

Pittsford Schools

Nancy Wayman
Director of Communications

Administration
Barker Road Middle School - East
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Pittsford, NY 14534
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MEMO

DATE: April 23, 2013

TO:

Board of Education President (1)
Superintendent of Schools (1)
Assistant Superintendent for Business (1)
Assistant Superintendent for 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 2013-2014 Pittsford School District budget 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 21. **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

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**Budget Information &
Administrative Salaries**

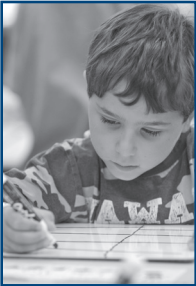
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- **School Report Cards**
- **Budget Notice & Star
Exemption**
- **Exemption Report**

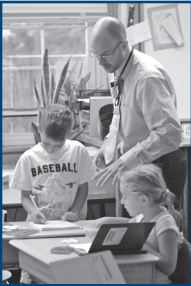
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Budget Newsletter

2013-2014 Budget Development				
TOTAL PROGRAM SERVICES	Approved 2012-2013	Proposed 2013-2014	\$ Change	% Change
Elementary, Middle and High School Programs	\$46,097,357	\$46,666,681	\$569,324	1.24%
Special Education and Non-Public Programs	\$7,989,782	\$7,928,997	\$(60,785)	-0.76%
Technology, Professional Development & other Instructional Services	\$3,037,933	\$3,204,093	\$166,160	5.47%
Transportation, Maintenance, Utilities, and other Support Services	\$14,386,428	\$14,754,344	\$367,916	2.56%
Central Administration and Board of Education	\$413,734	\$339,027	\$(74,707)	-18.06%
Debt Service, Insurance and Fringe Benefits	\$41,221,142	\$44,358,087	\$3,136,945	7.61%
Total Proposed Budget	\$113,146,376	\$117,251,229	\$4,104,853	3.63%



Estimated Revenue					
Description	2012-13 Approved Budget	2013-14 Proposed Budget	\$ Increase (Decrease)	% Increase (Decrease)	% of Total Budget
Local Property Tax Levy	\$87,709,370	\$91,075,881	\$3,366,511	3.84%	77.7%
Foundation Aid & Gap Elimination Adjustment	\$5,329,622	\$5,573,028	\$243,406	4.57%	4.8%
Categorical Aid & Building Aid	\$12,020,468	\$12,511,838	\$491,370	4.09%	10.7%
Sales Tax	\$4,500,000	\$4,600,000	\$100,000	2.22%	3.9%
Interest	\$123,968	\$98,000	\$(25,968)	-20.95%	0.1%
Misc. Revenues (Incl Cnty Pmts in Lieu of Tax)	\$1,534,948	\$1,449,482	\$(85,466)	-5.57%	1.2%
Use of Fund Balance & Reserves	\$1,928,000	\$1,943,000	\$15,000	0.78%	1.7%
Total Revenue	\$113,146,376	\$117,251,229	\$4,104,853	3.63%	100.0%



Estimated Tax Impact	
Tax Levy	\$91,075,881
Tax Levy Increase	3.84%
Estimated Full Value Tax Rate	\$25.01 per \$1,000 Full Value Assessed

Example:

The estimated impact on the average PCSD homeowner with a \$250,000 full-value assessed home with Basic STAR



Actual 2012-2013 Tax Bill: \$5,344
Estimated 2013-2014 Tax Bill: \$5,503
Estimated Increase: \$159

Quick Facts:

2.98%
Estimated Tax Rate Increase

3.63%
Budget Increase

3.84% Tax Levy Increase
Under the 3.86% Allowable Tax Cap

Fiscal Responsibility During Challenging Times

Below Tax Cap Again

For the second year, PCSD remains under the NYS tax levy cap despite six-digit increases in unfunded mandates, like the Education Reform Agenda, and a nominal increase in State Aid this year. The District is receiving \$1.1 million less in state aid than it did in 2008-2009, resulting in a cumulative aid loss of \$7.5 million since 2008-2009. Retirement attrition savings were used to maintain educational programs and further enhance security at our school buildings.

Budget planning for the 2013-2014 school year included a view of future years in light of the continuous reductions PCSD receives in state aid. Decisions to use fund balance and reserve funds were made in a thoughtful manner in an attempt to provide future stability for the District.

- Under tax levy cap of 3.86%
- Unfunded mandates increased by six figures
- Maintained educational programs
- Enhanced school building security
- Long term stability through use of reserves and conservative financial planning

Six-year cumulative reduction of \$7.5 million in NYS aid



Pittsford Schools

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

BUDGET VOTE

Tuesday, May 21, 7 am - 9 pm

Barker Road Middle School

75 Barker Road

Superintendent of Schools
Michael Pero

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

Editor
Nancy Wayman

Note: 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

Budget Vote May 21

2013-2014 Budget Vote

May 21, 2013

Tuesday,
May 21, 2013

7 am — 9 pm

Barker Road Middle School, gymnasium

75 Barker Road

Voter Identification Required

Budget VOTE

May 21, 2013

Maintaining Excellence

Over **1,632** *Pittsford Pride* students and staff were recognized through the Board of Education's Pittsford Pride program during the 2011 - 2012 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.

Composite SAT

PCSD	1,738
New York State	1,458
National	1,498

Composite ACT

PCSD	26.6
New York State	23.3
National	21.1

99% Graduation Rate

96% College bound students

361 Advanced Placement Scholars

The Pittsford Central School District and its individual schools consistently provide a **nationally ranked academic program**, and are recognized to be among the highest achieving in New York State and Monroe County.

Notable achievements and activities include the following:

- Both high schools: ranked among the best in the nation by *The Washington Post*, *Newsweek* and *U.S. News and World Report*.
- Both high schools: College Board AP® Achievement List.
- Barker Road and Calkins Road Middle Schools: *New York State's Essential Elements: Schools-to-Watch*.
- Barker Road Middle School and Park Road Elementary School: U.S. Department of Education "*Blue Ribbon School*."
- Allen Creek Elementary School: A NYS and National *School of Character*.
- Students at all grade levels—K through 12—participate in many community service and service learning programs. Students participate in enrichment opportunities including:
 - internships
 - clubs
 - intramurals
 - music
 - fine arts
 - performing arts
 - interscholastic sports



The Washington Post



Newsweek

National Merit Scholarship

4 Finalists


32 Commended

Data based on 2011-2012 statistics.

