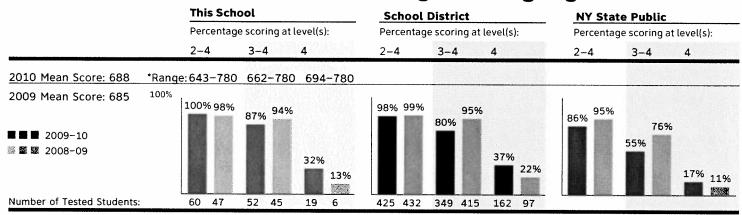
#### How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the Report to the Governor and the Legislature on the Educational Status of the State's Schools at www.p12.nysed.gov/irts.

in this section, this school's performance is compared with that of the school district and public schools Statewide.

School ALLEN CREEK SCHOOL School ID 26-14-01-06-0001 District PITTSFORD CENTRAL SCHOOL DISTRICT

### This School's Results in Grade 3 English Language Arts



Results by	2009-10	School Yea	r		2008-09	2008-09 School Year			
Student Group	Total	Percentag	e scoring a	t level(s):	Total	Percenta	Percentage scoring at level(s):		
	Tested	2-4	3-4	4	Tested		3-4	4	
All Students	60	100%	87%	32%	48	98%	94%	13%	
Female	28	100%	89%	29%	27	96%	89%	11%	
Male	32	100%	84%	34%	21	100%	100%	14%	
American Indian or Alaska Native						www.			
Black or African American	4	18.00 <del>-</del> 3	-	_	<u>}</u>				
Hispanic or Latino	3	-	-	-	3		-	-	
Asian or Native Hawaiian/Other Pacific Islander	r 1	-	-		7		-		
White	52	100%	88%	31%	38	97%	95%	13%	
Multiracial		Baire				***************************************		(1.2.1) k	
Small Group Totals	8	100%	75%	38%	10	100%	90%	10%	
General-Education Students	59			- <u>- 180</u> 0	42	100%	100%	14%	
Students with Disabilities	1	- 1880 P	_	<u> </u>	6	83%	50%	0%	
English Proficient	60	100%	87%	32%	45	- 1881 <del>-</del>			
Limited English Proficient					3	-	-	W 1,	
Economically Disadvantaged	6	100%	67%	0%	5	80%	60%	0%	
Not Disadvantaged	54	100%	89%	35%	43	100%	98%	14%	
Migrant		ELL.		18-51-57-5	4_	1275	4 9	Salar I	
Not Migrant	60	100%	87%	32%	48	98%	94%	13%	

#### NOTE:

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

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

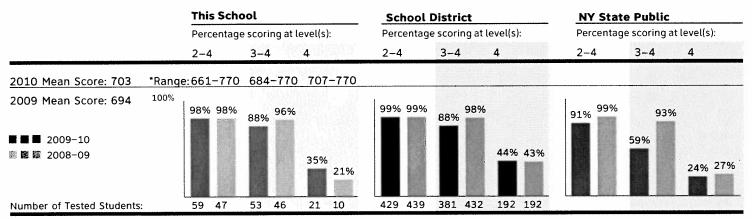
Other		School Year			2008-09 School Year			
Assessments	Total	Number sco	Number scoring at level(s):			Number sc	oring at leve	el(s):
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				О			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

School ALLEN CREEK SCHOOL School ID 26-14-01-06-0001

#### District PITTSFORD CENTRAL SCHOOL DISTRICT

### This School's Results in Grade 3 Mathematics



Results by	2009-10	School Yea	r		2008-09	2008-09 School Year			
Student Group	Total	Percentag	Percentage scoring at level(s):			Percentage scoring at level(s):			
Student Oroup	Tested	2-4	3-4	4	Tested	2-4	3–4	4	
All Students	60	98%	88%	35%	48	98%	96%	21%	
Female	28	96%	79%	39%	27	96%	93%	22%	
Male	32	100%	97%	31%	21	100%	100%	19%	
American Indian or Alaska Native				1.30.7.31	Ę	w.E.,			
Black or African American	4	- ·	- i	-	7				
Hispanic or Latino	3	₩ <b>-</b> 8	9. 23. <del>-</del> V	ene - a	3	-	-	723 K- II	
Asian or Native Hawaiian/Other Pacific Islande	r 1	-	- ( <b>-</b> )	712/7 <b>–</b> 15	7	-	-	= -	
White	52	98%	87%	38%	38	97%	97%	18%	
Multiracial					X				
Small Group Totals	8	100%	100%	13%	10	100%	90%	30%	
General-Education Students	59	- i	-	-	42	100%	100%	24%	
Students with Disabilities	1	1921 55.1	j= 18() <del>-</del>		6	83%	67%	0%	
English Proficient	60	98%	88%	35%	45	187-		_	
Limited English Proficient			- 48		3	<u> </u>			
Economically Disadvantaged	6	100%	83%	50%	5	80%	80%	0%	
Not Disadvantaged	54	98%	89%	33%	43	100%	98%	23%	
Migrant									
Not Migrant	60	98%	88%	35%	48	98%	96%	21%	

#### NOTES

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

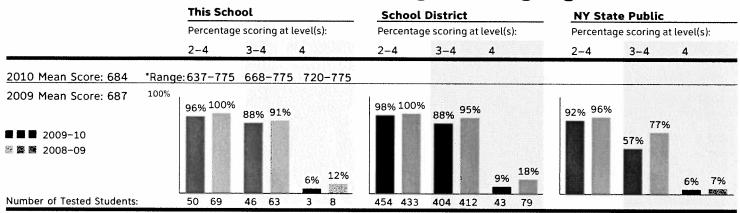
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 Accountability and Overview Reports.

Other	2009-10	School Year	2008–09 School Year					
Assessments	Total	Number sco	Number scoring at level(s):			Number scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0		-5		0			

School ALLEN CREEK SCHOOL School ID 26-14-01-06-0001 District PITTSFORD CENTRAL SCHOOL DISTRICT

Page 17

## This School's Results in Grade 4 English Language Arts



Results by	2009-10	School Yea	r		2008-09	2008-09 School Year				
_	Total	Percentag	e scoring at	level(s):	Total	Percentage scoring at level(s):				
Student Group  ILL Students  emale  Iale  merican Indian or Alaska Native  lack or African American  ispanic or Latino  sian or Native Hawaiian/Other Pacific Islander  //hite  Iultiracial  mall Group Totals  eneral-Education Students  tudents with Disabilities  inglish Proficient	Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students	52	96%	88%	6%	69	100%	91%	12%		
Female	29	97%	90%	7%	40	100%	95%	15%		
Male	23	96%	87%	4%	29	100%	86%	7%		
American Indian or Alaska Native		1994A	5 m.				15H			
Black or African American					6					
Hispanic or Latino	3	-		-	1	_		-		
Asian or Native Hawaiian/Other Pacific Islander	8		-	-	1		-			
White	41	95%	88%	5%	60	100%	95%	13%		
Multiracial	•••••			<del>-</del> 34-	1		_			
Small Group Totals	11	100%	91%	9%	9	100%	67%	0%		
General-Education Students	47	100%	96%	6%	58	100%	97%	14%		
Students with Disabilities	5	60%	20%	0%	11	100%	64%	0%		
English Proficient	51	111			69	100%	91%	12%		
Limited English Proficient	1	-"	_	- 10		33.7.		-1		
Economically Disadvantaged	8	75%	50%	0%	9	100%	67%	0%		
Not Disadvantaged	44	100%	95%	7%	60	100%	95%	13%		
Migrant		7885	1 1884	- ERMA		Barri.				
Not Migrant	52	96%	88%	6%	69	100%	91%	12%		

#### NOTES

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

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

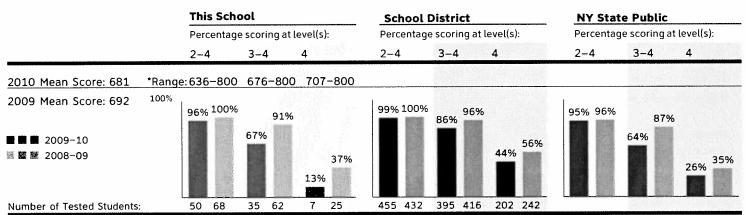
Other		School Year			2008-09 School Year			
Assessments	Total	Number sco	oring at leve	el(s):	Total Tested	Number scoring at level(s):		
	Tested	2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			
New York State English as a Second Language Achievement Test (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	N/A	N/A	N/A	N/A

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

School ALLEN CREEK SCHOOL School ID 26-14-01-06-0001

#### District PITTSFORD CENTRAL SCHOOL DISTRICT

### This School's Results in Grade 4 Mathematics



Results by	2009-10	School Yea	r		2008-09	2008-09 School Year			
	Total	Percentag	e scoring at	level(s):	Total	Percentage scoring at level(s):			
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students	52	96%	67%	13%	68	100%	91%	37%	
Female	29	97%	62%	14%	38	100%	92%	37%	
Male	23	96%	74%	13%	30	100%	90%	37%	
American Indian or Alaska Native		- 44	ą	4.8		5-147			
Black or African American		4	- 4		5		_		
Hispanic or Latino	3	_	_	- (g) <b>-</b>	1	_		-	
Asian or Native Hawaiian/Other Pacific Islande	r 8	-	_		1	_	_	<u> </u>	
White	41	95%	68%	10%	60	100%	93%	42%	
Multiracial				et jĝi	1	<del>.</del>			
Small Group Totals	11	100%	64%	27%	8	100%	75%	0%	
General-Education Students	47	100%	74%	15%	57	100%	96%	42%	
Students with Disabilities	5	60%	0%	0%	11	100%	64%	9%	
English Proficient	51				68	100%	91%	37%	
Limited English Proficient	1	90 9 <u>7</u>	_	(DZ, 1 <u>∓</u> 1		W		97.4	
Economically Disadvantaged	8	75%	50%	0%	9	100%	67%	0%	
Not Disadvantaged	44	100%	70%	16%	59	100%	95%	42%	
Migrant				ıř.					
Not Migrant	52	96%	67%	13%	68	100%	91%	37%	

#### NOTES

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

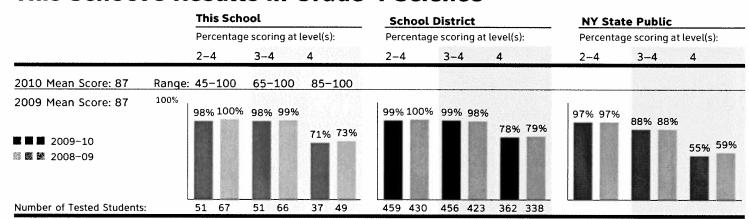
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 Accountability and Overview Reports.

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

School ALLEN CREEK SCHOOL School ID 26-14-01-06-0001

#### District PITTSFORD CENTRAL SCHOOL DISTRICT

### This School's Results in Grade 4 Science



Results by	2009-10	School Yea	ır			2008-09	School Yea	ar	
Student Group	Total	Percentag	e scoring a	t level(s):		Total	Percentage scoring at level(s):		
	Tested	2-4	3-4	4		Tested	2-4	3-4	4
All Students	52	98%	98%	71%	álki:	67	100%	99%	73%
Female	29	97%	97%	72%	iil-	38	100%	97%	74%
Male	23	100%	100%	70%		29	100%	100%	72%
American Indian or Alaska Native		(BELLE					123101		
Black or African American						5	-		-32 -32
Hispanic or Latino	3	_	- Marie	-		1	·····	-	<del></del>
Asian or Native Hawaiian/Other Pacific Islander	r 8	-	- I	-		1	-	_	<u>-</u>
White	41	98%	98%	73%		59	100%	100%	80%
Multiracial		#Wax	247475		117	1		- X	- X
Small Group Totals	11	100%	100%	64%	- 57	8	100%	88%	25%
General-Education Students	47	100%	100%	77%	7, 15	57	100%	100%	75%
Students with Disabilities	5	80%	80%	20%		10	100%	90%	60%
English Proficient	51	941		5-34 <del>-</del> 3	£57	67	100%	99%	73%
Limited English Proficient	1	_=		- : : : : : : : : : : : : : : : : : : :					
Economically Disadvantaged	8	88%	88%	25%		8	100%	88%	25%
Not Disadvantaged	44	100%	100%	80%		59	100%	100%	80%
Migrant		(835,RT-			10)		XXXIII.	Ša Pá	
Not Migrant	52	98%	98%	71%		67	100%	99%	73%

#### NOTE:

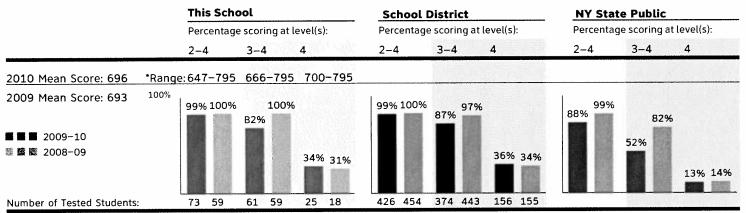
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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

School ALLEN CREEK SCHOOL School ID 26-14-01-06-0001

District PITTSFORD CENTRAL SCHOOL DISTRICT

### This School's Results in Grade 5 English Language Arts



Results by	2009-10	2009-10 School Year				2008-09 School Year			
Student Group	Total	Percentag	Percentage scoring at level(s):			Percentag	Percentage scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students	74	99%	82%	34%	59	100%	100%	31%	
Female	43	98%	86%	37%	33	100%	100%	30%	
Male	31	100%	77%	29%	26	100%	100%	31%	
American Indian or Alaska Native					J				
Black or African American	4	-	- ·	_	2		_	_	
Hispanic or Latino	3	<del>-</del> 1	11(5): <del>-</del>	- 33 m	2	-	-	-	
Asian or Native Hawaiian/Other Pacific Islande	r 2	<b>7</b>	\$45 <b>-</b> 2	-	4	-	-	_	
White	65	100%	86%	38%	51	100%	100%	31%	
Multiracial		NEWS.							
Small Group Totals	9	89%	56%	0%	8	100%	100%	25%	
General-Education Students	63	100%	90%	38%	52	100%	100%	31%	
Students with Disabilities	11	91%	36%	9%	7	100%	100%	29%	
English Proficient	74	99%	82%	34%	59	100%	100%	31%	
Limited English Proficient		1 9	YESTON		ł .	njiga.			
Economically Disadvantaged	9	89%	56%	11%	5	100%	100%	0%	
Not Disadvantaged	65	100%	86%	37%	54	100%	100%	33%	
Migrant				da sijê.					
Not Migrant	74	99%	82%	34%	59	100%	100%	31%	

#### NOTES

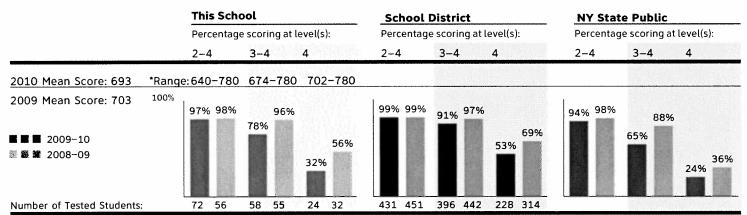
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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

Other		2009-10 School Year				2008-09 School Year			
Assessments	Total	Number sco	coring at level(s):		Total	Number scoring at level(s):			
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0			rt, jf	0	à de la companya de l			
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		D.		
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

School ALLEN CREEK SCHOOL School ID 26-14-01-06-0001 District PITTSFORD CENTRAL SCHOOL DISTRICT

### This School's Results in Grade 5 Mathematics



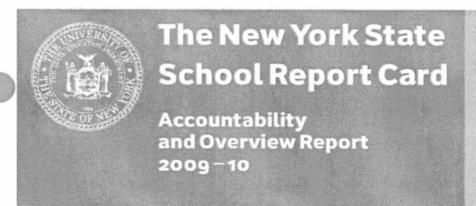
Results by	2009-10	2009-10 School Year				2008-09 School Year			
Student Group	Total	Percentag	Percentage scoring at level(s):			Percentag	ge scoring a	t level(s):	
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students	74	97%	78%	32%	57	98%	96%	56%	
Female	43	95%	77%	28%	31	97%	94%	55%	
Male	31	100%	81%	39%	26	100%	100%	58%	
American Indian or Alaska Native		gill Rife			7	- 013			
Black or African American	4	9000 <del>-</del> 0	# -	aga - ja	2	-	-	- ·	
Hispanic or Latino	3	166, <del>-</del> 2			2	100	E 2.E-1)	½.™5 <b>.−</b> ×	
Asian or Native Hawaiian/Other Pacific Islande	r 2	- i	· -	<b>-</b> 7	2	101 <del>4</del> (	, i	: d) <del>-</del> v	
White	65	98%	83%	35%	51	98%	96%	61%	
Multiracial									
Small Group Totals	9	89%	44%	11%	6	100%	100%	17%	
General-Education Students	63	100%	84%	37%	50	100%	100%	60%	
Students with Disabilities	11	82%	45%	9%	7	86%	71%	29%	
English Proficient	74	97%	78%	32%	57	98%	96%	56%	
Limited English Proficient			15332-1	3444		23/14	7 1	1 -	
Economically Disadvantaged	9	89%	44%	0%	5	100%	80%	0%	
Not Disadvantaged	65	98%	83%	37%	52	98%	98%	62%	
Migrant						515.	-1.		
Not Migrant	74	97%	78%	32%	57	98%	96%	56%	

#### NOTES

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

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

Other	2009-10 School Year				2008-09 School Year				
Assessments	Total	Number scoring at level(s):			Total	Number scoring at level(s):			
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0				



School BARKER ROAD MIDDLE SCHOOL
District PITTSFORD CENTRAL SCHOOL
DISTRICT
School ID 26-14-01-06-0008
Principal MICHAEL PERO
Telephone (585) 267-1802
Grades 6-8

## This School's Report Card

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

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

### Use this report to:



## **Get School Profile** information.

This section shows comprehensive data relevant to this school's learning environment.

## 2 Review School Accountability Status.

This section indicates whether a school made adequate yearly progress (AYP) and identifies the school's accountability status.

## **3** Review an Overview of School Performance.

This section has information about the school's performance on state assessments in English, mathematics, and science.

#### For more information:

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

## Saionemale

School BARKER ROAD MIDDLE SCHOOL School ID 26-14-01-06-0008

District PITTSFORD CENTRAL SCHOOL DISTRICT



### **School Profile**

This section shows comprehensive data relevant to this school's learning environment, including information about enrollment, average class size, and teacher qualifications.

### **Enrollment**

	2007-08	2008-09	2009-10
Pre-K	0	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	240	242	235
Ungraded Elementary	0	0	0
Grade 7	255	235	245
Grade 8	248	254	243
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	0
Total K-12	743	731	723

## 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 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 enrollment. Students classified by schools as "pre-first" are included in first grade counts.

### **Average Class Size**

	2007-08	2008-09	2009-10
Common Branch			
Grade 8			
English	23	25	25
Mathematics	18	19	19
Science	23	24	24
Social Studies	23	26	26
Grade 10			
English			
Mathematics	15		
Science			
Social Studies			

### 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.



School BARKER ROAD MIDDLE SCHOOL





### **Demographic Factors**

School ID 26-14-01-06-0008

	200	7-08	200	8-09	2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	12	2%	4	1%	9	1%
Reduced-Price Lunch	2	0%	3	0%	3	0%
Student Stability*		96%		91%		96%
Limited English Proficient	6	1%	0	0%	1	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	1	0%	2	0%
Black or African American	22	3%	14	2%	12	2%
Hispanic or Latino	16	2%	11	2%	14	2%
Asian or Native Hawaiian/Other Pacific Islander	62	8%	62	8%	75	10%
White	643	87%	643	88%	617	85%
Multiracial	0	0%	0	0%	3	0%

<sup>\*</sup> Available only at the school level.



### **Attendance and Suspensions**

	2006	2006-07		2007-08		2008-09	
	#	%	#	%	#	%	
Annual Attendance Rate		97%		97%		95%	
Student Suspensions	7	7 1%		0%	5	1%	

## Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. Eligible for Free Lunch and Limited English Proficient counts are used to determine Similar Schools groupings within a Need/Resource Capacity category. Student Stability is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6-8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

# Attendance and Suspensions Information

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



School BARKER ROAD MIDDLE SCHOOL School ID 26-14-01-06-0008

District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Teacher Qualifications**

	2007-08	2008-09	2009-10
Total Number of Teachers	61	60	60
Percent with No Valid Teaching Certificate	2%	0%	0%
Percent Teaching Out of Certification	2%	0%	0%
Percent with Fewer Than Three Years of Experience	3%	5%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	15%	15%	17%
Total Number of Core Classes	189	200	190
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	1%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	295	281	292
Percent Taught by Teachers Without Appropriate Certification	3%	0%	0%

## **Teacher Qualifications Information**

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

### **Teacher Turnover Rate**

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	40%	17%	17%
Turnover Rate of All Teachers	30%	13%	8%

### **Staff Counts**

	2007-08	2008-09	2009-10
Total Other Professional Staff	7	6	7
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	1	1	1
Principals	1	1	1

<sup>\*</sup> Not available at the school level.

## **Teacher Turnover Rate Information**

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

### Staff Counts Information

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



School BARKER ROAD MIDDLE SCHOOL School ID 26-14-01-06-0008

District PITTSFORD CENTRAL SCHOOL DISTRICT

## Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2009–10, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: http://www.p12.nysed.gov/irts/accountability/



#### 1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation and the performance criteria.

#### **A Participation Criterion**

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2009–10 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### **B** Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2006 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

#### 2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

#### 3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

**Elementary/Middle-Level Science:** To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

#### **A Participation Criterion**

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

#### **B** Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

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

School BARKER ROAD MIDDLE SCHOOL School ID 26-14-01-06-0008

#### District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Useful Terms for Understanding Accountability**

#### 12th Graders

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

#### 2006 Cohort

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

#### **Accountability Cohort for English and Mathematics**

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006-07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006-07 school year, who were enrolled on October 7, 2009 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2010, are not included in the 2006 school accountability cohort. The 2006 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

#### Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students

#### Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

#### **Continuous Enrollment**

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

#### **Continuously Enrolled Students**

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

## Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.qov/irts.

#### **Graduation Rate**

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

#### **Graduation-Rate Total Cohort**

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the SIRS Manual at http://www.p12.nysed.gov/irts/sirs/.

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

#### **Limited English Proficient**

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

#### **Non-Accountability Groups**

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





School BARKER ROAD MIDDLE SCHOOL School ID 26-14-01-06-0008

District PITTSFORD CENTRAL SCHOOL DISTRICT

### Useful Terms for Understanding Accountability (continued)

#### **Participation**

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

#### Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

100 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Continuously Enrolled Tested Students]

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

 $100 \times [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) <math>\div$  Count of All Cohort Members]

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

#### **Progress Targets**

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

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

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

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



#### **Safe Harbor Targets**

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

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

#### Safe Harbor Qualification (\*)

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

#### **State Standard**

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

#### **Students with Disabilities**

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

#### **Test Performance**

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

#### Total

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

## **School Accountability**

School BARKER ROAD MIDDLE SCHOOL School ID 26-14-01-06-0008

District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Understanding Your School Accountability Status**

New York State participates in the Differentiated Accountability pilot program, as approved by the United States Department of Education in January 2009. Under this program, each public school in the State is assigned an accountability "phase" (Good Standing, Improvement, Corrective Action, or Restructuring) and, for schools not in Good Standing, a "category" (Basic, Focused, or Comprehensive) for each measure for which the school is accountable. Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. Generally, the school's overall accountability status is its most advanced accountability phase and its highest category within that phase. A school in any year of the phase (that is not Good Standing) that makes AYP for the measure remains in the same phase/category the following year. An identified school that makes AYP in the identified measure for two consecutive years returns to Good Standing. Once a school is identified with a category within a phase, it cannot move to a less intensive category in the following school year within that phase.

Each school district with one or more Title I schools and each Title I charter school designated as Improvement (year 1 and year 2), Corrective Action, or Restructuring must make Supplemental Educational Services available for eligible students in the identified Title I school(s). A school district with one or more schools designated as Improvement (year 2), Corrective Action, or Restructuring must also provide Public School Choice to eligible students in identified Title I school(s). For more information on the Differentiated Accountability program and a list of interventions for schools not in Good Standing,

see http://www.p12.nysed.gov/nyc/APA/Differentiated\_Accountability/DA\_home.html.







School BARKER ROAD MIDDLE SCHOOL School ID 26-14-01-06-0008

District PITTSFORD CENTRAL SCHOOL DISTRICT

### **Understanding Your School Accountability Status (continued)**

Phase

Phase/Category

Good Standing A school that has not been designated as Improvement, Corrective Action, or Restructuring.

**Improvement (year 1)** A school that failed to make AYP for two consecutive years on the same accountability measure; or a school that was designated as Improvement (year 1) in the current school year that made AYP for the identified measure and is in Good Standing.

**Improvement (year 2)** A school that was designated as a school in Improvement (year 1) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Improvement (year 2) in the current school year that made AYP for the identified measure.

#### Improvement/Basic:

A school that failed to make AYP in ELA and/or math for one accountability group, but made AYP for the All Students group; or a school that failed to make AYP in only science or graduation rate.

#### Improvement/Focused:

A school that failed to make AYP in ELA and/or math for more than one accountability group, but made AYP for the All Students group; or a school whose worst status is Improvement/Basic for at least two measures.

#### Improvement/Comprehensive:

A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.

# **Corrective Action (year 1)** A school that was designated as a school in Improvement (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action

(year 1) in the current school year that made AYP for the identified measure.

Corrective Action (year 2) A school that was designated as a

**Corrective Action (year 2)** A school that was designated as a school in Corrective Action (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 2) in the current school year that made AYP for the identified measure.

Restructuring (year 1) A school that was designated as a school in Corrective Action (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 1) in the current school year that made AYP for the identified measure. Restructuring (year 2) A school that was designated as a school in Restructuring (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 2) in the current school year that made AYP for the identified measure. Restructuring (Advanced) A school that was designated as a school in Restructuring (year 2) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (Advanced) in the current school year that made AYP for the identified measure.

#### **Corrective Action or Restructuring/Focused:**

A school that failed to make AYP in ELA and/or math for one or more accountability groups, but made AYP for the All Students group; or a school that failed to make AYP in science or graduation rate but made AYP in ELA and math.

Corrective Action or Restructuring/Comprehensive: A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group except the All Students group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.

**SURR:** A school that is identified for registration review (SURR) during a school year in which it is designated as a school in Improvement or Corrective Action shall, in the next school year, be designated as **Restructuring (year 1)/Comprehensive.** 

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



## **School Accountability**

School BARKER ROAD MIDDLE SCHOOL School ID 26-14-01-06-0008

District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Summary**

Overall Accountability Status (2010–11)	In Good Standing							
	Elementar	y/Middle Level	Secondar	Secondary Level				
	ELA	In Good Standing	ELA					
	Math In Good Standing		Math					
	Science	In Good Standing	onding Graduation Rate					
Title I Part A Funding	Years the	e School Received T	itle I Part A Fun	ding				
	2008-09	20	009-10	2010-11				
	NO	NO	)	NO				

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

	Elementary/I	Middle Level		Secondary Level				
Student Groups	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate		
All Students	<b>√</b>	<b>√</b>	✓		,			
Ethnicity						(		
American Indian or Alaska Native	_					***************************************		
Black or African American		_	***************************************					
Hispanic or Latino						•••••		
Asian or Native Hawaiian/Other Pacific Islander	✓	✓			•••••••			
White	<b>~</b>	√			******************	•••••		
Multiracial		***************************************			***************************************			
Other Groups								
Students with Disabilities	<b>√</b>	<b>√</b>						
Limited English Proficient	_	-			•••••	••••		
Economically Disadvantaged	_	-				•••••		
Student groups making AYP in each subject	<b>√</b> 4 of 4	<b>√</b> 4 of 4	<b>√</b> 1 of 1					

#### **AYP Status**

Made AYP

✓ SH Made AYP Using Safe Harbor Target

X Did not make AYP

 Insufficient Number of Students to Determine AYP Status



## **School Accountability**



School BARKER ROAD MIDDLE SCHOOL School ID 26-14-01-06-0008

District PITTSFORD CENTRAL SCHOOL DISTRICT

## **Elementary/Middle-Level English Language Arts**

Accountability Status for This Subject (2010–11)		In Good Standing
Accountability Measures	4 of 4	Student groups making AYP in English language arts
	✓	Made AYP

	AYP	Participat	ion	Test Perfo	rmance	Performa	nce Objectiv	es
Student Group (Total: Continuous Enrollment)	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbo	or Target
Accountability Groups	· · · · · · · · · · · · · · · · · · ·	***************************************		•		•		
All Students (718:715)	<b>√</b>	<b>√</b>	100%	<b>√</b>	194	151		
Ethnicity								
American Indian or Alaska Native (1:1)			-	_	-	_		_
Black or African American (12:12)		_	_	_	-	-	*****************	-
Hispanic or Latino (19:19)	_	-		- -	<del>-</del>	-		-
Asian or Native Hawaiian/Other Pacific Islander (78:78)	✓	✓	100%	✓	197	144	***************************************	•••••••••••
White (608:605)	<b>√</b>	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	100%	····	194	151	• • • • • • • • • • • • • • • • • • • •	
Multiracial (0:0)						*************	***************	•••••
Other Groups								
Students with Disabilities (72:74)	$\checkmark$	<b>√</b>	100%	$\overline{}$	169	144		
Limited English Proficient (1:1)	-	-	<del>-</del>				****************	
Economically Disadvantaged (13:13)	_	-						
Final AYP Determination	√ 4 of 4							***
Non-Accountability Groups					······································			
Female (349:348)			100%		195	149		
Male (369:367)	• • • • • • • • • • • • • • • • • • • •	••••••	100%		194	149		
Migrant (0:0)	• • • • • • • • • • • • • • • • • • • •	*****************		• • • • • • • • • • • • • • • • • • • •	•••••••			

#### **Symbols**

✓ Made AYF

✓ SH Made AYP Using Safe Harbor Target

X Did not make AYP

Fewer Than 40 Total/Fewer Than 30
 Continuous Enrollment

‡ Did not qualify for Safe Harbor



School BARKER ROAD MIDDLE SCHOOL School ID 26-14-01-06-0008

#### District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Elementary/Middle-Level Mathematics**

Accountability Status for This Subject (2010–11)		In Good Standing
Accountability Measures	4 of 4	Student groups making AYP in mathematics
-	✓	Made AYP

	AYP	Participat	ion	Test Perfo	rmance	Performar	nce Objectiv	es
Student Group		Met	Percentage	Met	Performance	Effective	Safe Harbo	or Target
(Total: Continuous Enrollment)	Status	Criterion	Tested	Criterion	Index	AMO	2009-10	2010-11
Accountability Groups								
All Students (718:715)	<b>√</b>	<b>√</b>	100%	<b>√</b>	198	131		
Ethnicity								
American Indian or Alaska Native (1:1)		_	ispic	_	_	-		-
Black or African American (12:12)	-	-		_	-	_		_
Hispanic or Latino (19:19)		-		_				-
Asian or Native Hawaiian/Other Pacific Islander (78:78)	✓	✓	100%	✓	200	124		
White (608:605)	√	✓	100%	✓	199	131		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (72:74)	$\checkmark$	<b>-</b>	100%	$\checkmark$	186	124		
Limited English Proficient (1:1)	-	-		_	-	-	•••••	-
Economically Disadvantaged (13:13)	-	-		_	<u>-</u>	_		_
Final AYP Determination	√ 4 of 4							
Non-Accountability Groups								
Female (349:348)			100%		199	129		
Male (369:367)			100%		198	129		
Migrant (0:0)								

#### Symbols

✓ Made AYP

✓ Sharp Made AYP Using Safe Harbor Target

Did not make AYP

Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

Did not qualify for Safe Harbor

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



## **School Accountability**



School BARKER ROAD MIDDLE SCHOOL School ID 26-14-01-06-0008

District PITTSFORD CENTRAL SCHOOL DISTRICT

### **Elementary/Middle-Level Science**

Accountability Status for This Subject (2010–11)		In Good Standing
Accountability Measures	1 of 1	Student groups making AYP in science
	✓	Made AYP

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

	AYP P		Participat	Participation		Test Performance		Performance Objectives		
Student Group		Safe Harbor	Met	Percentage	Met	Performance	State	Progress	Target	
(Total: Continuous Enrollment)	Status	Qualification	Criterion	Tested	Criterion	Index	Standard	2009-10	2010-11	
Accountability Groups										
All Students (241:239)	<b>√</b>	Qualified	✓	100%	✓	196	100			
Ethnicity										
American Indian or Alaska Native (0:0)										
Black or African American (4:4)			-	-	-		_		_	
Hispanic or Latino (6:6)			_		_	_			-	
Asian or Native Hawaiian/Other Pacific Islander (27:27)		_	****	***	_	<del>-</del>	-		-	
White (204:202)		Qualified	✓	100%	✓	198	100		• • • • • • • • • • • • • • • • • • • •	
Multiracial (0:0)	• • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •		**************	************		**************	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	
Other Groups										
Students with Disabilities (22:22)		-	-	-	_		-		-	
Limited English Proficient (0:0)										
Economically Disadvantaged (2:2)		_		-	_	_	-		-	
Final AYP Determination	<b>√</b> 1	of 1								
Non-Accountability Groups										
Female (109:109)				100%		196	100	tink kirik di sebasha da sebasha kirik makan da sebasha kirik sebasha kirik sebasha kirik sebasha kirik sebash		
Male (132:130)	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •		99%	•••••••	196	100	* * * * * * * * * * * * * * * * * * * *		
Migrant (0:0)		• • • • • • • • • • • • • • • • • • • •		***************************************			**************			

#### Symbols



Made AYP

Did not make AYP

Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

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



Total

School BARKER ROAD MIDDLE SCHOOL School ID 26-14-01-06-0008

## Summary of 2009–10 School Performance

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

	scored at or	Tested	
English Language Arts	0%	50%	100%
Grade 6	87%		230
Grade 7	83%		243
Grade 8	82%		240
Mathematics			
Grade 6	85%		230
Grade 7	91%		243
Grade 8	89%		240
Science			
Grade 8	97%		239

Percentage of students that

District PITTSFORD CENTRAL SCHOOL DISTRICT

#### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

#### Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

#### Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

#### Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

## How are Need/Resource Capacity (N/RC) categories determined?

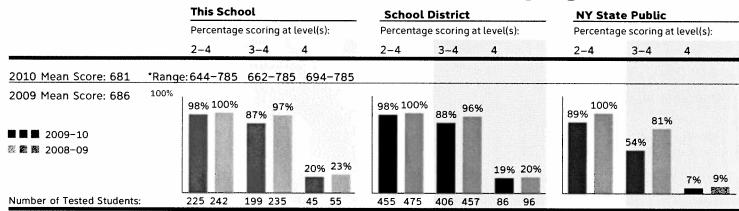
Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the Report to the Governor and the Legislature on the Educational Status of the State's Schools at www.p12.nysed.gov/irts.

In this section, this school's performance is compared with that of the school district and public schools Statewide.

School BARKER ROAD MIDDLE SCHOOL School ID 26-14-01-06-0008

District PITTSFORD CENTRAL SCHOOL DISTRICT

# This School's Results in Grade 6 English Language Arts



Results by	2009-10	School Yea	r			2008-09	School Yea	School Year				
Student Group	Total	Percentag	e scoring at	level(s):	1	Total	Percentag	e scoring a	t level(s):			
Stadent Group	Tested	2-4	3-4	4		Tested	2-4	3-4	4			
All Students	230	98%	87%	20%		242	100%	97%	23%			
Female	119	98%	87%	25%	&h:	121	100%	98%	31%			
Male	111	97%	86%	14%	\$ S	121	100%	97%	15%			
American Indian or Alaska Native		- 11	onens.		20	1		- 3				
Black or African American	4	-		_		3	-	<del>-</del>	_			
Hispanic or Latino	10		_	_		2			-			
Asian or Native Hawaiian/Other Pacific Islander	31	100%	90%	32%		18	100%	100%	17%			
White	185	97%	86%	18%	3 5	218	100%	98%	24%			
Multiracial						• • • • • • • • • • • • • • • • • • • •						
Small Group Totals	14	100%	79%	14%		6	100%	50%	0%			
General-Education Students	204	100%	91%	22%	u-E	223	100%	98%	24%			
Students with Disabilities	26	85%	50%	4%		19	100%	89%	5%			
English Proficient	229	- 1921 <u>-</u>	_ 1	e# 4 =		242	100%	97%	23%			
Limited English Proficient	1	=		-		• • • • • • • • • • • • • • • • • • • •	#2 - N					
Economically Disadvantaged	6	83%	67%	17%	Ŋ.	5	100%	60%	0%			
Not Disadvantaged	224	98%	87%	20%		237	100%	98%	23%			
Migrant		145	43385				£24;-		Mill We in			
Not Migrant	230	98%	87%	20%		242	100%	97%	23%			

#### NOTES

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

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

Other		School Year			2008-09 School Year				
Assessments	Total Number scoring at level(s):				Total	Number scoring at level(s):			
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment NYSAA): Grade 6 Equivalent	3	_		<del>-</del>	О			4	
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A	
	Total				Total	***************************************			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

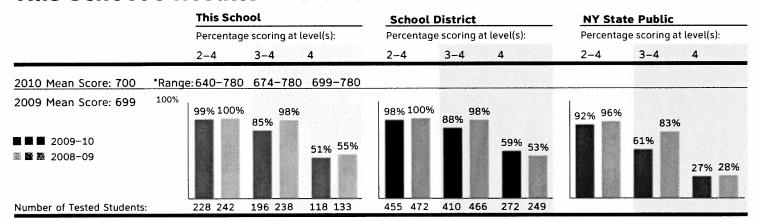
<sup>†</sup> These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

School BARKER ROAD MIDDLE SCHOOL School ID 26-14-01-06-0008

#### District PITTSFORD CENTRAL SCHOOL DISTRICT



# This School's Results in Grade 6 Mathematics



Results by	2009-10	School Yea	r		2008-09	School Yea	ır	
Student Group	Total	Percentag	e scoring at	level(s):	Total	Percentag	e scoring a	t level(s):
Student Group	Tested	2-4	3-4	4	Tested	2-4	3–4	4
All Students	230	99%	85%	51%	243	100%	98%	55%
Female	119	99%	87%	50%	122	100%	98%	57%
Male	111	99%	84%	52%	121	99%	98%	52%
American Indian or Alaska Native					1			
Black or African American	4	)	-		3	-	-	
Hispanic or Latino	10			1420 <del>-</del> 144	1		<u>-</u> -	
Asian or Native Hawaiian/Other Pacific Islander	31	100%	100%	71%	19	100%	100%	68%
White	185	99%	84%	49%	219	100%	98%	55%
Multiracial			R=17547		()			
Small Group Totals	14	100%	71%	36%	5	100%	80%	0%
General-Education Students	204	100%	90%	55%	225	100%	100%	57%
Students with Disabilities	26	92%	46%	23%	18	94%	78%	28%
English Proficient	229	eksa <del>-</del> k	₩ . <u>-</u> ;		243	100%	98%	55%
Limited English Proficient	1	3047-1	jt. nJ <del>i</del> ∑		Ĭ.	1/21/2		
Economically Disadvantaged	6	100%	83%	33%	4		_	://s:/ <u>-</u>
Not Disadvantaged	224	99%	85%	52%	239			_
Migrant		<b>57.</b>			<u> </u>			
Not Migrant	230	99%	85%	51%	243	100%	98%	55%

### NOTES

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

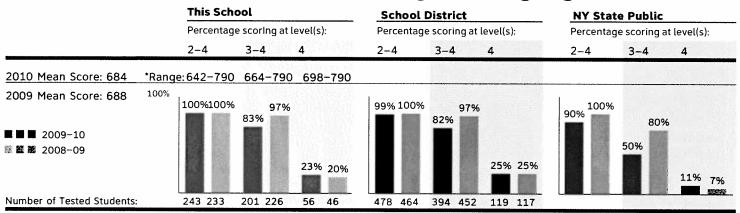
\* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 Accountability and Overview Reports.