Voting on:

☒ **3.63%**
Budget Increase

\$117,251,229
Proposed Budget



☒ **23** Replacement Buses

Authorization to purchase 23 replacement buses at a total maximum cost of \$2,360,000 from the existing bus purchase capital reserve fund (savings account). Proposition will NOT result in any new taxes. Using reserves for this purchase will result in over \$1,300,000 in state aid to replenish this account.

Bus Proposition will NOT impact taxes and will generate State Aid if approved by voters.

☒ **2** Seats for the Board of Education

Visit www.pittsfordschools.org for more information and click on the "Budget 2013-2014" quick link on the home page.

Implications of Property Tax Laws

Changes in the property tax laws

Below Tax Cap Again

Legislation signed into law in June 2011 requires districts to calculate their own tax levy limits annually. Originally referred to by some as the 2% tax cap, the law actually requires use of a complicated formula based on several factors. Tax levy cap calculations in area school districts have resulted in allowable increases ranging from under 3% to over 6%.


Using the State's Tax Cap formula, PCSD has a tax cap of **3.86%**

However, the Board is seeking a tax levy increase of **3.84%** which is BELOW the tax cap.

To see the NY Tax Levy Limit Formula, visit www.pittsfordschools.org and click on the "Budget 2013-14" quick link on the left side of the page.

Contingent Budget

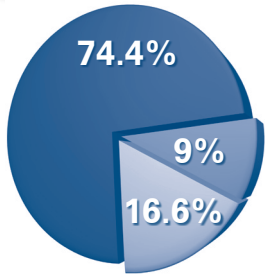
If voters in the district reject the proposed budget, the board of education may put up the same or a revised budget for a second vote, or adopt a contingency budget with a tax levy no greater than what was levied the previous year. If voters reject the spending plan twice, schools must adopt a budget with the same tax levy as the prior year – essentially a zero percent cap – resulting in \$3.3 million in cuts.



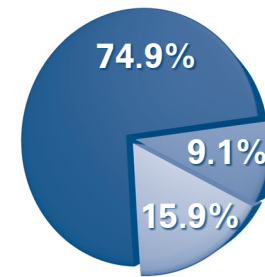
2013 - 2014 Three Part Budget

Budget Expenditures (State-required three-part budget)

Current 2012-2013 Three Part Budget



Proposed 2013-2014 Three Part Budget



9.1% of budget

Administrative Component
\$10,695,092

The Administrative Component provides for overall general support and management activities including:

- District Clerk and Superintendent's office
- Business office operations
- Personnel, legal, liability and property insurance
- Auditing services
- Costs for the administration and supervision of each of the District's nine schools
- Employee benefits for all administrative and clerical support staff including social security, workers' compensation, pensions, health insurance and unemployment

74.9% of budget

Program Component
\$87,862,633

The Program Component provides funding for the instruction of and educational support services for the District's students. Funds are also included for:

- Transporting approximately 7,000 students
- Salary expenditures for instructional staff
- Related support personnel in K-12 programs
- Programs for Special Education services
- 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

15.4% of budget

Capital Component
\$18,693,504

The Capital Component pays for:

- Maintaining nine schools and two additional buildings
- Upkeep of over 70 acres of property
- Electricity, gas heat, water and sewer, and telephone services
- "Mortgage" or debt service payments on capital projects (principal and interest payments)
- 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

Board Proposed Budget

The Pittsford Board of Education presents the proposed 2013-2014 budget which comes in under the State mandated Tax Cap. We invite PCSD residents to call with questions and to vote on May 21, 2013.

Kim McCluski,
President
383-0575

Edmund Starowicz, Jr.,
Vice President
248-8953

Ray Brown
624-5506

Brent Kecskemety
248-2791


Irene Feldman Narotsky
387-9678

Alka Phatak
381-6315

Peter Sullivan
249-0377


Board Candidates

Three Candidates are Running for Two Seats.




Peter Sullivan
25 Bromley Road
psulli5@gmail.com
585-249-0377

- Seeking second term on the Board of Education, first elected in 2010
- Senior Development Editor for Thomson Reuters
- Served on Monroe County School Board Association's Information Exchange and Legislative Committees
- Served for three years as president of Pittsford Junior Panthers Youth Football and Cheerleading Club and led an expansion that doubled the size of the organization
- B.A. in Communications/Journalism and M.B.A. from St. John Fisher College
- Married and the parent of one Mendon High School graduate and two current students at Mendon High School



Zosan "Sam" Soong
37 Framingham Lane
zsoong@gmail.com
585-242-8930

- Seeking first term on the Board of Education
- Patent attorney for Xerox Corporation
- Association of Corporate Counsel, C/WNY chapter (President, Board); Rochester Intellectual Property Law Association (Officer, Board)
- Monroe County Bar Association, Diversity Committee
- 2011 Top Counsel Award winner from Daily Record
- Sutherland High School PTSA Board member in charge of career exploration
- B. A. in Chemistry from Cornell University and J. D. from George Washington University
- Married with two children who attend Calkins Road Middle School and Sutherland High School



Amy J. Thomas
84 Knollwood Drive
amyjthomas@mac.com
585-381-5267

- Seeking first term on the Board of Education
- Former elementary school teacher
- PTSA co-chair at Calkins Road Middle School and a member of the CRMS principal search committee
- Rochester Lyric Opera Children's Choir, Catherine Violet Hubbard Foundation, and Catherine's Peace Team project volunteer
- PTA co-president at The American School of Sao Paulo and member of the superintendent's selection committee
- B.S. degree in Education from SUNY Geneseo
- Married with four children who attend Allen Creek Elementary and Calkins Road Middle School

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

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Budget Information & Administrative Salaries

PITTSFORD CENTRAL SCHOOL DISTRICT
2013-14 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2012-13 ADOPTED BUDGET	2013-14 PROPOSED BUDGET	% BUDGET INCREASE	2013-14 ADMIN. PORTION	2013-14 PROGRAM PORTION	2013-14 CAPITAL PORTION
100	ELEMENTARY SCHOOLS	16,441,090	16,525,948	0.52%	836,029	15,689,919	
200	MIDDLE SCHOOL	11,803,641	12,163,415	3.05%	568,631	11,594,784	
300	SECONDARY SCHOOLS	17,852,626	17,977,453	0.70%	828,158	17,149,295	
410	SPECIAL EDUCATION OFFICE	432,913	444,207	2.61%	208,053	236,154	
420	SPECIAL EDUCATION SERVICES	717,198	724,628	1.04%		724,628	
430	OUT OF DISTRICT SPEC ED PROGRAMS	5,436,630	5,364,470	-1.33%		5,364,470	
440	SPECIAL STUDENT SERVICES	501,293	503,256	0.39%		503,256	
450	SUMMER SCHOOL PROGRAMS	35,000	35,000	0.00%		35,000	
460	NON-PUBLIC SERVICES	388,613	395,362	1.74%		395,362	
470	BOCES INSTRUCTIONAL SERVICES	478,135	462,074	-3.36%		462,074	
510	CURRICULUM & INSTRUCTIONAL SERVICES	683,902	740,829	8.32%	422,829	318,000	
511	STANDARDS OF PERFORMANCE	408,913	431,612	5.55%	431,612		
520	PUPIL SERVICES OFFICE	348,971	395,403	13.31%	395,403		
530	INSTRUCTIONAL TECHNOLOGY SERVICES	1,349,929	1,380,482	2.26%	156,358	1,224,124	
540	PROFESSIONAL DEVELOPMENT SERVICES	246,218	255,767	3.88%		255,767	
610	FINANCE SERVICES	784,914	809,700	3.16%	809,700		
620	PERSONNEL SERVICES	324,843	339,966	4.66%	320,966	19,000	
630	PUBLIC INFORMATION SERVICES	181,449	204,733	12.83%	204,733		
640	OPERATION & MAINTENANCE	7,782,801	7,845,625	0.81%			7,845,625
650	CENTRAL PRINTING & MAILING SERVICES	219,898	229,545	4.39%	183,045	46,500	
660	SUPPORT SERVICES TECHNOLOGY	897,803	1,011,994	12.72%	125,487	886,507	
670	TRANSPORTATION	4,194,720	4,330,781	3.24%		4,330,781	
710	BOARD OF EDUCATION	60,136	60,514	0.63%	60,514		
720	SUPERINTENDENT OF SCHOOLS	353,598	278,513	-21.23%	278,513		
810	DEBT SERVICE & INTERFUND TRANSFERS	8,743,660	8,788,635	0.51%	5,000	132,000	8,651,635
820	INSURANCE AND FEES	1,680,142	1,675,410	-0.28%	1,664,777		10,633
830	EMPLOYEE BENEFITS	30,797,340	33,875,907	10.00%	3,195,284	28,495,012	2,185,611
TOTAL APPROPRIATIONS		113,146,376	117,251,229	3.63%	10,695,092	87,862,633	18,693,504
% of Budget					9.122%	74.935%	15.943%

2013-14 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2012-13 ADOPTED BUDGET	2013-14 PROPOSED BUDGET	% BUDGET INCREASE	2013-14 ADMIN. PORTION	2013-14 PROGRAM PORTION	2013-14 CAPITAL PORTION
100	ELEM SCHOOL PROGS & SERV - TOTAL	15,936,388	16,023,191	0.54%			
2020	PRINCIPAL'S OFFICE SALARIES	851,095	822,017	-3.42%	822,017		
2100/2110	ALL ELEM. SCHOOL SALARIES	11,291,609	11,489,803	1.76%		11,489,803	
2250	SPECIAL EDUCATION SALARIES	2,217,979	2,117,636	-4.52%		2,117,636	
2610	LIBRARY SERVICES SALARIES	435,255	444,240	2.06%		444,240	
2810	GUIDANCE SERVICES SALARIES	421,211	433,126	2.83%		433,126	
2815	HEALTH SERVICES SALARIES	469,329	480,945	2.48%		480,945	
2820	PSYCHOLOGICAL SERVICES SALARIES	212,674	195,855	-7.91%		195,855	
2850	CO-CURRICULAR ACTIVITIES SALARIES	37,236	39,569	6.27%		39,569	
112	ALLEN CREEK ELEM SCHOOL - TOTAL	74,040	73,432	-0.82%			
2020	PRINCIPAL'S OFFICE	5,500	5,200	-5.45%	5,200		
2110	GEN BLDG EQUIPMENT, CONTR & SUPPLIES	46,489	46,572	0.18%		46,572	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	350	350	0.00%		350	
2610	LIBRARY EQUIPMENT, CONTR & SUPPLIES	9,443	9,373	-0.74%		9,373	
2630	COMPUTER HARDWARE & SOFTWARE	11,123	10,802	-2.89%		10,802	
2810	GUIDANCE EQUIPMENT & SUPPLIES	250	250	0.00%		250	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	885	885	0.00%		885	
113	JEFFERSON RD. ELEM SCHOOL - TOTAL	75,877	77,989	2.78%			
2020	PRINCIPAL'S OFFICE	1,350	1,400	3.70%	1,400		
2110	GENERAL BLDG EQUIP, CONTRACTUAL & SUPPLIES	53,368	52,261	-2.07%		52,261	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	500	794	58.80%		794	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPL	7,952	11,142	40.12%		11,142	
2630	COMPUTER HARDWARE & SOFTWARE	11,457	11,399	-0.51%		11,399	
2810	GUIDANCE EQUIPMENT & SUPPLIES	270	294	8.89%		294	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	980	699	-28.67%		699	

2013-14 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2012-13 ADOPTED BUDGET	2013-14 PROPOSED BUDGET	% BUDGET INCREASE	2013-14 ADMIN. PORTION	2013-14 PROGRAM PORTION	2013-14 CAPITAL PORTION
114	MENDON CENTER ELEM SCHOOL - TOTAL	161,469	163,091	1.00%			
2020	PRINCIPAL'S OFFICE	1,000	3,000	200.00%	3,000		
2110	GENERAL BLDG EQUIP, CONTRACTUAL & SUPPLIES	117,296	116,762	-0.46%		116,762	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	1,000	1,000	0.00%		1,000	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPLIES	15,168	15,363	1.29%		15,363	
2630	COMPUTER HARDWARE & SOFTWARE	24,160	23,991	-0.70%		23,991	
2810	GUIDANCE EQUIPMENT & SUPPLIES	450	550	22.22%		550	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	2,395	2,425	1.25%		2,425	
115	PARK ROAD ELEM SCHOOL - TOTAL	96,962	96,962	0.00%			
2020	PRINCIPAL'S OFFICE	2,990	3,262	9.10%	3,262		
2110	GENERAL BLDG EQUIP, CONTRACTUAL & SUPPLIES	66,809	66,259	-0.82%		66,259	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	500	500	0.00%		500	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPLIES	10,917	11,428	4.68%		11,428	
2630	COMPUTER HARDWARE & SOFTWARE	14,496	14,263	-1.61%		14,263	
2810	GUIDANCE EQUIPMENT & SUPPLIES	200	200	0.00%		200	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	1,050	1,050	0.00%		1,050	
117	THORNELL ROAD ELEM SCHOOL - TOTAL	\$96,354	\$91,283	-5.26%			
2020	PRINCIPAL'S OFFICE	2,150	1,150	-46.51%	1,150		
2110	GENERAL BLDG EQUIP, CONTRACTUAL & SUPPLIES	70,122	67,602	-3.59%		67,602	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	700	700	0.00%		700	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPLIES	7,577	7,033	-7.18%		7,033	
2630	COMPUTER HARDWARE & SOFTWARE	14,585	13,578	-6.90%		13,578	
2810	GUIDANCE EQUIPMENT & SUPPLIES	200	200	0.00%		200	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	930	930	0.00%		930	
2820	PSYCHOLOGICAL SERVICES SUPPLIES	90	90	0.00%		90	