Other	2009-10	School Year			2008-09	•		
Assessments	Total	Number sco	oring at level(	(s):	Total	Number scoring at level(s):		
Assessinents	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment	3		(it = 5)		0			

School BARKER ROAD MIDDLE SCHOOL School ID 26-14-01-06-0008

District PITTSFORD CENTRAL SCHOOL DISTRICT

# This School's Results in Grade 7 English Language Arts



Results by	2009-10	School Yea	r		2008-09	1970 m. (c) 2003 (2004) (2004) (1904)				
Student Group	Total	Percentag	e scoring a	level(s):	Total	Percentage scoring at level(s):				
	Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students	243	100%	83%	23%	233	100%	97%	20%		
Female	120	100%	86%	32%	107	100%	97%	17%		
Male	123	100%	80%	15%	126	100%	97%	22%		
American Indian or Alaska Native	1	- 13	STITL SCHOOL			Mercus				
Black or African American	4	1887		- 3 S	5	100%	60%	0%		
Hispanic or Latino	3	1,462 <b>-</b> 0	- J		7	100%	100%	29%		
Asian or Native Hawaiian/Other Pacific Islander	20	100%	85%	25%	24	100%	100%	8%		
White	215	100%	84%	24%	197	100%	97%	21%		
Multiracial		Se *			1		• • • • • • • • • • • • • • • • • • • •			
Small Group Totals	8	100%	50%	0%						
General-Education Students	223	100%	87%	25%	213	100%	99%	21%		
Students with Disabilities	20	100%	40%	5%	20	100%	75%	5%		
English Proficient	243	100%	83%	23%	233	100%	97%	20%		
Limited English Proficient		1 320	F1							
Economically Disadvantaged	5	100%	20%	0%	1	128	(Els )			
Not Disadvantaged	238	100%	84%	24%	232	_	-	_		
Migrant		.316			Į.		William .	\$7°4\\\		
Not Migrant	243	10 <b>0</b> %	83%	23%	233	100%	97%	20%		

#### NOTE

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

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

Other	2009-10	School Yea	•		2008-09 School Year				
Assessments	Total	Number scoring at level(s):			Total	Number sc	Number scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	_	4341	_	0				
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		11		
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

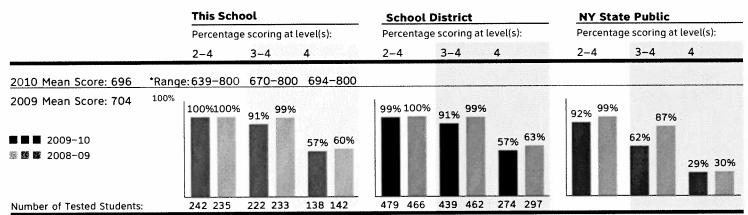
<sup>†</sup> These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

School BARKER ROAD MIDDLE SCHOOL School ID 26-14-01-06-0008

District PITTSFORD CENTRAL SCHOOL DISTRICT



# This School's Results in Grade 7 Mathematics



Results by	2009-10	School Yea	r		2008-09	Percentage scoring at level(s): 2-4 3-4 4 100% 99% 60%				
	Total	Percentag	e scoring at	level(s):	Total	Percentag	e scoring at	t level(s):		
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students	243	100%	91%	57%	235	100%	99%	60%		
Female	120	100%	93%	59%	108	100%	100%	52%		
Male	123	99%	89%	54%	127	100%	98%	68%		
American Indian or Alaska Native	1			<u>-</u>	<u> </u>					
Black or African American	4	- 1	-		5	100%	80%	0%		
Hispanic or Latino	3				7	100%	100%	43%		
Asian or Native Hawaiian/Other Pacific Islander	20	100%	100%	85%	24	100%	100%	79%		
White	215	100%	91%	56%	199	100%	99%	60%		
Multiracial										
Small Group Totals	8	100%	75%	13%	F					
General-Education Students	223	100%	94%	60%	214	100%	100%	65%		
Students with Disabilities	20	95%	65%	20%	21	100%	90%	14%		
English Proficient	243	100%	91%	57%	235	100%	99%	60%		
Limited English Proficient		Yer	WWS &			11,821,623				
Economically Disadvantaged	5	100%	20%	20%	1			_		
Not Disadvantaged	238	100%	93%	58%	234	<u> </u>				
Migrant							,			
Not Migrant	243	100%	91%	57%	235	100%	99%	60%		

#### NOTES

(NYSAA): Grade 7 Equivalent

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

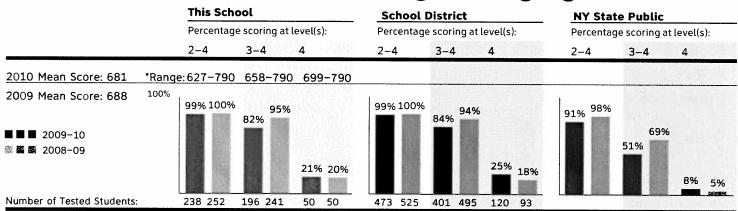
\* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 Accountability and Overview Reports.

Other	2009-10	School Year			2008-09 School Year				
Assessments	Total	Number scoring at level(s):			Total Number scoring at			t level(s):	
Assessments	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment	1	<i>i</i>		42.00	0				

School BARKER ROAD MIDDLE SCHOOL School ID 26-14-01-06-0008

District PITTSFORD CENTRAL SCHOOL DISTRICT

# This School's Results in Grade 8 English Language Arts



Results by	2009-10	School Yea	r		2008-09	2008-09 School Year				
Student Group	Total	Percentag	e scoring at	t level(s):	Total	Percentag	e scoring a	t level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students	240	99%	82%	21%	253	100%	95%	20%		
Female	109	100%	83%	19%	123	99%	95%	24%		
Male	131	98%	80%	22%	130	100%	95%	16%		
American Indian or Alaska Native										
Black or African American	4		L-3370-3	- 4	7		-	<del></del>		
Hispanic or Latino	6		_	- 1	2					
Asian or Native Hawaiian/Other Pacific Islander	27	100%	85%	37%	20	100%	95%	20%		
White	203	100%	83%	20%	224	100%	96%	21%		
Multiracial					ļ					
Small Group Totals	10	90%	50%	0%	9	100%	78%	0%		
General-Education Students	219	100%	87%	23%	235	100%	98%	21%		
Students with Disabilities	21	90%	24%	0%	18	94%	61%	0%		
English Proficient	<b>24</b> 0	99%	82%	21%	253	100%	95%	20%		
Limited English Proficient			heigh ein							
Economically Disadvantaged	2	<u> </u>			5	100%	80%	0%		
Not Disadvantaged	238	_	- ·	-	248	100%	96%	20%		
Migrant										
Not Migrant	240	99%	82%	21%	253	100%	95%	20%		

#### NOTE

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

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

Other	2009-10	School Year		,	2008-09 School Year				
Assessments	Total	Number sc	oring at leve	el(s):	Total	Number scoring at level(s):			
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	_		-	0		Na c		
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A	
	Total				Total	***************************************			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

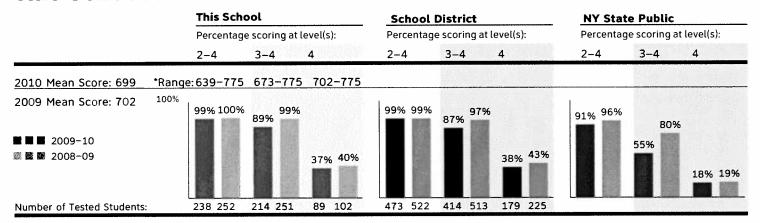
<sup>†</sup> These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

School BARKER ROAD MIDDLE SCHOOL School ID 26-14-01-06-0008

District PITTSFORD CENTRAL SCHOOL DISTRICT



## This School's Results in Grade 8 Mathematics



Results by	2009-10	School Yea	r		2008-09	School Yea	ır	
Student Group	Total	Percentag	e scoring at	level(s):	Total	Percentag	e scoring a	t level(s):
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4
All Students	240	99%	89%	37%	253	100%	99%	40%
Female	109	100%	90%	34%	123	99%	98%	43%
Male	131	98%	89%	40%	130	100%	100%	38%
American Indian or Alaska Native		HAMES			Į.			
Black or African American	4	10.55 <u>-</u> 3.		· ·	_ 7	_	-	= = = :
Hispanic or Latino	6	ÆNL <del>=</del> Ø			2	- i	_	-
Asian or Native Hawaiian/Other Pacific Islander	27	100%	93%	63%	19	100%	100%	74%
White	203	100%	91%	35%	225	100%	99%	39%
Multiracial					§			
Small Group Totals	10	90%	50%	10%	9	100%	100%	0%
General-Education Students	219	100%	93%	41%	236	100%	100%	43%
Students with Disabilities	21	90%	48%	0%	17	94%	94%	0%
English Proficient	240	99%	89%	37%	253	100%	99%	40%
Limited English Proficient		THE SEC						
Economically Disadvantaged	2	<u> </u>	-		5	100%	100%	20%
Not Disadvantaged	238	3187 <b>-</b>			248	100%	99%	41%
Migrant					#	12 - 33.		
Not Migrant	240	99%	89%	37%	253	100%	99%	40%

#### NOTES

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

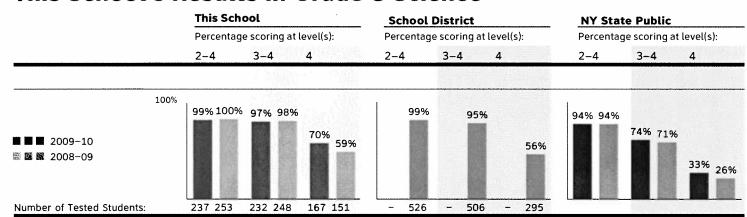
\*These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 Accountability and Overview Reports.

Other	2009-10	School Year			2008-09 School Year				
Assessments	Total Number scoring at level(s):				Total	Number scoring at level(s):			
Assessments	Tested	2-4	3–4	4	Tested	24	3–4	4	
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	838		- 146	0				

School BARKER ROAD MIDDLE SCHOOL School ID 26-14-01-06-0008

District PITTSFORD CENTRAL SCHOOL DISTRICT

## This School's Results in Grade 8 Science



Results by	2009-10	School Yea	r		2008-09 School Year				
Student Group	Total	Percentag	e scoring at	level(s):	Total	Percentag	e scoring a	t level(s):	
Stadent Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students	239	99%	97%	70%	254	100%	98%	59%	
Female	109	100%	96%	63%	123	99%	98%	54%	
Male	130	98%	98%	75%	131	100%	98%	64%	
American Indian or Alaska Native					)				
Black or African American	4	5180 <del>.</del>	- 1	100 to	7	2 (5 <del>-</del> )	- :		
Hispanic or Latino	6	)	- , : : <del>-</del> }}	::::::::::::::::::::::::::::::::::::::	2	-	- : : : : : : : : : : : : : : : : : : :	<b>-</b>	
Asian or Native Hawaiian/Other Pacific Islander	27	100%	100%	74%	20	100%	100%	75%	
White	202	100%	98%	72%	225	100%	98%	59%	
Multiracial		Factorial.			,	HIRE			
Small Group Totals	<b>1</b> 0	90%	70%	20%	9	100%	89%	33%	
General-Education Students	218	100%	99%	76%	237	100%	99%	63%	
Students with Disabilities	21	90%	81%	5%	17	94%	82%	12%	
English Proficient	239	99%	97%	70%	253	15 T <u>-1</u> P	aler's p		
Limited English Proficient		7446			1	- 4	4/154 <b>-</b>	-	
Economically Disadvantaged	2	974 <del>-</del> 3			5	100%	80%	60%	
Not Disadvantaged	237	- 1880 <b>-</b> 1			249	100%	98%	59%	
Migrant		485	1			18 / 1901		1-1971-5	
Not Migrant	239	99%	97%	70%	254	100%	98%	59%	

#### 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	2009-10	School Year		2008-09 School Year					
Assessments	Total	Number sco	oring at level	(s):	Total	Number scoring at level(s):			
Assessments	Tested	2-4	3-4	4	Tested	2-4	3–4	4	
New York State Alternate Assessment	1	<u> </u>	<u> </u>		0	-			
(NYSAA): Grade 8 Equivalent	1	)\ <del>\</del>				75 1			
Regents Science	0				0				



# The New York State School Report Card

Comprehensive Information Report 2009 – 10 School BARKER ROAD MIDDLE SCHOOL
District PITTSFORD CENTRAL SCHOOL
DISTRICT
School ID 26-14-01-06-0008
Principal MICHAEL PERO
Telephone (585) 267-1802
Grades 6-8

# **Regents Exams**

Regents Exams		All Students				General-Education Students				Students with Disabilities			
		Total Percentage of students		Total		e of stude		Total	Percentage				
		Tested		or above:		Tested		or above:		Tested	scoring at		11.3
			55	65	85		55	65	85		55	65	85
Comprehensive English	<b>2</b> 00 <b>9-1</b> 0	0				0				0			
	2008-09	0				0				0			
	2007-08	0				0				0			
Mathematics B	2009-10	0				0		Ellaws II		0		u II-	
	2008-09	0				0				0			
	2007-08	0				0				0			
Integrated Algebra	2009-10	124	100%	100%	90%	124	100%	100%	90%	0			
	2008-09	130	100%	100%	94%	129		-	_	1	25		
	2007-08	122	100%	100%	88%	122	100%	100%	88%	0			
Geometry	2009-10	12	100%	100%	100%	12	100%	100%	100%	0			
	2008-09	6	100%	100%	100%	6	100%	100%	100%	0			
	2007-08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Trigonometry	<b>2</b> 0 <b>09-1</b> 0	1				1				0			
	2008-09	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2007-08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Global History	2009-10	0				0				0			
and Geography	2008-09	0				0				0			
	2007-08	0				0				0			
U.S. History	2009-10	0			Yella'	0				0			ETHE
and Government	2008-09	0				0				0			
	2007-08	0				0				0			
Living Environment	2009-10	1	-			1			_	0			
	2008-0 <b>9</b>	0				0				0			
	2007-08	0				0				0			
Physical Setting/	2009-10	80	100%	100%	100%	80	100%	100%	100%	0			
Earth Science	2008-09	77	100%	100%	100%	76			_	1		_	-
	2007-08	0				0				0			
Physical Setting/Chemistry	2009-10	0				0				0			
	2008-0 <b>9</b>	0				0				0			
	2007-08	0				0				0			
Physical Setting/Physics	2009-10	0				0				0			
	2008-09	0				0				0			
	2007-08	0				0				0			

#### NOTE

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.

# Regents Exams in Languages Other Than English

School BARKER ROAD MIDDLE SCHOOL School ID 26-14-01-06-0008

### District PITTSFORD CENTRAL SCHOOL DISTRICT



# **Regents Exams**

		All Students				<b>General-Education Students</b>				Students with Disabilities			
		Total Tested	Total Percentage of students Tested 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 French	2009–10	0				0				0			
	2008 <b>–</b> 0 <b>9</b>	1	-	-	_	1	_	,		0	_	-	
	2007-08	1	_			1	<del></del>	***	_	0			-
Comprehensive German	2009-10	0				0				0			
	2008–0 <b>9</b>	0				0				0			
	2007-08	0				0				0			
Comprehensive Hebrew	2009-10	0				0				0			
	2008-09	0				0	ı			0			
	2007-08	0				0	1			0			
Comprehensive Italian	<b>20</b> 0 <b>9–1</b> 0	0				0				0			
	2008-09	0				0	ı			0			
	2007-08	0				0	l			0			
Comprehensive Latin	<b>2009-1</b> 0	0				0	H			0			
	2008–0 <b>9</b>	0				0	)			0			_
	2007-08	0				0	1			0			
Comprehensive Spanish	2009–10	1		-		1	-		****	0	-		700
	2008-09	0				0	ı			0			
	2 <b>0</b> 07-08	0				0	ı			0			

### NOTE

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.



# Second Language Proficiency Examinations



School BARKER ROAD MIDDLE SCHOOL School ID 26-14-01-06-0008

District PITTSFORD CENTRAL SCHOOL DISTRICT

# **Second Language Proficiency Examinations**

		All Student	s	General-Ed	ucation Students	Students with Disabilities		
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:	
French	2009-10	49	100%	45		4		
	2008-09	45	98%	44	_	1	· —	
	2007-08	61	100%	59		2		
German	<b>2009-1</b> 0	0		0		0		
	2008 <b>-</b> 0 <b>9</b>	0		0		0		
	<b>2</b> 007–08	0		0		0		
Italian	<b>2009-1</b> 0	0		0		0		
	2008–0 <b>9</b>	0		0		0		
	2007-08	0		0		0		
Latin	2009-10	34	100%	34	100%	0		
	2008-09	<b>3</b> 2	100%	30	TORPH	2	_	
	2007-08	31	100%	30		1	where.	
Spanish	2009-10	143	99%	132	100%	11	91%	
	2008-09	164	98%	154	99%	10	90%	
	2007-08	2 <b>18</b>	99%	210	100%	8	88%	



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.



# English as a Second Language Achievement Test

School BARKER ROAD MIDDLE SCHOOL School ID 26-14-01-06-0008

District PITTSFORD CENTRAL SCHOOL DISTRICT



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

		All Students				Gene	General-Education Students				Stud	Students with Disabilities				
		Total Tested	Percent in each				Total Tested	tal Percent of students scoring sted in each performance level:			Total Tested		t of students performanc		_	
			Begin.	Interm	. Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm. Ad	v. P	rof.
Listening	<b>2</b> 0 <b>09-1</b> 0	0					0					0				
and Speaking	2008-09	0					0					0				
(Grades K-1)	2007-08	0					0					0				
Reading	2009-10	0					0					0				
and Writing	2008-09	0					0					0				
(Grades K-1)	2007-08	0					0					. 0				
Listening	2009-10	0	······································				0					0				
and Speaking	2008-09	0					0					0				
(Grades 2-4)	2007-08	0					0					0				
Reading	2009-10	0					0				,	0		,		
and Writing	2008-09	0					0					0				
(Grades 2-4)	2007-08	0					0					0				
Listening	2009-10	1	-		-		- 0					1				
and Speaking	2008-0 <b>9</b>	0					0					0				
(Grades 5-6)	2007-08	4		_		-	- 4	<del></del>	<del>-</del>	_		- 0				
Reading	2009-10	1		-	-	-	- 0					1		-	-	
and Writing	2008-09	0					0					0				
(Grades 5-6)	2007-08	4	_	***			- 4		-			- 0				
Listening	2009-10	0					0					0				
and Speaking	2008-09	0					0					0				
(Grades 7-8)	2007-08	3	-				- 3	-	_	_		- 0				
Reading	2009-10	0	.,,,,,				0					0				
and Writing	2008-09	0					0					0				
(Grades 7-8)	2007-08	3	<del>-</del>	_			- 3					- 0				
Listening	200 <b>9-1</b> 0	0					0					0				
and Speaking	2008-09	0					0					0				
(Grades 9-12)	2007-08	0					0					0			,	
Reading	2009-10	0					0					0				
and Writing	2008-09	0					0					0				
(Grades 9-12)	2007-08	0					0					0				

#### NOTE

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

School BARKER ROAD MIDDLE SCHOOL School ID 26-14-01-06-0008

District PITTSFORD CENTRAL SCHOOL DISTRICT

# Elementary/Middle-Level Social Studies 2009-10

	All Students					General-Education Students			Students with Disabilities						
	Total Percentage of students Tested scoring at level:					Total Percentage of students Tested scoring at level:				Total Percentage of students Tested scoring at level:					
		1	2	3	4		1	2	3	4		1	2	3	4
Elementary Level	0					0					0				
Middle Level	240	0%	2%	22%	77%	219	0%	1%	18%	81%	21	0%	10%	62%	29%

# 2006 Total Cohort Performance on Regents Exams After Four Years

	All S	itudents	Gene	eral-Education Students	Stude	ents with Disabilities
	Cohort   Enrollment	Percentage of students scoring: 55–64 65–84 85–100	Cohort	Percentage of students scoring: 55–64 65–84 85–100	Cohort	Percentage of students scoring: 55–64 65–84 85–100
Global History and Geography	0		0		0	
U.S. History and Government	0		0		0	
Science	0		0		0	

# New York State Alternate Assessments (NYSAA) 2009-10

	All Students									
	Total Tested	Number of students scoring at Level:								
	***************************************	1	2	3	4					
Elementary Level										
Social Studies	0									
Middle Level										
Social Studies	1	_	_	_	-					
Secondary Level										
English Language Arts	0									
Mathematics	0									
Social Studies	0									
Science	0									

The New York State Alternate Assessment (NYSAA) is for students with severe cognitive disabilities. Results for students taking the NYSAA in English language arts, mathematics, and science at the elementary and middle levels are available in the Accountability and Overview Report part of The New York State Report Card.

### NOTE

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.

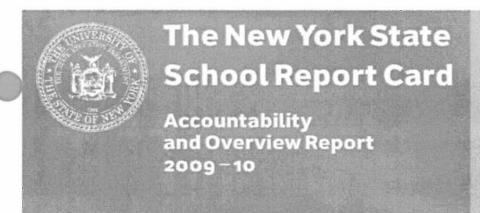
# More Information about the School

School BARKER ROAD MIDDLE SCHOOL School ID 26-14-01-06-0008

District PITTSFORD CENTRAL SCHOOL DISTRICT

# **Financial Information**

2009-10 Estimated Percentage of Students	1-10%
from Families Receiving Public Assistance	



School CALKINS ROAD MIDDLE SCHOOL
District PITTSFORD CENTRAL SCHOOL
DISTRICT
School ID 26-14-01-06-0011
Principal SCOTT REINHART
Telephone (585) 267-1902
Grades 6-8

# This School's Report Card

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

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

# Use this report to:



This section shows comprehensive data relevant to this school's learning environment.

2 Review School Accountability Status.

This section indicates whether a school made adequate yearly progress (AYP) and identifies the school's accountability status.

Review an Overview of School Performance.

This section has information about the school's performance on state assessments in English, mathematics, and science.

### For more information:

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

School CALKINS ROAD MIDDLE SCHOOL School ID 26-14-01-06-0011

#### District PITTSFORD CENTRAL SCHOOL DISTRICT



### **School Profile**

This section shows comprehensive data relevant to this school's learning environment, including information about enrollment, average class size, and teacher qualifications.

### **Enrollment**

	2007-08	2008-09	2009-10
Pre-K	0	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	241	230	235
Ungraded Elementary	0	0	0
Grade 7	260	227	238
Grade 8	246	269	235
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	0
Total K-12	747	726	708

# **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 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 enrollment. Students classified by schools as "pre-first" are included in first grade counts.



# **Average Class Size**

	2007-08	2008-09	2009-10
Common Branch		40	40
Grade 8			
English	22	26	26
Mathematics	15	22	22
Science	21	27	27
Social Studies	23	27	27
Grade 10			
English			
Mathematics			
Science			
Social Studies			

# Average Class Size Information

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



District PITTSFORD CENTRAL SCHOOL DISTRICT



### School CALKINS ROAD MIDDLE SCHOOL School ID 26-14-01-06-0011

# **Demographic Factors**

	200	2007-08		2008-09		2009-10	
	#	%	#	%	#	%	
Eligible for Free Lunch	21	3%	23	3%	20	3%	
Reduced-Price Lunch	11	1%	12	2%	13	2%	
Student Stability*		98%		95%		97%	
Limited English Proficient	1	0%	1	0%	1	0%	
Racial/Ethnic Origin							
American Indian or Alaska Native	0	0%	0	0%	0	0%	
Black or African American	13	2%	17	2%	20	3%	
Hispanic or Latino	7	1%	12	2%	13	2%	
Asian or Native Hawaiian/Other Pacific Islander	53	7%	55	8%	54	8%	
White	674	90%	641	88%	617	87%	
Multiracial	0	0%	1	0%	4	1%	

<sup>\*</sup> Available only at the school level.



# **Attendance and Suspensions**

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate	97%		97%		95%	
Student Suspensions	4	1%	5	1%	3	0%

# Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. Eligible for Free Lunch and Limited English Proficient counts are used to determine Similar Schools groupings within a Need/Resource Capacity category. Student Stability is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6-8. has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

# Attendance and Suspensions Information

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

School CALKINS ROAD MIDDLE SCHOOL School ID 26-14-01-06-0011

District PITTSFORD CENTRAL SCHOOL DISTRICT



# **Teacher Qualifications**

	2007-08	2008-09	2009-10
Total Number of Teachers	61	67	58
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	8%	6%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	13%	16%	16%
Total Number of Core Classes	185	218	168
Percent Not Taught by Highly Qualified Teachers in This School	4%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	1%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	285	315	273
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

# **Teacher Qualifications Information**

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

## **Teacher Turnover Rate**

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	22%	13%	25%
Turnover Rate of All Teachers	16%	11%	16%

## **Staff Counts**

	2007-08	2008-09	2009-10
Total Other Professional Staff	5	5	5
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	1	1	1
Principals	1	1	1

<sup>\*</sup> Not available at the school level.

# **Teacher Turnover Rate Information**

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

## Staff Counts Information

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



School CALKINS ROAD MIDDLE SCHOOL School ID 26-14-01-06-0011

District PITTSFORD CENTRAL SCHOOL DISTRICT

# Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2009–10, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: http://www.p12.nysed.gov/irts/accountability/



### 1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation and the performance criteria.

#### **A Participation Criterion**

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2009–10 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### **B** Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2006 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

### 2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

### 3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement.

This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

**Elementary/Middle-Level Science:** To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

#### **A Participation Criterion**

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

### **B** Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

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

School CALKINS ROAD MIDDLE SCHOOL School ID 26-14-01-06-0011

#### District PITTSFORD CENTRAL SCHOOL DISTRICT



# **Useful Terms for Understanding Accountability**

#### 12th Graders

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

#### 2006 Cohort

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

### **Accountability Cohort for English and Mathematics**

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006-07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006-07 school year, who were enrolled on October 7, 2009 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2010, are not included in the 2006 school accountability cohort. The 2006 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

### Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students

### Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### **Continuous Enrollment**

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

### **Continuously Enrolled Students**

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

# Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irts.

#### **Graduation Rate**

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

### **Graduation-Rate Total Cohort**

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the SIRS Manual at http://www.p12.nysed.gov/irts/sirs/.

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

#### **Limited English Proficient**

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

### **Non-Accountability Groups**

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





School ID 26-14-01-06-0011

District PITTSFORD CENTRAL SCHOOL DISTRICT

# Useful Terms for Understanding Accountability (continued)

### **Participation**

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

### Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

100 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Continuously Enrolled Tested Students]

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

100 × [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Cohort Members]

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

### **Progress Targets**

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

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

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

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



### Safe Harbor Targets

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

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

### Safe Harbor Qualification (\*)

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

#### State Standard

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

#### **Students with Disabilities**

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

#### **Test Performance**

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

#### Total

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

2

# **School Accountability**

School CALKINS ROAD MIDDLE SCHOOL School ID 26-14-01-06-0011

District PITTSFORD CENTRAL SCHOOL DISTRICT



# **Understanding Your School Accountability Status**

New York State participates in the Differentiated Accountability pilot program, as approved by the United States Department of Education in January 2009. Under this program, each public school in the State is assigned an accountability "phase" (Good Standing, Improvement, Corrective Action, or Restructuring) and, for schools not in Good Standing, a "category" (Basic, Focused, or Comprehensive) for each measure for which the school is accountable. Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. Generally, the school's overall accountability status is its most advanced accountability phase and its highest category within that phase. A school in any year of the phase (that is not Good Standing) that makes AYP for the measure remains in the same phase/category the following year. An identified school that makes AYP in the identified measure for two consecutive years returns to Good Standing. Once a school is identified with a category within a phase, it cannot move to a less intensive category in the following school year within that phase.

Each school district with one or more Title I schools and each Title I charter school designated as Improvement (year 1 and year 2), Corrective Action, or Restructuring must make Supplemental Educational Services available for eligible students in the identified Title I school(s). A school district with one or more schools designated as Improvement (year 2), Corrective Action, or Restructuring must also provide Public School Choice to eligible students in identified Title I school(s). For more information on the Differentiated Accountability program and a list of interventions for schools not in Good Standing,

 $see \ http://www.p12.nysed.gov/nyc/APA/Differentiated\_Accountability/DA\_home.html.$ 





2

# **School Accountability**



School CALKINS ROAD MIDDLE SCHOOL School ID 26-14-01-06-0011

District PITTSFORD CENTRAL SCHOOL DISTRICT

# **Understanding Your School Accountability Status (continued)**

Phase

Phase/Category

Good Standing A school that has not been designated as Improvement, Corrective Action, or Restructuring.

**Improvement (year 1)** A school that failed to make AYP for two consecutive years on the same accountability measure; or a school that was designated as Improvement (year 1) in the current school year that made AYP for the identified measure and is in Good Standing.

Improvement (year 2) A school that was designated as a school in Improvement (year 1) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Improvement (year 2) in the current school year that made AYP for the identified measure.

#### Improvement/Basic:

A school that failed to make AYP in ELA and/or math for one accountability group, but made AYP for the All Students group; or a school that failed to make AYP in only science or graduation rate.

#### Improvement/Focused:

A school that failed to make AYP in ELA and/or math for more than one accountability group, but made AYP for the All Students group; or a school whose worst status is Improvement/Basic for at least two measures.

### Improvement/Comprehensive:

A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.

# Corrective Action (year 1) A school that was designated as a school in Improvement (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 1) in the current school year that made AYP for the identified measure.

Corrective Action (year 2) A school that was designated as a school in Corrective Action (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 2) in the current school year that made AYP for the identified measure.

Restructuring (year 1) A school that was designated as a school in Corrective Action (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 1) in the current school year that made AYP for the identified measure. Restructuring (year 2) A school that was designated as a school in Restructuring (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 2) in the current school year that made AYP for the identified measure. Restructuring (Advanced) A school that was designated as a school in Restructuring (year 2) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (Advanced) in the current school year that made AYP for the identified measure.

#### Corrective Action or Restructuring/Focused:

A school that failed to make AYP in ELA and/or math for one or more accountability groups, but made AYP for the All Students group; or a school that failed to make AYP in science or graduation rate but made AYP in ELA and math.

Corrective Action or Restructuring/Comprehensive: A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group except the All Students group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.

**SURR:** A school that is identified for registration review (SURR) during a school year in which it is designated as a school in Improvement or Corrective Action shall, in the next school year, be designated as **Restructuring (year 1)/Comprehensive.** 

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



School CALKINS ROAD MIDDLE SCHOOL School ID 26-14-01-06-0011

District PITTSFORD CENTRAL SCHOOL DISTRICT



## **Summary**

Overall Accountability	In Good Standing							
Status (2010-11)	Elementar	y/Middle Level	Secondary	Level				
	ELA	In Good Standing	ELA					
	Math	In Good Standing	Math					
	Science	In Good Standing	Graduation	Rate				
Title I Part A Funding	Years the	e School Received	l Title I Part A Fund	ing				
	2008-09		2009-10	2010-11				
	YES		YES	YES				

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

	Elementary/i	Middle Level		Secondary Level			
Student Groups	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate	
All Students	<b>√</b>	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	_	_		•••••		***************************************	
Hispanic or Latino		_					
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		•••••			
White	<b>√</b>	✓			***************************************		
Multiracial	••••••		•••••			***************************************	
Other Groups							
Students with Disabilities	<b>√</b>	<b>√</b>		· · · · · · · · · · · · · · · · · · ·			
Limited English Proficient	••••••		***************************************	**************************	*****************	***************************************	
Economically Disadvantaged	✓	✓			***************************************	•••••••	
Student groups making AYP in each subject	<b>√</b> 5 of 5	<b>√</b> 5 of 5	<b>√</b> 1 of 1				

### **AYP Status**



✓SH Made AYP Using Safe Harbor Target

Did not make AYP

Insufficient Number of Students to Determine AYP Status



## 2

# **School Accountability**

How did students in each accountability group perform on



School CALKINS ROAD MIDDLE SCHOOL School ID 26-14-01-06-0011

District PITTSFORD CENTRAL SCHOOL DISTRICT

# **Elementary/Middle-Level English Language Arts**

(2010-11)		Color Avor 5 Park	<u> </u>
Accountability Measures	5 of 5	Student groups making AYP in English language arts	
	J	Made AYP	

	AYP	YP Participation		Test Performance		Performance Objectives			
Student Group		Met	Percentage	Met	Performance	Effective	Safe Harbo	r Target	
(Total: Continuous Enrollment)	Status	Criterion	Tested	Criterion	Index	AMO	2009-10	2010-11	
Accountability Groups									
All Students (705:700)	✓	✓	100%	<b>√</b>	195	151			
Ethnicity			*						
American Indian or Alaska Native (0:0)									
Black or African American (19:19)	_	-	. –		<del></del>	-		-	
Hispanic or Latino (17:17)	-	-	<del></del>	_				_	
Asian or Native Hawaiian/Other Pacific Islander (56:54)	✓	✓	100%	✓	198	142			
White (613:610)	<b>√</b>	<b>√</b>	100%	<b>√</b>	195	151		**************	
Multiracial (0:0)				***************************************					
Other Groups									
Students with Disabilities (51:55)	<b>√</b>	<b>-</b>	100%	$\checkmark$	156	142			
Limited English Proficient (0:0)				,			***************************************		
Economically Disadvantaged (43:42)	· · · · · · · · · · · · · · · · · · ·	·····	100%	····	179	140	****************		
Final AYP Determination	√ 5 of 5						····		

100%

100%

#### Symbols



Female (358:354)

Male (347:346)

Migrant (0:0)

✓ Made AYP Using Safe Harbor Target

Did not make AYP

Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

‡ Did not qualify for Safe Harbor

**Non-Accountability Groups** 

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

197

149

149



School CALKINS ROAD MIDDLE SCHOOL School ID 26-14-01-06-0011

#### District PITTSFORD CENTRAL SCHOOL DISTRICT



# **Elementary/Middle-Level Mathematics**

Accountability Status for This Subject (2010–11)		In Good Standing
Accountability Measures	5 of 5	Student groups making AYP in mathematics
-	✓	Made AYP

	AYP	Participat	ion	Test Perfo	rmance	Performa	nce Objectiv	es
Student Group (Total: Continuous Enrollment)	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbo	or Target 2010-11
Accountability Groups				•				
All Students (704:700)	<b>√</b>	✓	100%	<b>√</b>	197	131		<del></del>
Ethnicity					***			
American Indian or Alaska Native (0:0)								
Black or African American (19:19)	-		— ,	-		-	***************************************	_
Hispanic or Latino (17:17)	-	-	· · · · · · · · · · · · · · · · · · ·	_		-		-
Asian or Native Hawaiian/Other Pacific Islander (56:54)	✓	✓	100%	✓	200	122		
White (612:610)	<b>√</b>	<b>√</b>	100%	√	197	131	********************************	***************************************
Multiracial (0:0)								
Other Groups								
Students with Disabilities (50:55)	$\overline{}$	<b>-</b>	100%	<b>√</b>	165	122		
Limited English Proficient (0:0)				,				**************
Economically Disadvantaged (43:42)	<b>~</b>	····	100%	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	179	120	***************	****************
Final AYP Determination	<b>√</b> 5 of !	5						
Non-Accountability Groups				•				
Female (357:354)			100%		197	129		
Male (347:346)			100%		197	129		
Migrant (0:0)								

#### **Symbols**

✓ Made AYP

✓ SH Made AYP Using Safe Harbor Target

✗ Did not make AYP

Fewer Than 40 Total/Fewer Than 30
 Continuous Enrollment

‡ Did not qualify for Safe Harbor

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



# 2

# **School Accountability**



School CALKINS ROAD MIDDLE SCHOOL School ID 26-14-01-06-0011

District PITTSFORD CENTRAL SCHOOL DISTRICT

# **Elementary/Middle-Level Science**

	✓	Made AYP
<b>Accountability Measures</b>	1 of 1	Student groups making AYP in science
for This Subject (2010–11)		
Accountability Status		In Good Standing

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

	AYP		Participat	ion	Test Perfo	rmance	Performance Objectives		
Student Group (Total: Continuous Enrollment)	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress 2009-10	
Accountability Groups									
All Students (235:233)	<b>√</b>	Qualified	✓	100%	<b>√</b>	197	100		
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (5:5)		_	-		_	_			_
Hispanic or Latino (5:5)		-		<del></del>	-	_			-
Asian or Native Hawaiian/Other Pacific Islander (15:14)		_	_	- '	_		-		_
White (210:209)		Qualified	✓	100%	<b>√</b>	197	100		
Multiracial (0:0)					***************************************	***************			
Other Groups									
Students with Disabilities (16:16)		_	nature .	<del>-</del>	<del>-</del>		_		
Limited English Proficient (0:0)									
Economically Disadvantaged (9:9)		-	_	-		***	-		-
Final AYP Determination	<b>√</b> 1	of 1							
Non-Accountability Groups									
Female (120:118)				100%		197	100		
Male (115:115)	• • • • • • • • • • • • • • • • • • • •			100%	***************************************	197	100		• • • • • • • • • • • • • • • • • • • •
Migrant (0:0)				,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	***************************************	****************	*******		

### **Symbols**



Made AYP

Did not make AYP

Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

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



Page 13 February 5, 2011

School CALKINS ROAD MIDDLE SCHOOL
School ID 26-14-01-06-0011

# Summary of 2009–10 School Performance

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

	Percentage of scored at or a	Total Tested	
English Language Arts	0%	50%	100%
Grade 6	88%		233
Grade 7	81%		237
Grade 8	87%		235
Mathematics			
Grade 6	92%		233
Grade 7	92%		237
Grade 8	85%		234
Science			
Grade 8	97%		234

District PITTSFORD CENTRAL SCHOOL DISTRICT

### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

### Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

#### Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

### Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

# How are Need/Resource Capacity (N/RC) categories determined?

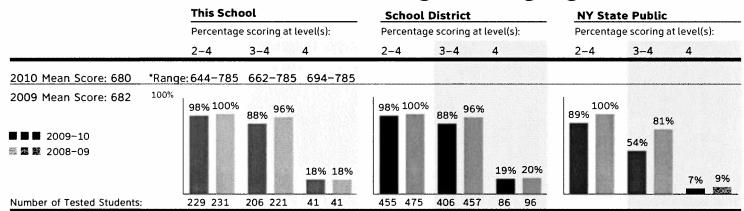
Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the Report to the Governor and the Legislature on the Educational Status of the State's Schools at www.p12.nysed.gov/irts.

In this section, this school's performance is compared with that of the school district and public schools Statewide.

School CALKINS ROAD MIDDLE SCHOOL School ID 26-14-01-06-0011

District PITTSFORD CENTRAL SCHOOL DISTRICT

# This School's Results in Grade 6 English Language Arts



Results by	2009-10	School Yea	ır		2008-09	2008–09 School Year				
Student Group	Total	Percentag	je scoring at	level(s):	Total	Percentag	e scoring a	t level(s):		
Student Group	Tested	2-4	3-4	4	Tested	2-4	3–4	4		
All Students	233	98%	88%	18%	231	100%	96%	18%		
Female	125	98%	94%	22%	108	100%	95%	23%		
Male	108	98%	82%	12%	123	100%	96%	13%		
American Indian or Alaska Native		13 - T					SUMMED S			
Black or African American	7	100%	71%	0%	8	100%	88%	0%		
Hispanic or Latino	5	100%	100%	0%	6	100%	100%	17%		
Asian or Native Hawaiian/Other Pacific Islander	20	100%	100%	35%	21	100%	100%	19%		
White	201	98%	88%	17%	196	100%	95%	18%		
Multiracial		87. 7		1444	₹	3322				
Small Group Totals		18 4								
General-Education Students	217	100%	94%	18%	215	100%	97%	19%		
Students with Disabilities	16	75%	13%	6%	16	100%	81%	0%		
English Proficient	233	98%	88%	18%	230	<u> </u>	-	₹- d- ₹		
Limited English Proficient					1	×11.5-0	-			
Economically Disadvantaged	15	87%	67%	7%	4	(ragal)		88-24-n		
Not Disadvantaged	218	99%	90%	18%	227	- 1	,			
Migrant		- 12	érinak	37		- D. C.				
Not Migrant	233	98%	88%	18%	231	100%	96%	18%		

#### NOTES

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

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

Other	2009-10	School Year	•		2008–09 School Year			
Assessments	Total	Number sc	oring at leve	el(s):	Total Tested	Number scoring at level(s):		
	Tested	2-4	3–4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0		47		0			4165
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		j.	v 1, 1
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

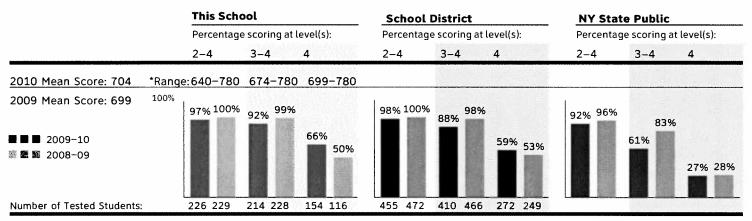
<sup>†</sup> These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

School CALKINS ROAD MIDDLE SCHOOL School ID 26-14-01-06-0011

District PITTSFORD CENTRAL SCHOOL DISTRICT



## This School's Results in Grade 6 Mathematics



Results by	2009-10	School Yea	r		2008-09	2008–09 School Year				
Student Group	Total	Percentag	e scoring at	level(s):	Total	Percentage scoring at level(s):				
Student Oroup	Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students	233	97%	92%	66%	230	100%	99%	50%		
Female	125	98%	91%	67%	107	100%	99%	45%		
Male	108	96%	93%	65%	123	99%	99%	55%		
American Indian or Alaska Native						4/45/30				
Black or African American	7	86%	71%	43%	8	100%	88%	13%		
Hispanic or Latino	5	100%	100%	40%	6	100%	100%	17%		
Asian or Native Hawaiian/Other Pacific Islander	20	100%	100%	95%	20	100%	100%	65%		
White	201	97%	92%	65%	196	99%	99%	52%		
Multiracial					1					
Small Group Totals			an Wenk							
General-Education Students	217	100%	96%	70%	214	100%	100%	54%		
Students with Disabilities	16	56%	31%	13%	16	94%	94%	0%		
English Proficient	233	97%	92%	66%	229	W124-7				
Limited English Proficient					1	\$ 2 <b>-</b> 7				
Economically Disadvantaged	15	80%	67%	40%	4	:: <u>113.'-</u> '				
Not Disadvantaged	218	98%	94%	68%	226	_	-			
Migrant		(Eligibi	REMARK			1,681 =	19 498h			
Not Migrant	233	97%	92%	66%	230	100%	99%	50%		

### NOTES

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

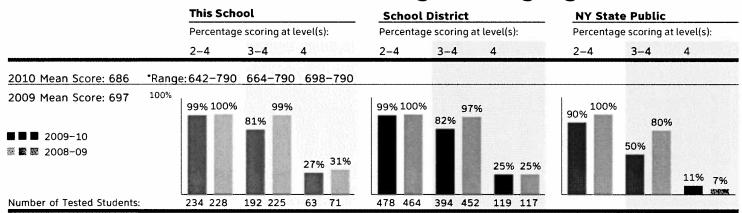
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 Accountability and Overview Reports.