2013-14 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2012-13 ADOPTED BUDGET	2013-14 PROPOSED BUDGET	% BUDGET INCREASE	2013-14 ADMIN. PORTION	2013-14 PROGRAM PORTION	2013-14 CAPITAL PORTION
200	MIDDLE SCHOOL PROGS & SERV. - TOTAL	11,482,905	11,841,788	3.13%			
2020	PRINCIPAL'S OFFICE SALARIES	585,247	560,279	-4.27%	560,279		
2110	ALL MIDDLE SCHOOL TEACHING SAL	8,300,117	8,563,877	3.18%		8,563,877	
2250	SPECIAL EDUCATION SALARIES	1,407,741	1,483,228	5.36%		1,483,228	
2610	LIBRARY SERVICES SALARIES	233,730	239,232	2.35%		239,232	
2810	GUIDANCE SERVICES SALARIES	397,536	418,600	5.30%		418,600	
2815	HEALTH SERVICES SALARIES	128,292	130,148	1.45%		130,148	
2820	PSYCHOLOGICAL SERVICES SAL	125,444	129,081	2.90%		129,081	
2850	CO-CURRICULAR ACTIVITIES SAL	105,916	111,807	5.56%		111,807	
2855	INTERSCHOLASTIC ATHLETICS	198,882	205,536	3.35%		205,536	
231	BARKER RD MIDDLE SCHOOL - TOTAL	\$165,186	\$166,078	0.54%			
2020	PRINCIPAL'S OFFICE	4,000	3,450	-13.75%	3,450		
2110	GENERAL BLDG EQUIPMENT, CONTRACT & SUPPL	122,047	123,807	1.44%		123,807	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	1,150	1,150	0.00%		1,150	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPLIES	13,700	13,700	0.00%		13,700	
2630	COMPUTER HARDWARE & SOFTWARE	22,489	22,171	-1.41%		22,171	
2810	GUIDANCE EQUIPMENT & SUPPLIES	900	900	0.00%		900	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	900	900	0.00%		900	
232	CALKINS RD MIDDLE SCHOOL - TOTAL	\$155,550	\$155,549	0.00%			
2020	PRINCIPAL'S OFFICE	5,918	4,902	-17.17%	4,902		
2110	GENERAL BLDG EQUIPMENT, CONTRACT & SUPPL	111,423	113,130	1.53%		113,130	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	600	600	0.00%		600	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPLIES	14,964	14,829	-0.90%		14,829	
2630	COMPUTER HARDWARE & SOFTWARE	21,385	20,828	-2.60%		20,828	
2810	GUIDANCE EQUIPMENT & SUPPLIES	360	360	0.00%		360	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	900	900	0.00%		900	

2013-14 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2012-13 ADOPTED BUDGET	2013-14 PROPOSED BUDGET	% BUDGET INCREASE	2013-14 ADMIN. PORTION	2013-14 PROGRAM PORTION	2013-14 CAPITAL PORTION
300	HIGH SCHOOL PROGS & SERV. - TOTAL	17,330,693	17,449,113	0.68%			
2020	PRINCIPAL'S OFFICE SALARIES	825,363	813,656	-1.42%	813,656		
2110	ALL HIGH SCHOOL SALARIES	11,298,948	11,186,152	-1.00%		11,186,152	
2250	SPECIAL EDUCATION SALARIES	1,739,729	1,890,862	8.69%		1,890,862	
2280	490 OCCUPATIONAL EDUCATION	289,876	312,236	7.71%		312,236	
2610	LIBRARY SERVICES SALARIES	441,935	453,234	2.56%		453,234	
2810	GUIDANCE SERVICES SALARIES	802,432	824,220	2.72%		824,220	
2815	HEALTH SERVICES SALARIES	127,706	128,874	0.91%		128,874	
2820	PSYCHOLOGICAL SERVICES SALARIES	116,001	118,917	2.51%		118,917	
2850	CO-CURRICULAR ACTIVITIES SALARIES	184,961	194,854	5.35%		194,854	
2855	INTERSCHOLASTIC ATHLETICS	1,503,742	1,526,108	1.49%		1,526,108	
340	SUTHERLAND HIGH SCHOOL- TOTAL	\$263,141	\$262,885	-0.10%			
2020	PRINCIPAL'S OFFICE	7,102	7,102	0.00%	7,102		
2110	GENERAL BLDG EQUIPMENT, CONTRACT & SUPPL	188,466	188,210	-0.14%		188,210	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	3,326	3,326	0.00%		3,326	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPLIES	21,868	21,868	0.00%		21,868	
2630	COMPUTER HARDWARE & SOFTWARE	31,484	31,484	0.00%		31,484	
2810	GUIDANCE EQUIPMENT & SUPPLIES	5,764	5,764	0.00%		5,764	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	3,008	3,008	0.00%		3,008	
2850	CO-CURRICULAR ACTIVITIES SUPPLIES	2,123	2,123	0.00%		2,123	
341	MENDON HIGH SCHOOL - TOTAL	\$258,792	\$265,455	2.57%			
2020	PRINCIPAL'S OFFICE	5,900	7,400	25.42%	7,400		
2110	GENERAL BLDG EQUIPMENT, CONTRACT & SUPPL	186,884	190,698	2.04%		190,698	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	1,320	1,320	0.00%		1,320	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPLIES	26,300	27,600	4.94%		27,600	
2630	COMPUTER HARDWARE & SOFTWARE	30,208	30,377	0.56%		30,377	
2810	GUIDANCE EQUIPMENT & SUPPLIES	2,120	2,000	-5.66%		2,000	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	1,260	1,260	0.00%		1,260	
2850	CO-CURRICULAR ACTIVITIES SUPPLIES	4,800	4,800	0.00%		4,800	

2013-14 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2012-13 ADOPTED BUDGET	2013-14 PROPOSED BUDGET	% BUDGET INCREASE	2013-14 ADMIN. PORTION	2013-14 PROGRAM PORTION	2013-14 CAPITAL PORTION
410	SPECIAL EDUCATION OFFICE - TOTAL	\$432,913	\$444,207	2.61%			
2251	100 SPECIAL EDUC. SALARIES (INC. SUMMER SCHOOL)	\$358,033	\$363,102	1.42%	173,173	189,929	
2251	400 SPECIAL EDUC OFFICE - CONTRACTUAL	66,380	72,605	9.38%	26,380	46,225	
2251	500 SPECIAL EDUC OFFICE - SUPPLIES	8,500	8,500	0.00%	8,500		
420	SPECIAL EDUCATION SERVICES - TOTAL	\$717,198	\$724,628	1.04%			
2255	151 SPEECH LANGUAGE SERVICES	652,671	660,101	1.14%		660,101	
2256	151 ADAPTIVE PE SERVICES	64,527	64,527	0.00%		64,527	
430	OUT OF DISTRICT SPECIAL ED PROGRAMS	\$5,436,630	\$5,364,470	-1.33%			
2252	470 TUITION	891,605	723,896	-18.81%		723,896	
2253	490 BOCES SPECIAL ED SERVICES	4,545,025	4,640,574	2.10%		4,640,574	
440	SPECIAL SERVICES - TOTAL	\$501,293	\$503,256	0.39%			
2815	400 HEALTH SERVICES - SCHOOL PHYSICIAN	36,500	37,130	1.73%		37,130	
2820	400 PSYCHOLOGICAL SERVICES	9,469	7,969	-15.84%		7,969	
2831	400 MENTAL HEALTH SERV - PITTSFORD YOUTH	60,816	63,248	4.00%		63,248	
2832	182 PREVENTION COORDINATOR SALARY	59,834	61,570	2.90%		61,570	
2832	400 PREVENTION COORDINATOR - CONT EXP	225	225	0.00%		225	
2832	500 PREVENTION COORDINATOR - SUPPLIES	300	300	0.00%		300	
2833	161 CAREER INTERNSHIP - CLERICAL SAL	17,975	18,992	5.66%		18,992	
2833	182 CAREER INTERNSHIP - COORDINATOR'S SAL	61,740	63,530	2.90%		63,530	
2833	400 CAREER INTERNSHIP - CONT. EXP	250	550	120.00%		550	
2833	500 CAREER INTERNSHIP - SUPPLIES	3,000	2,700	-10.00%		2,700	
2835	400 COMMUNITY PARTNERSHIP COUNCIL - CONTR.	0	980	0.00%		980	
2835	500 COMMUNITY PARTNERSHIP COUNCIL - SUPPL	0	0	0.00%		0	
2837	121 ENG AS 2ND LANG. - TCH SAL 1-5	204,050	197,561	-3.18%		197,561	
2837	131 ENG AS 2ND LANG. - TCH SAL 7-12	47,134	48,501	2.90%		48,501	

2013-14 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2012-13 ADOPTED BUDGET	2013-14 PROPOSED BUDGET	% BUDGET INCREASE	2013-14 ADMIN. PORTION	2013-14 PROGRAM PORTION	2013-14 CAPITAL PORTION
450	SUMMER PROGRAMS - TOTAL	\$35,000	\$35,000	0.00%			
2330	490 BOCES SERVICES	35,000	35,000	0.00%		35,000	
460	NON-PUBLIC SERVICES - TOTAL	\$388,613	\$395,362	1.74%			
2630	464 PRIVATE SCHOOL SOFTWARE	12,500	12,500	0.00%		12,500	
2110	47-48 CHARTER SCHOOL/PRIVATE SCHOOL TEXTS	62,000	75,533	21.83%		75,533	
2153	121 READING - TEACHER SAL 1-5	36,355	37,409	2.90%		37,409	
2610	481 PRIVATE SCHOOL LIBRARY BOOKS	5,500	5,500	0.00%		5,500	
2630	500 PRIVATE SCHOOL EQ/SUPPLIES	13,000	13,000	0.00%		13,000	
2815	171 HEALTH SERVICES - NURSE/PARA SALARIES	74,758	76,920	2.89%		76,920	
2815	432 HEALTH SERVICES - PAYING OTHER DISTRICTS	183,000	173,000	-5.46%		173,000	
2815	HEALTH SERVICES - SUPPLIES	1,500	1,500	0.00%		1,500	
470	INSTRUCTIONAL SERVICES - BOCES	\$478,135	\$462,074	-3.36%			
2110	490 BOCES SERVICES	478,135	462,074	-3.36%		462,074	
510	CURRICULUM & INSTR. OFFICE - TOTAL	\$683,902	\$740,829	8.32%			
2010/12	140 CURRICULUM DEVELOPMENT	70,000	106,000	51.43%	106,000		
2010	151 CURR DEV. & SUPV ADMIN SAL	130,360	133,176	2.16%	133,176		
2010	153 SUMMER WORK - TEACHERS	3,000	3,000	0.00%	3,000		
2010	161 CURRICULUM CLERICAL	35,028	37,051	5.78%	37,051		
2010	200 CURRICULUM EQUIPMENT	2,000	2,000	0.00%	2,000		
2010	400 CURRICULUM CONTRACTUAL	52,000	59,000	13.46%	59,000		
2010	490 CURRICULUM - BOCES SERVICES	44,614	53,702	20.37%	53,702		
2010	500 CURRICULUM SUPPLIES	13,500	13,500	0.00%	13,500		
2012	468/500 STANDARDS	15,400	15,400	0.00%	15,400		
2110	481/200 GENERAL TEXTS/MUSIC EQUIPMENT	318,000	318,000	0.00%		318,000	