Other	2009-10	School Year		2008-09 School Year				
Assessments	Total	Number sco	oring at leve	l(s):	Total Tested	Number scoring at level(s):		
	Tested	2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				0		TIT	Tir

School CALKINS ROAD MIDDLE SCHOOL
School ID 26-14-01-06-0011

District PITTSFORD CENTRAL SCHOOL DISTRICT

# This School's Results in Grade 7 English Language Arts



Results by	2009-10	School Yea	r		2008-09	2008–09 School Year			
Student Group	Total	Percentag	e scoring at	t level(s):	Total	Percentag	ge scoring a	t level(s):	
Student Oroup	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students	237	99%	81%	27%	228	100%	99%	31%	
Female	113	100%	84%	33%	115	100%	99%	34%	
Male	124	98%	78%	21%	113	100%	98%	28%	
American Indian or Alaska Native		AREAG.			í.		1.0.644		
Black or African American	7	86%	57%	0%	6	-	-	**************************************	
Hispanic or Latino	7	100%	86%	14%	3		<del>-</del>	- <u>-</u> 1	
Asian or Native Hawaiian/Other Pacific Islander	21	100%	95%	38%	13	100%	100%	54%	
White	202	99%	80%	27%	206	100%	99%	31%	
Multiracial						48/2/3		-1933.49	
Small Group Totals		No.			9	100%	89%	11%	
General-Education Students	219	100%	85%	29%	210	100%	100%	33%	
Students with Disabilities	18	83%	33%	0%	18	100%	83%	6%	
English Proficient	237	99%	81%	27%	228	100%	99%	31%	
Limited English Proficient		531.68					7		
Economically Disadvantaged	19	95%	74%	16%	8	100%	100%	0%	
Not Disadvantaged	218	99%	82%	28%	220	100%	99%	32%	
Migrant			uitig=1		5	Wafela			
Not Migrant	237	99%	81%	27%	228	100%	99%	31%	

#### NOTE:

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

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

Other	2009-10	School Year			2008-09 School Year			
Assessments	Total	Number scor	Number scoring at level(s):			Number scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0	= 1			0	AH.		
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	ņ ii		
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

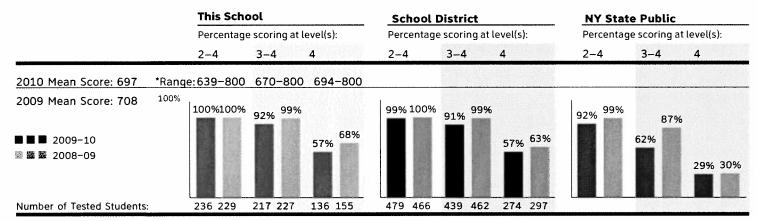
<sup>†</sup> These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

School CALKINS ROAD MIDDLE SCHOOL School ID 26-14-01-06-0011

#### District PITTSFORD CENTRAL SCHOOL DISTRICT



## This School's Results in Grade 7 Mathematics



Results by	2009-10	School Yea	r		2008-09	2008-09 School Year			
Student Group	Total	Percentag	e scoring at	level(s):	Total	Percentag	e scoring a	t level(s):	
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students	237	100%	92%	57%	229	100%	99%	68%	
Female	113	100%	92%	58%	115	100%	99%	70%	
Male	124	99%	91%	57%	114	100%	99%	65%	
American Indian or Alaska Native					Ş.	Y4.51			
Black or African American	7	86%	57%	14%	6	- 1	- E		
Hispanic or Latino	7	100%	86%	43%	3	2.615 <del>.0</del> 2	7.33 M. <del>.</del>		
Asian or Native Hawaiian/Other Pacific Islander	21	100%	100%	81%	14	100%	100%	86%	
White	202	100%	92%	57%	206	100%	99%	68%	
Multiracial		33715			8"		ii h		
Small Group Totals		38370			9	100%	100%	33%	
General-Education Students	219	100%	95%	61%	211	100%	100%	70%	
Students with Disabilities	18	94%	44%	11%	18	100%	89%	39%	
English Proficient	237	100%	92%	57%	229	100%	99%	68%	
Limited English Proficient				.tth .5\					
Economically Disadvantaged	19	95%	74%	26%	8	100%	100%	25%	
Not Disadvantaged	218	100%	93%	60%	221	100%	99%	69%	
Migrant					1				
Not Migrant	237	100%	92%	57%	229	100%	99%	68%	

#### NOTES

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

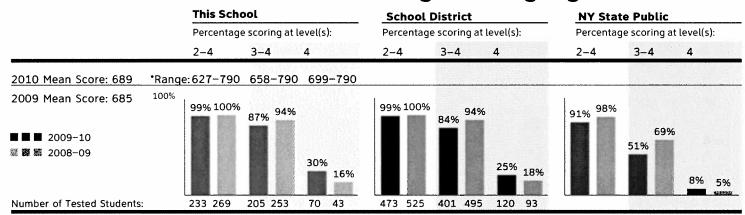
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 Accountability and Overview Reports.

Other Assessments	2009-10	School Year		2008-09 School Year				
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				0			

School CALKINS ROAD MIDDLE SCHOOL School ID 26-14-01-06-0011

District PITTSFORD CENTRAL SCHOOL DISTRICT

# This School's Results in Grade 8 English Language Arts



Results by	2009-10	School Yea	r		2008-09	School Yea	ır	
Student Group	Total	Percentag	e scoring at	level(s):	Total	Percentag	e scoring a	t level(s):
Student Oroup	Tested	2-4	3-4	4	Tested	2-4	3-4	4
All Students	235	99%	87%	30%	269	100%	94%	16%
Female	120	100%	93%	36%	136	100%	96%	21%
Male	115	98%	81%	23%	133	100%	92%	11%
American Indian or Alaska Native								
Black or African American	5	100%	80%	0%	3	Pata	3 <del>1</del> 34	a . (%) – š.
Hispanic or Latino	5	100%	100%	0%	3	₩ <del>.</del>	: :: <del>:</del> :	1. X-4
Asian or Native Hawaiian/Other Pacific Islander	r 15	100%	93%	40%	26	100%	96%	35%
White	210	99%	87%	30%	236	100%	94%	14%
Multiracial				1335	1	₩.£′ <del>-</del> ;		2007 <del>-</del> 200
Small Group Totals		4	59. I V s		7	100%	71%	14%
General-Education Students	218	100%	91%	32%	237	100%	98%	18%
Students with Disabilities	17	88%	41%	0%	32	100%	63%	0%
English Proficient	235	99%	87%	30%	269	100%	94%	16%
Limited English Proficient		112373			Ŀ			
Economically Disadvantaged	9	100%	78%	11%	7	100%	86%	0%
Not Disadvantaged	226	99%	88%	31%	262	100%	94%	16%
Migrant								
Not Migrant	235	99%	87%	30%	269	100%	94%	16%

#### NOTE:

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.

data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students. \* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 *Accountability and Overview Report*s.

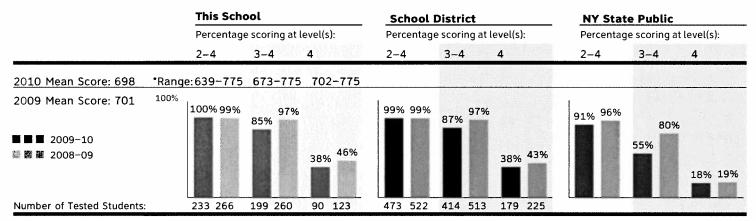
Other	2009-10	School Year		,	2008-09	2008-09 School Year			
Assessments	Total	Number sco	Number scoring at level(s):			Number scoring at level(s):			
	Tested	2–4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0			4.	0				
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A	
	Total				Total			1)	
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

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

School CALKINS ROAD MIDDLE SCHOOL School ID 26-14-01-06-0011

#### District PITTSFORD CENTRAL SCHOOL DISTRICT

## This School's Results in Grade 8 Mathematics



Results by	2009-10	School Yea	r		2008-09	2008–09 School Year				
Student Group	Total	Percentag	e scoring at	: level(s):	Total	Percentage scoring at level(s):				
	Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students	234	100%	85%	38%	269	99%	97%	46%		
Female	119	100%	84%	39%	135	100%	98%	46%		
Male	115	99%	86%	37%	134	98%	96%	46%		
American Indian or Alaska Native		RUSE SELLE				\$700E				
Black or African American	5	100%	60%	20%	3	1 Table 1		-		
Hispanic or Latino	5	100%	60%	20%	3	-	- N			
Asian or Native Hawaiian/Other Pacific Islander	15	100%	93%	73%	26	100%	100%	69%		
White	209	100%	86%	37%	236	99%	96%	44%		
Multiracial					1	10.101 <del>-</del>	/e: //	T		
Small Group Totals					7	100%	100%	29%		
General-Education Students	218	100%	88%	40%	237	100%	100%	51%		
Students with Disabilities	16	94%	50%	19%	32	91%	75%	9%		
English Proficient	234	100%	85%	38%	269	99%	97%	46%		
Limited English Proficient		-12 1/	- ma Lit	1177	{					
Economically Disadvantaged	9	100%	56%	22%	7	100%	86%	43%		
Not Disadvantaged	225	100%	86%	39%	262	99%	97%	46%		
Migrant		18 AH		. = .4						
Not Migrant	234	100%	85%	38%	269	99%	97%	46%		

### NOTES

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

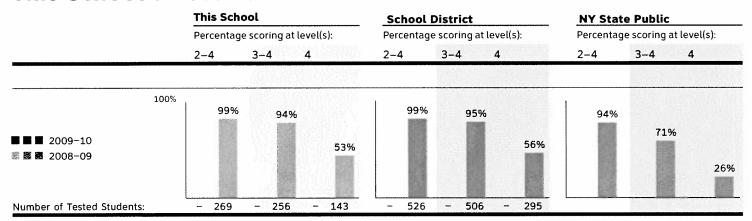
\* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 Accountability and Overview Reports.

Other	2009-10	School Year			2008-09 School Year				
Assessments	Total	Number sco	oring at level	l(s):	Total Tested	Number scoring at level(s):			
	Tested	2-4	3–4	4		2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0	1			

School CALKINS ROAD MIDDLE SCHOOL School ID 26-14-01-06-0011

District PITTSFORD CENTRAL SCHOOL DISTRICT

# This School's Results in Grade 8 Science



Results by	2009-10	School Yea	r		2008-09				
Student Group	Total	Percentage scoring at level(s):			Total	Percentag	Percentage scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students	234	100%	97%	74%	271	99%	94%	53%	
Female	120	100%	98%	71%	136	100%	93%	47%	
Male	114	100%	97%	77%	135	99%	96%	59%	
American Indian or Alaska Natíve		.=25:516				315/38			
Black or African American	5	100%	100%	0%	3	#£\ <del>-</del> }	836 V <del></del>	<u>-</u> 1	
Hispanic or Latino	5	100%	100%	100%	3		\ <del>-</del>	8 an	
Asian or Native Hawaiian/Other Pacific Islander	15	100%	100%	87%	26	100%	96%	73%	
White	209	100%	97%	74%	238	99%	95%	51%	
Multiracial		97.YS		2000 E	1	<del>-</del>	_	_	
Small Group Totals				94 : 36	7	100%	86%	29%	
General-Education Students	218	100%	99%	77%	239	100%	97%	56%	
Students with Disabilities	16	100%	81%	38%	32	94%	72%	28%	
English Proficient	234	100%	97%	74%	271	99%	94%	53%	
Limited English Proficient						727		(F-30)	
Economically Disadvantaged	9	100%	89%	56%	7	100%	86%	43%	
Not Disadvantaged	225	100%	98%	75%	264	99%	95%	53%	
Migrant								Dry Sylvenie	
Not Migrant	234	100%	97%	74%	271	99%	94%	53%	

#### 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	2009-10	School Year	•		2008-09 School Year						
Assessments	Total	Number sc	oring at level(s	):	Total Tested	Number scoring at level(s):					
	Tested	2-4	3–4	4		2-4	3-4	4			
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0	,			О						
Regents Science	1		A	-	0	- 4					



# The New York State School Report Card

Comprehensive Information Report 2009 – 10 School CALKINS ROAD MIDDLE SCHOOL
District PITTSFORD CENTRAL SCHOOL
DISTRICT
School ID 26-14-01-06-0011
Principal SCOTT REINHART
Telephone (585) 267-1902
Grades 6-8

## **Regents Exams**

Regents Exams		All Stu	dents			Genera	General-Education Students				Students with Disabilities			
		Total	3		nts	Total	•			Total	Percentage of students			
		Tested	scoring at	or above:	85	Tested	scoring at	or above:	85	Tested	scoring at or above:			
			22	65	co		23	63	65		55	65	85	
Comprehensive English	2009–10					0				0				
	20 <b>0</b> 8 <b>–09</b>					0				0				
	2007-08					0				0				
Mathematics B	2009-10					0				0				
	2 <b>0</b> 08–09	1				0				1		- T		
	2007-08			-	-	2	- J <del>-</del>		_	0		_	-	
Integrated Algebra	2009-10	128	100%	100%	98%	123	100%	100%	98%	5	100%	100%	100%	
	20 <b>0</b> 8-09	1 <b>1</b> 2	100%	100%	79%	111		_	_	1		VIII -	-	
	2007-08	102	100%	100%	82%	<b>9</b> 8			_	4	_			
Geometry	2009-10	3	-		-	3		- 4		0				
	20 <b>0</b> 8-09	3	-			3		-	-	0				
	2007-08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Trigonometry	2009-10	0				0				0				
	2008-09	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	2007-08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Global History	2009-10	0				0				0	Mineral Services			
and Geography	2008- <b>0</b> 9	0				0				0				
	2 <b>0</b> 07-08	0				0				0				
U.S. History	2009-10	0				0				0				
and Government	2008-09	0				0				0				
	2007-08					0				0				
Living Environment	2009-10					0				0				
•	2008-09					0				0				
	2007-08					0				0				
Physical Setting/	2009-10		100%	99%	99%	83		_	W 32440	2	_			
Earth Science	2008-09		100%	100%	99%	81				2			2	
	2007-08	0				0				0				
Physical Setting/Chemistry	2009-10					0	NAMES OF THE OWNER, OWN			0				
,	2008–0 <b>9</b>	0				0				0				
	2007-08					0				0				
Physical Setting/Physics	2009-10					0		19(4)		0				
	2008-09	_				0				0				
	2007-08					0				0				

#### NOTE

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.

# Second Language Proficiency Examinations

School CALKINS ROAD MIDDLE SCHOOL School ID 26-14-01-06-0011

#### District PITTSFORD CENTRAL SCHOOL DISTRICT



# **Second Language Proficiency Examinations**

		All Student	:s	General-Ed	ucation Students	Students with Disabilities		
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:	
French	2009–10	60	100%	60	100%	0		
	2008-0 <b>9</b>	67	100%	<b>5</b> 9	100%	8	100%	
	<b>2</b> 007 <b>-0</b> 8	67	99%	62	98%	5	100%	
German	2009-10	0		0	,	0		
	2 <b>0</b> 08-09	0		0		0		
	2007-08	0		0		0		
Italian	2009–10	0		0	,	0	-	
	2008-09	0		0		0		
	2007-08	0		0		0		
Latin	2009-10	34	97%	34	97%	0		
	2008-09	21	95%	18		3	****	
	2007-08	25	88%	23		2		
Spanish	2009–10	139	100%	125	100%	14	100%	
	2008-09	167	96%	157	97%	10	70%	
	2007-08	211	98%	19 <b>3</b>	98%	18	94%	

#### NOTE

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.





### English as a Second Language Achievement Test



School CALKINS ROAD MIDDLE SCHOOL School ID 26-14-01-06-0011

District PITTSFORD CENTRAL SCHOOL DISTRICT

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

		All St	udents	1		Gene	General-Education Students			Students with Disabilities				
		Total Tested		t of student performan	_	Total Tested	Total Percent of students scoring Tested in each performance level:		Total Percent of students scoring Tested in each performance level:			_		
			Begin.	Interm. A	dv. Pro	f.	Begin.	Interm.	Adv.	Prof.	_	Begin.	Interm. Adv.	Prof.
Listening	2009-10	0				0	4		*		0			
and Speaking	2008-09	0				0		÷			0			
(Grades K-1)	2007-08	0				0					0			
Reading	2009-10	0				0					0			
and Writing	2008-09	0				0					0			
(Grades K-1)	2007-08	0				0					0			
Listening	2009-10	0				0					0			
and Speaking	2008-09	0				0					0			
(Grades 2-4)	2007-08	0				0					0			
Reading	2009-10	0				0			······································	<del>                                      </del>	0			
and Writing	2008-09	0				0					0			
(Grades 2-4)	2007-08	0				0					0			
Listening	2009-10	0				0		1 - 1-1-1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -			0			
and Speaking	2008-09	1	-	****	****	- 1	-	_	_	-	0			
(Grades 5-6)	2007-08	0				0					0			
Reading	2009-10	0				0					0			***************************************
and Writing	2008-09	1		***	_	- 1	-	_	-	-	0			
(Grades 5-6)	2007-08	0				0					0			
Listening	2009-10	0				0					0			***************************************
and Speaking	2008-09	0				0					0			
(Grades 7–8)	2007-08	0				0					0			
Reading	2009-10	0	**************************************			0		······································			0	***************************************	····	
and Writing	2008-09	0				0					0			
(Grades 7–8)	2007-08	0				0					0			
Listening	2009-10	0				0			· · · · · · · · · · · · · · · · · · ·	<del></del>	0			
and Speaking	2008-09	0				0					0			
(Grades 9-12)	20 <b>0</b> 7-08	0				0					0			
Reading	2009-10	0		<del></del>		0					0			
and Writing	2008-09	0				0					0			
(Grades 9-12)	2007-08	0				0					0			

### NOTE

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

School CALKINS ROAD MIDDLE SCHOOL School ID 26-14-01-06-0011

#### District PITTSFORD CENTRAL SCHOOL DISTRICT



### Elementary/Middle-Level Social Studies 2009-10

	All Stu	dents				Gener	al-Educ	ation	Stude	nts	Stude	nts wit	h Disa	bilities	;
	Total Percentage of students Tested scoring at level:			Total Percentage of students Tested scoring at level:			Total Percentage of students Tested scoring at level:								
		1	2	3	4		1	2	3	4		1	2	3	4
Elementary Level	0					0				,	0				
Middle Level	234	0%	1%	22%	77%	218	0%	0%	20%	80%	16	0%	13%	50%	38%

# 2006 Total Cohort Performance on Regents Exams After Four Years

•	All Students	General-Education Students	Students with Disabilities
	Coport Students scoring:	The particular of the percentage of the students scoring:	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	0	0	0
U.S. History and Government	0	0	0
Science	0	0	0

### New York State Alternate Assessments (NYSAA) 2009-10

	All Students						
	Total Tested	Number of students scoring at Level:					
		1	2	3	4		
Elementary Level							
Social Studies	0						
Middle Level							
Social Studies	0						
Secondary Level							
English Language Arts	0						
Mathematics	0						
Social Studies	0						
Science	0						
			· · · · · · · · · · · · · · · · · · ·				

The New York State Alternate Assessment (NYSAA) is for students with severe cognitive disabilities. Results for students taking the NYSAA in English language arts, mathematics, and science at the elementary and middle levels are available in the Accountability and Overview Report part of The New York State Report Card.

#### NOTE

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.



February 5, 2011

## More Informational pout the Sanool

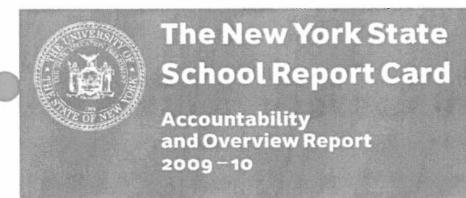


School CALKINS ROAD MIDDLE SCHOOL School ID 26-14-01-06-0011

District PITTSFORD CENTRAL SCHOOL DISTRICT

### **Financial Information**

2009-10 Estimated Percentage of Students	1-10%
from Families Receiving Public Assistance	



School JEFFERSON ROAD SCHOOL
District PITTSFORD CENTRAL SCHOOL
DISTRICT
School ID 26-14-01-06-0002
Principal CAROLE SCHWAB
Telephone (585) 267-1302
Grades K-5

# This School's Report Card

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

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

### Use this report to:



# Get School Profile information.

This section shows comprehensive data relevant to this school's learning environment.

# **2** Review School Accountability Status.

This section indicates whether a school made adequate yearly progress (AYP) and identifies the school's accountability status.

# **3** Review an Overview of School Performance.

This section has information about the school's performance on state assessments in English, mathematics, and science.

### For more information:

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

### Seignotelle Kertille

School JEFFERSON ROAD SCHOOL School ID 26-14-01-06-0002

District PITTSFORD CENTRAL SCHOOL DISTRICT



### **School Profile**

This section shows comprehensive data relevant to this school's learning environment, including information about enrollment, average class size, and teacher qualifications.

### **Enrollment**

	2007-08	2008-09	2009-10
Pre-K	0	0	0
Kindergarten	63	56	35
Grade 1	61	65	68
Grade 2	82	62	68
Grade 3	69	87	66
Grade 4	76	65	88
Grade 5	70	78	68
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	0
Total K-12	421	413	393

# **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 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 enrollment. Students classified by schools as "pre-first" are included in first grade counts.



### **Average Class Size**

	2007-08	2008-09	2009-10
Common Branch	22	22	22
Grade 8			
English			
Mathematics		····	
Science			
Social Studies		· · · · · · · · · · · · · · · · · · ·	
Grade 10		Market	
English			
Mathematics			
Science			
Social Studies			

# Average Class Size Information

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



District PITTSFORD CENTRAL SCHOOL DISTRICT



# **Demographic Factors**

School ID 26-14-01-06-0002

School JEFFERSON ROAD SCHOOL

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	16	4%	21	6%	22	6%
Reduced-Price Lunch	2	1%	10	3%	11	3%
Student Stability*		97%		97%		99%
Limited English Proficient	8	2%	7	2%	5	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	12	3%	16	4%	13	3%
Hispanic or Latino	10	2%	9	2%	10	3%
Asian or Native Hawaiian/Other Pacific Islander	18	4%	24	6%	26	7%
White	381	90%	364	88%	340	87%
Multiracial	0	0%	0	0%	4	1%

<sup>\*</sup> Available only at the school level.



### **Attendance and Suspensions**

	2006-	2006-07		2007-08		2008-09	
	#	%	#	%	#	%	
Annual Attendance Rate		97%		97%		95%	
Student Suspensions	0	0%	2	0%	0	0%	

# Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. Eligible for Free Lunch and Limited English Proficient counts are used to determine Similar Schools groupings within a Need/Resource Capacity category. Student Stability is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6-8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

# Attendance and Suspensions Information

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

## 

School JEFFERSON ROAD SCHOOL School ID 26-14-01-06-0002

District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Teacher Qualifications**

	2007-08	2008-09	2009-10
Total Number of Teachers	27	26	26
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	7%	12%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	4%	4%	4%
Total Number of Core Classes	46	32	26
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	1%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	63	64	66
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

# **Teacher Qualifications Information**

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

### **Teacher Turnover Rate**

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	50%	33%	0%
Turnover Rate of All Teachers	17%	22%	4%

### **Staff Counts**

	2007-08	2008-09	2009-10
Total Other Professional Staff	4	3	3
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	0	0	0
Principals	1	1	1

<sup>\*</sup> Not available at the school level.

# **Teacher Turnover Rate Information**

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

### Staff Counts Information

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



School JEFFERSON ROAD SCHOOL School ID 26-14-01-06-0002

District PITTSFORD CENTRAL SCHOOL DISTRICT

# Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2009–10, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: http://www.p12.nysed.gov/irts/accountability/



### 1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation and the performance criteria.

### **A Participation Criterion**

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2009–10 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### **B** Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2006 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

### 2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

### 3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

**Elementary/Middle-Level Science:** To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

#### **A Participation Criterion**

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

### **B** Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

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

School JEFFERSON ROAD SCHOOL School ID 26-14-01-06-0002

District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Useful Terms for Understanding Accountability**

#### 12th Graders

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

#### 2006 Cohort

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

#### **Accountability Cohort for English and Mathematics**

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006-07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006-07 school year, who were enrolled on October 7, 2009 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2010, are not included in the 2006 school accountability cohort. The 2006 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

### Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students

### Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### **Continuous Enrollment**

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

### **Continuously Enrolled Students**

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

# Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irts.

### **Graduation Rate**

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

#### **Graduation-Rate Total Cohort**

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the SIRS Manual at http://www.p12.nysed.gov/irts/sirs/.

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

### **Limited English Proficient**

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

#### **Non-Accountability Groups**

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





School JEFFERSON ROAD SCHOOL School ID 26-14-01-06-0002

District PITTSFORD CENTRAL SCHOOL DISTRICT

### Useful Terms for Understanding Accountability (continued)

#### **Participation**

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

#### Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

 $100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4+the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Continuously\ Enrolled\ Tested\ Students]$ 

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

100 × [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Cohort Members]

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

### **Progress Targets**

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

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

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

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



### Safe Harbor Targets

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

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

### Safe Harbor Qualification (\*)

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

#### State Standard

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

### **Students with Disabilities**

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

#### **Test Performance**

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

#### Total

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

2

# **School Accountability**

School JEFFERSON ROAD SCHOOL School ID 26-14-01-06-0002

District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Understanding Your School Accountability Status**

New York State participates in the Differentiated Accountability pilot program, as approved by the United States Department of Education in January 2009. Under this program, each public school in the State is assigned an accountability "phase" (Good Standing, Improvement, Corrective Action, or Restructuring) and, for schools not in Good Standing, a "category" (Basic, Focused, or Comprehensive) for each measure for which the school is accountable. Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. Generally, the school's overall accountability status is its most advanced accountability phase and its highest category within that phase. A school in any year of the phase (that is not Good Standing) that makes AYP for the measure remains in the same phase/category the following year. An identified school that makes AYP in the identified measure for two consecutive years returns to Good Standing. Once a school is identified with a category within a phase, it cannot move to a less intensive category in the following school year within that phase.

Each school district with one or more Title I schools and each Title I charter school designated as Improvement (year 1 and year 2), Corrective Action, or Restructuring must make Supplemental Educational Services available for eligible students in the identified Title I school(s). A school district with one or more schools designated as Improvement (year 2), Corrective Action, or Restructuring must also provide Public School Choice to eligible students in identified Title I school(s). For more information on the Differentiated Accountability program and a list of interventions for schools not in Good Standing,

see http://www.p12.nysed.gov/nyc/APA/Differentiated\_Accountability/DA\_home.html.





2

# **School Accountability**



School JEFFERSON ROAD SCHOOL School ID 26-14-01-06-0002

District PITTSFORD CENTRAL SCHOOL DISTRICT

## **Understanding Your School Accountability Status (continued)**

Phase

Phase/Category

Good Standing A school that has not been designated as Improvement, Corrective Action, or Restructuring.

**Improvement (year 1)** A school that failed to make AYP for two consecutive years on the same accountability measure; or a school that was designated as Improvement (year 1) in the current school year that made AYP for the identified measure and is in Good Standing.

**Improvement (year 2)** A school that was designated as a school in Improvement (year 1) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Improvement (year 2) in the current school year that made AYP for the identified measure.

#### Improvement/Basic:

A school that failed to make AYP in ELA and/or math for one accountability group, but made AYP for the All Students group; or a school that failed to make AYP in only science or graduation rate.

### Improvement/Focused:

A school that failed to make AYP in ELA and/or math for more than one accountability group, but made AYP for the All Students group; or a school whose worst status is Improvement/Basic for at least two measures.

### Improvement/Comprehensive:

A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.

# Corrective Action (year 1) A school that was designated as a school in Improvement (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 1) in the current school year that made AYP for the identified measure.

Corrective Action (year 2) A school that was designated as a school in Corrective Action (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 2) in the current school year that made AYP for the identified measure.

Restructuring (year 1) A school that was designated as a school in Corrective Action (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 1) in the current school year that made AYP for the identified measure. Restructuring (year 2) A school that was designated as a school in Restructuring (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 2) in the current school year that made AYP for the identified measure. Restructuring (Advanced) A school that was designated as a school in Restructuring (year 2) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (Advanced) in the current school year that made AYP for the identified measure.

#### **Corrective Action or Restructuring/Focused:**

A school that failed to make AYP in ELA and/or math for one or more accountability groups, but made AYP for the All Students group; or a school that failed to make AYP in science or graduation rate but made AYP in ELA and math

Corrective Action or Restructuring/Comprehensive: A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group except the All Students group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.

**SURR:** A school that is identified for registration review (SURR) during a school year in which it is designated as a school in Improvement or Corrective Action shall, in the next school year, be designated as **Restructuring (year 1)/Comprehensive.** 

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



School JEFFERSON ROAD SCHOOL School ID 26-14-01-06-0002

#### District PITTSFORD CENTRAL SCHOOL DISTRICT

YES



### **Summary**

Overall Accountability	In Good Standing								
Status (2010-11)	Elementa	ry/Middle Level	Secondary	Level					
	ELA	In Good Standing	ELA						
	Math In Good Standing		Math						
	Science	In Good Standing	Graduation	Rate					
Title I Part A Funding	Years th	e School Received	Title I Part A Fund	ing					
	2008-09		2009-10	2010-11					

YES

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

YES

	Elementary/i	Middle Level		Secondary Level					
Student Groups	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate			
All Students	<b>√</b>	✓	✓						
Ethnicity						(			
American Indian or Alaska Native									
Black or African American	_	_							
Hispanic or Latino	_	_							
Asian or Native Hawaiian/Other Pacific Islander	_								
White	<b>✓</b>	√				••••••			
Multiracial		***************************************			•••••				
Other Groups									
Students with Disabilities	mine	_							
Limited English Proficient									
Economically Disadvantaged	_								
Student groups making AYP in each subject	<b>√</b> 2 of 2	<b>√</b> 2 of 2	<b>√</b> 1 of 1						

#### **AYP Status**



Made AYP Using Safe Harbor Target

✗ Did not make AYP

 Insufficient Number of Students to Determine AYP Status



### 2

# **School Accountability**



School JEFFERSON ROAD SCHOOL School ID 26-14-01-06-0002

District PITTSFORD CENTRAL SCHOOL DISTRICT

### **Elementary/Middle-Level English Language Arts**

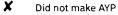
Accountability Status for This Subject (2010–11)		In Good Standing
<b>Accountability Measures</b>	2 of 2	Student groups making AYP in English language arts
	✓	Made AYP

	AYP	Participation		Test Perfo	rmance	Performance Objectives		
Student Group		Met	Percentage Tested	Met	Performance	Effective	Safe Harbor Target	
(Total: Continuous Enrollment)	Status	Criterion		Criterion	Index	AMO	2009-10	2010-11
Accountability Groups								
All Students (214:213)	✓	<b>√</b>	100%	<b>√</b>	193	147		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (6:6)	-	-	_	_	-	_		-
Hispanic or Latino (8-8)	_	_	_	_	<del></del>			_
Asian or Native Hawaiian/Other Pacific Islander (17:17)	_	_	_	-	-	-		-
White (183:182)	<b>√</b>	✓	100%	√	194	147	******************	
Multiracial (0:0)						***************************************		
Other Groups								
Students with Disabilities (17:17)				-	-	_		
Limited English Proficient (0:0)	••••••			••••••			••••••	
Economically Disadvantaged (11:11)							••••••	-
Final AYP Determination	<b>√</b> 2 of 2							
Non-Accountability Groups								
Female (105:104)			100%		196	145		
Male (109:109)			100%		191	145		
Migrant (0:0)								

### Symbols



✓ SH Made AYP Using Safe Harbor Target



Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

‡ Did not qualify for Safe Harbor

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



School JEFFERSON ROAD SCHOOL School ID 26-14-01-06-0002

#### District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Elementary/Middle-Level Mathematics**

Accountability Measures	2 of 2	Student groups making AYP in mathematics  Made AYP
(2010-11)		
for This Subject		
Accountability Status		In Good Standing

	AYP Participation			Test Perfo	rmance	Performance Objectives		
Student Group		Met	Percentage	Met	Performance	Effective	Safe Harbo	or Target
(Total: Continuous Enrollment)	Status	Criterion	Tested	Criterion	Index	AMO	2009-10	2010-11
Accountability Groups								
All Students (214:213)	✓	✓	100%	✓	197	127		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (6:6)	-	_	-	_		_		
Hispanic or Latino (8:8)	***	-	-	_	<u></u>	_		-
Asian or Native Hawaiian/Other Pacific Islander (17:17)	-	-	-	-	-	-		***
White (183:182)	✓	✓	100%	✓	197	127		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (17:17)		_	-	_	<b></b>	-		_
Limited English Proficient (0:0)								
Economically Disadvantaged (11:11)		-		_		_		-
Final AYP Determination	<b>√</b> 2 of 2							
Non-Accountability Groups								
Female (105:104)			100%		199	125		
Male (109:109)			100%		194	125		
Migrant (0:0)								

### **Symbols**

✓ Ma

Made AYP

✓ SHI Made AYP Using Safe Harbor Target

Did not make AYP

Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

# Did not qualify for Safe Harbor

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



### 2

# **School Accountability**



School JEFFERSON ROAD SCHOOL School ID 26-14-01-06-0002 District PITTSFORD CENTRAL SCHOOL DISTRICT

### **Elementary/Middle-Level Science**

	✓	Made AYP
<b>Accountability Measures</b>	1 of 1	Student groups making AYP in science
for This Subject (2010–11)		
Accountability Status		In Good Standing

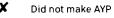
# How did students in each accountability group perform on elementary/middle-level science accountability measures?

	AYP		Participat	ion	Test Perfo	rmance	Performance Objectives		
Student Group (Total: Continuous Enrollment)	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress 2009-10	
Accountability Groups									
All Students (86:86)	<b>√</b>	Qualified	✓	100%	<b>√</b>	197	100		
Ethnicity								<u> </u>	
American Indian or Alaska Native (0:0)									
Plack or African American (1:1)				_	_		_		-
Hispanic or Latino (4:4)				***	_	-	_		
Asian or Native Hawaiian/Other Pacific Islander (8:8)		_	_	_	_	-	-		_
White (73:73)		Qualified	✓	100%	✓	196	100		
Multiracial (0:0)	• • • • • • • • • •		• • • • • • • • • • • • • • • • • • • •		•••••	***********		• • • • • • • • • • • • • • • • • • • •	
Other Groups									
Students with Disabilities (5:5) Limited English Proficient (0:0)				-	<del>-</del>	<del>-</del>	_		
Economically Disadvantaged (3:3)			- · · · · · · · · · · · · · · · · · · ·	_	-	<del>-</del>	-	• • • • • • • • • • • • • • • • • • • •	-
Final AYP Determination	<b>√</b> 1	of 1							
Non-Accountability Groups		· ·							
Female (45:45)				100%	·	198	100		
Male (41:41)		• • • • • • • • • • • • • • • • • • • •		100%	*****************	195	100		
Migrant (0:0)	•••••						•••••		

### **Symbols**



Made AYP



Fewer Than 40 Total/Fewer Than 30
 Continuous Enrollment

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



School JEFFERSON ROAD SCHOOL School ID 26-14-01-06-0002

# Summary of 2009-10 School Performance

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

	Percentage of scored at or	Total Tested	
English Language Arts	0%	50%	100%
Grade 3	81%		<b>6</b> 3
Grade 4	87%		86
Grade 5	85%		65
Mathematics			
Grade 3	86%		63
Grade 4	93%		86
Grade 5	89%		65
Science			
Grade 4	98%		86

District PITTSFORD CENTRAL SCHOOL DISTRICT

### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

#### Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

#### Level 3: Meeting Learning Standards.

and grade level.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction. Student performance demonstrates a thorough understanding of the content expected in the subject

### How are Need/Resource Capacity (N/RC) categories determined?

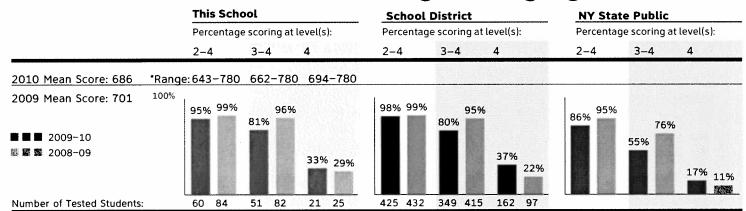
Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the Report to the Governor and the Legislature on the Educational Status of the State's Schools at www.p12.nysed.gov/irts.

In this section, this school's performance is compared with that of the school district and public schools Statewide.

School JEFFERSON ROAD SCHOOL School ID 26-14-01-06-0002

District PITTSFORD CENTRAL SCHOOL DISTRICT

### This School's Results in Grade 3 English Language Arts



Results by	2009-10	School Yea	r		2008	2008-09 School Year			
Student Group	Total	Percentag	Percentage scoring at level(s):				Percentage scoring at level(s):		
Student Oroup	Tested	2-4	3-4	4	Teste	d	2-4	3-4	4
All Students	63	95%	81%	33%		35	99%	96%	29%
Female	23	96%	74%	39%	14	44	100%	98%	25%
Male	40	95%	85%	30%	Ŋ.	41	98%	95%	34%
American Indian or Alaska Native					34		13.97		
Black or African American	1	irs <del>-</del> 8	-	<del>-</del>	27				
Hispanic or Latino	2	19922 <del>-</del> 3	XX -	- 1	9	3	-	1811 I <del>-</del> 01	550 <del>-</del> 00
Asian or Native Hawaiian/Other Pacific Islande	r 4	(A= - 1	-	-		9	-	-	-
White	56	96%	88%	36%		73	99%	96%	30%
Multiracial		-12/12/10					71.5516		
Small Group Totals	7	86%	29%	14%		12	100%	100%	25%
General-Education Students	58	98%	84%	34%	¥ .	81			
Students with Disabilities	5	60%	40%	20%	7.	4	HIE <del>S</del> S	al i <del>a</del> d	Antonia i
English Proficient	63	95%	81%	33%	<b>*</b>	83	445-1	· · · · · · · · · · · · · · · · · · ·	#########
Limited English Proficient		24,33			B*	2	#### <u>=</u> #		
Economically Disadvantaged	4	# <b>-</b> 2	25 Lu-1		J <sub>E</sub>	4	<u>-</u> :	-	-
Not Disadvantaged	59			- T	.1	81		***** <u>-</u> !;	# ## T
Migrant				4			16/5-3/5		
Not Migrant	63	95%	81%	33%	7.	85	99%	96%	29%

#### NOTE:

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		2009-10 School Year				2008–09 School Year			
Assessments	Total	Number scoring at level(s):			Total	Number scoring at level(s):			
Assessments	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment NYSAA): Grade 3 Equivalent	0	ă.			0				
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	2	N/A	N/A	N/A	
	Total	heldet.	15.		Total				
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

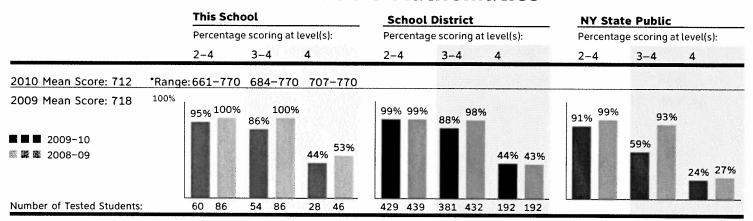
t These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

School JEFFERSON ROAD SCHOOL School ID 26-14-01-06-0002

District PITTSFORD CENTRAL SCHOOL DISTRICT



### This School's Results in Grade 3 Mathematics



Results by	2009-10	School Yea	r		2008-09	2008-09 School Year				
Student Group	Total	Percentage scoring at level(s):			Total	Percenta	Percentage scoring at level(s):			
	Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students	63	95%	86%	44%	86	100%	100%	53%		
Female	23	96%	87%	52%	45	100%	100%	47%		
Male	40	95%	85%	40%	41	100%	100%	61%		
American Indian or Alaska Native					<b>F</b>	* * * * * * * * * * * * * * * * * * * *	ARY, KIGK			
Black or African American	1	-	-	_						
Hispanic or Latino	2	<del>-</del> 1	- 1	-	- 3	-				
Asian or Native Hawaiian/Other Pacific Islander	4			-	9		-	_		
White	56	96%	88%	50%	74	100%	100%	50%		
Multiracial						***************************************				
Small Group Totals	7	86%	71%	0%	12	100%	100%	75%		
General-Education Students	58	98%	88%	47%	82	W-	150	<u> </u>		
Students with Disabilities	5	60%	60%	20%	4		_ (18. – 2	· – III		
English Proficient	63	95%	86%	44%	82	-				
Limited English Proficient					4			•		
Economically Disadvantaged	4	4-	6 - E	_	3		WK - 1	7 W -		
Not Disadvantaged	59	-			83					
Migrant		2.3								
Not Migrant	63	95%	86%	44%	86	100%	100%	53%		

### NOTES

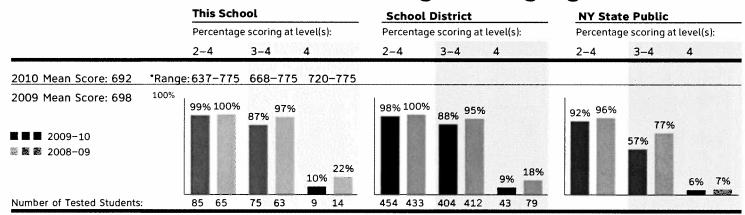
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other	2009-10	School Year		•	2008-09 School Year				
Assessments	Total Number scoring at level(s):				Total	Number sc	oring at level	(s):	
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				O				

School JEFFERSON ROAD SCHOOL School ID 26-14-01-06-0002

District PITTSFORD CENTRAL SCHOOL DISTRICT

### This School's Results in Grade 4 English Language Arts



Results by	2009-10	School Yea	r		2008-09	2008-09 School Year			
Student Group	Total	Percentag	e scoring at	level(s):	Total	Percentaç	ge scoring a	t level(s):	
Student Oroup	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students	86	99%	87%	10%	65	100%	97%	22%	
Female	45	100%	89%	7%	36	100%	100%	28%	
Male	41	98%	85%	15%	29	100%	93%	14%	
American Indian or Alaska Native					Ų.			H#WAR 54.	
Black or African American	1			_	4	<del>-</del>	_		
Hispanic or Latino	4	-		_	2		-	<del>-</del> -	
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	25%	4		-		
White	73	99%	85%	10%	55	100%	96%	18%	
Multiracial					***************************************				
Small Group Totals	5	100%	100%	0%	10	100%	100%	40%	
General-Education Students	81	100%	91%	11%	59	100%	98%	24%	
Students with Disabilities	5	80%	20%	0%	6	100%	83%	0%	
English Proficient	86	99%	87%	10%	65	100%	97%	22%	
Limited English Proficient					A				
Economically Disadvantaged	3	<u>-</u>		<u>-</u>	4	- A-			
Not Disadvantaged	83	77.4	-11	1 <u>5</u> -	61	100 L	_'`	_	
Migrant									
Not Migrant	86	99%	87%	10%	65	100%	97%	22%	

#### NOTE

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.