2013-14 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2012-13 ADOPTED BUDGET	2013-14 PROPOSED BUDGET	% BUDGET INCREASE	2013-14 ADMIN. PORTION	2013-14 PROGRAM PORTION	2013-14 CAPITAL PORTION
511	STANDARDS OF PERFORMANCE - TOTAL	\$408,913	\$431,612	5.55%			
2013-20	153/135 SUMMER WORK/STIPENDS	393,528	416,227	5.77%	416,227		
2013-20	400 CONTRACTUAL	11,435	11,435	0.00%	11,435		
2013-2082	500 SUPPLIES	3,950	3,950	0.00%	3,950		
520	PUPIL SERVICES OFFICE - TOTAL	\$348,971	\$395,403	13.31%			
2830	151 PUPIL PERSONNEL ADMIN SAL.	131,147	133,684	1.93%	133,684		
2830	161 PUPIL PERSONNEL NON-INSTR SAL.	100,780	124,956	23.99%	124,956		
2830	180 PUPIL PERSONNEL TECHNICAL	103,494	106,081	2.50%	106,081		
2830	200 PUPIL PERSONNEL EQUIPMENT	0	0	0.00%	0		
2830	400 PUPIL PERSONNEL CONTRACTUAL EXPENSES	5,935	13,735	131.42%	13,735		
2830	500 PUPIL PERSONNEL SUPPLIES	7,615	16,947	122.55%	16,947		
530	INSTR TECHNOLOGY SERVICES - TOTAL	\$1,349,929	\$1,380,482	2.26%			
2630	151 COMPUTER TECHNOLOGY DIRECTOR	116,435	119,400	2.55%	119,400		
2630	16/18 COMPUTER TECH NON-INSTR SAL	814,292	840,942	3.27%	36,958	803,984	
2630	200 COMPUTER TECHNOLOGY EQUIPMENT	49,500	49,500	0.00%		49,500	
2630	400 COMPUTER TECHNOLOGY CONTRACTUAL	55,750	56,350	1.08%		56,350	
2630	464 COMPUTER TECHNOLOGY SOFTWARE	11,700	11,700	0.00%		11,700	
2630	490 COMPUTER TECHNOLOGY BOCES SERVICE	283,122	283,460	0.12%		283,460	
2630	500 COMPUTER TECHNOLOGY SUPPLIES	19,130	19,130	0.00%		19,130	
540	TEACHERS CENTER - TOTAL	\$246,218	\$255,767	3.88%			
2173	199 TEACHER CENTER SALARIES	216,173	222,592	2.97%		222,592	
2173	400 TEACHER CENTER CONTRACTUAL	25,145	26,425	5.09%		26,425	
2173	500 TEACHER CENTER SUPPLIES	4,900	6,750	37.76%		6,750	

2013-14 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2012-13 ADOPTED BUDGET	2013-14 PROPOSED BUDGET	% BUDGET INCREASE	2013-14 ADMIN. PORTION	2013-14 PROGRAM PORTION	2013-14 CAPITAL PORTION
610	FINANCE OFFICE - TOTAL	784,914	809,700	3.16%			
1310	151 FINANCE SALARIES INSTR.	246,590	252,672	2.47%	252,672		
1310	161/18 FINANCE SALARIES NON-INSTR.	412,304	424,158	2.88%	424,158		
1310	200 EQUIPMENT	6,000	6,000	0.00%	6,000		
1310	400 CONTRACTUAL	42,020	48,870	16.30%	48,870		
1310	500 MATERIALS & SUPPLIES	8,000	8,000	0.00%	8,000		
1320	161 INTERNAL CLAIMS AUDITOR	12,000	12,000	0.00%	12,000		
1320	400 AUDIT SERVICES	48,000	48,000	0.00%	48,000		
1330	400 TAX COLLECTION - CONTRACTUAL	10,000	10,000	0.00%	10,000		
620	PERSONNEL OFFICE -TOTAL	324,843	339,966	4.66%			
1430	151 PERSONNEL CERTIFIED SALARIES	128,300	125,950	-1.83%	125,950		
1430	153/17 SUMMER WORK - INTERV. COM.	19,000	19,000	0.00%		19,000	
1430	161/16 PERSONNEL NON-CERTIFIED	140,557	145,030	3.18%	145,030		
1430	200 EQUIPMENT	0	0	0.00%	0		
1430	400 CONTRACTUAL & BOCES	35,486	48,486	36.63%	48,486		
1430	500 MATERIALS & SUPPLIES	1,500	1,500	0.00%	1,500		
630	PUBLIC INFORMATION - TOTAL	181,449	204,733	12.83%			
1480	161 PUBLIC INFORMATION SALARIES	122,778	128,062	4.30%	128,062		
1480	200 EQUIPMENT	3,000	3,000	0.00%	3,000		
1480	400 CONTRACTUAL	46,715	64,715	38.53%	64,715		
1480	500 MATERIALS & SUPPLIES	8,956	8,956	0.00%	8,956		

2013-14 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2012-13 ADOPTED BUDGET	2013-14 PROPOSED BUDGET	% BUDGET INCREASE	2013-14 ADMIN. PORTION	2013-14 PROGRAM PORTION	2013-14 CAPITAL PORTION
640	OPERATION & MAINTENANCE - TOTAL	7,782,801	7,845,625	0.81%			
1620	161 CLERICAL SALARIES	73,598	74,168	0.77%			74,168
1620	16-8 DIR/SUP. OF BLDGS & GROUNDS	188,352	193,165	2.56%			193,165
1620	164 MAINTENANCE SALARIES	940,120	998,012	6.16%			998,012
1620	173 MAINTENANCE SALARIES - OVERTIME	125,509	125,509	0.00%			125,509
1620	200 EQUIPMENT	75,000	75,000	0.00%			75,000
1620	400 CONTRACTUAL EXP.	492,104	492,572	0.10%			492,572
1620	500 SUPPLIES	447,275	447,275	0.00%			447,275
1621	163 CUSTODIAN SALARIES	2,141,738	2,159,832	0.84%			2,159,832
1621	173 CUSTODIAN SALARIES - OVERTIME	155,910	155,910	0.00%			155,910
1621	200 EQUIPMENT	75,000	75,000	0.00%			75,000
1621	400 CONTRACTUAL EXP.	158,829	158,829	0.00%			158,829
1621	490 BOCES SERVICES	27,790	27,790	0.00%			27,790
1621	500 SUPPLIES	210,000	210,000	0.00%			210,000
1622	418 ELECTRIC	1,315,000	1,315,000	0.00%			1,315,000
1622	420 GAS	1,050,000	1,050,000	0.00%			1,050,000
1622	444 WATER	62,000	62,000	0.00%			62,000
1622	450 TELEPHONE	30,000	30,000	0.00%			30,000
1622	490 BOCES SERVICE - TELEPHONE	122,616	87,586	-28.57%			87,586
1623	400 AV CONTRACTUAL EXP.	4,500	4,500	0.00%			4,500
1623	500 AV CONTRACTUAL EXP.	1,800	1,800	0.00%			1,800
1625	180 DIRECTOR OF SECURITY	20,660	21,177	2.50%			21,177
1625	400 CONTRACTUAL EXP.	50,500	48,500	-3.96%			48,500
1625	500 SUPPLIES	14,500	32,000	120.69%			32,000
650	CENTRAL PRINT & MAILING - TOTAL	219,898	229,545	4.39%			
1670	161 MAIL CLERK - NON-INSTR SAL	32,510	33,561	3.23%	33,561		
1670	429 COPIER RENTAL	6,500	13,000	100.00%	13,000		
1670	463 POSTAGE	93,000	93,000	0.00%	46,500	46,500	
1670	490 BOCES SERVICES - PRINTER	84,888	86,984	2.47%	86,984		
1670-500	POSTAGE SUPPLIES	3,000	3,000	0.00%	3,000		