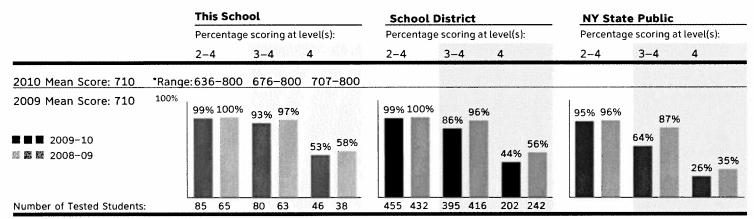
Other	2009-10	School Year			2008-09 School Year			
Assessments	Total	Number scoring at level(s):			Total	Number sc	el(s):	
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
	Total		14.1		Total			100
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

School JEFFERSON ROAD SCHOOL School ID 26-14-01-06-0002

#### District PITTSFORD CENTRAL SCHOOL DISTRICT

### This School's Results in Grade 4 Mathematics



Results by	2009-10	School Yea	r		2008-09	2008-09 School Year			
Student Group	Total	Percentag	e scoring at	level(s):	Total	Percentag	e scoring a	t level(s):	
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students	86	99%	93%	53%	65	100%	97%	58%	
Female	45	100%	93%	49%	36	100%	97%	56%	
Male	41	98%	93%	59%	29	100%	97%	62%	
American Indian or Alaska Native		1733			A.				
Black or African American	1	14 <b>.</b> -9	-	-	4	- :	_	12 JETA	
Hispanic or Latino	4	45. <del>1.</del> 3			2	7888 <b>-</b>	<del>-</del> :	<u> </u>	
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	75%	4	-	<del>-</del>	<del>-</del> 1	
White	73	99%	93%	55%	55	100%	96%	58%	
Multiracial				(33)	ļ.	22.5			
Small Group Totals	5	100%	80%	0%	10	100%	100%	60%	
General-Education Students	81	100%	96%	54%	59	100%	100%	63%	
Students with Disabilities	5	80%	40%	40%	6	100%	67%	17%	
English Proficient	86	99%	93%	53%	65	100%	97%	58%	
Limited English Proficient		& /A			Ų.	tage			
Economically Disadvantaged	3	- 1 A <u>-</u> '5	-17:1- <del>-</del> 13		4			:: ::: <u>-</u> ::::	
Not Disadvantaged	83	년=1	# <b>-</b> 1	7 - 1 <b>1</b>	61	_			
Migrant		45116		1.5 232					
Not Migrant	86	99%	93%	53%	65	100%	97%	58%	

#### NOTES

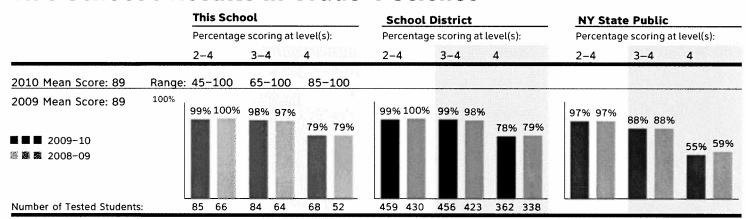
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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

School JEFFERSON ROAD SCHOOL School ID 26-14-01-06-0002

District PITTSFORD CENTRAL SCHOOL DISTRICT

### This School's Results in Grade 4 Science



Results by	2009-10	School Yea	r			2008-09 School Year			
Student Group	Total	Percentag	e scoring a	t level(s):	35	Total	Percentag	je scoring a	t level(s):
Student Group	Tested	2-4	3-4	4		Tested	2-4	3-4	4
All Students	86	99%	98%	79%	10	66	100%	97%	79%
Female	45	100%	98%	71%	7.9	36	100%	97%	78%
Male	41	98%	98%	88%	14	30	100%	97%	80%
American Indian or Alaska Native		Marka					76233		
Black or African American	1	-	_	_	-	4		-	_
Hispanic or Latino	4			_		2		-	
Asian or Native Hawaiian/Other Pacific Islander	. 8	100%	100%	100%		4		-	
White	73	99%	97%	78%		56	100%	96%	80%
Multiracial		15433			-	• • • • • • • • • • • • • • • • • • • •			
Small Group Totals	5	100%	100%	60%	154	10	100%	100%	70%
General-Education Students	81	100%	99%	81%		59	100%	100%	85%
Students with Disabilities	5	80%	80%	40%		7	100%	71%	29%
English Proficient	86	99%	98%	79%		66	100%	97%	79%
Limited English Proficient		11/71/E			250		103		
Economically Disadvantaged	3	1,200=3				5	100%	100%	40%
Not Disadvantaged	83	-	_	##### <u>=</u>		61	100%	97%	82%
Migrant		- 14					175127		
Not Migrant	86	99%	98%	79%		66	100%	97%	79%

### NOTES

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

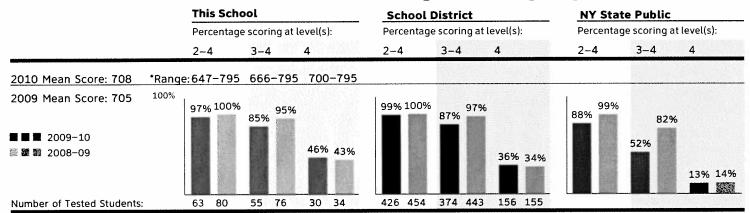
Other Assessments	2009-10	School Year	•		2008-09 School Year			
	Total	Number sc	Number scoring at level(s):			Number scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0			ξĒ	0			

School JEFFERSON ROAD SCHOOL School ID 26-14-01-06-0002

District PITTSFORD CENTRAL SCHOOL DISTRICT



### This School's Results in Grade 5 English Language Arts



Results by	2009-10	School Yea	r		2008-09	2008-09 School Year			
Student Group	Total	Percentag	e scoring a	t level(s):	Total	Percentage scoring at level(s):			
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students	65	97%	85%	46%	80	100%	95%	43%	
Female	37	97%	95%	51%	43	100%	98%	53%	
Male	28	96%	71%	39%	37	100%	92%	30%	
American Indian or Alaska Native			Takir ce			M 58.			
Black or African American	4	1885-18			4	_	- F	<u>-</u>	
Hispanic or Latino	2	(1) - T		1989 <del>- 1</del> 88	1		_	:: - <u>-</u> \	
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	100%	4	- 1	:::::::::-:::::-::::::::::::::::::::::	_	
White	54	96%	85%	43%	71	100%	96%	45%	
Multiracial		125			Ė	=1774-14	1088/1 =		
Small Group Totals	6	100%	67%	33%	9	100%	89%	22%	
General-Education Students	58	100%	91%	50%	75	100%	100%	45%	
Students with Disabilities	7	71%	29%	14%	5	100%	20%	0%	
English Proficient	65	97%	85%	46%	80	100%	95%	43%	
Limited English Proficient			v # j		<u> </u>	1-24			
Economically Disadvantaged	4	143 <u>-</u> 1		1284 - E	8	100%	75%	25%	
Not Disadvantaged	61	- 11		10122	72	100%	97%	44%	
Migrant		-1321 -		Sel - Jen				Ž-4- 134-	
Not Migrant	65	97%	85%	46%	80	100%	95%	43%	

### NOTES

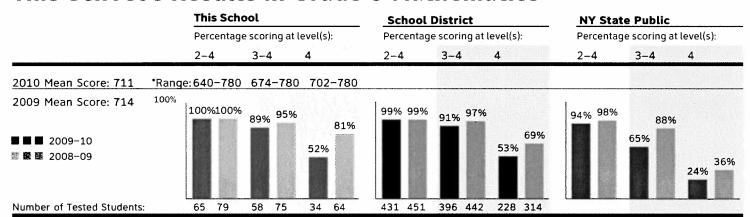
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other		School Year				2008-09 School Year			
Assessments	Total	Number sco	oring at leve	el(s):	Total	Number sc	Number scoring at level(s):		
Assessments	Tested	2–4	3-4	4	Tested	2-4	3–4	4	
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0		i t	94.	0			45	
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	A) in the			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

School JEFFERSON ROAD SCHOOL School ID 26-14-01-06-0002

District PITTSFORD CENTRAL SCHOOL DISTRICT

### This School's Results in Grade 5 Mathematics

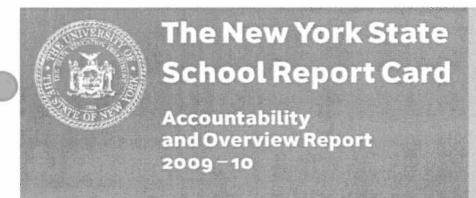


Results by	2009-10	School Yea	r			2008–09 School Year				
Student Group	Total	Percentag	e scoring a	t level(s):		Total	Percentag	Percentage scoring at level(s):		
Student Oroup	Tested	2-4	3-4	4		Tested	2-4	3-4	4	
All Students	65	100%	89%	52%		79	100%	95%	81%	
Female	37	100%	92%	49%	15	42	100%	98%	81%	
Male	28	100%	86%	57%		37	100%	92%	81%	
American Indian or Alaska Native			445141-1	235						
Black or African American	4	-	ξŒ =	-	•••••	4	-	1891		
Hispanic or Latino	2	<i>a</i> =	49277 <del>-</del>	- E T		1	-		1 - E - 1	
Asian or Native Hawaiian/Other Pacific Islander	r 5	100%	100%	100%		4	-	_	1-5 "	
White	54	100%	87%	52%		70	100%	96%	81%	
Multiracial			len 5	9 3 377			2500		S. A -	
Small Group Totals	6	100%	100%	17%		9	100%	89%	78%	
General-Education Students	58	100%	97%	57%		74	100%	100%	86%	
Students with Disabilities	7	100%	29%	14%		5	100%	20%	0%	
English Proficient	65	100%	89%	52%		79	100%	95%	81%	
Limited English Proficient							1,124	la v		
Economically Disadvantaged	4	_	7551 <u>4</u> 4	74. 2 <u>-</u> 3	31	8	100%	75%	63%	
Not Disadvantaged	61		10.12-1	_		71	100%	97%	83%	
Migrant			- 74				1921		2.4%	
Not Migrant	65	100%	89%	52%		79	100%	95%	81%	

#### NOTES

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

Other Assessments	2009-10	School Year		2008-09 School Year				
	Total	Number sco	oring at level	(s):	Total	Number scoring at level(s):		
	Tested	2-4	3–4	4	Tested	2-4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0	1.4		



School MENDON CENTER ELEMENTARY
SCHOOL
District PITTSFORD CENTRAL SCHOOL
DISTRICT
School ID 26-14-01-06-0005
Principal MELANIE WARD
Telephone (585) 267-1402
Grades K-5

# This School's Report Card

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

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

### Use this report to:



# Get School Profile information.

This section shows comprehensive data relevant to this school's learning environment.

# Review School Accountability Status.

This section indicates whether a school made adequate yearly progress (AYP) and identifies the school's accountability status.

# **3** Review an Overview of School Performance.

This section has information about the school's performance on state assessments in English, mathematics, and science.

### For more information:

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

School MENDON CENTER ELEMENTARY SCHOOL School ID 26-14-01-06-0005

District PITTSFORD CENTRAL SCHOOL DISTRICT



### **School Profile**

This section shows comprehensive data relevant to this school's learning environment, including information about enrollment, average class size, and teacher qualifications.

### **Enrollment**

	2007-08	2008-09	2009-10
Pre-K	0	0	0
Kindergarten	111	98	97
Grade 1	126	124	116
Grade 2	139	136	132
Grade 3	117	144	142
Grade 4	147	126	151
Grade 5	137	145	123
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	0
Total K-12	777	773	761

# **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 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 enrollment. Students classified by schools as "pre-first" are included in first grade counts.



### **Average Class Size**

	2007-08	2008-09	2009-10
Common Branch	24	24	24
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

# 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.



School MENDON CENTER ELEMENTARY SCHOOL





# School ID **26-14-01-06-0005**

### Demographic Factors

	2007	2007-08		3-09	2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	5	1%	8	1%	7	1%
Reduced-Price Lunch	5	1%	6	1%	9	1%
Student Stability*		93%		98%		98%
Limited English Proficient	16	2%	15	2%	13	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	0	0%	0	0%
Black or African American	12	2%	13	2%	14	2%
Hispanic or Latino	9	1%	12	2%	13	2%
Asian or Native Hawaiian/Other Pacific Islander	122	16%	123	16%	122	16%
White	633	81%	619	80%	603	79%
Multiracial	0	0%	6	1%	9	1%

<sup>\*</sup> Available only at the school level.



## **Attendance and Suspensions**

	2006-07		2007-08		2008-09		
	#	%	#	%	#	%	
Annual Attendance Rate		96%		96%		96%	
Student Suspensions	0	0%	0	0%	0	0%	

# Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. Eligible for Free Lunch and Limited English Proficient counts are used to determine Similar Schools groupings within a Need/Resource Capacity category. Student Stability is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6-8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

# Attendance and Suspensions Information

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

School MENDON CENTER ELEMENTARY SCHOOL School ID 26-14-01-06-0005

District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Teacher Qualifications**

	2007-08	2008-09	2009-10
Total Number of Teachers	51	49	48
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	4%	8%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	12%	12%	8%
Total Number of Core Classes	71	57	44
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	1%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	114	104	88
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

# **Teacher Qualifications Information**

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

### **Teacher Turnover Rate**

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	14%	0%	0%
Turnover Rate of All Teachers	10%	10%	8%

### **Staff Counts**

	2007-08	2008-09	2009-10
Total Other Professional Staff	7	6	7
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	1	1	1
Principals	1	1	1

<sup>\*</sup> Not available at the school level.

# Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

### Staff Counts Information

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



School MENDON CENTER ELEMENTARY SCHOOL School ID 26-14-01-06-0005

District PITTSFORD CENTRAL SCHOOL DISTRICT

# Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2009–10, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: http://www.p12.nysed.gov/irts/accountability/



### 1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation and the performance criteria.

#### **A Participation Criterion**

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2009–10 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### **B** Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2006 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

### 2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

### 3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

**Elementary/Middle-Level Science:** To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

#### **A Participation Criterion**

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

### **B** Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

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

School MENDON CENTER ELEMENTARY SCHOOL School ID 26-14-01-06-0005

District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Useful Terms for Understanding Accountability**

#### 12th Graders

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

#### 2006 Cohort

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

#### **Accountability Cohort for English and Mathematics**

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006-07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006-07 school year, who were enrolled on October 7, 2009 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2010, are not included in the 2006 school accountability cohort. The 2006 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

### Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

### Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### **Continuous Enrollment**

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

### **Continuously Enrolled Students**

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

# Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irts.

### **Graduation Rate**

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

#### **Graduation-Rate Total Cohort**

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the SIRS Manual at http://www.p12.nysed.gov/irts/sirs/.

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

### **Limited English Proficient**

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

#### **Non-Accountability Groups**

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





School MENDON CENTER ELEMENTARY SCHOOL School ID 26-14-01-06-0005

District PITTSFORD CENTRAL SCHOOL DISTRICT

### Useful Terms for Understanding Accountability (continued)

#### **Participation**

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

#### Performance index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

100  $\times$  [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4)  $\div$  Count of All Continuously Enrolled Tested Students]

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

100 × [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Cohort Members]

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

### **Progress Targets**

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

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

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

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



### Safe Harbor Targets

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

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

### Safe Harbor Qualification (\*)

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

#### State Standard

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

### **Students with Disabilities**

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

#### **Test Performance**

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

#### Total

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

School MENDON CENTER ELEMENTARY SCHOOL School ID 26-14-01-06-0005

District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Understanding Your School Accountability Status**

New York State participates in the Differentiated Accountability pilot program, as approved by the United States Department of Education in January 2009. Under this program, each public school in the State is assigned an accountability "phase" (Good Standing, Improvement, Corrective Action, or Restructuring) and, for schools not in Good Standing, a "category" (Basic, Focused, or Comprehensive) for each measure for which the school is accountable. Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. Generally, the school's overall accountability status is its most advanced accountability phase and its highest category within that phase. A school in any year of the phase (that is not Good Standing) that makes AYP for the measure remains in the same phase/category the following year. An identified school that makes AYP in the identified measure for two consecutive years returns to Good Standing. Once a school is identified with a category within a phase, it cannot move to a less intensive category in the following school year within that phase.

Each school district with one or more Title I schools and each Title I charter school designated as Improvement (year 1 and year 2), Corrective Action, or Restructuring must make Supplemental Educational Services available for eligible students in the identified Title I school(s). A school district with one or more schools designated as Improvement (year 2), Corrective Action, or Restructuring must also provide Public School Choice to eligible students in identified Title I school(s). For more information on the Differentiated Accountability program and a list of interventions for schools not in Good Standing,

see http://www.p12.nysed.gov/nyc/APA/Differentiated\_Accountability/DA\_home.html.





2

# **School Accountability**



School MENDON CENTER ELEMENTARY SCHOOL School ID 26-14-01-06-0005

District PITTSFORD CENTRAL SCHOOL DISTRICT

### **Understanding Your School Accountability Status (continued)**

Phase

Phase/Category

Good Standing A school that has not been designated as Improvement, Corrective Action, or Restructuring.

**Improvement (year 1)** A school that failed to make AYP for two consecutive years on the same accountability measure; or a school that was designated as Improvement (year 1) in the current school year that made AYP for the identified measure and is in Good Standing.

Improvement (year 2) A school that was designated as a school in Improvement (year 1) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Improvement (year 2) in the current school year that made AYP for the identified measure.

#### Improvement/Basic:

A school that failed to make AYP in ELA and/or math for one accountability group, but made AYP for the All Students group; or a school that failed to make AYP in only science or graduation rate.

### Improvement/Focused:

A school that failed to make AYP in ELA and/or math for more than one accountability group, but made AYP for the All Students group; or a school whose worst status is Improvement/Basic for at least two measures.

#### Improvement/Comprehensive:

A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.

# Corrective Action (year 1) A school that was designated as a school in Improvement (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 1) in the current school year that made AYP for the identified measure

Corrective Action (year 2) A school that was designated as a school in Corrective Action (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 2) in the current school year that made AYP for the identified measure.

Restructuring (year 1) A school that was designated as a school in Corrective Action (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 1) in the current school year that made AYP for the identified measure. Restructuring (year 2) A school that was designated as a school in Restructuring (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 2) in the current school year that made AYP for the identified measure. Restructuring (Advanced) A school that was designated as a school in Restructuring (year 2) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (Advanced) in the current school year that made AYP for the identified measure.

#### **Corrective Action or Restructuring/Focused:**

A school that failed to make AYP in ELA and/or math for one or more accountability groups, but made AYP for the All Students group; or a school that failed to make AYP in science or graduation rate but made AYP in ELA and math.

Corrective Action or Restructuring/Comprehensive: A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group except the All Students group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.

**SURR:** A school that is identified for registration review (SURR) during a school year in which it is designated as a school in Improvement or Corrective Action shall, in the next school year, be designated as **Restructuring (year 1)/Comprehensive.** 

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



2

# **School Accountability**

School MENDON CENTER ELEMENTARY SCHOOL School ID 26-14-01-06-0005

District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Summary**

Overall Accountability	In Good Standing						
Status (2010–11)	Elementar	y/Middle Level	Secondary Lo	evel			
	ELA	In Good Standing	ELA				
	Math	In Good Standing	Math				
	Science	In Good Standing	Graduation Ra	te			
Title I Part A Funding	Years the	e School Received Ti	tle I Part A Fundin	g			
	2008-09	20	09-10	2010-11			

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

	Elementary/I	Middle Level		Secondary Level			
Student Groups	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate	
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino	_						
Asian or Native Hawaiian/Other Pacific Islander	✓	✓					
White	✓	√			******************	•••••	
Multiracial				••••••			
Other Groups							
Students with Disabilities	✓	<b>√</b>					
Limited English Proficient	-	_					
Economically Disadvantaged	_	-			•••••	***************************************	
Student groups making AYP in each subject	<b>√</b> 4 of 4	√ 4 of 4	<b>√</b> 1 of 1				

### **AYP Status**



✓ SH Made AYP Using Safe Harbor Target

X Did not make AYP

Insufficient Number of Students to Determine AYP Status





School MENDON CENTER ELEMENTARY SCHOOL School ID 26-14-01-06-0005

How did students in each accountability group perform on

District PITTSFORD CENTRAL SCHOOL DISTRICT

### **Elementary/Middle-Level English Language Arts**

Accountability Status		In Good Standing
for This Subject (2010–11)		
<b>Accountability Measures</b>	4 of 4	Student groups making AYP in English language arts
	✓	Made AYP

	AYP	Participation		Test Perfo	rmance	Performai	ice Objectiv	es
Student Group		Met	Percentage	Met	Performance	Effective	Safe Harbo	or Target
(Total: Continuous Enrollment)	Status	Criterion	Tested	Criterion	Index	AMO	200g-10	2010-11
Accountability Groups								
All Students (418:410)	<b>√</b>	<b>√</b>	100%	✓	193	150		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (11:11)	_	_		_	-			-
Hispanic or Latino (10:10)		-			-	-		-
Asian or Native Hawaiian/Other Pacific Islander (77:76)	✓	✓	100%	✓	195	144		
White (320:313)	✓	<b>√</b>	100%	√	192	149		••••••
Multiracial (0:0)								
Other Groups								
Students with Disabilities (30:34)	<b>√</b>	-	<del>-</del>	✓	168	138		
Limited English Proficient (5:5)	-		_	-		-		-
Economically Disadvantaged (7:7)	-	-	_	_		-		-
Final AYP Determination	<b>√</b> 4 of 4	4			* *			
Non-Accountability Groups								
Female (214:209)			100%		193	147		
Male (204:201)			100%		192	147		

### Symbols



✓ SH Made AYP Using Safe Harbor Target

Did not make AYP

Fewer Than 40 Total/Fewer Than 30
 Continuous Enrollment

‡ Did not qualify for Safe Harbor

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



School MENDON CENTER ELEMENTARY SCHOOL School ID 26-14-01-06-0005

District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Elementary/Middle-Level Mathematics**

Accountability Status for This Subject (2010–11)		In Good Standing
Accountability Measures	4 of 4	Student groups making AYP in mathematics
	✓	Made AYP

	AYP	Participati	ion	Test Perfo	rmance	Performa	nce Objectiv	es
Student Group		Met	Percentage	Met	Performance	Effective	Safe Harbo	or Target
(Total: Continuous Enrollment)	Status	Criterion	Tested	Criterion	Index	AMO	2009-10	2010-11
Accountability Groups								
All Students (418:411)	✓	<b>√</b>	100%	<b>√</b>	198	130		· · · · · · · · · · · · · · · · · · ·
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (11:11)	-	-	-		-		***************************************	- 6
Hispanic or Latino (10:10)	_	_	-	_		-		
Asian or Native Hawaiian/Other Pacific Islander (77:76)	✓	✓	100%	✓	199	124		
White (320:314)	✓	✓	100%	✓	197	129		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (30:34)	<b>√</b>	-	****	$\checkmark$	174	118		
Limited English Proficient (5:5)	-	-		-			***************************************	
Economically Disadvantaged (7:7)	_	-			-		***************	
Final AYP Determination	√ 4 of 4							
Non-Accountability Groups								·····
Female (214:210)			100%		198	127		
Male (204:201)			100%		198	127		•••••

### Symbols

Made AYP

Migrant (0:0)

Made AYP Using Safe Harbor Target

Did not make AYP

Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

Did not qualify for Safe Harbor

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



### 2

## **School Accountability**



School MENDON CENTER ELEMENTARY SCHOOL School ID 26-14-01-06-0005

District PITTSFORD CENTRAL SCHOOL DISTRICT

### **Elementary/Middle-Level Science**

Accountability Status for This Subject (2010–11)		In Good Standing	
Accountability Measures	1 of 1	Student groups making AYP in science	
	✓	Made AYP	

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

	AYP		Participat	ion	Test Perfo	rmance	Performa	nce Obje	ctives
Student Group (Total: Continuous Enrollment)	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress 2009-10	Target 2010-11
Accountability Groups									
All Students (150:149)	<b>√</b>	Qualified	<b>√</b>	100%	✓	199	100		
Ethnicity									
		-			-	· · · · · · · · · · · · · · · · · · ·	- -		- -
Hispanic or Latino (4:4)		-	_ 			***	— 		<del></del>
Asian or Native Hawaiian/Other Pacific Islander (32:32)		Qualified	-		✓	200	100		
White (111:110)		Qualified	<b>√</b>	100%	✓	199	100		
Multiracial (0:0)									
Other Groups									
Students with Disabilities (11:11)				***	_		_		<del>-</del>
Limited English Proficient (3:3)		_	-		-		_		
Economically Disadvantaged (2:2)		_	-	_	_	-	_		
Final AYP Determination	<b>√</b> 1	of 1							
Non-Accountability Groups									
Female (69:68)				100%		199	100		,,,-,
Male (81:81)				100%	***************************************	200	100		• • • • • • • • • • •
Migrant (0:0)			• • • • • • • • • • • • • • • • • • • •		***************		••••		• • • • • • • • • • • •

### **Symbols**





Did not make AYP

Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

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



Page 13 February 5, 2011

Total

School MENDON CENTER ELEMENTARY SCHOOL School ID 26-14-01-06-0005

## Summary of 2009–10 School Performance

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

	scored at or a	Tested	
English Language Arts	0%	100%	
Grade 3	80%		144
Grade 4	90%		149
Grade 5	87%		124
Mathematics			
Grade 3	90%		144
Grade 4	90%		149
Grade 5	94%		125
Science			
Grade 4	99%		150

Percentage of students that

#### District PITTSFORD CENTRAL SCHOOL DISTRICT

### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

#### Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

#### Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

#### Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

## How are Need/Resource Capacity (N/RC) categories determined?

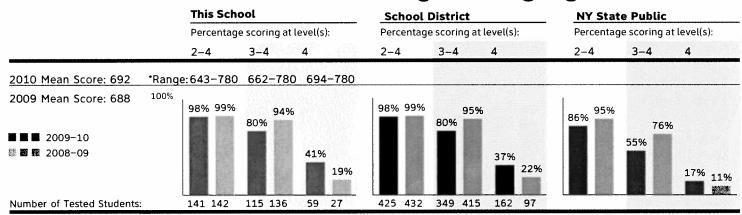
Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the Report to the Governor and the Legislature on the Educational Status of the State's Schools at www.p12.nysed.gov/irts.

In this section, this school's performance is compared with that of the school district and public schools Statewide.

School MENDON CENTER ELEMENTARY SCHOOL School ID 26-14-01-06-0005

District PITTSFORD CENTRAL SCHOOL DISTRICT

### This School's Results in Grade 3 English Language Arts



Results by	2009-10	School Yea	r			2008-09 School Year			
_	Total	Percentag	e scoring at	level(s):	gai	Total	Percentag	e scoring a	t level(s):
emale  lale  merican Indian or Alaska Native  lack or African American  ispanic or Latino  sian or Native Hawaiian/Other Pacific Island  /hite  lultiracial  mall Group Totals  eneral-Education Students  tudents with Disabilities	Tested	2-4	3-4	4	34	Tested	2-4	3–4	4
All Students	144	98%	80%	41%	<b>1</b>	144	99%	94%	19%
Female	77	97%	81%	39%	ß.	66	100%	97%	24%
Male	67	99%	79%	43%	W	78	97%	92%	14%
American Indian or Alaska Native					2		Maria.		
Black or African American	4			-	X.	2	- 1-	-	- i
Hispanic or Latino	4		3 // <del>-</del> 7		14	4	1888 <del>-</del> 3	_	11 min <del>-</del> 11 de
Asian or Native Hawaiian/Other Pacific Islande	r 28	100%	93%	68%		31	100%	94%	26%
White	108	97%	77%	35%		107	99%	95%	17%
Multiracial		233.732			20			445	
Small Group Totals	8	100%	75%	25%	55	6	83%	83%	17%
General-Education Students	136	98%	82%	43%	45	137	100%	96%	20%
Students with Disabilities	8	100%	38%	13%	받근	7	71%	57%	0%
English Proficient	143	34th_")		1.19 <u>-</u> .3		141	- T		Sing <del>-</del> Ri
Limited English Proficient	1	-	- ·		31	3	_		11 . 13 <del>7</del>
Economically Disadvantaged	3	***		-					5 7-
Not Disadvantaged	141	1-1	83 HT=3	F-140-		144	99%	94%	19%
Migrant									
Not Migrant	144	98%	80%	41%		144	99%	94%	19%

#### NOTE:

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

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

Other		School Year			2008-09 School Year			
Assessments	Total	Number sc	oring at leve	el(s):	Total	Number scoring at level(s):		
Assessifients	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0		41		0		- 1	4.
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A
	Total		Ad = 1		Total		13.75	1-
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

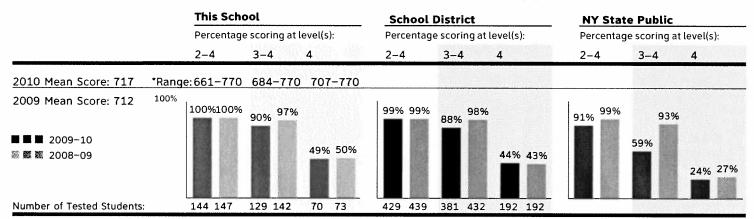
<sup>†</sup> These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

School MENDON CENTER ELEMENTARY SCHOOL School ID 26-14-01-06-0005

District PITTSFORD CENTRAL SCHOOL DISTRICT



### This School's Results in Grade 3 Mathematics



Results by	2009-10	School Yea	r		2008-09	School Yea	ır		
Student Group	Total	Percentag	e scoring at	level(s):	Total	Percentag	e scoring a	t level(s):	
Student Oroup	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students	144	100%	90%	49%	147	100%	97%	50%	Ē
Female	77	100%	88%	47%	68	100%	97%	60%	
Male	67	100%	91%	51%	79	100%	96%	41%	
American Indian or Alaska Native									À
Black or African American	4	-	- 1	7 <del>-</del>	2		— .	-	-
Hispanic or Latino	4	8.836 <del>.</del> 7.	- 1961 <del>-</del> -	- 12	4		12332 <b>-</b> 1	-	
Asian or Native Hawaiian/Other Pacific Islander	28	100%	96%	75%	31	100%	97%	52%	
White	108	100%	89%	44%	110	100%	97%	51%	
Multiracial								-	
Small Group Totals	8	100%	75%	25%	6	100%	83%	17%	
General-Education Students	136	100%	91%	51%	140	100%	99%	52%	-
Students with Disabilities	8	100%	63%	13%	7	100%	57%	0%	• •
English Proficient	143	-		ofigi-ve	144	7 <del>-</del> 3			
Limited English Proficient	1	- 1	1000-1	- 1435 <del>-</del> 1435	3	4-1	_	-	• •
Economically Disadvantaged	3		11-7						
Not Disadvantaged	141	1884 <b>-</b> N	, Y=	-	147	100%	97%	50%	•
Migrant						išliže.	- 457 E	alikumi r	
Not Migrant	144	100%	90%	49%	147	100%	97%	50%	1

#### NOTES

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

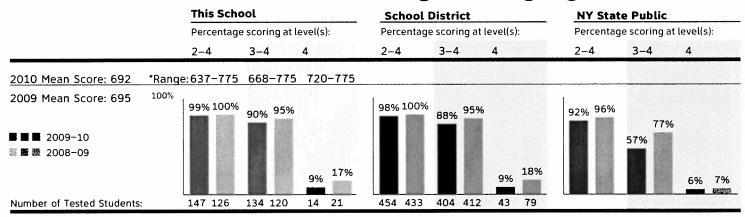
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 Accountability and Overview Reports.

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

School MENDON CENTER ELEMENTARY SCHOOL School ID 26-14-01-06-0005

District PITTSFORD CENTRAL SCHOOL DISTRICT

### This School's Results in Grade 4 English Language Arts



Results by	2009-10	School Yea	r		2008-09	School Yea	ar	
<b>▼</b>	Total	Percentag	e scoring at	level(s):	Total	Percentag	ge scoring a	t level(s):
emale  Male  Merican Indian or Alaska Native  Black or African American  Mispanic or Latino  Asian or Native Hawaiian/Other Pacific Island  White  Multiracial  Mall Group Totals  General-Education Students  Students with Disabilities  English Proficient	Tested	2-4	3-4	4	Tested	2-4	3-4	4
All Students	149	99%	90%	9%	126	100%	95%	17%
Female	68	100%	96%	12%	69	100%	97%	17%
Male	81	98%	85%	7%	57	100%	93%	16%
American Indian or Alaska Native			170 18					
Black or African American	3	200 <del>-</del>	<del>-</del>	- Ja	4	<del>-</del> :	_	files <del>-</del>
Hispanic or Latino	4	<i>ii</i>	- 1	1871 - 11	1	-	- 5	<del>-</del> :
Asian or Native Hawaiian/Other Pacific Islander	r 32	100%	88%	22%	18	100%	94%	44%
White	110	99%	91%	6%	101	100%	95%	11%
Multiracial			16-8-		2		-	
Small Group Totals	7	86%	86%	0%	7	100%	100%	29%
General-Education Students	138	100%	93%	10%	110	100%	100%	18%
Students with Disabilities	11	82%	45%	0%	16	100%	63%	6%
English Proficient	146	- 4	# 18 F_ 1	i - 00 <b>1</b> 1	125	-	_	_
Limited English Proficient	3	2-4	6 85° -	-	1	4-1-1	- I	'. 9. <b>-</b>
Economically Disadvantaged	2	iii <del>-</del>	<del>-</del>		2		<del>=</del>	,
Not Disadvantaged	147	1977 <u>-</u>		- 1	124	***		
Migrant		411		-: ii (\$1 - 13	i.			
Not Migrant	149	99%	90%	9%	126	100%	95%	17%

#### NOTES

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

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

Other	2009-10	School Year			2008-09			
Assessments	Total	Number sco	Number scoring at level(s):			Number sc	coring at level(s):	
Assessifients	Tested	2-4	3-4	4	Tested	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	N/A	N/A	N/A	N/A

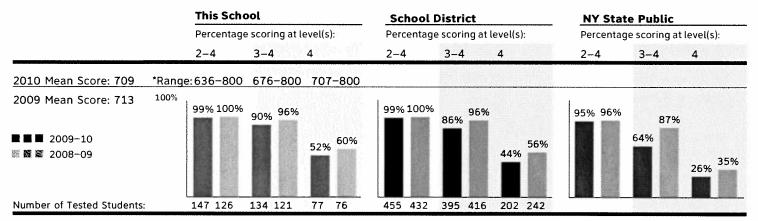
<sup>†</sup> These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

School MENDON CENTER ELEMENTARY SCHOOL School ID 26-14-01-06-0005

District PITTSFORD CENTRAL SCHOOL DISTRICT



### This School's Results in Grade 4 Mathematics



lesults by	2009-10	School Yea	r		2008-09	2008-09 School Year				
Student Group	Total	Percentag	e scoring at	level(s):	Total	Percentag	ge scoring a	t level(s):		
Student Oroup	Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students	149	99%	90%	52%	126	100%	96%	60%		
Female	68	99%	90%	50%	70	100%	94%	51%		
Male	81	99%	90%	53%	56	100%	98%	71%		
American Indian or Alaska Native			e 18,31				BROL R			
Black or African American	3	- i		Hagi - 47	4	) <del>-</del> - 5				
Hispanic or Latino	4	- 1885 <del>-</del> 18	3126 <del>1</del> 1	7887-	1	<u></u> -				
Asian or Native Hawaiian/Other Pacific Islander	32	100%	94%	75%	19	100%	100%	89%		
White	110	98%	90%	46%	100	100%	95%	56%		
Multiracial		157			2	W Z-1	· 3	***** <del>-</del> 1		
Small Group Totals	7	100%	71%	29%	7	100%	100%	43%		
General-Education Students	138	100%	93%	55%	111	100%	100%	65%		
Students with Disabilities	11	82%	45%	9%	15	100%	67%	27%		
English Proficient	146	- X	2 -		125	14 <del>4</del> 3	- 1 1			
Limited English Proficient	3	38 <del>-</del> 1	<u> </u>	34 <u>7</u> - 4	1	-	1864 -	_		
Economically Disadvantaged	2	387-3	<u> </u>	-	1	24	3.1( <del>3)</del> /4-			
Not Disadvantaged	147	- 100 <b>-</b> 10	900 V <del>.</del>		125	_ 11	- Table	=======================================		
Migrant		1823-4,7				XQL				
Not Migrant	149	99%	90%	52%	126	100%	96%	60%		

#### NOTES

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

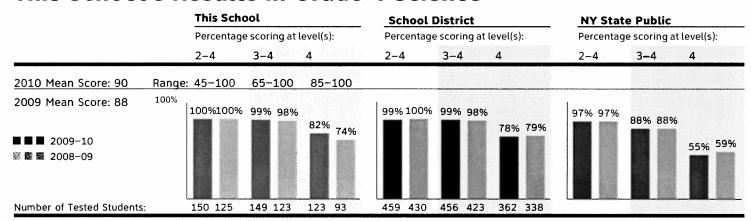
\* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 Accountability and Overview Reports.