2013-14 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2012-13 ADOPTED BUDGET	2013-14 PROPOSED BUDGET	% BUDGET INCREASE	2013-14 ADMIN. PORTION	2013-14 PROGRAM PORTION	2013-14 CAPITAL PORTION
660	SUPPORT SERVICES TECHNOLOGY	897,803	1,011,994	12.72%			
2630 490	BOCES SERVICES	897,803	1,011,994	12.72%	125,487	886,507	
670	TRANSPORTATION - TOTAL	\$4,194,720	\$4,330,781	3.24%			
5510 199	TRANSPORTATION SALARIES	2,652,915	2,693,000	1.51%		2,693,000	
5510 200	EQUIPMENT	10,000	10,000	0.00%		10,000	
5510 400	CONTRACTUAL	211,680	212,080	0.19%		212,080	
5510 500	SUPPLIES	813,855	900,600	10.66%		900,600	
5530 161	BUS GARAGE NON INSTR SAL.	37,930	38,956	2.70%		38,956	
5330 166	MECHANICS SALARIES	346,229	352,457	1.80%		352,457	
5530 400	UTILITIES	46,000	36,000	-21.74%		36,000	
5581 490	CONTRACT TRANSPORTATION W/BOCES	76,111	87,688	15.21%		87,688	
710	BOARD OF EDUCATION - TOTAL	60,136	60,514	0.63%			
1010 400	CONTRACTUAL EXP	6,200	6,200	0.00%	6,200		
1010 500	SUPPLIES	2,000	2,000	0.00%	2,000		
1040 161	DISTRICT CLERK - SALARY	16,491	16,869	2.29%	16,869		
1040 200	DISTRICT CLERK - EQUIPMENT	0	0	0.00%	0		
1040 400	DISTRICT CLERK - CONTRACTUAL	1,800	1,800	0.00%	1,800		
1040 500	DIST CLERK - SUPPLIES	0	0	0.00%	0		
1060 400	DIST MEETING - CONTRACTUAL	8,000	8,000	0.00%	8,000		
1060 500	DIST MEETING - SUPPLIES	2,350	2,350	0.00%	2,350		
1920 400	SCHOOL ASSOCIATION DUES	23,295	23,295	0.00%	23,295		
720	SUPERINTENDENT'S OFFICE - TOTAL	353,598	278,513	-21.23%			
1240 151	CERTIFIED SALARIES	254,647	176,000	-30.88%	176,000		
1240 161	NON-CERTIFIED SALARIES	84,900	88,462	4.20%	88,462		
1240 200	EQUIPMENT	0	0	0.00%	0		
1240 400	CONTRACTUAL	12,051	12,051	0.00%	12,051		
1240 500	MATERIALS & SUPPLIES	2,000	2,000	0.00%	2,000		

2013-14 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2012-13 ADOPTED BUDGET	2013-14 PROPOSED BUDGET	% BUDGET INCREASE	2013-14 ADMIN. PORTION	2013-14 PROGRAM PORTION	2013-14 CAPITAL PORTION
810	DEBT SERVICE & INTERFUND TRANSFERS	\$8,743,660	\$8,788,635	0.51%			
1380	400 FISCAL AGENT FEES - CONTRACTUAL	5,000	5,000	0.00%	5,000		
9901	900 TRANSFER TO DEBT SERVICE-BONDS	7,516,566	7,387,341	-1.72%			7,387,341
9901	900 TRANSFER TO DEBT SERV - EPC	877,094	877,094	0.00%			877,094
9950	900 TRANSFER TO SPECIAL AID/CAPITAL FUND	345,000	519,200	50.49%		132,000	387,200
820	INSURANCE & FEES - TOTAL	\$1,680,142	\$1,675,410	-0.28%			
1420	426 LEGAL FEES	100,000	100,000	0.00%	100,000		
1420	490 LEGAL FEES - BOCES SERVICES	44,122	45,449	3.01%	45,449		
1460	490 RECORDS MANAGEMENT - BOCES SERVICES	43,891	41,901	-4.53%	41,901		
1910	425 UNALLOCATED INSURANCE	395,000	395,000	0.00%	395,000		
1930/50	458 ASSESSMENTS/JUDGMENTS	79,633	79,633	0.00%	69,000		10,633
1981	490 BOCES ADMINISTRATIVE COSTS	1,017,496	1,013,427	-0.40%	1,013,427		
830	EMPLOYEE BENEFITS - TOTAL	\$30,797,340	\$33,875,907	10.00%			
2070	152 INSERVICE TRAINING - TUITION REIMBURSEMENT	27,000	12,000	-55.56%	12,000		
2070	430 INSERVICE TRAINING - TUITION REIMBURSEMENT	92,000	92,000	0.00%	92,000		
9089	802 CAREER AWARD - INSTRUCTIONAL	441,075	441,075	0.00%		441,075	
9010	800 STATE (EMPLOYEE) RETIREMENT	2,488,200	2,775,461	11.54%	483,417	1,598,879	693,165
9020	800 TEACHERS RETIREMENT	5,387,822	6,929,932	28.62%	414,357	6,515,575	
9030	800 SOCIAL SECURITY	4,327,125	4,455,584	2.97%	400,983	3,760,769	293,832
9040	800 WORKERS COMP.	606,409	692,428	14.18%	62,317	584,447	45,664
9045	800 LIFE INSURANCE	36,500	52,000	42.47%	39,000	0	13,000
9050	800 UNEMPLOYMENT INS.	40,000	40,000	0.00%	3,600	33,762	2,638
9055	800 DISABILITY INS.	40,000	50,000	25.00%	37,500	0	12,500
9061	800 DENTAL INSURANCE	975,974	976,938	0.10%	87,920	824,592	64,426
9062	800 EMPLOYEE ASSISTANCE PROGRAM	25,235	25,235	0.00%	2,271	21,300	1,664
9068	800 HOSPITAL INSURANCE	16,310,000	17,333,254	6.27%	1,559,918	14,714,614	1,058,722
	TOTAL BUDGET COMPONENTS	\$113,146,376	\$117,251,229	3.63%	10,695,092	87,862,633	18,693,504
					9.122%	74.935%	15.943%