Other	2009-10	School Year		2008-09 School Year				
Assessments	Total	Number sco	oring at level	(s):	Total	Number scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0			16	0			

School MENDON CENTER ELEMENTARY SCHOOL School ID 26-14-01-06-0005

District PITTSFORD CENTRAL SCHOOL DISTRICT

### This School's Results in Grade 4 Science



Results by	2009-10	School Yea	r		2008-09	2008-09 School Year				
	Total	Percentag	e scoring at	t level(s):	Total	Percentag	ge scoring a	t level(s):		
Student Group  All Students  Temale  Male  Male  Marerican Indian or Alaska Native  Black or African American  Mispanic or Latino  Assian or Native Hawaiian/Other Pacific Island  White  Multiracial  Mall Group Totals	Tested	2-4	3-4	4	Tested	2-4	3-4	4		
All Students	150	100%	99%	82%	125	100%	98%	74%		
Female	69	100%	99%	83%	69	100%	97%	70%		
Male	81	100%	100%	81%	56	100%	100%	80%		
American Indian or Alaska Native				15448						
Black or African American	3	: :: : : : : : : : : : : : : : : : : :		773))] <del>-</del> 33	4	<del>-</del> ,].	l. – h	ē. all <del>-</del> at		
Hispanic or Latino	4	-			1	() == <del>-</del> ()	(i <b>-</b> )	<del>-</del>		
Asian or Native Hawaiian/Other Pacific Islande	r <b>3</b> 2	100%	100%	94%	19	100%	100%	89%		
White	111	100%	99%	80%	99	100%	98%	71%		
Multiracial		(2.8)			2	- 9	-			
Small Group Totals	7	100%	100%	57%	7	100%	100%	86%		
General-Education Students	139	100%	99%	85%	110	100%	99%	83%		
Students with Disabilities	11	100%	100%	45%	15	100%	93%	13%		
English Proficient	147	==1 <u>-</u> 1	- 1		124	<u> </u>	- 1841 <del>-</del> 1	H <sub>ac</sub> -		
Limited English Proficient	3	_	10000 <b>-</b> 1	- 1	1	95 A-0		ra lih –		
Economically Disadvantaged	2	_	8 88 <del>-</del>		1	7/30 - V		a vel –		
Not Disadvantaged	148	-		- 4	124			(		
Migrant		- Hamile	alekser		A.	25	13	å-lægger		
Not Migrant	150	100%	99%	82%	125	100%	98%	74%		

#### NOTES

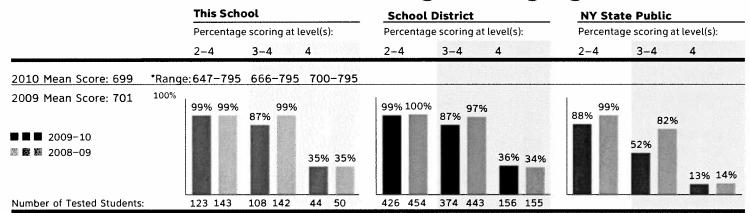
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other	ther 2009-10 School Year			2008-09 School Year				
Assessments	Total Number scoring at level(s):			Total	Number sc	oring at leve	l(s):	
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment	0				0		4395.7.	24.3
(NYSAA): Grade 4 Equivalent								

School MENDON CENTER ELEMENTARY SCHOOL School ID 26-14-01-06-0005

District PITTSFORD CENTRAL SCHOOL DISTRICT

### This School's Results in Grade 5 English Language Arts



Results by	2009-10	School Yea	r		2008-09	2008–09 School Year			
Student Group	Total	Percentag	centage scoring at level(s):		Total	Percentag	Percentage scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students	124	99%	87%	35%	144	99%	99%	35%	
Female	68	100%	87%	34%	75	99%	99%	33%	
Male	56	98%	88%	38%	69	100%	99%	36%	
American Indian or Alaska Native		STAFFAME		<b>经再划制加</b>	Į.	Tilettalis.	uluş hitişeli		
Black or African American	4	- Y		- 134 <del>-</del> 1-11	1	##\ <del>-</del> \$	:::181- <b>-</b> 7)		
Hispanic or Latino	2	π.	( <del>, ,</del> ))	<u>-</u>	1	- L	: - : : - 1	946 <b>-</b> E9	
Asian or Native Hawaiian/Other Pacific Islander	17	100%	94%	53%	22	1015-3	12 min - 1	889) <b>-</b> (=)	
White	101	99%	86%	33%	120	99%	98%	31%	
Multiracial						2013			
Small Group Totals	6	100%	83%	33%	24	100%	100%	54%	
General-Education Students	113	100%	90%	36%	137	100%	100%	36%	
Students with Disabilities	11	91%	55%	27%	7	86%	71%	0%	
English Proficient	123				142	NEW P			
Limited English Proficient	1	7800 <del>-</del> 0	1-1-1	- 4/2-535	2	=E 5 <u>-</u>			
Economically Disadvantaged	2		F#() 187—7		4	141 <u>-</u> 11			
Not Disadvantaged	122	- 14 <u>-</u>	· /w/	-	140	_	**		
Migrant		MA-A	±3.4 ×	125	Ė.	14	<del>4- 3</del>		
Not Migrant	124	99%	87%	35%	144	99%	99%	35%	

#### NOTES

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

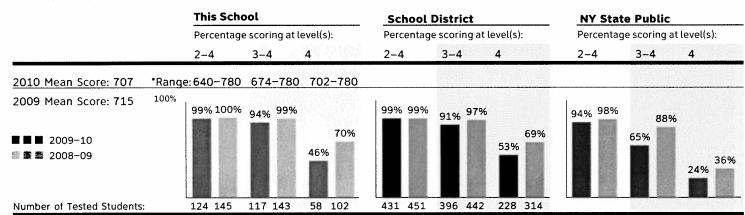
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 Accountability and Overview Reports

Other	2009-10 School Year				*	2008-09 School Year		
Assessments	Total Number scoring at level(s):		el(s):	Total	Number sc	oring at lev	el(s):	
A3363311161113	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0		Ġ	41	0		-	
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A
	Total				Total			-
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

School MENDON CENTER ELEMENTARY SCHOOL School ID 26-14-01-06-0005

District PITTSFORD CENTRAL SCHOOL DISTRICT

### This School's Results in Grade 5 Mathematics



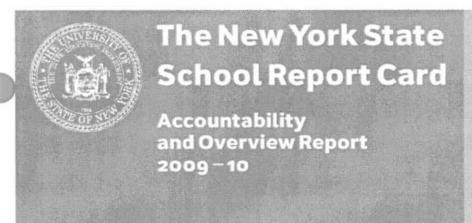
Results by	2009-10	09–10 School Year				2008-09 School Year			
Student Group	Total	Percentag	Percentage scoring at level(s):		Total	Percentag	ge scoring a	t level(s):	
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students	125	99%	94%	46%	145	100%	99%	70%	
Female	69	99%	93%	42%	74	100%	97%	73%	
Male	56	100%	95%	52%	71	100%	100%	68%	
American Indian or Alaska Native			1.30 3.52(50		h	845			
Black or African American	4	11.00 <del>-</del> 1	<del>-</del> -	15-	1	- E	- i	- I	
Hispanic or Latino	2		<del>-</del> 6	- 4 <del>-</del>	1		10.5	. 181 <b>−</b>	
Asian or Native Hawaiian/Other Pacific Islander	r 17	100%	100%	76%	23	- <u>- 188</u>	-	, L <b>-</b>	
White	102	99%	92%	42%	120	100%	98%	68%	
Multiracial		151.5				36			
Small Group Totals	6	100%	100%	<b>3</b> 3%	25	100%	100%	84%	
General-Education Students	114	100%	97%	50%	137	100%	100%	72%	
Students with Disabilities	11	91%	55%	9%	8	100%	75%	38%	
English Proficient	124	1111	- IIII	.a - 43	143	33/22 =	ongs F <u>.</u> ji	21 ×25-	
Limited English Proficient	1	-	400. <del>-</del>		2	_	-	-	
Economically Disadvantaged	2		######################################		4			<del>-</del> , :	
Not Disadvantaged	123	1-1			141	161 -	- 1	数 五年 数	
Migrant		. 5094		viri i					
Not Migrant	125	99%	94%	46%	145	100%	99%	70%	

#### NOTES

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

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

Other	2009-10	2009–10 School Year				2008-09 School Year			
Assessments	Total Number scoring at level(s):			Total Number scoring at leve			el(s):		
Assessments	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment	0	36.	sê di		0				
(NYSAA): Grade 5 Equivalent	U	35, 65, 5	38.7		U				



School PARK ROAD SCHOOL
District PITTSFORD CENTRAL SCHOOL
DISTRICT
School ID 26-14-01-06-0004
Principal DEBBIE ROSE
Telephone (585) 267-1502
Grades K-5

### This School's Report Card

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

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

### Use this report to:



### Get School Profile information.

This section shows comprehensive data relevant to this school's learning environment.

## 2 Review School Accountability Status.

This section indicates whether a school made adequate yearly progress (AYP) and identifies the school's accountability status.

## **3** Review an Overview of School Performance.

This section has information about the school's performance on state assessments in English, mathematics, and science.

### For more information:

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

School PARK ROAD SCHOOL School ID 26-14-01-06-0004 District PITTSFORD CENTRAL SCHOOL DISTRICT



### **School Profile**

This section shows comprehensive data relevant to this school's learning environment, including information about enrollment, average class size, and teacher qualifications.

### **Enrollment**

Pre-K       0       0         Kindergarten       81       75         Grade 1       74       77         Grade 2       63       78         Grade 3       88       69         Grade 4       85       93         Grade 5       79       88         Grade 6       0       0         Ungraded Elementary       0       0         Grade 7       0       0         Grade 8       0       0         Grade 9       0       0         Grade 10       0       0         Grade 11       0       0         Grade 12       0       0         Ungraded Secondary       0       0         Total K-12       470       480		2007-08	2008-09	2009-10
Grade 1       74       77         Grade 2       63       78         Grade 3       88       69         Grade 4       85       93         Grade 5       79       88         Grade 6       0       0         Ungraded Elementary       0       0         Grade 7       0       0         Grade 8       0       0         Grade 9       0       0         Grade 10       0       0         Grade 11       0       0         Grade 12       0       0         Ungraded Secondary       0       0	Pre-K	0	0	0
Grade 2       63       78         Grade 3       88       69         Grade 4       85       93         Grade 5       79       88         Grade 6       0       0         Ungraded Elementary       0       0         Grade 7       0       0         Grade 8       0       0         Grade 9       0       0         Grade 10       0       0         Grade 11       0       0         Grade 12       0       0         Ungraded Secondary       0       0	Kindergarten	81	75	63
Grade 3       88       69         Grade 4       85       93         Grade 5       79       88         Grade 6       0       0         Ungraded Elementary       0       0         Grade 7       0       0         Grade 8       0       0         Grade 9       0       0         Grade 10       0       0         Grade 11       0       0         Grade 12       0       0         Ungraded Secondary       0       0	Grade 1	74	77	84
Grade 4       85       93         Grade 5       79       88         Grade 6       0       0         Ungraded Elementary       0       0         Grade 7       0       0         Grade 8       0       0         Grade 9       0       0         Grade 10       0       0         Grade 11       0       0         Grade 12       0       0         Ungraded Secondary       0       0	Grade 2	63	78	79
Grade 5       79       88         Grade 6       0       0         Ungraded Elementary       0       0         Grade 7       0       0         Grade 8       0       0         Grade 9       0       0         Grade 10       0       0         Grade 11       0       0         Grade 12       0       0         Ungraded Secondary       0       0	Grade 3	88	69	80
Grade 6       0       0         Ungraded Elementary       0       0         Grade 7       0       0         Grade 8       0       0         Grade 9       0       0         Grade 10       0       0         Grade 11       0       0         Grade 12       0       0         Ungraded Secondary       0       0	Grade 4	85	93	75
Ungraded Elementary 0 0 0  Grade 7 0 0  Grade 8 0 0 0  Grade 9 0 0  Grade 10 0 0  Grade 11 0 0 0  Grade 12 0 0  Ungraded Secondary 0 0	Grade 5	79	88	96
Grade 7       0       0         Grade 8       0       0         Grade 9       0       0         Grade 10       0       0         Grade 11       0       0         Grade 12       0       0         Ungraded Secondary       0       0	Grade 6	0	0	0
Grade 8       0       0         Grade 9       0       0         Grade 10       0       0         Grade 11       0       0         Grade 12       0       0         Ungraded Secondary       0       0	Ungraded Elementary	0	0	0
Grade 9     0     0       Grade 10     0     0       Grade 11     0     0       Grade 12     0     0       Ungraded Secondary     0     0	Grade 7	0	0	0
Grade 10       0       0         Grade 11       0       0         Grade 12       0       0         Ungraded Secondary       0       0	Grade 8	0	0	0
Grade 11         0         0           Grade 12         0         0           Ungraded Secondary         0         0	Grade 9	0	0	0
Grade 12         0         0           Ungraded Secondary         0         0	Grade 10	0	0	0
Ungraded Secondary 0 0	Grade 11	0	0	0
	Grade 12	0	0	0
Total K-12 470 480	Ungraded Secondary	0	0	0
7,0 400	Total K-12	470	480	477

## **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 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 enrollment. Students classified by schools as "pre-first" are included in first grade counts.



### **Average Class Size**

	2007-08	2008-09	2009-10
Common Branch	21	21	21
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

## 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.







## School ID **26-14-01-06-0004**

School PARK ROAD SCHOOL

### **Demographic Factors**

	200	7-08	2008	2008-09		2009-10	
	#	%	#	%	#	%	
Eligible for Free Lunch	4	1%	6	1%	11	3%	
Reduced-Price Lunch	2	1%	6	1%	5	1%	
Student Stability*		100%		99%		97%	
Limited English Proficient	5	1%	4	1%	3	1%	
Racial/Ethnic Origin							
American Indian or Alaska Native	0	0%	0	0%	0	0%	
Black or African American	17	4%	20	4%	19	4%	
Hispanic or Latino	13	3%	2	0%	5	1%	
Asian or Native Hawaiian/Other Pacific Islander	29	6%	28	6%	32	7%	
White	411	87%	425	89%	415	87%	
Multiracial	0	0%	5	1%	6	1%	

<sup>&</sup>lt;sup>4</sup> Available only at the school level.



### **Attendance and Suspensions**

	2006	2006-07		2007-08		2008-09	
	#	%	#	%	#	%	
Annual Attendance Rate		97%		97%	1	.00%	
Student Suspensions	0	0%	0	0%	0	0%	

## Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. Eligible for Free Lunch and Limited English Proficient counts are used to determine Similar Schools groupings within a Need/Resource Capacity category. Student Stability is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6-8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

# Attendance and Suspensions Information

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

### 

School PARK ROAD SCHOOL School ID 26-14-01-06-0004 District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Teacher Qualifications**

	2007-08	2008-09	2009-10
Total Number of Teachers	37	35	34
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	5%	3%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	11%	14%	12%
Total Number of Core Classes	43	52	37
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	1%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	87	74	83
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

## **Teacher Qualifications Information**

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles. respectively, for percentage of students eligible for a free or reduced-price lunch.

### **Teacher Turnover Rate**

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	0%	25%	25%
Turnover Rate of All Teachers	17%	14%	14%

### **Staff Counts**

	2007-08	2008-09	2009-10
Total Other Professional Staff	4	3	3
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	0	0	0
Principals	1	1	1

<sup>\*</sup> Not available at the school level.

### Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

### Staff Counts Information

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

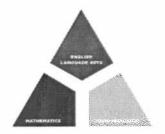


School PARK ROAD SCHOOL School ID 26-14-01-06-0004 District PITTSFORD CENTRAL SCHOOL DISTRICT

## Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2009–10, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: http://www.p12.nysed.gov/irts/accountability/



### 1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation and the performance criteria.

### **A Participation Criterion**

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2009–10 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### **B** Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2006 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

### 2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

### 3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

**Elementary/Middle-Level Science:** To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

### A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

#### **B** Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

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

School PARK ROAD SCHOOL School ID 26-14-01-06-0004 District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Useful Terms for Understanding Accountability**

#### 12th Graders

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

### 2006 Cohort

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

#### **Accountability Cohort for English and Mathematics**

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006-07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006-07 school year, who were enrolled on October 7, 2009 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2010, are not included in the 2006 school accountability cohort. The 2006 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

### Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students

### Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### **Continuous Enrollment**

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

### **Continuously Enrolled Students**

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

### Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irts.

### **Graduation Rate**

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

#### **Graduation-Rate Total Cohort**

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the SIRS Manual at http://www.p12.nysed.gov/irts/sirs/.

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

### **Limited English Proficient**

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

#### Non-Accountability Groups

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





School PARK ROAD SCHOOL School ID 26-14-01-06-0004 District PITTSFORD CENTRAL SCHOOL DISTRICT

### Useful Terms for Understanding Accountability (continued)

### **Participation**

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

### Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

100 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Continuously Enrolled Tested Students]

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

100 × [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Cohort Members]

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

#### **Progress Targets**

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

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

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

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



### Safe Harbor Targets

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

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

### Safe Harbor Qualification (\*)

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

#### State Standard

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

#### **Students with Disabilities**

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

#### **Test Performance**

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

#### Total

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

2

## **School Accountability**

School PARK ROAD SCHOOL School ID 26-14-01-06-0004 District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Understanding Your School Accountability Status**

New York State participates in the Differentiated Accountability pilot program, as approved by the United States Department of Education in January 2009. Under this program, each public school in the State is assigned an accountability "phase" (Good Standing, Improvement, Corrective Action, or Restructuring) and, for schools not in Good Standing, a "category" (Basic, Focused, or Comprehensive) for each measure for which the school is accountable. Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. Generally, the school's overall accountability status is its most advanced accountability phase and its highest category within that phase. A school in any year of the phase (that is not Good Standing) that makes AYP for the measure remains in the same phase/category the following year. An identified school that makes AYP in the identified measure for two consecutive years returns to Good Standing. Once a school is identified with a category within a phase, it cannot move to a less intensive category in the following school year within that phase.

Each school district with one or more Title I schools and each Title I charter school designated as Improvement (year 1 and year 2), Corrective Action, or Restructuring must make Supplemental Educational Services available for eligible students in the identified Title I school(s). A school district with one or more schools designated as Improvement (year 2), Corrective Action, or Restructuring must also provide Public School Choice to eligible students in identified Title I school(s). For more information on the Differentiated Accountability program and a list of interventions for schools not in Good Standing,

see http://www.p12.nysed.gov/nyc/APA/Differentiated\_Accountability/DA\_home.html.







School PARK ROAD SCHOOL School ID 26-14-01-06-0004 District PITTSFORD CENTRAL SCHOOL DISTRICT

### **Understanding Your School Accountability Status (continued)**

Phase

Phase/Category

Good Standing A school that has not been designated as Improvement, Corrective Action, or Restructuring.

**Improvement (year 1)** A school that failed to make AYP for two consecutive years on the same accountability measure; or a school that was designated as Improvement (year 1) in the current school year that made AYP for the identified measure and is in Good Standing.

**Improvement (year 2)** A school that was designated as a school in Improvement (year 1) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Improvement (year 2) in the current school year that made AYP for the identified measure.

#### Improvement/Basic:

A school that failed to make AYP in ELA and/or math for one accountability group, but made AYP for the All Students group; or a school that failed to make AYP in only science or graduation rate.

### Improvement/Focused:

A school that failed to make AYP in ELA and/or math for more than one accountability group, but made AYP for the All Students group; or a school whose worst status is Improvement/Basic for at least two measures.

#### Improvement/Comprehensive:

A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.

### Corrective Action or Restructuring/Focused:

A school that failed to make AYP in ELA and/or math for one or more accountability groups, but made AYP for the All Students group; or a school that failed to make AYP in science or graduation rate but made AYP in ELA and math.

Corrective Action or Restructuring/Comprehensive: A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group except the All Students group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.

SURR: A school that is identified for registration review (SURR) during a school year in which it is designated as a school in Improvement or Corrective Action shall, in the next school year, be designated as Restructuring (year 1)/Comprehensive.

Corrective Action (year 1) A school that was designated as a school in Improvement (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 1) in the current school year that made AYP for the identified measure.

**Corrective Action (year 2)** A school that was designated as a school in Corrective Action (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 2) in the current school year that made AYP for the identified measure.

Restructuring (year 1) A school that was designated as a school in Corrective Action (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 1) in the current school year that made AYP for the identified measure. Restructuring (year 2) A school that was designated as a school in Restructuring (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 2) in the current school year that made AYP for the identified measure. Restructuring (Advanced) A school that was designated as a school in Restructuring (year 2) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (Advanced) in the current school year that made AYP for the identified measure.

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



2

## **School Accountability**

School PARK ROAD SCHOOL School ID 26-14-01-06-0004

#### District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Summary**

Overall Accountability	In Good Standing								
Status (2010-11)	Elementar	y/Middle Level	Secondary Le	vel					
	ELA	In Good Standing	ELA						
	Math In Good Standing		Math		· • • • • • • • • • • • • • • • • • • •				
	Science	In Good Standing	Graduation Rat	е	· • • • • • • • • • • • • • • • • • • •				
Title I Part A Funding	Years th	e School Received T	itle I Part A Funding	3					
	2008-09	20	09-10	2010-11					
	NO	NO		NO					

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

	Elementary/	Middle Level		Secondary Level					
Student Groups	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate			
All Students	✓	✓	✓						
Ethnicity									
American Indian or Alaska Native						~			
Black or African American		-							
Hispanic or Latino	-								
Asian or Native Hawaiian/Other Pacific Islander									
White	<b>√</b>	√		***************************************	***************************************				
Multiracial				,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,					
Other Groups									
Students with Disabilities	-								
Limited English Proficient			•••••						
Economically Disadvantaged									
Student groups making AYP in each subject	<b>√</b> 2 of 2	<b>√</b> 2 of 2	<b>√</b> 1 of 1						

#### **AYP Status**



Made AYP Using Safe Harbor Target

Did not make AYP

 Insufficient Number of Students to Determine AYP Status



### 2

## **School Accountability**



School PARK ROAD SCHOOL School ID 26-14-01-06-0004 District PITTSFORD CENTRAL SCHOOL DISTRICT

### **Elementary/Middle-Level English Language Arts**

Accountability Status for This Subject (2010–11)		In Good Standing
Accountability Measures	2 of 2	Student groups making AYP in English language arts
	✓	Made AYP

	AYP Participation			Test Perfo	rmance	Performance Objectives			
Student Group	***************************************	Met	Percentage	Met	Performance	Effective	Safe Harbo	r Target	
(Total: Continuous Enrollment)	Status	Criterion	Tested	Criterion	Index	AMO	2009-10	2010-11	
Accountability Groups									
All Students (253:249)	<b>√</b>	<b>√</b>	100%	$\checkmark$	192	148			
Ethnicity									
American Indian or Alaska Native (0:0)			······································	***************************************					
Black or African American (11:11)				_	-	-	***************************************		
Hispanic or Latino (4:4)	-		····	-	···		***************************************	-	
Asian or Native Hawaiian/Other Pacific Islander (12:11)	_			_				_	
White (226:223)	✓	✓	100%	✓	192	148		•••••	
Multiracial (0:0)								• • • • • • • • • • • • • • • • • • • •	
Other Groups									
Students with Disabilities (23:23)	_	-	_	-	-	-			
Limited English Proficient (2:1)	-	-	_		***	-			
Economically Disadvantaged (8:7)	-	_		-					
Final AYP Determination	<b>√</b> 2 of 2								
Non-Accountability Groups									
Female (115:113)			100%		198	145			
Male (138:136)			99%		186	146			

### **Symbols**



✓ SH
 Made AYP Using Safe Harbor Target

Did not make AYP

Fewer Than 40 Total/Fewer Than 30
 Continuous Enrollment

‡ Did not qualify for Safe Harbor

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



School PARK ROAD SCHOOL School ID 26-14-01-06-0004

### District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Elementary/Middle-Level Mathematics**

Accountability Status for This Subject (2010–11)		In Good Standing	
Accountability Measures	2 of 2	Student groups making AYP in mathematics	
·	✓	Made AYP	

	AYP	Participation		Test Perfo	rmance	Performa	nce Objectiv	es
Student Group		Met	Percentage	Met	Performance	Effective	Safe Harbo	or Target
(Total: Continuous Enrollment)	Status	Criterion	Tested	Criterion	Index	AMO	2009-10	2010-11
Accountability Groups								
All Students (253:250)	✓	✓	100%	✓	198	128		
Ethnicity								
American Indian or Alaska Native (0:0)			************	*****				
Black or African American (11:11)	_	_		-				
Hispanic or Latino (4:4)	_	_		,				
Asian or Native Hawaiian/Other Pacific Islander (12:12)	_	_	-	-	-	-	,	~
White (226:223)	✓	✓	100%	✓	197	128		
Multiracial (0:0)								
Other Groups				·				······
Students with Disabilities (23:23)	_	_	-	_	<del>-</del>			
Limited English Proficient (2:2)	-	_	-	-		-		
Economically Disadvantaged (8:7)	-	-	_	_	-	-		
Final AYP Determination	<b>√</b> 2 of :	2						
Non-Accountability Groups								
Female (115:113)			100%		198	125	******	
Male (138:137)			100%		197	126		
Migrant (0:0)								

#### **Symbols**

✓ Made AYP

✓ Made AYP Using Safe Harbor Target

Did not make AYP

Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

# Did not qualify for Safe Harbor

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



### 2

## **School Accountability**



School PARK ROAD SCHOOL School ID 26-14-01-06-0004 District PITTSFORD CENTRAL SCHOOL DISTRICT

### **Elementary/Middle-Level Science**

	✓	Made AYP
Accountability Measures	1 of 1	Student groups making AYP in science
for This Subject (2010–11)		
Accountability Status		In Good Standing

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

	AYP		Participat	ion	Test Perfo	rmance	Performance Objectives		
Student Group (Total: Continuous Enrollment)	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress 2009–10	
Accountability Groups									
All Students (76:75)	<b>√</b>	Qualified	<b>√</b>	100%	<b>√</b>	196	100		
Ethnicity								***************************************	
American Indian or Alaska Native (0:0)					,				
Black or African American (4:4)		_	-	-	-	_	-		_
Hispanic or Latino (1:1)		-	_	-	_	-	-		-
Asian or Native Hawaiian/Other Pacific Islander (1:1)				;	-	-		**********	-
White (70:69)		Qualified	✓	100%	<b>√</b>	196	100		
Multiracial (0:0)		* * * * * * * * * * * * * * * * * * * *			***************	***************************************			
Other Groups									
Students with Disabilities (6:6) Limited English Proficient (0:0)		-	-			****	-		
Economically Disadvantaged (2:2)		_			-	-	-		-
Final AYP Determination	<b>√</b> 1	of 1							
Non-Accountability Groups								***************************************	
Female (38:37)				<del>-</del>		200	100		
Male (38:38)	• • • • • • • • • • • • • • • • • • • •	* * * * * * * * * * * * * * * * * * * *		-	****************	192	100		***********
Migrant (0:0)		• • • • • • • • • • • • • • • • • • • •			****************				

### Symbols



Made AYP

Did not make AYP

Fewer Than 40 Total/Fewer Than 30
 Continuous Enrollment

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



School PARK ROAD SCHOOL School ID 26-14-01-06-0004

## Summary of 2009-10 School Performance

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

	•	scored at or above Level 3						
English Language Arts	0%	50%	100%					
Grade 3	78%		82					
Grade 4	80%		<b>1</b> 75					
Grade 5	87%		93					
Mathematics								
Grade 3	90%		82					
Grade 4	87%		75					
Grade 5	98%		94					
Science								
Grade 4	99%		75					

District PITTSFORD CENTRAL SCHOOL DISTRICT

### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

### Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

#### Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

### Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

## How are Need/Resource Capacity (N/RC) categories determined?

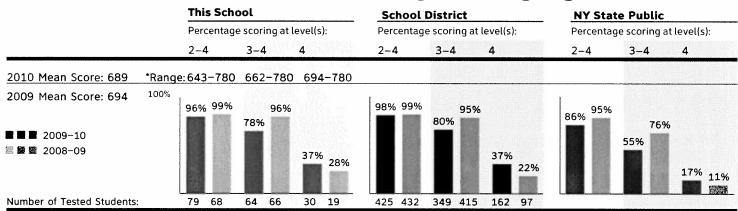
Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the Report to the Governor and the Legislature on the Educational Status of the State's Schools at www.p12.nysed.gov/irts.

In this section, this school's performance is compared with that of the school district and public schools Statewide.

School PARK ROAD SCHOOL
School ID 26-14-01-06-0004

District PITTSFORD CENTRAL SCHOOL DISTRICT

### This School's Results in Grade 3 English Language Arts



Results by	2009-10	School Yea	r			2008-09 School Year			
Student Group	Total	Percentag	Percentage scoring at level(s):			Total	Percentag	je scoring a	t level(s):
	Tested	2-4	3-4	4		Tested	2-4	3-4	4
All Students	82	96%	78%	37%	i Bili	69	99%	96%	28%
Female	32	97%	88%	50%	a 3	33	100%	100%	30%
Male	50	96%	72%	28%	EI	36	97%	92%	25%
American Indian or Alaska Native				15			+1-15-12		
Black or African American	2	YH	-	- 1 57 <del>.</del>		4	1335 <del>-</del> 1	Mar	<del>-</del>
Hispanic or Latino	2	-	_			***************************************			
Asian or Native Hawaiian/Other Pacific Islander	4	7 <u>1</u>	<del>-</del>	_	56	3	-	-	-
White	74	96%	80%	38%	1	60	98%	97%	28%
Multiracial		41113		50	472	2	) <del>-</del>	-	7 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 -
Small Group Totals	8	100%	63%	25%		9	100%	89%	22%
General-Education Students	74	99%	82%	41%	31/1	65			
Students with Disabilities	8	75%	38%	0%	i (eg	4	-		<del>-</del> 3
English Proficient	81		74'gi 1 <u>-</u> 4	5-1-())) <del>(</del>		68	-7		h ii
Limited English Proficient	1	Mac-		_		1	-		<del>-</del>
Economically Disadvantaged	3		ettelet – e		A .	4			-
Not Disadvantaged	79	_	***** <b>-</b> -	_		65			<del>-</del>
Migrant		22	1, 1 d 24	skryih	330.				
Not Migrant	82	96%	78%	37%		69	99%	96%	28%

#### NOTES

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

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

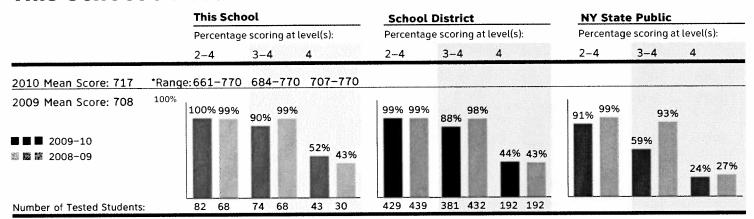
Other	2009-10	School Year	•		2008-09 School Year			
Assessments	Total	Number sc	Number scoring at level(s):			Number scoring at level(s):		
Assessments	Tested	2-4 3-4 4		Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				1		_	Name.
New York State English as a Second Language Achievement Test (NYSESLAT)t: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

School PARK ROAD SCHOOL School ID 26-14-01-06-0004

#### District PITTSFORD CENTRAL SCHOOL DISTRICT

### This School's Results in Grade 3 Mathematics



Results by	2009-10	School Yea	r		2008-09 School Year			
•	Total	Percentag	e scoring at	level(s):	Total	Percentag	e scoring a	t level(s):
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4
All Students	82	100%	90%	52%	69	99%	99%	43%
Female	32	100%	91%	50%	33	100%	100%	42%
Male	50	100%	90%	54%	36	97%	97%	44%
American Indian or Alaska Native		<b>医里</b> 斯						
Black or African American	2	_		_	4	-	-	-
Hispanic or Latino	2		-					
Asian or Native Hawaiian/Other Pacific Islander	- 4		-1	_	3		_	-
White	74	100%	91%	51%	60	98%	98%	43%
Multiracial					2			_
Small Group Totals	8	100%	88%	63%	9	100%	100%	44%
General-Education Students	74	100%	95%	58%	65		_	-
Students with Disabilities	8	100%	50%	0%	4			
English Proficient	81	- 1	_	_	68			_
Limited English Proficient	1	( - ( ) - ( )			1	_		
Economically Disadvantaged	3			_	4			<del>-</del>
Not Disadvantaged	79	<u> </u>	7,1 KL-1		65	_		
Migrant								
Not Migrant	82	100%	90%	52%	69	99%	99%	43%

#### NOTES

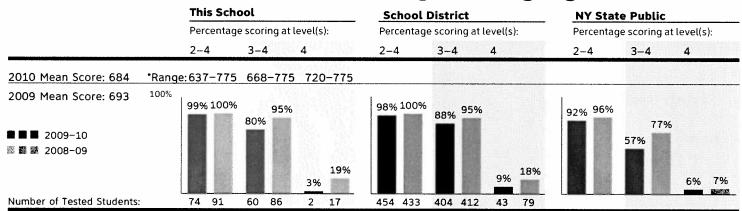
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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

Other Assessments	2009-10	School Year	<b>.</b>	2008–09 School Year				
	Total	Number sc	oring at level	l(s):	Total	Number scoring at level(s):		
Assessments	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				1	W	: - <u>I</u>	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\

School PARK ROAD SCHOOL School ID 26-14-01-06-0004 District PITTSFORD CENTRAL SCHOOL DISTRICT

### This School's Results in Grade 4 English Language Arts



Results by	2009-10	School Yea	r		2008-09	2008-09 School Year			
Student Group	Total	Percentag	e scoring at	level(s):	 Total	Percentag	Percentage scoring at level(s):		
Student Oroup	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students	75	99%	80%	3%	91	100%	95%	19%	
Female	38	100%	87%	3%	43	100%	100%	23%	
Male	37	97%	73%	3%	48	100%	90%	15%	
American Indian or Alaska Native		HEET	velvino.					als Tillhos	
Black or African American	4	388 <b>-</b>	- 1	<u>- 12</u>	5	100%	100%	0%	
Hispanic or Latino	1	- i	_	_					
Asian or Native Hawaiian/Other Pacific Islander	1	-	_	_	6	100%	100%	33%	
White	69	99%	81%	3%	80	100%	94%	19%	
Multiracial		751 3				***************	925	15 = 76 % 1	
Small Group Totals	6	100%	67%	0%		************	* * * * * * * * * * * * * * * * * * * *		
General-Education Students	70	100%	83%	3%	84	100%	100%	20%	
Students with Disabilities	5	80%	40%	0%	7	100%	29%	0%	
English Proficient	75	99%	80%	3%	90	75	17 <sub>12</sub> - 1		
Limited English Proficient	••••••	14.5			1	-			
Economically Disadvantaged	2	_		-	4	_	-317-77	353 <u>-</u> 557	
Not Disadvantaged	73	_	_	- 3	87	*************	-	-	
Migrant		<u>Pinta</u>			N.			<u> </u>	
Not Migrant	75	99%	80%	3%	91	100%	95%	19%	

#### NOTE:

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

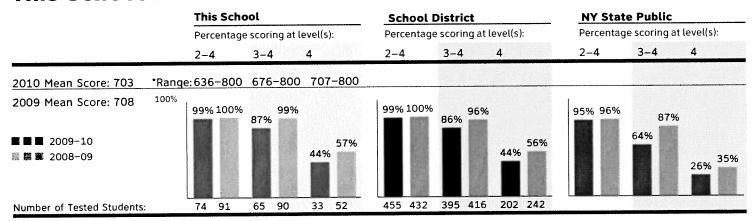
\* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 Accountability and Overview Reports

Other	2009-10	School Year			2008-09 School Year			
Assessments	Total	Number scoring at level(s):		Total	Number scoring at level(s):			
Assessments	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment NYSAA): Grade 4 Equivalent	1	-		<u> </u>	1	_		_
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

School PARK ROAD SCHOOL School ID 26-14-01-06-0004

#### District PITTSFORD CENTRAL SCHOOL DISTRICT

### This School's Results in Grade 4 Mathematics



Results by	2009-10	School Yea	r		2008-09 School Year			
•	Total	Percentage	e scoring at	level(s):	Total	Percentag	e scoring a	t level(s):
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4
All Students	75	99%	87%	44%	91	100%	99%	57%
Female	38	100%	84%	39%	43	100%	100%	56%
Male	37	97%	89%	49%	48	100%	98%	58%
American Indian or Alaska Native								
Black or African American	4		<del>-</del> -	-	5	100%	100%	100%
Hispanic or Latino	1	1145 <del>-</del> 3		411 - 113	Ņ.			
Asian or Native Hawaiian/Other Pacific Islander	1	- i		- · · · · ·	6	100%	100%	83%
White	69	99%	88%	46%	80	100%	99%	53%
Multiracial								
Small Group Totals	6	100%	67%	17%	Ž.			
General-Education Students	70	100%	91%	46%	84	100%	100%	62%
Students with Disabilities	5	80%	20%	20%	7	100%	86%	0%
English Proficient	75	99%	87%	44%	90			_
Limited English Proficient					11	-		
Economically Disadvantaged	2	<u> </u>		-	4			
Not Disadvantaged	73	1188 <b>–</b> 1			87	166		
Migrant								
Not Migrant	75	99%	87%	44%	91	100%	99%	57%

#### NOTES

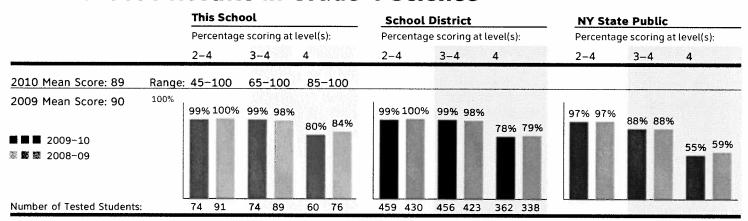
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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

Other	2009-10	School Year			2008-09 School Year			
Assessments	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	4 - 4	, d <sup>2</sup> ).	-	1			å,£

School PARK ROAD SCHOOL School ID 26-14-01-06-0004 District PITTSFORD CENTRAL SCHOOL DISTRICT

### This School's Results in Grade 4 Science



Results by	2009-10	School Yea	r			2008-09 School Year			
Student Group	Total	Percentag	e scoring at	t level(s):	BÅ.	Total	Percentag	e scoring a	t level(s):
	Tested	2-4	3-4	4		Tested	2-4	3-4	4
All Students	75	99%	99%	80%		91	100%	98%	84%
Female	38	100%	100%	76%		43	100%	100%	88%
Male	37	97%	97%	84%		48	100%	96%	79%
American Indian or Alaska Native		71.56		45t - You	ī.			7.41年7.25	
Black or African American	4	-	-	- 1		5	100%	100%	60%
Hispanic or Latino	1	-	-			**************			
Asian or Native Hawaiian/Other Pacific Islander	1	-		31863) <del>-</del>		6	100%	100%	100%
White	69	99%	99%	83%		80	100%	98%	84%
Multiracial		The state of						466	
Small Group Totals	6	100%	100%	50%					
General-Education Students	70	100%	100%	84%	18F	84	100%	100%	90%
Students with Disabilities	5	80%	80%	20%		7	100%	71%	0%
English Proficient	75	99%	99%	80%		90	717_1	9437.5 <b>-</b> 5.	· 57.154 . 84
Limited English Proficient			-3-5			1		-	
Economically Disadvantaged	2	148141	_ =			4	:188 <del>-</del> 1		81 V. 441
Not Disadvantaged	73	_		_		87		_	_
Migrant			######################################	87-57	W		11-, 17-12		
Not Migrant	75	99%	99%	80%		91	100%	98%	84%

#### NOTE:

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.

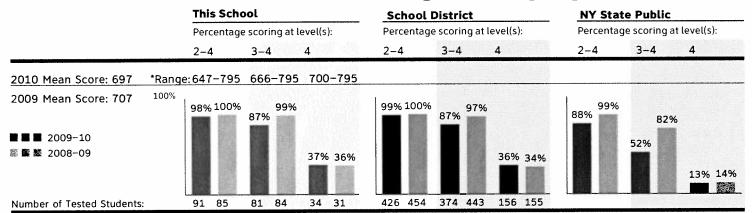
Other	2009-10	School Year			2008-09 School Year			
Assessments	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment	1			.44	-			
(NYSAA): Grade 4 Equivalent	1	W.	-	T-12-4	1	_	-	-

School PARK ROAD SCHOOL School ID 26-14-01-06-0004

#### District PITTSFORD CENTRAL SCHOOL DISTRICT



### This School's Results in Grade 5 English Language Arts



Results by	2009-10	School Yea	r		2008-09 School Year			
<u>.</u>	Total	Percentag	e scoring at	: level(s):	Total	Percentag	e scoring a	t level(s):
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4
All Students	93	98%	87%	37%	85	100%	99%	36%
Female	44	100%	95%	41%	47	100%	98%	36%
Male	49	96%	80%	33%	38	100%	100%	37%
American Indian or Alaska Native								
Black or African American	5	- ( ) <del>-</del> ( )	_	-	3	-	_	-
Hispanic or Latino	1	12 (il <del>-</del> 0		57.533. <del>-</del> 34.4				
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	67%	5	<u> </u>	-	-
White	81	98%	88%	36%	77	100%	99%	38%
Multiracial					Ĕ			
Small Group Totals	6	100%	67%	17%	8	100%	100%	25%
General-Education Students	85	100%	94%	40%	78	100%	100%	40%
Students with Disabilities	8	75%	13%	0%	7	100%	86%	0%
English Proficient	93	98%	87%	37%	85	100%	99%	36%
Limited English Proficient		34 16						
Economically Disadvantaged	3	-	<u>-</u> -	-				
Not Disadvantaged	90	1=99=10	-		85	100%	99%	36%
Migrant		<u> </u>						
Not Migrant	93	98%	87%	37%	85	100%	99%	36%

#### NOTES

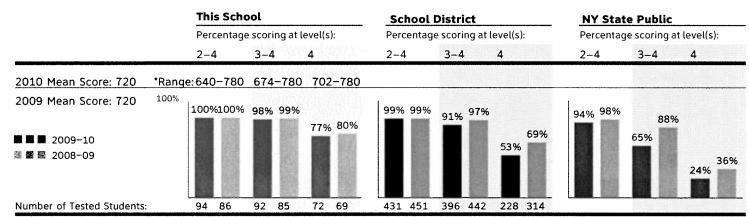
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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

Other		School Year				2008-09 School Year			
Assessments	Total	Number scoring at level(s):			Total	Number scoring at level(s):			
Assessifients	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	1	_	- 42	-6	3	135.1	\$5	\$ <b>-</b> \$50	
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		1-4,		
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

School PARK ROAD SCHOOL School ID 26-14-01-06-0004 District PITTSFORD CENTRAL SCHOOL DISTRICT

### This School's Results in Grade 5 Mathematics



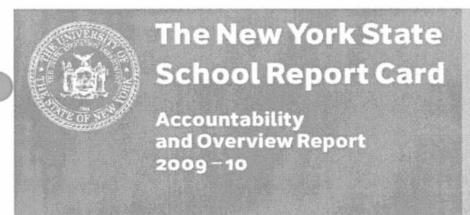
Results by	2009-10	School Yea	ır		2008-09	2008-09 School Year			
Student Group	Total	Percentag	e scoring a	t level(s):	Total	Percentag	ge scoring a	t level(s):	
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students	94	100%	98%	77%	86	100%	99%	80%	
Female	44	100%	100%	82%	48	100%	100%	79%	
Male	50	100%	96%	72%	38	100%	97%	82%	
American Indian or Alaska Native			- 42						
Black or African American	5			<del>-</del>	<u>3</u>	-	- 1	- 3 A.	
Hispanic or Latino	1	7 J.		723.XX <b>-</b> 33	<u> </u>		A 7	H. 23.523	
Asian or Native Hawaiian/Other Pacific Islander	r 7	100%	100%	100%	5	√22 <del>1 -</del> 2	E 5-4 -		
White	81	100%	98%	75%	78	100%	99%	81%	
Multiracial			6,52	- 1		-170			
Small Group Totals	6	100%	100%	67%	8	100%	100%	75%	
General-Education Students	86	100%	100%	84%	79	100%	99%	84%	
Students with Disabilities	8	100%	75%	0%	31 7	100%	100%	43%	
English Proficient	93	7/637 <u>-</u> 5			86	100%	99%	80%	
Limited English Proficient	1	_	<u> </u>	a 1991 – 19	le):	10,2237		9-17 R	
Economically Disadvantaged	3	X11.		A.Try					
Not Disadvantaged	91	### <b>_</b>	-	(i)	86	100%	99%	80%	
Migrant				(5)4-1		25.25			
Not Migrant	94	100%	98%	77%	86	100%	99%	80%	

#### NOTE

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

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

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



School PITTSFORD-MENDON HIGH SCHOOL
District PITTSFORD CENTRAL SCHOOL
DISTRICT
School ID 26-14-01-06-0010
Principal KARL THIELKING
Telephone (585) 267-1602
Grades 9-12

### This School's Report Card

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

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

### Use this report to:



### Get School Profile information.

This section shows comprehensive data relevant to this school's learning environment.

## **2** Review School Accountability Status.

This section indicates whether a school made adequate yearly progress (AYP) and identifies the school's accountability status.

## **3** Review an Overview of School Performance.

This section has information about the school's performance on state assessments in English, mathematics, and science.

### For more information:

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

### 

School PITTSFORD-MENDON HIGH SCHOOL School ID 26-14-01-06-0010

District PITTSFORD CENTRAL SCHOOL DISTRICT



### **School Profile**

This section shows comprehensive data relevant to this school's learning environment, including information about enrollment, average class size, and teacher qualifications.

### **Enrollment**

	2007-08	2008-09	2009-10
Pre-K	0	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	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	243	251	258
Grade 10	273	240	248
Grade 11	224	277	248
Grade 12	252	223	269
Ungraded Secondary	0	0	0
Total K-12	992	991	1023

## 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 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 enrollment. Students classified by schools as "pre-first" are included in first grade counts.



### **Average Class Size**

	2007-08	2008-09	2009-10	
Common Branch				
Grade 8				
English				
Mathematics				
Science	,			
Social Studies	+			
Grade 10				
English	21	20	20	
Mathematics	23	21	21	
Science	17	16	16	
Social Studies	22	20	20	
	·····			

## 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.



School PITTSFORD-MENDON HIGH SCHOOL





### **Demographic Factors**

School ID 26-14-01-06-0010

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	18	2%	2	0%	20	2%
Reduced-Price Lunch	7	1%	16	2%	6	1%
Student Stability*	99%		100%		100%	
Limited English Proficient	1	0%	0	0%	1	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	26	3%	31	3%	32	3%
Hispanic or Latino	10	1%	13	1%	15	1%
Asian or Native Hawaiian/Other Pacific Islander	54	5%	66	7%	76	7%
White	902	91%	881	89%	898	88%
Multiracial	0	0%	0	0%	2	0%

<sup>\*</sup> Available only at the school level.



### **Attendance and Suspensions**

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate	99%			96%		98%
Student Suspensions	19	2%	4	0%	10	1%

## Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. Eligible for Free Lunch and Limited English Proficient counts are used to determine Similar Schools groupings within a Need/Resource Capacity category. Student Stability is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6-8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

# Attendance and Suspensions Information

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

School PITTSFORD-MENDON HIGH SCHOOL School ID 26-14-01-06-0010

District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Teacher Qualifications**

	2007-08	2008-09	2009-10
Total Number of Teachers	82	79	79
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	2%	3%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	16%	16%	16%
Total Number of Core Classes	259	261	263
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	1%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	393	381	379
Percent Taught by Teachers Without Appropriate Certification	1%	0%	0%

## Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

### **Teacher Turnover Rate**

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	14%	0%	33%
Turnover Rate of All Teachers	9%	12%	8%

### **Staff Counts**

	2007-08	2008-09	2009-10
Total Other Professional Staff	8	5	7
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	2	2	2
Principals	1	1	1

<sup>\*</sup> Not available at the school level.

## **Teacher Turnover Rate Information**

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

## Staff Counts Information

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



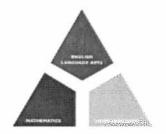
School PITTSFORD-MENDON HIGH SCHOOL School ID 26-14-01-06-0010

District PITTSFORD CENTRAL SCHOOL DISTRICT

## Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2009–10, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: http://www.p12.nysed.gov/irts/accountability/



### 1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation and the performance criteria.

#### **A Participation Criterion**

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2009–10 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### **B** Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2006 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

### 2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

#### 3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

**Elementary/Middle-Level Science:** To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

#### A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

### **B** Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

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

School PITTSFORD-MENDON HIGH SCHOOL School ID 26-14-01-06-0010

District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Useful Terms for Understanding Accountability**

#### 12th Graders

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

#### 2006 Cohort

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

#### **Accountability Cohort for English and Mathematics**

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006-07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006-07 school year, who were enrolled on October 7, 2009 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2010, are not included in the 2006 school accountability cohort. The 2006 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

### Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

### **Annual Measurable Objective (AMO)**

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### **Continuous Enrollment**

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

### **Continuously Enrolled Students**

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

### Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irts.

### **Graduation Rate**

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

### **Graduation-Rate Total Cohort**

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the SIRS Manual at http://www.p12.nysed.gov/irts/sirs/.

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

### **Limited English Proficient**

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

### **Non-Accountability Groups**

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





School PITTSFORD-MENDON HIGH SCHOOL School ID 26-14-01-06-0010

District PITTSFORD CENTRAL SCHOOL DISTRICT

## Useful Terms for Understanding Accountability (continued)

### **Participation**

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

### Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

100 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Continuously Enrolled Tested Students]

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

100 × [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Cohort Members]

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

### **Progress Targets**

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

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

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

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



### Safe Harbor Targets

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

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

### Safe Harbor Qualification (\*)

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

#### State Standard

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

### **Students with Disabilities**

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

### **Test Performance**

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

#### Total

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

School PITTSFORD-MENDON HIGH SCHOOL School ID 26-14-01-06-0010

### District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Understanding Your School Accountability Status**

New York State participates in the Differentiated Accountability pilot program, as approved by the United States Department of Education in January 2009. Under this program, each public school in the State is assigned an accountability "phase" (Good Standing, Improvement, Corrective Action, or Restructuring) and, for schools not in Good Standing, a "category" (Basic, Focused, or Comprehensive) for each measure for which the school is accountable. Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. Generally, the school's overall accountability status is its most advanced accountability phase and its highest category within that phase. A school in any year of the phase (that is not Good Standing) that makes AYP for the measure remains in the same phase/category the following year. An identified school that makes AYP in the identified measure for two consecutive years returns to Good Standing. Once a school is identified with a category within a phase, it cannot move to a less intensive category in the following school year within that phase.

Each school district with one or more Title I schools and each Title I charter school designated as Improvement (year 1 and year 2), Corrective Action, or Restructuring must make Supplemental Educational Services available for eligible students in the identified Title I school(s). A school district with one or more schools designated as Improvement (year 2), Corrective Action, or Restructuring must also provide Public School Choice to eligible students in identified Title I school(s). For more information on the Differentiated Accountability program and a list of interventions for schools not in Good Standing,

 $see \ http://www.p12.nysed.gov/nyc/APA/Differentiated\_Accountability/DA\_home.html.$ 







School PITTSFORD-MENDON HIGH SCHOOL School ID 26-14-01-06-0010

District PITTSFORD CENTRAL SCHOOL DISTRICT

## **Understanding Your School Accountability Status (continued)**

Phase

Phase/Category

Good Standing A school that has not been designated as Improvement, Corrective Action, or Restructuring.

**Improvement (year 1)** A school that failed to make AYP for two consecutive years on the same accountability measure; or a school that was designated as Improvement (year 1) in the current school year that made AYP for the identified measure and is in Good Standing.

**Improvement (year 2)** A school that was designated as a school in Improvement (year 1) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Improvement (year 2) in the current school year that made AYP for the identified measure.

### Improvement/Basic:

A school that failed to make AYP in ELA and/or math for one accountability group, but made AYP for the All Students group; or a school that failed to make AYP in only science or graduation rate.

### Improvement/Focused:

A school that failed to make AYP in ELA and/or math for more than one accountability group, but made AYP for the All Students group; or a school whose worst status is Improvement/Basic for at least two measures.

### Improvement/Comprehensive:

A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.

# Corrective Action (year 1) A school that was designated as a school in Improvement (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 1) in the current school year that made AYP for the identified measure.

Corrective Action (year 2) A school that was designated as a school in Corrective Action (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 2) in the current school year that made AYP for the identified measure.

Restructuring (year 1) A school that was designated as a school in Corrective Action (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 1) in the current school year that made AYP for the identified measure.

Restructuring (year 2) A school that was designated as a school in Restructuring (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 2) in the current school year that made AYP for the identified measure.

Restructuring (Advanced) A school that was designated as a school in Restructuring (year 2) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (Advanced) in the current school year that made AYP for the

### **Corrective Action or Restructuring/Focused:**

A school that failed to make AYP in ELA and/or math for one or more accountability groups, but made AYP for the All Students group; or a school that failed to make AYP in science or graduation rate but made AYP in ELA and math.

Corrective Action or Restructuring/Comprehensive: A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group except the All Students group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.

**SURR:** A school that is identified for registration review (SURR) during a school year in which it is designated as a school in Improvement or Corrective Action shall, in the next school year, be designated as **Restructuring (year 1)/Comprehensive.** 

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



identified measure.

School PITTSFORD-MENDON HIGH SCHOOL School ID 26-14-01-06-0010

### District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Summary**

Overall Accountability	In Good Standing										
Status (2010-11)	Elementary/Middle Level	Secondary Level									
	ELA	ELA	In Good Standing								
	Math	Math	In Good Standing								
	Science	Graduation Rate	In Good Standing								
Title I Part A Funding	Years the School Recei	ved Title I Part A Funding									
	2008-09	2009–10	2010-11								
	NO	NO	NO								

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

	Elementary/M	iddle Level		Secondary Le	evel	
Student Groups	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students				✓	✓	✓
Ethnicity		21.011100000000000000000000000000000000				•
American Indian or Alaska Native						
Black or African American				-	_	
Hispanic or Latino					_	
Asian or Native Hawaiian/Other Pac Islander	cific			-	_	
White				✓	<b>✓</b>	
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient	•••••					
Economically Disadvantaged	•••••			_	_	
Student groups making AYP in each subject				<b>√</b> 2 of 2	<b>√</b> 2 of 2	<b>√</b> 1 of 1

### **AYP Status**



✓ SH Made AYP Using Safe Harbor Target

Did not make AYP

 Insufficient Number of Students to Determine AYP Status



### 2

## **School Accountability**



District PITTSFORD CENTRAL SCHOOL DISTRICT

## **Secondary-Level English Language Arts**

Accountability Status for This Subject (2010–11)		In Good Standing
<b>Accountability Measures</b>	2 of 2	Student groups making AYP in English language arts
	✓	Made AYP

	AYP	Participat	ion	Test Perfo	rmance	Performance Objectives			
Student Group (12th Graders: 2006 Cohort)	Status	Met	Percentage	Met	Performance	Effective	Safe Harbo	or Target	
		Criterion	Tested	Criterion	Index	AMO	2009-10	2010-11	
Accountability Groups									
All Students (266:263)	✓	✓	100%	✓	200	170			
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (6:6)		_	_			-		_	
Hispanic or Latino (4:4)	_	-		_	_	_			
Asian or Native Hawaiian/Other Pacific Islander (23:23)	-	_	-	-	-	-		-	
White (233:230)	✓	✓	100%	<b>√</b>	200	170	**************	***************	
Multiracial (0:0)			****************		**************	• • • • • • • • • • • • • • • • • • • •		******************	
Other Groups									
Students with Disabilities (15:14)		_		_					
Limited English Proficient (0:0)									
Economically Disadvantaged (4:4)			-			want		-	
Final AYP Determination	<b>√</b> 2 of 2	2							
Non-Accountability Groups									
Female (125:125)			100%		199	168			
Male (141:138)			100%		200	168		***************************************	
Migrant (0:0)					**************			• • • • • • • • • • • • • • • • • • • •	

### **Symbols**

✓ Made AYP

 $ightharpoonup^{
m SH}$  Made AYP Using Safe Harbor Target

Did not make AYP

Fewer Than 40 12<sup>th</sup> Graders/
 Fewer Than 30 Cohort

‡ Did not qualify for Safe Harbor

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



School PITTSFORD-MENDON HIGH SCHOOL School ID 26-14-01-06-0010

#### District PITTSFORD CENTRAL SCHOOL DISTRICT



## **Secondary-Level Mathematics**

How did students in each accountability group perform on

Accountability Status for This Subject (2010–11)		In Good Standing
Accountability Measures	2 of 2	Student groups making AYP in mathematics
•	✓	Made AYP

	AYP	Participati	ion	Test Perfo	rmance	Performance Objectives			
Student Group		Met	Percentage	Met	Performance	Effective	Safe Harbor Target		
(12th Graders: 2006 Cohort)	Status	Criterion	Criterion Tested	Criterion	Index	AMO	2009-10	2010-11	
Accountability Groups									
All Students (266:263)	✓	✓	99%	✓	197	166			
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (6:6)	-		-	-		-		-	
Hispanic or Latino (4:4)	_	_		-	_	_			
Asian or Native Hawaiian/Other Pacific Islander (23:23)	-		_	-					
White (233:230)	✓	✓	99%	✓	197	166			
Multiracial (0:0)				,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,					
Other Groups									
Students with Disabilities (15:14)	-	_	_	***	<del>-</del>	<del>-</del>		_	
imited English Proficient (0:0)									
Economically Disadvantaged (4:4)	-	_		_		-		_	
Final AYP Determination	<b>√</b> 2 of 2						,		

99%

99%

### Symbols

✓ Made AYP

Female (125:125)

Male (141:138) Migrant (0:0)

✓ SH Made AYP Using Safe Harbor Target

Did not make AYP

Fewer Than 40 12<sup>th</sup> Graders/
 Fewer Than 30 Cohort

Did not qualify for Safe Harbor

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

197

197

164

164



### 2

## **School Accountability**



School PITTSFORD-MENDON HIGH SCHOOL School ID 26-14-01-06-0010

### District PITTSFORD CENTRAL SCHOOL DISTRICT

### **Graduation Rate**

Accountability Status for This Indicator (2010–11)		In Good Standing	
Accountability Measures	1 of 1	Student groups making AYP in graduation rate	
-	✓	Made AYP	

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

Graduatio	on	Objectives			
	Met	Graduation	State	Prog	ress Target
AYP	Criterion	Rate	Standard	2009-10	2010-11
✓	✓	98%	80%		
	_		-		
			***************************************		
********	-	-			
	✓	98%	80%		
*****************					
		-	-		
*************************	*****	••••••			*** ***********************************
***************	-		-		
<b>√</b> 1 of 1					
		99%	80%		
***************************************		96%	80%		
***************					
	AYP	AYP Criterion	Met Graduation Rate  ✓ 98%  ✓ 98%  ✓ 98%	Met Graduation State Standard  ✓ 98% 80%  — — — — — — — — — — — — — — — — — — —	Met Criterion       Graduation Rate       State Standard       Programment Programment         ✓       98%       80%         —       —       —         —       —       —         ✓       98%       80%

#### Symbols



Did not make AYP

Fewer than 30 Graduation-Rate
 Total Cohort

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



### **Aspirational Goal**

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this school is **98%** and, therefore, this school *did* meet this goal. The aspirational goal does not impact accountability.

School PITTSFORD-MENDON HIGH SCHOOL School ID 26-14-01-06-0010

## Summary of 2009-10 School Performance

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

	_	Percentage of students that scored at or above Level 3					
Secondary Level	0%	50%	100%				
English	100%		267				
Mathematics	98%		267				

District PITTSFORD CENTRAL SCHOOL DISTRICT

### About the Performance Level Descriptors

### Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

### Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

### Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

### Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

## How are Need/Resource Capacity (N/RC) categories determined?

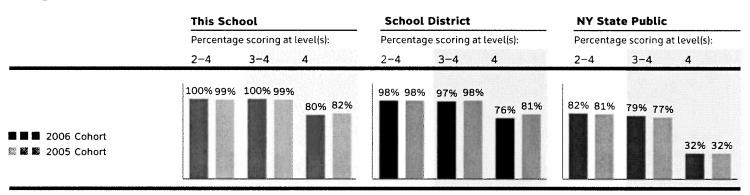
Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the Report to the Governor and the Legislature on the Educational Status of the State's Schools at www.p12.nysed.gov/irts.

In this section, this school's performance is compared with that of the school district and public schools Statewide.

School PITTSFORD-MENDON HIGH SCHOOL School ID 26-14-01-06-0010

District PITTSFORD CENTRAL SCHOOL DISTRICT

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



Results by	2006 Coho	rt		2005 Coho	2005 Cohort**				
	Number	Percentage scoring at level(s):			Number	Percentag	Percentage scoring at level(s):		
Student Group	of Students	2-4	3-4	4	of Students	2-4	3-4	4	
All Students	267	100%	100%	80%	224	99%	99%	82%	
Female	127	100%	99%	87%	118	99%	99%	90%	
Male	140	100%	100%	74%	106	98%	98%	74%	
American Indian or Alaska Native				an Van Van		i de estile	- 43343		
Black or African American	6	33.5. <del>-</del>		-	8	100%	100%	50%	
Hispanic or Latino	4	_		<del>-</del>				-4	
Asian or Native Hawaiian/Other Pacific Islander	23	100%	100%	91%	11	100%	100%	91%	
White	234	100%	100%	81%	205	99%	99%	83%	
Multiracial		968	371			18-32-			
Small Group Totals	10	100%	100%	40%					
General-Education Students	253	100%	100%	84%	214	99%	99%	86%	
Students with Disabilities	14	100%	93%	7%	10	100%	100%	0%	
English Proficient	267	100%	100%	80%	224	99%	99%	82%	
Limited English Proficient									
Economically Disadvantaged	4				6	100%	100%	17%	
Not Disadvantaged	263		_	_	218	99%	99%	84%	
Migrant						Arthred:	4 K		
Not Migrant	267	100%	100%	80%	224	99%	99%	82%	
		***************************************							

#### 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.

<sup>\*</sup> A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

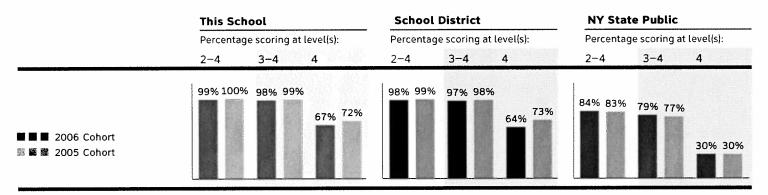
<sup>\*\* 2005</sup> cohort data are those reported in the 2008–09 Accountability and Overview Report.

School PITTSFORD-MENDON HIGH SCHOOL School ID 26-14-01-06-0010

District PITTSFORD CENTRAL SCHOOL DISTRICT



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



Results by	2006 Cohor	t		2005 Cohoi	rt**			
	Number	Percentage scoring at level(s):			Number	Percentage scoring at level(s):		
Student Group	of Students	2-4 3-4		4	of Students	2-4	3-4	4
All Students	267	99%	98%	67%	224	100%	99%	72%
Female	127	99%	98%	60%	118	100%	98%	73%
Male	140	99%	99%	74%	106	99%	99%	71%
American Indian or Alaska Native					Ų			
Black or African American	6	- 1	_	_	8	100%	88%	25%
Hispanic or Latino	4	8 L-8		-	1			
Asian or Native Hawaiian/Other Pacific Islander	23	100%	100%	83%	11	100%	100%	73%
White	234	99%	98%	68%	205	100%	99%	74%
Multiracial					£1			
Small Group Totals	10	90%	90%	20%				Mayho 48
General-Education Students	253	99%	98%	71%	214	100%	99%	74%
Students with Disabilities	14	100%	93%	7%	10	100%	100%	30%
English Proficient	267	99%	98%	67%	224	100%	99%	72%
Limited English Proficient		4- 6						
Economically Disadvantaged	4	<u>-</u>	- 188		6	100%	100%	17%
Not Disadvantaged	263	_			218	100%	99%	73%
Migrant								
Not Migrant	267	99%	98%	67%	224	100%	99%	72%

#### 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.

<sup>\*</sup> A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

<sup>\*\* 2005</sup> cohort data are those reported in the 2008–09 Accountability and Overview Report.



# The New York State School Report Card

Comprehensive Information Report 2009 – 10 School PITTSFORD-MENDON HIGH SCHOOL
District PITTSFORD CENTRAL SCHOOL
DISTRICT
School ID 26-14-01-06-0010
Principal KARL THIELKING
Telephone (585) 267-1602
Grades 9-12

### **Regents Exams**

Regents Exams		All Stu	dents			Genera	al-Educat	ion Stud	ents	Students with Disabilities			
		Total	Percentag	ge of studer	nts	Total	Percentag	ge of studer	nts	Total	Percentag	ge of stude	nts
		Tested	sted scoring at or above:		Tested	scoring at	or above:		Tested	scoring at	t or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	<b>2009-1</b> 0	246	100%	100%	86%	223	100%	100%	92%	23	100%	96%	30%
	2008-09	26 <b>8</b>	100%	99%	79%	249	100%	100%	84%	19	100%	84%	16%
	2007-08	217	100%	100%	82%	203	100%	100%	87%	14	100%	100%	14%
Mathematics B	2009-10	148	89%	76%	18%	139	91%	78%	19%	9	56%	33%	0%
	2008-09	240	91%	83%	35%	232	92%	84%	36%	8	50%	25%	13%
	2007-08	196	94%	87%	40%	192				4		_	÷.
Integrated Algebra	2009-10	138	100%	99%	36%	117	100%	99%	42%	21	100%	95%	5%
	2008-09	184	99%	97%	43%	170	100%	99%	46%	14	86%	64%	7%
	2007-08	66	94%	91%	9%	42	98%	98%	10%	24	88%	79%	8%
Geometry	2009-10	252	99%	97%	53%	236	100%	99%	57%	16	94%	75%	0%
	2008-09	15 <b>1</b>	100%	98%	70%	143	100%	99%	74%	8	100%	88%	0%
	2007-08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Trigonometry	2009-10	142	96%	91%	64%	142	96%	91%	64%	0	181-24-		APRIL
	2008-09	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2007-08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Global History	2009-10	249	98%	98%	77%	237	98%	98%	80%	12	100%	92%	25%
and Geography	2008-09	243	99%	97%	81%	219	100%	100%	87%	24	88%	75%	29%
	2007-08	272	100%	98%	71%	249	100%	99%	75%	23	96%	87%	26%
U.S. History	2009-10	246	100%	100%	91%	222	100%	100%	95%	24	100%	96%	50%
and Government	2008-09	272	100%	99%	87%	253	100%	100%	91%	19	100%	95%	37%
	2007-08	223	100%	100%	87%	206	100%	100%	91%	17	100%	100%	29%
Living Environment	2009-10	249	100%	100%	82%	230	100%	100%	84%	19	100%	100%	53%
	2008-09	230	100%	100%	87%	218	100%	100%	90%	12	100%	100%	33%
	2007-08	29 <b>3</b>	100%	100%	75%	264	100%	100%	81%	29	100%	100%	24%
Physical Setting/	2009-10	172	99%	99%	75%	158	99%	99%	77%	14	100%	100%	50%
Earth Science	2008-09	160	100%	98%	64%	144	100%	99%	67%	16	100%	81%	38%
	2007-08	143	100%	99%	62%	127	100%	99%	68%	16	100%	100%	13%
Physical Setting/Chemistry	2009-10	187	100%	99%	39%	182	100%	99%	40%	5	100%	100%	0%
	2008-09	228	100%	100%	47%	225		-	-	3	-	_	
	2007-08	169	100%	100%	36%	168	_	_	_	1		_	_
Physical Setting/Physics	2009-10	127	100%	94%	43%	126	Jillian <del>-</del>		_	1			
	2008-09	113	92%	87%	42%	113	92%	87%	42%	0			
	2007-08	118	99%	89%	49%	116				2			

### NOTE

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.

## Regents Exams in Languages Other Than English

School PITTSFORD-MENDON HIGH SCHOOL School ID 26-14-01-06-0010

### District PITTSFORD CENTRAL SCHOOL DISTRICT



## **Regents Exams**

		All St	All Students				General-Education Students				Students with Disabilities		
		Total Tested	<b>-</b>		Total Tested	<b>-</b>			Total Tested		age of stud at or above		
			55	65	85		55	65	85		55	65	85
Comprehensive French	2009-10	57	100%	100%	79%	56	***		-	1	-	. <u>-</u>	
	2 <b>0</b> 08-09	5 <b>3</b>	100%	100%	92%	<b>5</b> 0				3	<del></del>	<del>-</del>	
	<b>20</b> 07-08	58	100%	100%	83%	57			-	1		***	_
Comprehensive German	<b>2009–1</b> 0	0			,	0				0			
	2008-09	0				0				0			
	2007-08	0				0				0			
Comprehensive Hebrew	2009-10	0				0			,	0			
	2008-09	0				0				0			
	2 <b>0</b> 07-08	0				0	•			0			
Comprehensive Italian	2009-10	0			,	0				0			
	2 <b>0</b> 08-09	0				0				0			
	2007-08	0				0				0			
Comprehensive Latin	2009–10	39	100%	97%	64%	37		<del></del>		2	_		_
	2008-09	44	100%	100%	80%	42		_	***	2	***		
	2007-08	16	100%	100%	63%	16	100%	100%	63%	0			
Comprehensive Spanish	2009–10	130	100%	99%	67%	129	-		***	1	-	-	W
	2008-09	142	100%	100%	77%	139	-			3	-	-	-
	2007-08	153	100%	99%	56%	148	100%	99%	57%	5	100%	100%	0%

### NOTE

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.



## Regents Competency Tests



School PITTSFORD-MENDON HIGH SCHOOL School ID 26-14-01-06-0010

District PITTSFORD CENTRAL SCHOOL DISTRICT

## **Regents Competency Tests**

	_	All Student	:s	General-Ed	ucation Students	s Students with Disabilities		
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:	
Mathematics	2009-10	0		0		0		
	2008-09	0		0		0		
	2007-08	1	A	0		1	<del>-</del>	
Science	2009-10	0		0		0		
	2008-09	0		0		0		
	2007-08	0		0		0		
Reading	2009–10	0		0		0		
	2008-09	0		0		0		
	2007-08	0		0		0		
Writing	2009-10	0	4	0		0		
	2008-09	0		0		0		
	2007-08	0		0		0		
Global Studies	2009-10	0		0		0		
	2008-09	0		0		0		
	2007-08	0		0		0		
U.S. History	2009-10	0		0		0		
and Government	2008-09	0		0		0		
	2007-08	0		0		0		

#### NOTE

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.



### English as a Second Language Adhievement Test

School PITTSFORD-MENDON HIGH SCHOOL School ID 26-14-01-06-0010

District PITTSFORD CENTRAL SCHOOL DISTRICT



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

		All St	udents	<b>;</b>		Gene	ral-Edı	cation S	tudent	S	Students with Disabilities				
		Total Tested		of students performanc	_	Total Tested		t of studer performa		-	Total Tested		of students s performance	_	
			Begin,	Interm. Ad	v. Prof.		Begin.	Interm. /	Adv. P	rof.		Begin.	Interm. Adv.	Prof.	
Listening	2009-10	0				0					0				
and Speaking	2008-09	0				0					0				
(Grades K-1)	2007-08	0				0					0				
Reading	2009-10	0				0					0	,			
and Writing	2008-09	0				0					0				
(Grades K-1)	2007-08	0				0					0				
Listening	2009-10	0				0					0				_
and Speaking	2008-09	0				0					0				
(Grades 2-4)	2007-08	0				. 0					0				
Reading	2009-10	0				0					0			,	_
and Writing	2008-09	0				, 0					0				
(Grades 2-4)	2007-08	0				0					0				
Listening	2009-10	0				0			· · · · · · · · · · · · · · · · · · ·		0				
and Speaking	2008-09	0				0					0				1
(Grades 5-6)	2007-08	0				0					0				
Reading	2009-10	0		<del></del>		0					0				_
and Writing	2008-09	0				0					0				
(Grades 5-6)	2007-08	0				0					0				
Listening	2009-10	0				0					0				_
and Speaking	2008-09	0				0					0				
(Grades 7-8)	2007-08	0				0					0				
Reading	2009-10	0		<del></del>		0				<del></del>	0				
and Writing	2008-09	0				0					0				
(Grades 7-8)	2007-08	0				0					0				
Listening	2009-10	1		-		- 1	-		-		0				
and Speaking	2008-09	0				0					0				
(Grades 9-12)	2007-08	1	-			- 1	-	***	-	_	0				
Reading	2009-10	1				- 1	****		-	-	0		And the second seco	,	
and Writing	2008-09	0				0					0				
(Grades 9-12)	2007-08	1	-			- 1	-	***	-	page .	0				

### NOTE

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.



## OdnarAssassmenis



School PITTSFORD-MENDON HIGH SCHOOL School ID 26-14-01-06-0010

District PITTSFORD CENTRAL SCHOOL DISTRICT

### Elementary/Middle-Level Social Studies 2009-10

	All Stu	All Students				Genera	General-Education Students				<b>Students with Disabilities</b>				
	Total Percentage of students Tested scoring at level:					Total Percentage of students Tested scoring at level:					Total Percentage of students Tested scoring at level:				
		1	2	3	4		1	2	3	4	***************************************	1	2	3	4
Elementary Level	0					0					0				
Middle Level	0		<del></del>		· · · · · · · · · · · · · · · · · · ·	0	****	,			0				

## 2006 Total Cohort Performance on Regents Exams After Four Years

	All S	tudents			Gene	General-Education Students			Students with Disabilities			
	to be percentage of students scoring:			Cohort Enrollment				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	267	1%	25%	70%	253	0%	22%	74%	14	14%	79%	7%
U.S. History and Government	267	1%	11%	88%	253	0%	8%	91%	14	7%	71%	21%
Science	267	0%	21%	78%	253	0%	17%	82%	14	0%	93%	7%

## New York State Alternate Assessments (NYSAA) 2009-10

	All Students								
	Total Tested	Number of students scoring at Level:							
		1	2	3	4				
Elementary Level									
Social Studies	0								
Middle Level									
Social Studies	0								
Secondary Level									
English Language Arts	0								
Mathematics	0								
Social Studies	0								
Science	0								
NOTE									

The New York State Alternate Assessment (NYSAA) is for students with severe cognitive disabilities. Results for students taking the NYSAA in English language arts, mathematics, and science at the elementary and middle levels are available in the Accountability and Overview Report part of The New York State Report Card.

#### NOTE

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.



## High School Information

School PITTSFORD-MENDON HIGH SCHOOL School ID 26-14-01-06-0010

### District PITTSFORD CENTRAL SCHOOL DISTRICT



## **High School Completers**

		All Students		General-Edu	cation Students	Students with Disabilities		
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	
Total Graduates	<b>200</b> 9 <b>–1</b> 0	265	4	250		15		
	2 <b>0</b> 08-09	220		209		11		
	2007-08	2 <b>5</b> 3		235		18		
Receiving a Regents Diploma	2009-10	262	99%	250	100%	12	80%	
	2008-09	219	100%	209	100%	10	91%	
	2007-08	2 <b>5</b> 0	99%	235	100%	15	83%	
Receiving a Regents Diploma	2009-10	<b>19</b> 0	72%	190	76%	0	0%	
with Advanced Designation	2008-09	165	75%	164	78%	1	9%	
	2007-08	193	76%	188	80%	5	28%	
Receiving an	2009-10	0		0		0		
Individualized Education	2008-09	0		0		0		
rogram (IEP) Diploma	2007-08	0		0		0		

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

### **High School Noncompleters**

		All Students		General-Edu	cation Students	Students with Disabilities		
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students	
Dropped Out	2 <b>00</b> 9 <b>-1</b> 0	1	0%	1	0%	0	0%	
	2008-09	2	0%	2	0%	0	0%	
	2007-08	2	0%	1	0%	1	1%	
Entered Approved High	<b>200</b> 9 <b>–1</b> 0	0	0%	0	0%	0	0%	
School Equivalency	2008-09	0	0%	0	0%	0	0%	
Preparation Program	2007-08	0	0%	О	0%	0	0%	
Total Noncompleters	<b>2009–1</b> 0	1	0%	1	0%	0	0%	
	2008-09	2	0%	2	0%	0	0%	
	2007-08	2	0%	1	0%	1	1%	

## Post-secondary Plans of 2009-10 Completers

<del>-</del>	<del></del>		•				
	All Students		General-Edu	cation 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	198	75%	193	77%	5	33%	
To 2-year College	43	16%	35	14%	8	53%	
To Other Post-secondary	0	0%	0	0%	0	0%	
To the Military	0	0%	0	0%	0	0%	
To Employment	0	0%	0	0%	0	0%	
To Adult Services	0	0%	0	0%	0	0%	
To Other Known Plans	1	0%	1	- 0%	0	0%	
Plan Unknown	23	9%	21	8%	2	13%	

## More Informationabout the School

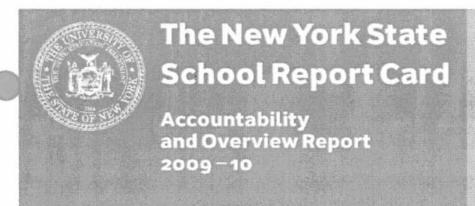


School PITTSFORD-MENDON HIGH SCHOOL School ID 26-14-01-06-0010

District PITTSFORD CENTRAL SCHOOL DISTRICT

### **Financial Information**

2009-10 Estimated Percentage of Students	1-10%	
from Families Receiving Public Assistance		



School PITTSFORD SUTHERLAND HIGH
SCHOOL
District PITTSFORD CENTRAL SCHOOL
DISTRICT
School ID 26-14-01-06-0006
Principal LIZ KONAR
Telephone (585) 267-1102
Grades 9-12

## This School's Report Card

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

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

### Use this report to:



## Get School Profile information.

This section shows comprehensive data relevant to this school's learning environment.

## **2** Review School Accountability Status.

This section indicates whether a school made adequate yearly progress (AYP) and identifies the school's accountability status.

## Review an Overview of School Performance.

This section has information about the school's performance on state assessments in English, mathematics, and science.

### For more information:

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

School PITTSFORD SUTHERLAND HIGH SCHOOL School ID 26-14-01-06-0006 District PITTSFORD CENTRAL SCHOOL DISTRICT



### **School Profile**

This section shows comprehensive data relevant to this school's learning environment, including information about enrollment, average class size, and teacher qualifications.

### **Enrollment**

2007-08	2008-09	2009-10
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
251	252	274
249	255	252
248	245	252
245	254	246
0	0	0
993	1006	1024
	0 0 0 0 0 0 0 0 0 0 0 0 251 249 248 245	0       0         0       0         0       0         0       0         0       0         0       0         0       0         0       0         0       0         0       0         251       252         249       255         248       245         245       254         0       0

## 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 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 enrollment. Students classified by schools as "pre-first" are included in first grade counts.

### **Average Class Size**

	2007-08	2008-09	2009-10
Common Branch			
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English	20	21	21
Mathematics	23	23	23
Science	18	13	13
Social Studies	22	22	22

## Average Class Size Information

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



School PITTSFORD SUTHERLAND HIGH SCHOOL School ID 26-14-01-06-0006

District PITTSFORD CENTRAL SCHOOL DISTRICT

### **Demographic Factors**

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	30	3%	30	3%	32	3%
Reduced-Price Lunch	10	1%	10	1%	14	1%
Student Stability*		94%		98%		100%
Limited English Proficient	4	0%	3	0%	2	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	0	0%	0	0%
Black or African American	35	4%	26	3%	21	2%
Hispanic or Latino	9	1%	7	1%	7	1%
Asian or Native Hawaiian/Other Pacific Islander	67	7%	66	7%	83	8%
White	877	88%	907	90%	907	89%
Multiracial	4	0%	0	0%	6	1%

<sup>\*</sup> Available only at the school level.



## **Attendance and Suspensions**

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		93%
Student Suspensions	49	5%	33	3%	16	2%

## Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. Eligible for Free Lunch and Limited English Proficient counts are used to determine Similar Schools groupings within a Need/Resource Capacity category. Student Stability is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6-8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

# Attendance and Suspensions Information

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

School PITTSFORD SUTHERLAND HIGH SCHOOL School ID 26-14-01-06-0006

District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Teacher Qualifications**

	2007-08	2008-09	2009-10
Total Number of Teachers	80	80	80
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	3%	3%	1%
Percentage with Master's Degree Plus 30 Hours or Doctorate	28%	25%	25%
Total Number of Core Classes	266	255	253
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	1%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	397	387	381
Percent Taught by Teachers Without Appropriate Certification	0%	0%	1%

## **Teacher Qualifications Information**

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

### **Teacher Turnover Rate**

	2006-07	2007-08	2008-09	
Turnover Rate of Teachers with Fewer than Five Years of Experience	40%	17%	40%	
Turnover Rate of All Teachers	12%	10%	11%	

### **Staff Counts**

	2007-08	2008-09	2009-10
Total Other Professional Staff	6	6	7
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	2	2	2
Principals	1	1	1

<sup>\*</sup> Not available at the school level.

## **Teacher Turnover Rate Information**

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

## Staff Counts Information

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



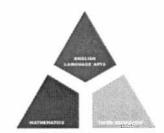
School PITTSFORD SUTHERLAND HIGH SCHOOL School ID 26-14-01-06-0006

District PITTSFORD CENTRAL SCHOOL DISTRICT

## Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2009–10, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: http://www.p12.nysed.gov/irts/accountability/



### 1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation and the performance criteria.

### **A Participation Criterion**

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2009–10 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### **B** Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2006 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

### 2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

### 3 ThirdIndicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

**Elementary/Middle-Level Science:** To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

### **A Participation Criterion**

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

### **B** Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

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

School PITTSFORD SUTHERLAND HIGH SCHOOL School ID 26-14-01-06-0006

### District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Useful Terms for Understanding Accountability**

#### 12th Graders

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

### 2006 Cohort

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

### **Accountability Cohort for English and Mathematics**

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006-07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, who were enrolled on October 7, 2009 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2010, are not included in the 2006 school accountability cohort. The 2006 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

### Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

### Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### **Continuous Enrollment**

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

### **Continuously Enrolled Students**

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

## Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irts.

#### **Graduation Rate**

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

### Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the SIRS Manual at http://www.p12.nysed.gov/irts/sirs/.

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

### **Limited English Proficient**

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

### **Non-Accountability Groups**

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





School PITTSFORD SUTHERLAND HIGH SCHOOL School ID 26-14-01-06-0006

District PITTSFORD CENTRAL SCHOOL DISTRICT

## Useful Terms for Understanding Accountability (continued)

### **Participation**

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

### Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

100 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Continuously Enrolled Tested Students]

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

100 × [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Cohort Members]

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

### **Progress Targets**

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

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

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

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



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

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

### Safe Harbor Qualification (\*)

**Safe Harbor Targets** 

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

#### State Standard

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

### Students with Disabilities

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

### **Test Performance**

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

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



Page 7 February 5, 2011

2

## **School Accountability**

School PITTSFORD SUTHERLAND HIGH SCHOOL School ID 26-14-01-06-0006

District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Understanding Your School Accountability Status**

New York State participates in the Differentiated Accountability pilot program, as approved by the United States Department of Education in January 2009. Under this program, each public school in the State is assigned an accountability "phase" (Good Standing, Improvement, Corrective Action, or Restructuring) and, for schools not in Good Standing, a "category" (Basic, Focused, or Comprehensive) for each measure for which the school is accountable. Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. Generally, the school's overall accountability status is its most advanced accountability phase and its highest category within that phase. A school in any year of the phase (that is not Good Standing) that makes AYP for the measure remains in the same phase/category the following year. An identified school that makes AYP in the identified measure for two consecutive years returns to Good Standing. Once a school is identified with a category within a phase, it cannot move to a less intensive category in the following school year within that phase.

Each school district with one or more Title I schools and each Title I charter school designated as Improvement (year 1 and year 2), Corrective Action, or Restructuring must make Supplemental Educational Services available for eligible students in the identified Title I school(s). A school district with one or more schools designated as Improvement (year 2), Corrective Action, or Restructuring must also provide Public School Choice to eligible students in identified Title I school(s). For more information on the Differentiated Accountability program and a list of interventions for schools not in Good Standing,

see http://www.p12.nysed.gov/nyc/APA/Differentiated\_Accountability/DA\_home.html.







School PITTSFORD SUTHERLAND HIGH SCHOOL School ID 26-14-01-06-0006

District PITTSFORD CENTRAL SCHOOL DISTRICT

### **Understanding Your School Accountability Status (continued)**

Phase

Phase/Category

Good Standing A school that has not been designated as Improvement, Corrective Action, or Restructuring.

**Improvement (year 1)** A school that failed to make AYP for two consecutive years on the same accountability measure; or a school that was designated as Improvement (year 1) in the current school year that made AYP for the identified measure and is in Good Standing.

**Improvement (year 2)** A school that was designated as a school in Improvement (year 1) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Improvement (year 2) in the current school year that made AYP for the identified measure.

### Improvement/Basic:

A school that failed to make AYP in ELA and/or math for one accountability group, but made AYP for the All Students group; or a school that failed to make AYP in only science or graduation rate.

### Improvement/Focused:

A school that failed to make AYP in ELA and/or math for more than one accountability group, but made AYP for the All Students group; or a school whose worst status is Improvement/Basic for at least two measures.

### Improvement/Comprehensive:

A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.

# Corrective Action (year 1) A school that was designated as a school in Improvement (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 1) in the current school year that made AYP for the identified measure.

Corrective Action (year 2) A school that was designated as a school in Corrective Action (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 2) in the current school year that made AYP for the identified measure.

Restructuring (year 1) A school that was designated as a school in Corrective Action (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 1) in the current school year that made AYP for the identified measure.

Restructuring (year 2) A school that was designated as a school in Restructuring (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 2) in the current school year that made AYP for the identified measure.

Restructuring (Advanced) A school that was designated as a school in Restructuring (year 2) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (Advanced) in the current school year that made AYP for the

#### Corrective Action or Restructuring/Focused:

A school that failed to make AYP in ELA and/or math for one or more accountability groups, but made AYP for the All Students group; or a school that failed to make AYP in science or graduation rate but made AYP in ELA and math.

Corrective Action or Restructuring/Comprehensive: A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group except the All Students group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.

**SURR:** A school that is identified for registration review (SURR) during a school year in which it is designated as a school in Improvement or Corrective Action shall, in the next school year, be designated as **Restructuring (year 1)/Comprehensive.** 

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



identified measure.

School PITTSFORD SUTHERLAND HIGH SCHOOL School ID 26-14-01-06-0006

### District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Summary**

Overall Accountability	In Good Standing		
Status (2010-11)	Elementary/Middle Level	Secondary Level	
	ELA	ELA	In Good Standing
	Math	Math	In Good Standing
	Science	Graduation Rate	In Good Standing
Title I Part A Funding	Years the School Rece	ived Title I Part A Funding	
	2008-09	2009–10	2010-11
	YES	YES	YES

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

Elementary/Middle Level				Secondary Level			
Student Groups	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate	
All Students				✓	✓	✓	
Ethnicity							
American Indian or Alaska Native							
Black or African American	•••••			-	_		
Hispanic or Latino				-			
Asian or Native Hawaiian/Other Pacific Islander				-	_		
White				<b>√</b>	<b>✓</b>		
Multiracial							
Other Groups							
Students with Disabilities					_		
Limited English Proficient				-	_		
Economically Disadvantaged				-	_		
Student groups making AYP in each subject				<b>√</b> 2 of 2	<b>√</b> 2 of 2	<b>√</b> 1 of 1	

### **AYP Status**



Made AYP Using Safe Harbor Target

Did not make AYP

**Insufficient Number of Students** to Determine AYP Status





School PITTSFORD SUTHERLAND HIGH SCHOOL School ID 26-14-01-06-0006

District PITTSFORD CENTRAL SCHOOL DISTRICT

## Secondary-Level English Language Arts

Accountability Status for This Subject (2010–11)		In Good Standing	
Accountability Measures	2 of 2	Student groups making AYP in English language arts	
	<b>✓</b>	Made AYP	

	AYP	Participat	ion	Test Perfo	rmance	Performar	rce Objectiv	es
Student Group		Met	Percentage	Met	Performance	Effective	Safe Harbo	
12th Graders: 2006 Cohort)	Status	Criterion	Tested	Criterion	Index	AMO	2009-10	2010-11
Accountability Groups								
All Students (247:239)	✓	✓	100%	✓	197	170		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (5:7)	_		-			-		- 
Hispanic or Latino (3:3)	_	_			<del></del>			<u> </u>
Asian or Native Hawaiian/Other Pacific Islander (17:16)	-	-	_	_	-	-		- 
White (222:213)	✓	✓	100%	✓	199	169		
Multiracial (0:0)	.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,							
Other Groups								
Students with Disabilities (23:21)	_	_			*******	-		-
Limited English Proficient (2:2)		-	· <u> </u>					
Economically Disadvantaged (11:12)		_		<del>-</del>		_		-
Final AYP Determination	<b>√</b> 2 of	2						
Non-Accountability Groups								
Female (127:120)			99%		198	168		
Male (120:119)	***********		100%		197	167		
Migrant (0:0)				.,				

### **Symbols**

✓ Made AYF

✓ SH Made AYP Using Safe Harbor Target

Did not make AYP

Fewer Than 40 12<sup>th</sup> Graders/
 Fewer Than 30 Cohort

‡ Did not qualify for Safe Harbor

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



School PITTSFORD SUTHERLAND HIGH SCHOOL School ID 26-14-01-06-0006

District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Secondary-Level Mathematics**

Accountability Status for This Subject (2010–11)		In Good Standing
<b>Accountability Measures</b>	2 of 2	Student groups making AYP in mathematics
	✓	Made AYP

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

	AYP	Participat	Participation		Test Performance		Performance Objectives		
Student Group (12th Graders: 2006 Cohort)		Met	Percentage	Met	Performance	Effective	Safe Harbo	or Target	
	Status	Criterion	Tested	Criterion	Index	AMO	2009-10	2010-11	
Accountability Groups									
All Students (247:239)	✓	✓	100%	✓	200	166			
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (5:7)				*****	<del>-</del>	-		- 4	
Hispanic or Latino (3:3)		-	-	_	_	-		-	
Asian or Native Hawaiian/Other Pacific Islander (17:16)			Apr.	<del></del>	-	-		-	
White (222:213)	✓	✓	100%	√	200	165			
Multiracial (0:0)									
Other Groups				,					
Students with Disabilities (23:21)	_	<del>-</del>		-		<del>-</del>			
Limited English Proficient (2:2)	-			_	-:	-		-	
Economically Disadvantaged (11:12)	-		***		_	-		-	
Final AYP Determination	<b>√</b> 2 of 2	2							
Non-Accountability Groups									
Female (127:120)			100%		200	164		,,,,,	
Male (120:119)	**********		100%		200	163	•••••	***************************************	
Migrant (0:0)	* * * * * * * * * * * * * * * * * * * *		***************************************			**************	**************	***************************************	

### Symbols

✓ Made AYP

✓ SH Made AYP Using Safe Harbor Target

Did not make AYP

Fewer Than 40 12<sup>th</sup> Graders/
 Fewer Than 30 Cohort

‡ Did not qualify for Safe Harbor

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



### 2

## **School Accountability**



School PITTSFORD SUTHERLAND HIGH SCHOOL School ID 26-14-01-06-0006

District PITTSFORD CENTRAL SCHOOL DISTRICT

### **Graduation Rate**

	In Good Standing
1 of 1	Student groups making AYP in graduation rate
✓	Made AYP
	···········

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

	Graduat	ion	Objectives				
Student Group		Met	Graduation	State	Progress Target		
(2005 Graduation-Rate Total Cohort)	AYP	Criterion	Rate	Standard	2009-10	2010-11	
Accountability Groups							
All Students (247)	✓	✓	98%	80%			
Ethnicity							
American Indian or Alaska Native (0)							
Black or African American (8)	****************	-		_		****************	
Hispanic or Latino (2)			-			*** * * * * * * * * * * * * * * * * * *	
Asian or Native Hawaiian/Other Pacific Islander (8)			-	-	***************************************	*** **************	
White (229)	***********	✓	99%	80%	***	*** ***********	
Multiracial (0)	****************		•••	***************	**   **********************************	*** ******************	
Other Groups							
Students with Disabilities (28)	***************************************	***		_			
Limited English Proficient (0)	**********		*** ***********************************	***************	**	*** *** ****	
Economically Disadvantaged (9)	***********	-			**	*** *** ****	
Final AYP Determination	<b>√</b> 1 of :	1					
Non-Accountability Groups							
Female (116)			99%	80%			
Male (131)	*******		98%	80%		*** ***********************************	
Migrant (0)	*****************		•••	• • • • • • • • • • • • • • • • • • • •	***	••••	

#### Symbols



Made AYP

Did not make AYP

Fewer than 30 Graduation-Rate **Total Cohort** 

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



### **Aspirational Goal**

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this school is 99% and, therefore, this school did meet this goal. The aspirational goal does not impact accountability.

School PITTSFORD SUTHERLAND HIGH SCHOOL School ID 26-14-01-06-0006

## Summary of 2009-10 School Performance

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

Secondary Level	Percentage of scored at or a	2006 Total Cohort		
	0%	50%	100%	
English	98%		250	
Mathematics	99%		250	

District PITTSFORD CENTRAL SCHOOL DISTRICT

### About the Performance Level Descriptors

### Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

### Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

### Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

### Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

## How are Need/Resource Capacity (N/RC) categories determined?

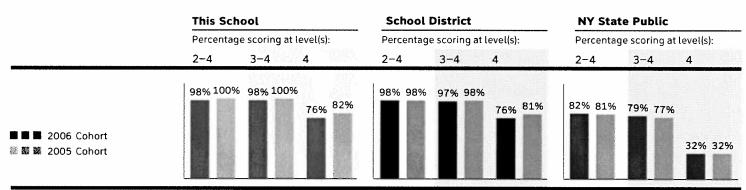
Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the Report to the Governor and the Legislature on the Educational Status of the State's Schools at www.p12.nysed.gov/irts.

In this section, this school's performance is compared with that of the school district and public schools Statewide.

School PITTSFORD SUTHERLAND HIGH SCHOOL School ID 26-14-01-06-0006

District PITTSFORD CENTRAL SCHOOL DISTRICT

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



Results by	2006 Coho	rt			2005 Cohort**				
•	Number	Percentag	e scoring at	level(s):	Number	Percentag	ge scoring a	t level(s):	
Student Group	of Students	2-4 3-4		4	of Students	2-4	3-4	4	
All Students	250	98%	98%	76%	247	100%	100%	82%	
Female	129	98%	98%	80%	116	100%	100%	91%	
Male	121	98%	98%	72%	131	100%	100%	74%	
American Indian or Alaska Native		377716		1+2=IT F		19314315	Maria Levil	. 39.44	
Black or African American	8	-	-	-	8	-			
Hispanic or Latino	4	_			2	_	-	_	
Asian or Native Hawaiian/Other Pacific Islander	16	94%	94%	81%	8	100%	100%	88%	
White	222	99%	99%	77%	229	100%	100%	83%	
Multiracial		1, 1734		: :::::::::::::::::::::::::::::::::::::					
Small Group Totals	12	83%	83%	50%	10	100%	100%	80%	
General-Education Students	228	99%	99%	81%	219	100%	100%	87%	
Students with Disabilities	22	86%	86%	27%	28	100%	100%	39%	
English Proficient	247	J.C.	791_		247	100%	100%	82%	
Limited English Proficient	3	_	_	_					
Economically Disadvantaged	12	100%	100%	33%	9	100%	100%	56%	
Not Disadvantaged	238	98%	98%	78%	238	100%	100%	83%	
Migrant			W-1-150			······································			
Not Migrant	250	98%	98%	76%	247	100%	100%	82%	

#### 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.

<sup>\*</sup> A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

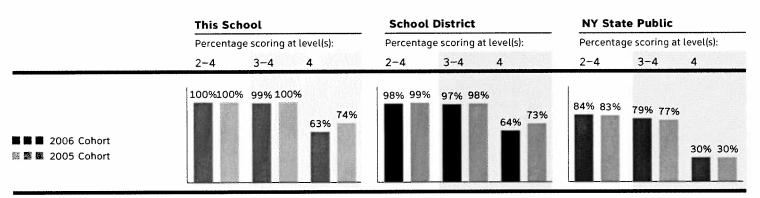
<sup>\*\* 2005</sup> cohort data are those reported in the 2008–09 Accountability and Overview Report.

School PITTSFORD SUTHERLAND HIGH SCHOOL School ID 26-14-01-06-0006

District PITTSFORD CENTRAL SCHOOL DISTRICT



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



Results by	2006 Cohoi	rt			2005 Cohort**				
_	Number	Percentag	e scoring at	level(s):	Number	Percentag	e scoring at	: level(s):	
Student Group	of Students	2-4 3-4		4	of Students	2-4	3-4	4	
All Students	250	100%	99%	63%	247	100%	100%	74%	
Female	129	100%	98%	60%	116	99%	99%	78%	
Male	121	100%	100%	65%	131	100%	100%	71%	
American Indian or Alaska Native					ξ				
Black or African American	8	-			8	1 ( ) ( ) ( ) ( ) ( ) ( )	- 1	- 50	
Hispanic or Latino	4	<u>-</u>			2		- N	-	
Asian or Native Hawaiian/Other Pacific Islander	16	100%	100%	75%	8	100%	100%	75%	
White	222	100%	100%	63%	229	100%	100%	76%	
Multiracial									
Small Group Totals	12	100%	83%	42%	10	100%	100%	50%	
General-Education Students	228	100%	100%	67%	219	100%	100%	79%	
Students with Disabilities	22	100%	95%	18%	28	96%	96%	39%	
English Proficient	247	-			247	100%	100%	74%	
Limited English Proficient	3	_		38 5 - 118	1			A- Kalendari	
Economically Disadvantaged	12	100%	100%	25%	9	100%	100%	33%	
Not Disadvantaged	238	100%	99%	65%	238	100%	100%	76%	
Migrant			W = \$						
Not Migrant	250	100%	99%	63%	247	100%	100%	74%	

#### 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.

<sup>\*</sup> A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

<sup>\*\* 2005</sup> cohort data are those reported in the 2008–09 Accountability and Overview Report.



# The New York State School Report Card

Comprehensive Information Report 2009 – 10 School PITTSFORD SUTHERLAND HIGH
SCHOOL
District PITTSFORD CENTRAL SCHOOL
DISTRICT
School ID 26-14-01-06-0006
Principal LIZ KONAR
Telephone (585) 267-1102
Grades 9-12

### **Regents Exams**

Regents Exams	All Students					Genera	al-Educat	ion Stud	ents	Students with Disabilities				
		Total F		Percentage of students			Total Percentage of students				Total Percentage of students			
		Tested	ed scoring at or above:			Tested	scoring at or above:			Tested	scoring at	or above:		
			55	65	85		55	65	85		55	65	85	
Comprehensive English	2009-10	249	100%	99%	82%	225	100%	100%	86%	24	100%	88%	42%	
	2008-09	2 <b>4</b> 9	100%	100%	77%	<b>2</b> 26	100%	100%	81%	23	100%	100%	30%	
	2007-08	245	100%	100%	82%	214	100%	100%	88%	31	100%	97%	39%	
Mathematics B	2009-10	133	94%	80%	23%	124	94%	82%	24%	9	100%	56%	0%	
	2008-09	174	95%	87%	24%	160	96%	88%	26%	14	86%	86%	0%	
	2007-08	222	95%	87%	37%	204	95%	89%	40%	18	94%	67%	6%	
Integrated Algebra	2009-10	160	98%	93%	37%	127	100%	99%	43%	33	88%	70%	12%	
	2008-0 <b>9</b>	208	100%	98%	38%	182	99%	99%	42%	26	100%	92%	4%	
	2007-08	84	99%	90%	13%	59	98%	93%	15%	25	100%	84%	8%	
Geometry	2009-10	236	100%	98%	57%	220	100%	99%	60%	16	94%	88%	19%	
	2008-09	154	99%	97%	60%	141	99%	98%	63%	13	100%	92%	23%	
	2007-08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Trigonometry	2009-10	140	96%	94%	65%	132	96%	95%	66%	8	100%	88%	50%	
-	2008-09	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	2007-08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Global History	2009-10	251	99%	97%	76%	221	100%	99%	81%	30	90%	80%	40%	
and Geography	2008-0 <b>9</b>	<b>2</b> 59	99%	97%	77%	230	100%	99%	82%	29	97%	83%	38%	
	2007-08	245	100%	98%	69%	221	100%	99%	76%	24	96%	88%	13%	
U.S. History	2009-10	248	100%	99%	87%	224	100%	100%	90%	24	100%	88%	63%	
and Government	2008-09	251	100%	100%	84%	229	100%	100%	88%	22	100%	100%	45%	
	2007-08	250	100%	100%	88%	218	100%	100%	92%	32	100%	100%	59%	
Living Environment	2009-10	257	100%	100%	77%	229	100%	100%	82%	28	100%	96%	43%	
-	2008-09	<b>2</b> 30	100%	100%	80%	2 <b>0</b> 6	100%	100%	84%	24	100%	100%	42%	
	2007-08	282	100%	99%	72%	251	100%	100%	77%	31	100%	97%	32%	
Physical Setting/	2009-10	176	98%	96%	61%	148	99%	97%	65%	28	96%	93%	39%	
Earth Science	2008-09	173	100%	97%	53%	149	100%	98%	57%	24	100%	88%	29%	
	2007-08	159	97%	94%	35%	138	99%	95%	36%	21	90%	90%	29%	
Physical Setting/Chemistry	2009-10	172	100%	99%	54%	165	100%	99%	55%	7	100%	100%	43%	
· ·	2008-09	226	100%	100%	67%	217	100%	100%	69%	9	100%	100%	22%	
	2007-08	151	100%	100%	67%	146	100%	100%	67%	5	100%	100%	60%	
Physical Setting/Physics	2009-10	126	98%	90%	48%	122				4				
•	2008-09	74	99%	93%	51%	72				2	1 = -	ASTE OF		
	2007-08	105	98%	92%	60%	102			VIII.	3				

### NOTE

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.

### Regents Exams in Languages Other Than English

School PITTSFORD SUTHERLAND HIGH SCHOOL School ID 26-14-01-06-0006

### District PITTSFORD CENTRAL SCHOOL DISTRICT



## **Regents Exams**

		All Students				<b>General-Education Students</b>				Students with Disabilities			
		Total Tested	<b>-</b>			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 French	2009-10	55	100%	100%	84%	53		_		2	-	-	
	2008-09	51	100%	98%	71%	51	100%	98%	71%	0			
	2007-08	57	100%	100%	79%	57	100%	100%	79%	0		*.	
Comprehensive German	2009-10	0				0				0			
	2008-09	0				0				0			
	2007-08	0				0				0			
Comprehensive Hebrew	2009-10	0				0			,	0		***************************************	
	2008-09	0				0				0			
	2007-08	0				0				0			
Comprehensive Italian	2009-10	0				0				0			
	2008-09	0				0				0			
	2007-08	0				0				0			
Comprehensive Latin	2009-10	35	100%	100%	74%	33	• 🚣		<del>-</del>	2		_	-
	2008-09	47	100%	98%	91%	46	_	_		1	-	_	_
	20 <b>0</b> 7-08	20	100%	100%	75%	19	_	_	-	1	***		
Comprehensive Spanish	2009-10	110	99%	97%	62%	105	99%	98%	63%	5	100%	80%	40%
	2008-09	122	100%	100%	71%	115	100%	100%	73%	7	100%	100%	43%
	2007-08	130	100%	99%	63%	123	100%	99%	65%	7	100%	100%	29%

### NOTE

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.



## Regards Compatancy Tasks



School PITTSFORD SUTHERLAND HIGH SCHOOL School ID 26-14-01-06-0006

District PITTSFORD CENTRAL SCHOOL DISTRICT

## **Regents Competency Tests**

_	_	All Student	ts	General-Ed	ucation Students	Students with Disabilities		
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:	
Mathematics	2009-10	0		0		0	,	
	2008-09	0		0		0		
	2007-08	0		0		. 0		
Science	2009-10	0		0		0		
	2008-09	0		0		0		
	2007-08	1		0		1	-	
Reading	2009-10	0		0		0		
	2008-09	0		0		0		
	2007-08	0		0		0		
Writing	2009-10	0		0		0		
	2008-09	0		0		0		
	2007-08	0		0		0		
Global Studies	2009-10	0		0		0		
	2008-09	0		0		0		
	2007-08	0		0		0		
U.S. History	2009-10	0		0		0		
and Government	2008-09	1	_	1	· ·	0		
	2007-08	0		0		0		



### NOTE

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.

### Second Language Proficiency Examinations

School PITTSFORD SUTHERLAND HIGH SCHOOL School ID 26-14-01-06-0006

#### District PITTSFORD CENTRAL SCHOOL DISTRICT



# **Second Language Proficiency Examinations**

		All Student	:s	General-Ed	ucation Students	Students w	ith Disabilities
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
French	2009-10	0		0		0	
	2008-09	0		0		0	
	2007-08	0	,	0		0	
German	2009–10	0		0		0	
	2008-09	0		0		0	
	2007-08	0		0		0	
Italian	2009–10	0		0	,	0	
	2008-09	0		0		0	
	2007-08	0		0		0	
Latin	2009–10	0		0		0	
	2008-09	0		0		0	
	2007-08	2	<u> </u>	1		1	
Spanish	2009-10	0		0		0	
	2008-09	0		0		0	
	2007-08	0		0		0	

#### NOTE

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.





# English as a Sexond Language Achievement Test



District PITTSFORD CENTRAL SCHOOL DISTRICT

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

		All St	udents	<u> </u>		Gene	General-Education Students			s	Students with Disabilities				
		Total Tested		of students se	•	Total Tested			ents scorin nance level	-	Total Tested		of studer performa		-
			Begin.	Interm. Adv.	Prof.	-	Begin.	Interm	. Adv. F	rof.		Begin.	Interm.	Adv.	Prof.
Listening	2009-10	0		· · · · · · · · · · · · · · · · · · ·		0		*			0				
and Speaking	2008-09	0				0					0				
(Grades K-1)	2007-08	0				0					0	,			
Reading	2009-10	0	***************************************	· · · · · · · · · · · · · · · · · · ·		0					0				
and Writing	2008-09	0				0					0				
(Grades K-1)	2007-08	0				0					0		-		
Listening	2009-10	0				0					0				***************************************
and Speaking	2008-09	0				0					0				
(Grades 2-4)	2007-08	0			,	0					0				; ·
Reading	2009-10	0		·		0					0				<del>*************************************</del>
and Writing	2008-09	0				0					0				
(Grades 2-4)	2007-08	0				0					0				
Listening	2009-10	0		**************************************	<del>,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,</del>	0					0			<del></del>	<del>,</del>
and Speaking	2008-09	0				0					0				
(Grades 5-6)	2007-08	0				0					0				,*
Reading	2009-10	0				0	······································			***************************************	0		·	~~~	adirari nesati (annumbernu)
and Writing	2008-09	0				0					0				
(Grades 5-6)	2007-08	0				0	,				0				
Listening	2009-10	0		· · · · · · · · · · · · · · · · · · ·		0		<del></del>	· · · · · · · · · · · · · · · · · · ·		0				
and Speaking	2008-09	0				0		-			0				
(Grades 7-8)	2007-08	0				0					0				
Reading	2009-10	0				0					0	·····			
and Writing	2008-09	0				0					0				
(Grades 7-8)	2007-08	0				0					0				
Listening	2009-10	2		****		2			-		0		<del></del>		
and Speaking	2008-09	2	-	Marine.	-	2	<u></u>		<del>-</del> ــر	_	0				
(Grades 9-12)	2007-08	3	_		<del>-</del> -	3	-		-	,	0				
Reading	2009-10	2		<del></del>		2				-	0		*************		***************************************
and Writing	2008-09	2	_			2	_		_	_	0				
(Grades 9-12)	2007-08	3	_		<del>-</del> -	3	-		_		0				

#### NOTE

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.



### Office Assessments

School PITTSFORD SUTHERLAND HIGH SCHOOL School ID 26-14-01-06-0006

#### District PITTSFORD CENTRAL SCHOOL DISTRICT



### Elementary/Middle-Level Social Studies 2009-10

	All Stu	ıdents				Genera	General-Education Students				Students with Disabilities					
		Total Percentage of students Tested scoring at level:				Total Percentage of students Tested scoring at level:				Total Percentage of students Tested scoring at level:						
		1	2	3	4		1	2	3	4		1	2	3	4	
Elementary Level	0		-			0					0					
Middle Level	0					0					0					

# 2006 Total Cohort Performance on Regents Exams After Four Years

	All S	tudents			Gene	ral-Educ	ation St	tudents	Stude	ents with	Disabili	ities	
	Cohort Enrollment	Percentag students s			7 0	Percentag students s			Cohort Enrollment	Percentag students s			
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100	
Global History and Geography	250	0%	27%	68%	228	0%	23%	73%	22	5%	68%	14%	
U.S. History and Governmen	250 <b>t</b>	0%	16%	82%	228	0%	13%	86%	22	0%	45%	41%	
Science	250	0%	25%	74%	228	0%	21%	79%	22	0%	68%	23%	

### New York State Alternate Assessments (NYSAA) 2009-10

	All St	All Students								
	Total Tested	Number of students scoring at Level:								
		1	2	3	4					
Elementary Level										
Social Studies	0									
Middle Level										
Social Studies	0									
Secondary Level										
English Language Arts	0									
Mathematics	0									
Social Studies	0									
Science	0									

The New York State Alternate Assessment (NYSAA) is for students with severe cognitive disabilities. Results for students taking the NYSAA in English language arts, mathematics, and science at the elementary and middle levels are available in the Accountability and Overview Report part of The New York State Report Card.

#### NOTE

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.



# High School Information



District PITTSFORD CENTRAL SCHOOL DISTRICT

## **High School Completers**

		All Students		General-Edu	cation Students	Students wit	h Disabilities
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2009-10	242		221		21	
	2008-09	247		219		28	
	2007-08	236		205		31	
Receiving a Regents Diploma	2009-10	236	98%	217	98%	19	90%
	2008-09	242	98%	216	99%	26	93%
	2007-08	224	95%	197	96%	27	87%
Receiving a Regents Diploma	2009-10	183	76%	176	80%	7	33%
with Advanced Designation	2008-09	178	72%	176	80%	2	7%
	2007-08	171	72%	165	80%	6	19%
Receiving an	2009-10	0		0		0	
Individualized Education	2008-09	0		0		0	
Program (IEP) Diploma	2007-08	0		0		0	

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

### **High School Noncompleters**

_		All Students		General-Edu	cation Students	Students with Disabilities		
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students	
Dropped Out	2009-10	4	0%	3	0%	1	1%	
	2008-09	1	0%	0	0%	1	1%	
	2007-08	0	0%	0	0%	0	0%	
Entered Approved High	2009-10	1	0%	1	0%	0	0%	
School Equivalency	2008-09	1	0%	0	Q%	1	1%	
Preparation Program	2007-08	0	0%	0	0%	0	0%	
Total Noncompleters	2009-10	5	0%	4	0%	1	1%	
	2008-09	2	0%	0	0%	2	2%	
	2007-08	0	0%	0	0%	0	0%	

### Post-secondary Plans of 2009-10 Completers

	All Students		General-Edu	cation 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	192	79%	183	83%	9	43%	
To 2-year College	36	15%	29	13%	7	33%	
To Other Post-secondary	0	0%	0	0%	0	0%	
To the Military	0	0%	0	0%	0	0%	
To Employment	3	1%	1	0%	2	10%	
To Adult Services	0	0%	0	0%	0	0%	
To Other Known Plans	6	2%	6	3%	0	0%	
Plan Unknown	5	2%	2	1%	3	14%	



### More Intermation about the School

School PITTSFORD SUTHERLAND HIGH SCHOOL School ID 26-14-01-06-0006

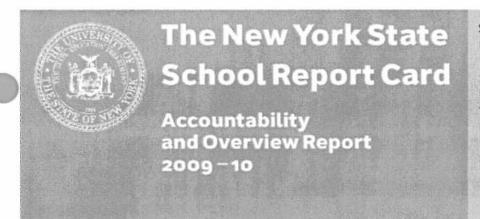
District PITTSFORD CENTRAL SCHOOL DISTRICT



# **Financial Information**

2009-10 Estimated Percentage of Students	•
from Families Receiving Public Assistance	

1-10%



School THORNELL ROAD SCHOOL
District PITTSFORD CENTRAL SCHOOL
DISTRICT
School ID 26-14-01-06-0009
Principal ROGER DEBELL
Telephone (585) 267-1702
Grades K-5

# This School's Report Card

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

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

### Use this report to:



# Get School Profile information.

This section shows comprehensive data relevant to this school's learning environment.

# **2** Review School Accountability Status.

This section indicates whether a school made adequate yearly progress (AYP) and identifies the school's accountability status.

# **3** Review an Overview of School Performance.

This section has information about the school's performance on state assessments in English, mathematics, and science.

#### For more information:

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

School THORNELL ROAD SCHOOL School ID 26-14-01-06-0009

District PITTSFORD CENTRAL SCHOOL DISTRICT



### **School Profile**

This section shows comprehensive data relevant to this school's learning environment, including information about enrollment, average class size, and teacher qualifications.

### **Enrollment**

	2007-08	2008-09	2009-10
Pre-K	0	0	0
Kindergarten	83	83	79
Grade 1	79	81	91
Grade 2	92	84	81
Grade 3	80	93	85
Grade 4	85	80	99
Grade 5	109	87	78
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	0
Total K-12	528	508	513

# **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 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 enrollment. Students classified by schools as "pre-first" are included in first grade counts.



### **Average Class Size**

	2007-08	2008-09	2009-10
Common Branch	23	21	21
Grade 8			
English			
Mathematics			****
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

# 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.



### 

School THORNELL ROAD SCHOOL School ID 26-14-01-06-0009

District PITTSFORD CENTRAL SCHOOL DISTRICT

### **Demographic Factors**

	2007	7-08	2008	3-09	2009-10		
	#	%	#	%	#	%	
Eligible for Free Lunch	7	2%	14	3%	10	2%	
Reduced-Price Lunch	5	1%	1	0%	5	1%	
Student Stability*		94%		97%		95%	
Limited English Proficient	6	1%	3	1%	3	1%	
Racial/Ethnic Origin							
American Indian or Alaska Native	0	0%	0	0%	0	0%	
Black or African American	17	3%	18	4%	13	3%	
Hispanic or Latino	16	3%	9	2%	15	3%	
Asian or Native Hawaiian/Other Pacific Islander	43	8%	50	10%	42	8%	
White	452	86%	426	84%	436	85%	
Multiracial	0	0%	5	1%	7	1%	

<sup>\*</sup> Available only at the school level.



### **Attendance and Suspensions**

	2006-	2006-07		08	2008-09		
	#	%	#	%	#	%	
Annual Attendance Rate		96%		97%	1	00%	
Student Suspensions	0	0%	0	0%	0	0%	

# Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. Eligible for Free Lunch and Limited English Proficient counts are used to determine Similar Schools groupings within a Need/Resource Capacity category. Student Stability is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6-8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

# Attendance and Suspensions Information

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

School THORNELL ROAD SCHOOL School ID 26-14-01-06-0009

District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Teacher Qualifications**

	2007-08	2008-09	2009-10
Total Number of Teachers	39	34	33
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	8%	6%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	13%	18%	18%
Total Number of Core Classes	47	39	32
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	1%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	93	73	73
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

# **Teacher Qualifications Information**

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.



	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	25%	40%	25%
Turnover Rate of All Teachers	11%	21%	15%

# Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	5	3	3
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	0	0	0
Principals	1	1	1

<sup>\*</sup> Not available at the school level.

# Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

### Staff Counts Information

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



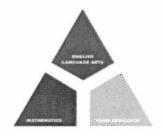
School THORNELL ROAD SCHOOL School ID 26-14-01-06-0009

District PITTSFORD CENTRAL SCHOOL DISTRICT

# Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2009–10, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: http://www.p12.nysed.gov/irts/accountability/



#### 1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation and the performance criteria.

#### **A Participation Criterion**

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2009–10 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### **B** Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2006 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

#### 2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

#### 3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

**Elementary/Middle-Level Science:** To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

#### **A Participation Criterion**

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

#### **B** Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

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

School THORNELL ROAD SCHOOL School ID 26-14-01-06-0009

#### District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Useful Terms for Understanding Accountability**

#### 12th Graders

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

#### 2006 Cohort

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

#### **Accountability Cohort for English and Mathematics**

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006-07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006-07 school year, who were enrolled on October 7, 2009 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2010, are not included in the 2006 school accountability cohort. The 2006 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

#### Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students

#### **Annual Measurable Objective (AMO)**

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

#### **Continuous Enrollment**

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

#### **Continuously Enrolled Students**

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

# Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irts.

#### **Graduation Rate**

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

#### **Graduation-Rate Total Cohort**

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the SIRS Manual at http://www.p12.nysed.gov/irts/sirs/.

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

#### **Limited English Proficient**

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

#### **Non-Accountability Groups**

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





School THORNELL ROAD SCHOOL School ID 26-14-01-06-0009

District PITTSFORD CENTRAL SCHOOL DISTRICT

### Useful Terms for Understanding Accountability (continued)

#### **Participation**

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

#### Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

100 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Continuously Enrolled Tested Students]

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

100 × [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Cohort Members]

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

#### **Progress Targets**

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

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

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

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

#### Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2009–10 safe harbor targets are calculated using the following equation:  $2008-09\ PI+(200-the\ 2008-09\ PI)\times0.10$ 

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

#### Safe Harbor Qualification (\*)

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

#### State Standard

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

#### Students with Disabilities

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

#### **Test Performance**

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

#### Total

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

School THORNELL ROAD SCHOOL School ID 26-14-01-06-0009

#### District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Understanding Your School Accountability Status**

New York State participates in the Differentiated Accountability pilot program, as approved by the United States Department of Education in January 2009. Under this program, each public school in the State is assigned an accountability "phase" (Good Standing, Improvement, Corrective Action, or Restructuring) and, for schools not in Good Standing, a "category" (Basic, Focused, or Comprehensive) for each measure for which the school is accountable. Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. Generally, the school's overall accountability status is its most advanced accountability phase and its highest category within that phase. A school in any year of the phase (that is not Good Standing) that makes AYP for the measure remains in the same phase/category the following year. An identified school that makes AYP in the identified measure for two consecutive years returns to Good Standing. Once a school is identified with a category within a phase, it cannot move to a less intensive category in the following school year within that phase.

Each school district with one or more Title I schools and each Title I charter school designated as Improvement (year 1 and year 2), Corrective Action, or Restructuring must make Supplemental Educational Services available for eligible students in the identified Title I school(s). A school district with one or more schools designated as Improvement (year 2), Corrective Action, or Restructuring must also provide Public School Choice to eligible students in identified Title I school(s). For more information on the Differentiated Accountability program and a list of interventions for schools not in Good Standing,

see http://www.p12.nysed.gov/nyc/APA/Differentiated\_Accountability/DA\_home.html.







School THORNELL ROAD SCHOOL School ID 26-14-01-06-0009

District PITTSFORD CENTRAL SCHOOL DISTRICT

### **Understanding Your School Accountability Status (continued)**

Phase

Phase/Category

Good Standing A school that has not been designated as Improvement, Corrective Action, or Restructuring.

**Improvement (year 1)** A school that failed to make AYP for two consecutive years on the same accountability measure; or a school that was designated as Improvement (year 1) in the current school year that made AYP for the identified measure and is in Good Standing.

**Improvement (year 2)** A school that was designated as a school in Improvement (year 1) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Improvement (year 2) in the current school year that made AYP for the identified measure.

#### Improvement/Basic:

A school that failed to make AYP in ELA and/or math for one accountability group, but made AYP for the All Students group; or a school that failed to make AYP in only science or graduation rate.

#### Improvement/Focused:

A school that failed to make AYP in ELA and/or math for more than one accountability group, but made AYP for the All Students group; or a school whose worst status is Improvement/Basic for at least two measures.

#### Improvement/Comprehensive:

A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.

# Corrective Action (year 1) A school that was designated as a school in Improvement (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 1) in the current school year that made AYP for the identified measure.

Corrective Action (year 2) A school that was designated as a school in Corrective Action (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 2) in the current school year that made AYP for the identified measure.

Restructuring (year 1) A school that was designated as a school in Corrective Action (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 1) in the current school year that made AYP for the identified measure. Restructuring (year 2) A school that was designated as a school in Restructuring (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 2) in the current school year that made AYP for the identified measure. Restructuring (Advanced) A school that was designated as a school in Restructuring (year 2) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (Advanced) in the current school year that made AYP for the identified measure.

#### Corrective Action or Restructuring/Focused:

A school that failed to make AYP in ELA and/or math for one or more accountability groups, but made AYP for the All Students group; or a school that failed to make AYP in science or graduation rate but made AYP in ELA and math.

Corrective Action or Restructuring/Comprehensive: A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group except the All Students group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.

**SURR:** A school that is identified for registration review (SURR) during a school year in which it is designated as a school in Improvement or Corrective Action shall, in the next school year, be designated as **Restructuring (year 1)/Comprehensive.** 

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



School THORNELL ROAD SCHOOL School ID 26-14-01-06-0009

#### District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Summary**

Overall Accountability	In Good Standing							
Status (2010–11)	Elementai	y/Middle Level	Secondary L	evel				
	ELA	In Good Standing	ELA					
	Math	In Good Standing	Math					
	Science	In Good Standing	Graduation R	ate				
Title I Part A Funding	Years th	e School Received	Title I Part A Fundir	ıg				
	2008-09		2009-10	2010-11				
	NO	1	NO	NO				

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

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

#### **AYP Status**

✓ Made AYP

✓<sup>SH</sup> Made AYP Using Safe Harbor Target

X Did not make AYP

 Insufficient Number of Students to Determine AYP Status



How did students in each accountability group perform on



School THORNELL ROAD SCHOOL School ID 26-14-01-06-0009

District PITTSFORD CENTRAL SCHOOL DISTRICT

## **Elementary/Middle-Level English Language Arts**

Accountability Status for This Subject		In Good Standing
(2010-11) Accountability Measures	3 of 3	Student groups making AYP in English language arts
•	✓	Made AYP

	AYP	Participati	ion	Test Perfo	rmance	Performa	ice Objectiv	es
Student Group		Met	Percentage	Met	Performance	Effective	Safe Harbor Target	
(Total: Continuous Enrollment)	Status	Criterion	Tested	Criterion	Index	AMO	2009-10	2010-11
Accountability Groups								
All Students (259:259)	<b>√</b>	✓	100%	✓	193	148		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (7:7)	-	-	grav.	_		_		_
Hispanic or Latino (12:12)	-	-		-		-		-
Asian or Native Hawaiian/Other Pacific Islander (34:34)	✓	-		✓	200	138		
White (206:206)	✓	✓	100%	✓	192	147		
Multiracial (0:0)								
Other Groups			and the Additional to the Manager					
Students with Disabilities (9:9)	_	-	_	_	-	-		-
Limited English Proficient (0:0)					**************			
Economically Disadvantaged (10:10)			+		-	· · · · · · · · · · · · · · · · · · ·		-
Final AYP Determination	<b>√</b> 3 of 3	3						
Non-Accountability Groups								
Female (136:136)			100%		195	146		
Male (123:123)			100%		191	146		
Migrant (0:0)								

#### **Symbols**



✓ SH Made AYP Using Safe Harbor Target

Did not make AYP

 Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

‡ Did not qualify for Safe Harbor



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

School THORNELL ROAD SCHOOL School ID 26-14-01-06-0009

#### District PITTSFORD CENTRAL SCHOOL DISTRICT



### **Elementary/Middle-Level Mathematics**

	✓	Made AYP	
<b>Accountability Measures</b>	3 of 3	Student groups making AYP in mathematics	
for This Subject (2010–11)			
Accountability Status		In Good Standing	

	AYP	Participati	ion	Test Perfo	rmance	Performa	nce Objectiv	es
Student Group		Met	Percentage	Met	Performance	Effective	Safe Harbor Target	
(Total: Continuous Enrollment)	Status	Criterion	Tested	Criterion	Index	AMO	2009-10	2010-11
Accountability Groups								
All Students (259:259)	✓	✓	100%	✓	198	128		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (7:7)		_	_	-	-	-	***************************************	-
Hispanic or Latino (12:12)	_			-		-		-
Asian or Native Hawaiian/Other Pacific Islander (34:34)	✓		_	✓	200	118		
White (206:206)	<b>√</b>	<b>√</b>	100%	<i>→</i>	197	127	**************	***************************************
Multiracial (0:0)								
Other Groups								
Students with Disabilities (9:9)	***	-		_	-			-
Limited English Proficient (0:0)				,,,	***************************************			*****************
Economically Disadvantaged (10:10)	-	-			_	-		
Final AYP Determination	<b>√</b> 3 of 3				4			
Non-Accountability Groups			······································	<del></del>				
Female (136:136)			100%		199	126		
Male (123:123)			100%		196	126		

#### Symbols

Migrant (0:0)



Made AYP Using Safe Harbor Target

Did not make AYP

Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

Did not qualify for Safe Harbor

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



### 2

# **School Accountability**



School THORNELL ROAD SCHOOL School ID 26-14-01-06-0009

#### District PITTSFORD CENTRAL SCHOOL DISTRICT

### **Elementary/Middle-Level Science**

Accountability Status		In Good Standing
for This Subject		
(2010-11)		
<b>Accountability Measures</b>	1 of 1	Student groups making AYP in science
	✓	Made AYP

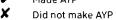
# How did students in each accountability group perform on elementary/middle-level science accountability measures?

	AYP		Participation		Test Perfo	rmance	Performance Objectives		
Student Group (Total: Continuous Enrollment)	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress 2009–10	Target 2010-11
Accountability Groups									
All Students (99:99)	✓	Qualified	✓	100%	<b>√</b>	199	100		******
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (3:3)		_	-	_	_	_	-		-
Hispanic or Latino (3:3)		_		_	_	-	-		_
Asian or Native Hawaiian/Other Pacific Islander (11:11)		_			-		-	* * * * * * * * * * * * * * * * * * * *	
White (82:82)		Oualified	✓	100%	<b>√</b>	200	100		
Multiracial (0:0)				*********	**************		•••••	* * * * * * * * * * * * * * * * * * * *	**********
Other Groups			***************************************	***************************************				***************************************	
Students with Disabilities (1:1) Limited English Proficient (0:0)			-	-					-
Economically Disadvantaged (7:7)				**************	-			• • • • • • • • • • • • • • • • • • • •	
Final AYP Determination	<b>√</b> 1	of 1							
Non-Accountability Groups					•			***	
Female (50:50)				100%		198	100		
Male (49:49)		• • • • • • • • • • • • • • • • • • • •		100%	*************	200	100		
Migrant (0:0)		• • • • • • • • • • • • • • • • • • • •				*******			• • • • • • • • • • • • • • • • • • • •
								<del></del>	

#### Symbols



Made AYP



Fewer Than 40 Total/Fewer Than 30
 Continuous Enrollment

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



School THORNELL ROAD SCHOOL School ID 26-14-01-06-0009

# Summary of 2009–10 School Performance

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

	Percentage of scored at or a	Total Tested		
English Language Arts	0%	50%	100%	
Grade 3	79%		85	
Grade 4	90%		99	
Grade 5	91%		75	
Mathematics				
Grade 3	84%		<b>8</b> 5	
Grade 4	82%		99	
Grade 5	95%		75	
Science				
Grade 4	99%		99	

District PITTSFORD CENTRAL SCHOOL DISTRICT

#### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

#### Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

#### Level 3: Meeting Learning Standards.

and grade level.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction. Student performance demonstrates a thorough understanding of the content expected in the subject

# How are Need/Resource Capacity (N/RC) categories determined?

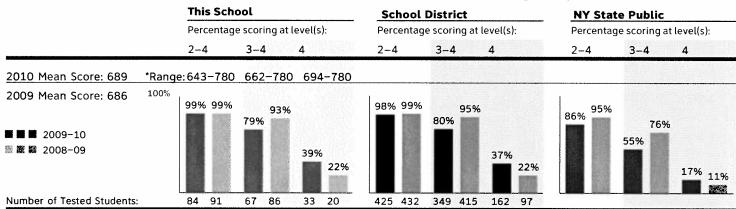
Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the Report to the Governor and the Legislature on the Educational Status of the State's Schools at www.p12.nysed.gov/irts.

In this section, this school's performance is compared with that of the school district and public schools Statewide.

School THORNELL ROAD SCHOOL School ID 26-14-01-06-0009

District PITTSFORD CENTRAL SCHOOL DISTRICT

# This School's Results in Grade 3 English Language Arts



Results by	2009-10	School Yea	ır		2008-09	School Yea	ar		
Student Group	Total	Percentag	e scoring at	: level(s):	Total	Percentag	Percentage scoring at level(s):		
Stadent Oroup	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students	85	99%	79%	39%	92	99%	93%	22%	
Female	46	100%	87%	41%	46	100%	98%	28%	
Male	39	97%	69%	36%	46	98%	89%	15%	
American Indian or Alaska Native				- 4862		0.5346			
Black or African American	3	-		- E.S.	3	-	-	<del>-</del>	
Hispanic or Latino	5	- '	- 3	<del>-</del>	2	= =	1384 - 1	_	
Asian or Native Hawaiian/Other Pacific Islander	r 12	100%	83%	17%	8	100%	100%	13%	
White	65	98%	75%	42%	79	99%	95%	23%	
Multiracial		KENTA.	1 2882		-			532 638	
Small Group Totals	8	100%	100%	50%	5	100%	60%	20%	
General-Education Students	81	-3:33 <del>2.</del> 7		: 1- 88 <del>-</del>	90		A m <del>g</del> a	LIM-	
Students with Disabilities	4	(i) ( <del>-</del> )	-	-	2	-	-	) <del>.</del>	
English Proficient	85	99%	79%	39%	92	99%	93%	22%	
Limited English Proficient	• • • • • • • • • • • • • • • • • • • •	17.03	-49, 4		1	helite	454	***************************************	
Economically Disadvantaged	2	: : : : : : : : : : : : : : : : : : :	M = -	a 200	7	100%	86%	29%	
Not Disadvantaged	83	8L3	- T	- 11	85	99%	94%	21%	
Migrant			Estable -	44.		100		ř,	
Not Migrant	85	99%	79%	39%	92	99%	93%	22%	

#### NOTE:

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	2009-10	School Year	•	•	2008-09 School Year			
Assessments	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				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	N/A	N/A	N/A	N/A

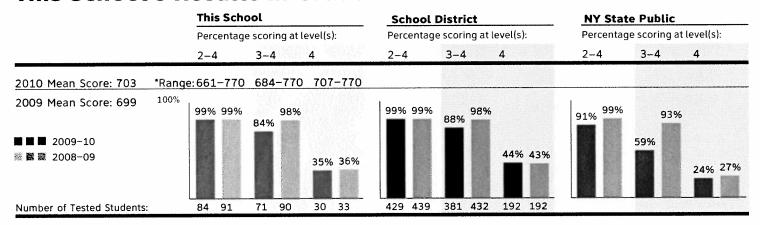
<sup>†</sup> These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

School THORNELL ROAD SCHOOL School ID 26-14-01-06-0009

#### District PITTSFORD CENTRAL SCHOOL DISTRICT



### This School's Results in Grade 3 Mathematics



Results by	2009-10	School Yea	r		2008-09	2008-09 School Year			
•	Total	Percentag	e scoring at	level(s):	Total	Percentag	je scoring a	t level(s):	
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students	85	99%	84%	35%	92	99%	98%	36%	
Female	46	98%	85%	33%	46	100%	100%	39%	
Male	39	100%	82%	38%	46	98%	96%	33%	
American Indian or Alaska Native		a a						THE PAST (	
Black or African American	3	\{\bar{\text{\frac{1}{2}}}{2}\}	-		3		_	- \	
Hispanic or Latino	5	1889 <del>.</del>	338 <del>-</del> 17		2	<u> </u>	<u>-</u>	<u> </u>	
Asian or Native Hawaiian/Other Pacific Islander	12	100%	92%	33%	7	100%	100%	57%	
White	65	98%	80%	37%	80	99%	98%	35%	
Multiracial		121		72 at (					
Small Group Totals	8	100%	100%	25%	5	100%	100%	20%	
General-Education Students	81	<u> </u>			90			_	
Students with Disabilities	4	-		-	2	-	sigita <del>- j</del> ri		
English Proficient	85	99%	84%	35%	92	99%	98%	36%	
Limited English Proficient		34.47					E 3332		
Economically Disadvantaged	2	<u>-</u> -	1.05	_	7	100%	100%	43%	
Not Disadvantaged	83	_			85	99%	98%	35%	
Migrant		3/2 - 1	50ú						
Not Migrant	85	99%	84%	35%	92	99%	98%	36%	

#### NOTES

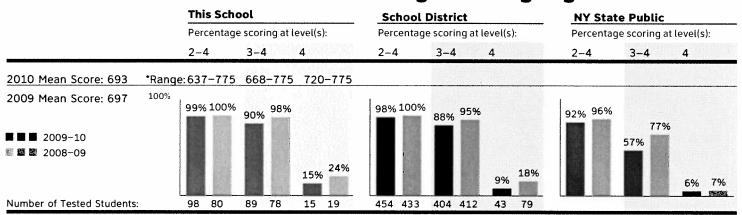
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments	2009-10	School Year			2008-09 School Year				
	Total	Number sco	oring at level	(s):	Total Tested	Number scoring at level(s):			
	Tested	2-4	3-4	4		2-4	3-4	44	
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				0				

School THORNELL ROAD SCHOOL School ID 26-14-01-06-0009

District PITTSFORD CENTRAL SCHOOL DISTRICT

## This School's Results in Grade 4 English Language Arts



Results by	2009-10	School Yea	r			2008-09 School Year			
Student Group	Total	Percentag	e scoring at	level(s):	d <sub>i</sub>	Total	Percentage scoring at level(s):		
Student Group	Tested	2-4	3-4	4		Tested	2-4	3-4	4
All Students	99	99%	90%	15%	37	80	100%	98%	24%
Female	50	98%	92%	22%	H	41	100%	98%	29%
Male	49	100%	88%	8%	W	39	100%	97%	18%
American Indian or Alaska Native			ALPHY.	1480	14				Maria - 1880 -
Black or African American	3	-	-	<u> </u>		1	-	-	<del>-</del>
Hispanic or Latino	3	-	_		_	4		_	7 7 5 T
Asian or Native Hawaiian/Other Pacific Islande	11	100%	100%	45%	_	11	100%	91%	45%
White	82	100%	89%	11%		64	100%	98%	22%
Multiracial		144.83							ą, a.
Small Group Totals	6	83%	83%	17%	TA	5	100%	100%	0%
General-Education Students	98	1311-12			GI I	75	100%	100%	25%
Students with Disabilities	1	1122-1	-			5	100%	60%	0%
English Proficient	99	99%	90%	15%		80	100%	98%	24%
Limited English Proficient		48.00		73/15				1 2500	
Economically Disadvantaged	7	100%	100%	0%		1	W.		<u> </u>
Not Disadvantaged	92	99%	89%	16%		79	_	5 No -	_
Migrant		14.12		4 10 ME 10	L'_		**	thirte	- eleta
Not Migrant	99	99%	90%	15%		80	100%	98%	24%

#### 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	2009-10	School Year		,	2008-09 School Year			
Assessments	Total	Number sco	Number scoring at level(s):			Number scoring at level(s):		
	Tested	24	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				1	_	\$1.4 s	_
New York State English as a Second Language Achievement Test (NYSESLAT)t: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

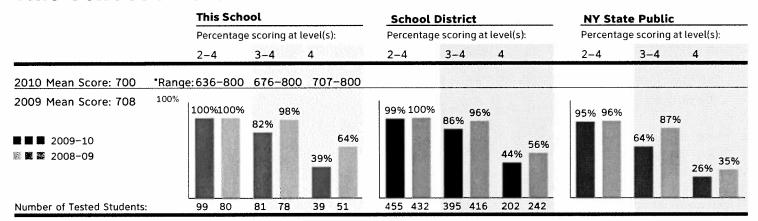
<sup>†</sup> These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

School THORNELL ROAD SCHOOL School ID 26-14-01-06-0009

#### District PITTSFORD CENTRAL SCHOOL DISTRICT



### This School's Results in Grade 4 Mathematics



Results by	2009-10	School Yea	r		2008-09	2008-09 School Year			
Student Group	Total	Percentag	e scoring at	level(s):	Total	Percentage scoring at level(s):			
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students	99	100%	82%	39%	80	100%	98%	64%	
Female	50	100%	80%	38%	41	100%	100%	63%	
Male	49	100%	84%	41%	39	100%	95%	64%	
American Indian or Alaska Native		=1155591			Ĩ				
Black or African American	3		62884 <del>-</del> 28		1	- L	-	<del></del>	
Hispanic or Latino	3		_		4	_	-	<u>-</u>	
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	64%	11	100%	100%	82%	
White	82	100%	80%	34%	64	100%	100%	63%	
Multiracial		髓髓			<u>(</u>				
Small Group Totals	6	100%	83%	67%	5	100%	60%	40%	
General-Education Students	98	116,416			75	100%	97%	65%	
Students with Disabilities	1				5	100%	100%	40%	
English Proficient	99	100%	82%	39%	80	100%	98%	64%	
Limited English Proficient									
Economically Disadvantaged	7	100%	86%	57%	1		411887-11	M = (4 M)	
Not Disadvantaged	92	100%	82%	38%	79	<u> </u>			
Migrant			1-334		1			4 - 49-17	
Not Migrant	99	100%	82%	39%	80	100%	98%	64%	

#### NOTES

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

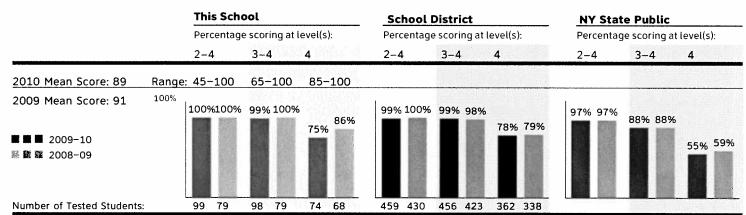
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 Accountability and Overview Reports.

Other Assessments	2009-10	School Year			2008-09 School Year				
	Total	Number sco	oring at level	i(s):	Total Tested	Number scoring at level(s):			
	Tested	2-4	3-4	4		2-4	3-4	4	
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0	2.00			1	\$			

School THORNELL ROAD SCHOOL School ID 26-14-01-06-0009

#### District PITTSFORD CENTRAL SCHOOL DISTRICT

### This School's Results in Grade 4 Science



Results by	2009-10	School Yea	r			2008-09 School Year			
Student Group	Total	Percentag	je scoring at	level(s):	18	Total	Percentage scoring at level(s):		
Student Group	Tested	2-4	3-4	4		Tested	2-4	3-4	4
All Students	99	100%	99%	75%	n Sell	79	100%	100%	86%
Female	50	100%	98%	86%		40	100%	100%	88%
Male	49	100%	100%	63%	=	39	100%	100%	85%
American Indian or Alaska Native		Min i			alja		The Asia		
Black or African American	3	(E) -		33335 <del>-</del>	-55	1	-	_	-
Hispanic or Latino	3	- i		<del>-</del> -		4	_	_	-
Asian or Native Hawaiian/Other Pacific Islande	r <b>11</b>	100%	100%	91%		11	100%	100%	91%
White	82	100%	100%	72%	101-	63	100%	100%	87%
Multiracial		la la	511L 141			• • • • • • • • • • • • • • • • • • • •			4551815
Small Group Totals	6	100%	83%	83%		5	100%	100%	60%
General-Education Students	98		88435-	_ 1		74	100%	100%	91%
Students with Disabilities	1	100 i <del>-</del> 7	-	_		5	100%	100%	20%
English Proficient	99	100%	99%	75%		79	100%	100%	86%
Limited English Proficient						• • • • • • • • • • • • • • • • • • • •			
Economically Disadvantaged	7	100%	100%	86%	1	1	Wa <u>+</u> ı	. h-5	
Not Disadvantaged	92	100%	99%	74%		78	-	_	_
Migrant		283/7			yyka.			M - 34	
Not Migrant	99	100%	99%	75%		79	100%	100%	86%

#### NOTE:

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

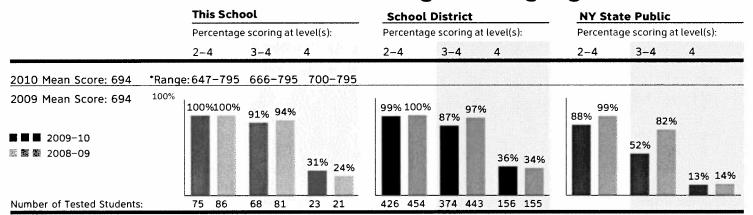
Other Assessments	2009-10	School Year			2008-09 School Year				
	Total	Number sco	Number scoring at level(s):			Number scoring at level(s):			
	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
New York State Alternate Assessment	0			8.44			9	L	
(NYSAA): Grade 4 Equivalent	U				1	10.5	-	-	

School THORNELL ROAD SCHOOL School ID 26-14-01-06-0009

District PITTSFORD CENTRAL SCHOOL DISTRICT



## This School's Results in Grade 5 English Language Arts



Results by	2009-10	School Yea	r		2008-09	2008-09 School Year			
Student Group	Total	Percentag	e scoring at	level(s):	Total	Percentag	e scoring a	t level(s):	
Student Group	Tested	2-4	3-4	4	Tested	2-4	3-4	4	
All Students	75	100%	91%	31%	86	100%	94%	24%	
Female	40	100%	95%	35%	45	100%	93%	22%	
Male	35	100%	86%	26%	41	100%	95%	27%	
American Indian or Alaska Native				23742	F			as Early	
Black or African American	1	limi <del>-</del> i		***** <del>-</del>	2	-	<b>-</b> Y	- NE - E	
Hispanic or Latino	4	earl <del>-</del> a	3 (d) <del>-</del> .	(1386) <del>-</del>	8	-	₩ - <del>-</del> 0	- 138 <del>-</del> 138	
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	45%	11	100%	100%	18%	
White	59	100%	92%	31%	65	100%	92%	25%	
Multiracial		ff 7.	1 199	-77					
Small Group Totals	5	100%	80%	0%	10	100%	100%	30%	
General-Education Students	71	ς-	-10-	25/24-14.5	75	100%	97%	25%	
Students with Disabilities	4	-	- (i) -	4 7 <del>-</del> 1	11	100%	73%	18%	
English Proficient	75	100%	91%	31%	86	100%	94%	24%	
Limited English Proficient		+ 37	384 E ?			242	uğ Mi	xisF.	
Economically Disadvantaged	1	A. 45		7 L			W H.		
Not Disadvantaged	74	\$45 <u>4</u>	∰:= <b>-</b> °;		86	100%	94%	24%	
Migrant		34-536	16.00						
Not Migrant	75	100%	91%	31%	86	100%	94%	24%	

#### NOTES

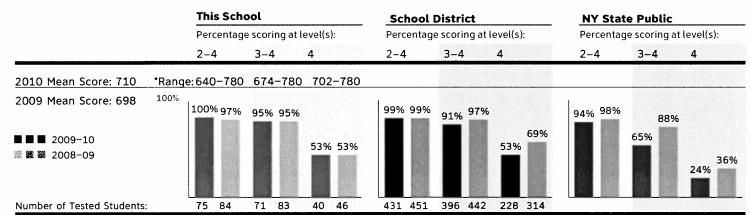
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other	2009-10	School Year			2008-09	School Year	r	
Assessments	Total	Number scoring at level(s):		Total	Number sc	Number scoring at level(s):		
Assessificitis	Tested	2-4	3–4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0			
New York State English as a Second Languag Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A
	Total				Total		2	
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

School THORNELL ROAD SCHOOL School ID 26-14-01-06-0009

District PITTSFORD CENTRAL SCHOOL DISTRICT

### This School's Results in Grade 5 Mathematics



Results by	2009-10 School Year				2008-09 School Year				
Student Group	Total	Percentage scoring at level(s):			Total	Percentag	Percentage scoring at level(s):		
Student Oroup	Tested	2-4	3-4	4		Tested	2-4	3-4	4
All Students	75	100%	95%	53%		87	97%	95%	53%
Female	40	100%	95%	58%	433	46	98%	98%	48%
Male	35	100%	94%	49%		41	95%	93%	59%
American Indian or Alaska Native							####		- 12 - 4 12 -
Black or African American	1	_	400 (19 <del>5</del> ))	(23) <del>-</del> [	131	2			
Hispanic or Latino	4	-	21	_		8		- T	- 34
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	82%	41	11	100%	100%	91%
White	59	100%	97%	49%		66	95%	94%	47%
Multiracial		43/11/					4		
Small Group Totals	5	100%	80%	40%	471	10	100%	100%	50%
General-Education Students	71		13886 <u>-</u> 15	af (af = 1		75	100%	100%	57%
Students with Disabilities	4	ANG-	31 30 <del>-</del> 2.	47 -	637	12	75%	67%	25%
English Proficient	75	100%	95%	53%	-7-5	87	97%	95%	53%
Limited English Proficient		14.1					•••••	-	
Economically Disadvantaged	1	-	_	_	LS.				
Not Disadvantaged	74	E -	à. <u>-</u> 3.	430 P - 1		87	97%	95%	53%
Migrant		9 N T E F	. s. slegg-	Kurus			282		
Not Migrant	75	100%	95%	53%		87	97%	95%	53%

#### NOTES

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

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

Other	2009-10 School Year				2008-09 School Year			
Assessments	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0	·		

### **Pittsford Central School District Budget Notice**

Overall Budget Proposal	Budget Adopted for the 2010-11 School Year	Budget Proposed for the 2011-12 School Year	Contingency Budget for the 2011-12 School Year*
otal budget amount	\$109,702,607	\$111,590,726	\$111,475,337
Increase/decrease for 2011-12 school year	<b>第二次,在长期全球发展的</b>	\$1,888,119	\$1,772,730
Percentage increase (decrease) in each proposed budget	<b>共享进版地址至2007年</b>	1.72%	1.62%
Change in the consumer price index		1.6%	the more impostant to the colors
Resulting estimated property tax levy for the 2011-12 school year	相談的主義	\$84,758,491	\$84,643,102
Administrative component	\$10,086,746	\$10,040,322	\$10,022,615
Program component	\$81,438,026	\$82,962,701	\$82,864,961
Capital component	\$18,177,835	\$18,587,703	\$18,587,761

\*The contingency budget is based upon the following assumptions. Allowable increase by state law, plus increases for expenses related to budgeted capital and debt service expenditures. Legally prohibited expenses for the purchase of equipment, public use of facilities and purchase of student supplies are excluded.

Actual appropriations under a contingency budget would be determined by the Board of Education, should this be necessary.1

Basic STAR Exemption Impact
Estimated Basic STAR Exemption Savings 2

-	Budget Proposed for the 2011-12 School
	Year
Basic STAR Tax Savings	\$712.37

The annual budget vote for the fiscal year 2011-12 by the qualified voters of the Pittsford Central School District, Monroe County, New York, will be held in the Barker Road Middle School Gymnasium, Pittsford, New York, in said district on Tuesday, May 17, 2011, between the hours of 7:00 a.m. and 9:00 p.m., prevailing time at which times the polls will be opened for voting.

1 Provide a statement of assumptions made in estimating the contingency budget pursuant to section 2023 of the Education Law.

2 The basic school tax relief (STAR) exemption is authorized by section 425 of the Real Property Tax Law.

# Pittsford Schools

Administrative Offices
75 Barker Road – East Wing
Pittsford, NY 14534
585.267.1053
fax: 585.381.9368
Darrin\_Kenney@pittsford.monroe.edu

BTIL

Darrin Kenney
Assistant Superintendent for Business

Date:

April 12, 2011

To:

Mary Alice Price, Superintendent of Schools

From:

Darrin T. Kenney, Assistant Superintendent for Business

Re:

**Exemption Reporting Requirement** 

Chapter 258 of the Laws of 2008 was signed into law by Governor David A. Paterson on July 7, 2008 and took effect 90 days after that date. This law adds Section 495 to the Real Property Tax Law, requiring counties, cities, towns, villages and school districts to attach to their tentative/preliminary budgets an exemption report.

Therefore, according to state directive, §495 has been appended to the Budget Statement.

DTK:kd

### Memorandum



September 4, 2008

TO: County, School and Municipal CEOs, Financial Officers, and Assessment

Officers

**FROM:** Lee Kyriacou, Executive Director

**SUBJECT:** New Exemption Reporting Requirement

I am writing to make you aware of Chapter 258 of the Laws of 2008. This new law adds Section 495 to the Real Property Tax Law, requiring counties, cities, towns, villages and school districts to attach to their tentative/preliminary budgets an exemption report.

It is anticipated that this law will provide increased transparency to taxpayers in regard to the amount and impact of exemptions on the local tax base. While exemptions serve a valid public purpose, they also erode the tax base and shift the tax burden to other property owners within the taxing district. The extent of this impact is largely hidden from view, because no systematic reporting is done at the local level.

The exemption report is required to show how much of the total assessed value on the final assessment roll used in that budgetary process is exempt from taxation. The law requires exemption reports to include:

- Every type of exemption granted by the taxing authority, and the cumulative impact of each type of exemption (in either dollar amount of assessed value or as a percentage of the total assessed value on the roll);
- The cumulative amount expected to be received from recipients of each type of exemption as payments in lieu of taxes or other payments for municipal services; and
- The cumulative impact of all exemptions granted.

Notice of the report is required to be included in any notice of the preparation of the budget otherwise required by law. Also, the report is required to be posted on any bulletin board maintained by the budgeting authority for public notices and on any website maintained by the budgeting authority. In addition to being attached to the tentative/preliminary budget, the report also will be part of the final budget.

Chapter 258 was signed into law by Governor David A. Paterson on July 7, 2008 and takes effect 90 days after that date. Therefore, the first budgets to be impacted by the new law will be those prepared by most counties and towns in the autumn of 2008.

For those municipalities and counties that use RPS Version 4 software for assessment administration, ORPS is currently developing a standardized report to meet the bulk of the exemption reporting requirements for those jurisdictions. More information will be made available in upcoming months.

If you have questions, please contact your ORPS Regional Office:

Albany - (518) 486-4403

Batavia - (585) 343-4363

Hauppauge - (631) 952-3650

Newburgh - (845) 567-2648

Ray Brook - (518) 891-1780

Syracuse - (315) 471-2347



#### NYS Department of Office of Real Property Tax Services Taxation and Finance

Valuing & Assessing Taxpayer Rights

Forms, Publications Equalization &

Property Tax

Real Property

& Information

& Procedures Tax Policy

Tax Levy Distribution

Reform

& Exemptions

Home | About ORPTS | What's New | ORPTS Online | Site Map | Answer Center | Search our Site

Exemption Reporting for **Taxing Jurisdictions** 

Forms

Questions and Answers

**RPTL** - Section 495

Exemption Reporting Requirement Memo

#### RPTL - Section 495

\* § 495. Exemption reports. 1. Whenever a county, city, town, village or school district is required to prepare an annual budget, the official required to prepare a tentative or preliminary version of that budget shall annex thereto an exemption report. This report shall be on a form prescribed by the state board and shall show how much of the total assessed value on the final assessment roll or rolls used in that budgetary process is exempt from taxation. This report shall list every type of exemption granted, identified by statutory authority, and shall show (a) the cumulative impact of each type of exemption expressed either as a dollar amount of assessed value or as a percentage of the total assessed value on the roll, (b) the cumulative amount expected to be received from recipients of each type of exemption as payments in lieu of taxes or other payments for municipal services, and (c) the cumulative impact of all exemptions granted. Exemptions that result in an impact of less than one percent may be aggregated as a single entry. In no case shall an individual exemption recipient be named in the report. 2. Notice of this report shall be included in any notice of the preparation of the budget otherwise required by law. The report shall be posted on any bulletin board maintained by the budgeting authority for public notices and on any website maintained by the budgeting authority. This report shall be annexed to any tentative or preliminary budget and shall become part of the final budget.

\* NB Effective October 5, 2008

Last Modified on: 08/16/2010 02:29:41 PM

| Accessibility | Privacy and Security Notice | Disclaimer | Copyright | Contact Us |

Copyright 2011

All Rights Reserved



#### NYS Department of Taxation and Finance

### Office of Real Property Tax Services

Valuing & Assessing Taxpayer Rights

Forms, Publications Equalization &

Property Tax

Real Property

& Information

Tax Policy & Procedures Tax Levy Distribution

Reform

& Exemptions

Home | About ORPTS | What's New | ORPTS Online | Site Map | Answer Center | Search our Site

Exemption Reporting for **Taxing Jurisdictions** 

**Forms** 

Questions and Answers

**RPTL** - Section <u>495</u>

Exemption Reporting Requirement Memo

#### **Exemption Reporting for Taxing Jurisdictions**

Chapter 258 of the Laws of 2008 added Section 495 to the Real Property Tax Law requiring counties, cities, towns, villages and school districts to attach to their tentative/preliminary budgets an exemption report. The measure is effective October 5, 2008 and applies to budgets for fiscal years commencing on and after that date.

The new exemption reports will provide taxpayers, policy makers, media and the general public with greater transparency on property tax exemptions and their effect on overall property taxes.

Exemptions are reductions in property taxes granted to certain groups of property owners (e.g., non-profits, seniors, veterans) and are paid for by increases in property taxes on all other taxpayers (except for the STAR exemption, which is funded directly by New York State). The new exemption reports will show, for each type of exemption, how much of the local property tax base has been removed from taxation.

While exemptions in general serve a valid public purpose, they also erode the tax base and shift the tax burden to other property owners within the taxing district. The extent of this impact has been largely hidden from view because, until now, no systematic reporting is done at the local level. So, while each individual exemption may seem reasonable, the overall impact of all exemptions can often lead to unexpectedly high taxes for the remaining taxpayers who must shoulder the burden.

For detailed reporting requirements and other information, please view the related links (left-side menu).

If you have questions, please contact your ORPTS Regional Office or e-mail NYSORPS.

- Albany (518) 474-8041
- Batavia (585) 343-4363
- Hauppauge (631) 952-3650
- Newburgh (845) 567-2648
- Ray Brook (518) 891-1780
- Syracuse (315) 471-2347

Last Modified on: 08/16/2010 02:29:41 PM

| Accessibility | Privacy and Security Notice | Disclaimer | Copyright | Contact Us |

Copyright 2011

All Rights Reserved



Town of Pittsford School District - 264601 Pittsford Central

Equalized Total Assessed Value 4.037,980,885

	Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
247	12100	NYS - GENERALLY	RPTL 404(1)	4	1,275,400	0.03
248-6247	12350	PUBLIC AUTHORITY - STATE	RPTL 412	1	154,700	0.00
248	13100	CO - GENERALLY	RPTL 406(1)	15	20,499,200	0.51
	13500	TOWN - GENERALLY	RPTL 406(1)	164	24,422,500	0.60
(585)	13510	TOWN - CEMETERY LAND	RPTL 446	2	58,500	0.00
	13650	VG - GENERALLY	RPTL 406(1)	3	1,249,400	0.03
	13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	1	18,500	0.00
	13800	SCHOOL DISTRICT	RPTL 408	15	135,746,600	3.36
	13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	5	9,544,600	0.24
	14100	USA - GENERALLY	RPTL 400(1)	1	1,155,000	0.03
	18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	18	81,376,425	2.02
	18180	UDC OWNED NON-HOUSING PROJECT	MC K UCON L 6272	1	10,260,000	0.25
	21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	7	1,838,700	0.05
	25110	NONPROF CORP - RELIGICONST PRO	RPTL 420-a	18	40,099,700	0.99
	25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	15	122.954,100	3.04
	25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	1	240,600	0.01
	25210	NONPROF CORP - HOSPITAL	RPTL 420-a	2	24,429,200	0.60
	25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	3	6.454,300	0.16
	25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	3	519,700	0.01
-7-3	25400	FRATERNAL ORGANIZATION	RPTL 428	1	2,178,500	0.05
forc	25500	NONPROFIMED, DENTAL, HOSP SVCE	RPTL 486	10	3,100,300	0.08
Pittsford	26300	INTERDENOMINATIONAL CENTER	RPTL 430	4	2.493,700	0.06
of P	26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	199,700	0.00
<u></u>	27200	RAILROAD - WHOLLY EXEMPT	RPTL 489-dⅆ	1	83,826	0 00
Town	27350	PRIVATELY OWNED CEMETERY LAND	RP1L 446	6	14,994,400	0.37
-	41400	CLERGY	RPTL 460	12	18,000	0.00
	41700	AGRICULTURAL BUILDING	RPTL 483	3	67,400	0.00
a	41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	74	7,028,001	0.17
51	41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	3	166,974	0.00
09:51	41800	PERSONS AGE 65 OR OVER	RPTL 467	262	20.617,363	0.51
7	41806	PERSONS AGE 65 OR OVER	RPTL 467	7	602,480	0.01
<del></del>	41834	ENHANCED STAR	RPTL 425	1,114	66,371,765	1.64
Apr `	41844	ENHANCED STAR, RENTED MOBILE H	RPTL 425	3 Page 1 of 2	106,978	0.00

NYS - Real Property System

County of Monroe

Town of Pittsford (2d2)

Assessor's Report - 2010 - Prior Year File S495 Exemption Impact Report **School District Summary** 

RPS221/V04/L001 Date/Time - 4/11/2011 08:11:31 Total Assessed Value 4,037,980,885

Equalized Total Assessed Value 4,037,980,885

School District - 264601 Pittsford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
	BASIC STAR 1999-2000	RPTL 425	8,689	261,941,550	6.49
41854		RPTL 425	11	<b>156,2</b> 65	. 0.00
41864	BASIC STAR, RENTED MOBILE HOME DISABILITIES AND LIMITED INCOM	RPTL 459-c	8	631,300	0.02
41930	RAILROAD - PARTIALLY EXEMPT	RPTL 489-dⅆ	5	2,750,450	0.07
47200	BUSINESS INVESTMENT PROPERTY F	RPTL 485-b	1	299,600	<b>0</b> .01
47615	TO A DESCRIPTION OF A D	RPTL 485-b	ô	1,428,495	0.04
Total Exemp System Exe	otions Exclusive of		10,600	867,534,172	21.48
•			0	0	0.00
Total System	π Exemptions:		10.500	867,534,172	21.48
Totals:			10,000	******	

Values have been equalized using the Uniform Percentage of Value.	The Exempt amounts do not take into consideration, payments in fleu of taxes or other payments
for municipal services.	

Amount, if a	ny, attributable to	payments in lieu of taxes:	_
--------------	---------------------	----------------------------	---

(585) 248-6247



#### Assessor's Report - 2010 - Prior Year File S495 Exemption Impact Report School District Summary



RPS221/V04/L001
Date/Time - 4/20/2011 11:06:08
Total Assessed Value 4,037,980,885

Town of Perinton (10f2)

Equalized Total Assessed Value 4,037,980,885

#### School District - 264601 Pittsford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	4	1,275,400	2.22
12350	PUBLIC AUTHORITY - STATE	RPTL 412	1	154,700	0.03
13100	CO - GENERALLY	RPTL 406(1)	15	20,499,200	0.00
13500	TOWN - GENERALLY	RPTL 406(1)	164	24,422,500	0.51
13510	TOWN - CEMETERY LAND	RPTL 446	2	58,500	0.60
13650	VG - GENERALLY	RPTL 406(1)	3	1,249,400	0.00
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	1	1,249,400	0.03
13800	SCHOOL DISTRICT	RPTL 408	15	135,746,600	0.00
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	5	9,544,600	3.36
14100	USA - GENERALLY	RPTL 400(1)	1	9,544,600 1,155,000	0.24
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	18	81,376,425	0.03
18180	UDC OWNED NON-HOUSING PROJECT	MC K UCON L 6272	1	• •	2.02
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	7	10,260,000	0.25
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	18	1,838,700	0.05
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	15	40,099,700	0.99
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	1	122,954,100	3.04
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	2	240,600	0.01
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	3	24,429,200	0.60
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	3	6,454,300	0.16
25400	FRATERNAL ORGANIZATION	RPTL 428	1	519,700	0.01
25500	NONPROF MED, DENTAL, HOSP SVCE	RPTL 486	10	2,178,500	0.05
26300	INTERDENOMINATIONAL CENTER	RPTL 430	10	3,100,300	0.08
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	4	2,493,700	0.06
27200	RAILROAD - WHOLLY EXEMPT	RPTL 489-dⅆ	4	199,700	0.00
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	6	83,826	0.00
41400	CLERGY	RPTL 460	12	14,994,400	0.37
41700	AGRICULTURAL BUILDING	RPTL 483	3	18,000	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	74	67,400	0.00
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	3	7,028,001	0.17
41800	PERSONS AGE 65 OR OVER	RPTL 467		166,974	0.00
41806	PERSONS AGE 65 OR OVER	RPTL 467	262 7	20,617,363	0.51
41834	ENHANCED STAR	RPTL 425	, 1,114	602,480	0.01
41844	ENHANCED STAR, RENTED MOBILE H	RPTL 425		66,371,765	1.64
	,	THE TRACT	3	106,978	0.00

NYS - Real Property System **County of Monroe** 

Assessor's Report - 2010 - Prior Year File **\$495 Exemption Impact Report School District Summary** 

RPS221/V04/L001 Date/Time - 4/20/2011 11:06:08 **Total Assessed Value** 4,037,980,885

Town of Perinton (20fa)

Equalized Total Assessed Value 4,037,980,885

School District - 264601 Pittsford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41854	BASIC STAR 1999-2000	RPTL 425	8,689	261,941,550	• *
41864	BASIC STAR, RENTED MOBILE HOME	RPTL 425	11	156,265	6.49
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	8	631,300	0.00
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-dⅆ	5	2,750,450	0.02
47610	BUSINESS INVESTMENT PROPERTY F	RPTL 485-b	1	299,600	. 0.07
47615	BUSINESS INVESTMENT PROPERTY F	RPTL 485-b	9	1,428,495	0.01 0.04
Total Exemp	ntions Exclusive of mptions:				
Total System	n Exemptions:	•	10,500	867,534,172	21.48
Totals:	· Exolipsons.		0	0	0.00
			10,500	867,534,172	21.48

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take Into consideration, payments in ileu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes:

This report covers the latine School district, notyon PER

NYS - Real Property System
County of Monroe
Town of Mendon
SWIS Code - 263689



Equalized Total Assessed Value 62,085,040

School District - 264601 Pittsford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	1	194,000	0.31
13300	SCHOOL DISTRICT	RPTL 408	1	90,000	0.14
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	119,700	0.19
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	27	2,108,023	3.40
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	2	96,133	0.15
41800	PERSONS AGE 65 OR OVER	RPTL 467	2	182,500	0.29
41834	ENHANCED STAR	RPTL 425	7	416,100	0.67
41854 ī	BASIC STAR 1999-2000	RPTL 425	79	2,370,000	3.82
Total Exempti System Exem	lons Exclusive of ptions;		120	5,576,456	B 04
Total System	Exemptions:		0	5,570,450	8.98
Totals:					0.00
			120	5,576,456	8.98

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, If any, attributable to payments in lieu of taxes:

NYS - Real Property System
County of Monroe
Town of Brighton 
SWIS Code - 262000

#### Assessor's Report - 2010 - Prior Year File S495 Exemption Impact Report School Detail Report

RPS221/V04/L001 Date/Time - 4/8/2011 11:42:33

Total Assessed Value
Uniform Percentage

188,317,459 100.00

Equalized Total Assessed Value 188,317,459

School District - 264601 Pittsford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	1	2,500	0.00
13500	TOWN - GENERALLY	RPTL 406(1)	1	642,900	0.34
13800	SCHOOL DISTRICT	RPTL 408	2	3,710,000	1.97
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	1	1,960,000	1.04
18 <b>0</b> 20	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	200,000	0.11
18180	UDC OWNED NON-HOUSING PROJECT	MC K UCON L 6272	1	10,260,000	5.45
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	1	14,910,000	7.92
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	199,700	0.11
41800	PERSONS AGE 65 OR OVER	RPTL 467	11	589,650	0.31
41834	ENHANCED STAR	RPTL 425	36	2,118,300	1.12
41854	BASIC STAR 1999-2000	RPTL 425	290	8,700,000	4.62
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-dⅆ	1	1,496,504	0.79
Total Exempl System Exem	tions Exclusive of options:		347	44,789,554	23.78
Total System Exemptions:		one:	0	0	0.00
Totals:		347	44,789,554	23.78	

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes:



Apr

Town	of	Penfield
10011	UT	IEMMERA

Equalized Total Assessed Value 20,965,086

School Dist	trict - 26460°	Pittsford	Central
-------------	----------------	-----------	---------

Exemption	Exemption	Statutory	Number of	Total Equalized Value of Exemptions	Percent of Value
Code	Name	Authority	Exemptions		Exempted
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	5,491,400	26.19
27200	RAILROAD - WHOLLY EXEMPT	RPTL 489-dⅆ	1	83,826	0.40
41854	BASIC STAR 1999-2000	RPTL 425	6	1,451,550	6.92
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	1	299,600	1.43
System Exer	tions Exclusive of nptions: n Exemptions:		9 0 9	7,326,376 0 7,326,376	34.95 0.00 34.95
Values have	been equalized using the Uniform Percentage of	Value. The Exempt amounts do	not take into consideration, pays	mante in lique of toward and the	

values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, If any, attributable to payments in lieu of taxes:	
Amount, If any, attributable to payments in lieu of taxes:	

NYS - Real Property System County of Ontario

Town of Victor

#### Assessor's Report - 2010 - Prior Year File S495 Exemption Impact Report School District Summary

RPS221/V04/L001
Date/Time - 3/24/2011 15:43:49
Total Assessed Value 53,357,047

Equalized Total Assessed Value 53,357,047

School District - 264601 Pittsford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	363,000	0.68
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	106,470	0.20
41806	PERSONS AGE 65 OR OVER	RPTL 467	1	173,350	0.32
41834	ENHANCED STAR	RPTL 425	7	420,700	0.79
41854	BASIC STAR 1999-2000	RPTL 425	86	2,580,000	4.84
Total Exemp System Exe	otions Exclusive of mptions:		96	3,643,520	6.83
Total System	n Exemptions:		0	0	0.00
Totals:			96	3,643,520	6.83

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, If any, attributable to payments in Ileu of taxes:	
Amount, it any, attributable to payments in neu or taxes.	



(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: April 22, 2011 Pittsford Central School District

Taxing Jurisdiction: <u>Town of Pittsford</u>

Fiscal Year Beginning: 2010-11

Total equalized value in taxing jurisdiction: \$ 19,512,400

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Payments in Lieu of Taxes (PILOTs) (Column E)
PILOT	Assessed Value Exempt Amount	RP-495-PILOT		252,500
PILOT	Assessed Value Exempt Amount	RP-495-PILOT		564,000
		] ]		
		· · · · · · · · · · · · · · · · · · ·		
		<u> </u>		
		Totals		816,500





(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: April 22, 2011

**Pittsford Central School District** 

Taxing Jurisdiction: <u>Town of Perinton</u>

Fiscal Year Beginning: 2010-11

Total equalized value in taxing jurisdiction: \$

48,745,059

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Payments in Lieu of Taxes (PILOTs) (Column E)
PILOT	Assessed Value Exempt Amount	RP-495-PILOT		125,790
PILOT	Assessed Value Exempt Amount	RP-495-PILOT		271,040
PILO <b>T</b>	Assessed Value Exempt Amount	RP-495-PILOT		2,341,900
PILOT	Assessed Value Exempt Amount	RP-495-PILOT		706,080
PILOT	Assessed Value Exempt Amount	RP-495-PILOT		2,345,760
PILOT	Assessed Value Exempt Amount	RP-495-PILOT		2,828,606
PILOT	Assessed Value Exempt Amount	RP-495-PILOT		576,600
		Totals		9,195,776







(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: April 22, 2011 **Pittsford Central School District** 

Taxing Jurisdiction: Town of Penfield

Fiscal Year Beginning: 2010-11

5,491,400 Total equalized value in taxing jurisdiction: \$

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Payments in Lieu of Taxes (PILOTs) (Column E)
PILOT	Assessed Value Exempt Amount	RP-495-PILOT		_
	No longer a PILOT property			
	in tax year 2011-12.			
		×		
		-		
<b>L</b>				
		Totals		-





(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: April 22, 2011 Pittsford Central School District

Taxing Jurisdiction: Town of Brighton

Fiscal Year Beginning: 2010-11

Total equalized value in taxing jurisdiction: \$ 200,000

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Payments in Lieu of Taxes (PILOTs) (Column E)
PILOT	Assessed Value Exempt Amount	RP-495-PILOT		=
	No longer a PILOT property			
	in tax year 2011-12.			
		***		
		Totals		-