PITTSFORD CENTRAL SCHOOLS PROJECTED REVENUES

2013-2014

As of 4/15/2013

	2011-12 BUDGETED REVENUES	2012-13 BUDGETED REVENUES	PROJECTED REVENUES 2013-14	\$ Increase (Decrease)	% CHG
REAL PROPERTY TAXES W/ STAR REIMBURSEMENT	84,971,450	87,709,370	91,075,881	3,366,511	3.84%
TOTAL PROPERTY TAXES	84,971,450	87,709,370	91,075,881	3,366,511	3.84%
IN LIEU OF TAXES	1,287,041	433,000	380,000	(53,000)	-12.24%
INTEREST & PENALTIES	515	515	515	0	0.00%
MONROE COUNTY TAXES	4,398,705	4,500,000	4,600,000	100,000	2.22%
TEXTBOOK CHARGES/OTHER STUDENT FEES	10,000	26,327	19,939	(6,388)	-24.26%
ADMISSIONS	11,000	14,000	13,589	(411)	-2.94%
HEALTH SERVICES OTHER DISTRICTS	168,000	208,000	213,805	5,805	2.79%
TUITION FROM OTHER DISTRICTS	110,000	195,000	175,000	(20,000)	0.00%
INTEREST EARNED ON INVESTMENTS	125,000	123,968	98,000	(25,968)	-20.95%
RENTAL OF REAL PROPERTY	55,000	92,000	86,062	(5,938)	-6.45%
RENTAL OF REAL PROPERTY BOCES	85,000	52,925	68,988	16,063	30.35%
INSURANCE RECOVERIES	5,000	5,000	20,000	15,000	300.00%
OTHER COMPENSATION FOR LOSS	5,000	5,000	5,000	0	0.00%
REFUND OF PRIOR YEARS	25,000	25,000	25,000	0	0.00%
REFUND OF BOCES AIDED SERVICES	315,000	350,000	316,584	(33,416)	-9.55%
UNCLASSIFIED REVENUES	50,000	50,000	75,000	25,000	50.00%
STATE AID - FOUNDATION/HARDWARE AID	8,137,087	8,457,483	8,679,731	222,248	2.63%
STATE AID - BUILDING AID	4,912,281	5,010,642	4,856,275	(154,367)	-3.08%
STATE AID - EXCESS COST AID	859,563	823,567	903,631	80,064	9.72%
STATE AID - BOCES	2,187,078	1,871,765	2,237,160	365,395	19.52%
STATE AID - TEXTBOOKS	393,071	385,965	385,683	(282)	-0.07%
STATE AID - URBAN/SUBURBAN	624,920	660,869	882,629	221,760	33.56%
STATE AID - SOFTWARE/LIBRARY MATERIALS	141,306	139,799	139,757	(42)	-0.03%
STATE AID - STATE SUPPORTED SCHOOLS	4,702	28,181	0	(28,181)	-100.00%
LOTTERY GRANT	0	0	0	0	0.00%
TOTAL STATE AID	17,255,306	17,350,090	18,084,866	734,776	4.23%
FED. ARRA/EDUCATION JOBS FUND GRANT	831,007	0	0	0	0.00%
FEDERAL AID - MEDICAID	50,000	50,000	50,000	0	0.00%
TOTAL REVENUES	\$109,762,726	\$111,218,376	\$115,308,229	4,089,853	3.68%
APPROP FUND BALANCE/RESERVES	1,828,000	1,928,000	1,943,000	15,000	0.78%
				0	
TOTAL BUDGET	\$111,590,726	\$113,146,376	\$117,251,229	4,104,853	3.63%

Important Note: Chapter 97 of the Laws of 2011 requires school districts to report data elements necessary to calculate a Property Tax Levy Limit. Data elements for the Property Tax Report Card have been renamed and redefined in accordance with these changes. Please see <http://www.p12.nysed.gov/mgtserv/propertytax/taxcap/> for additional guidance.

Form Due - April 27, 2013

School District Contact Person:
School District Telephone Number:

	Budgeted 2012-13 (A)	Proposed Budget 2013-14 (B)	Percent Change (C)
Total Proposed Spending	<input type="text" value="113,146,376"/>	<input type="text" value="117,251,229"/>	<input type="text" value="3.63"/> %
Total Proposed School Year Tax Levy, Including Tax Levy to Support Library Debt ¹	<input type="text" value="87,709,370"/>	<input type="text" value="91,075,881"/>	<input type="text" value="3.84"/> %
Permissible Exclusions to the School Tax Levy Limit	<input type="text" value="2,998,441"/>	<input type="text" value="3,824,816"/>	
Proposed School Year Tax Levy, Not Including Levy for Permissible Exclusions or Levy to Support Library Debt	<input type="text" value="84,710,929"/>	<input type="text" value="87,251,065"/>	
School Tax Levy Limit ²	<input type="text" value="85,032,767"/>	<input type="text" value="87,272,622"/>	
Difference (positive value requires 60.0% voter approval)	<input type="text" value="-321,838"/>	<input type="text" value="-21,557"/>	
Public School Enrollment	<input type="text" value="5,996"/>	<input type="text" value="5,996"/>	<input type="text" value="0.00"/> %
Consumer Price Index			<input type="text" value="2.1"/> %

¹ All proposed levies should exclude any prior year reserve for excess tax levy, including interest.

² For 2013-14, includes any carryover from 2012-13 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2012-13 (D)	Estimated 2013-14 (E)
Adjusted Restricted Fund Balance	<input type="text" value="17,587,073"/>	<input type="text" value="16,658,689"/>
Assigned Appropriated Fund Balance	<input type="text" value="1,300,000"/>	<input type="text" value="1,300,000"/>
Adjusted Unrestricted Fund Balance	<input type="text" value="4,346,746"/>	<input type="text" value="4,690,049"/>
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	<input type="text" value="3.84"/> %	<input type="text" value="4.00"/> %

[illegible]

3

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

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.

2010-2011 School Year		General Education	Special Education
This School District	Instructional Expenditures	\$56,997,432	\$21,043,827
	Pupils	5,819	545
	Expenditures Per Pupil	\$9,795	\$38,613
Similar District Group	Instructional Expenditures	\$4,897,484,227	\$1,850,711,613
	Pupils	395,684	51,517
	Expenditures Per Pupil	\$12,377	\$35,924
Total of All School Districts in NY State	Instructional Expenditures	\$29,473,160,406	\$12,260,104,540
	Pupils	2,688,528	412,226
	Expenditures Per Pupil	\$10,963	\$29,741
Similar District Group Description: Low Need/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 for the 2010-11 school year 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.

2010-2011 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Total Expenditures Per Pupil	\$18,770	\$22,962	\$20,410

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).

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 4, 2011	This School 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	337	65.6%	63.8%	57.3%
40% to 79%	122	23.7%	17.1%	11.7%
Less than 40%	34	6.6%	11.0%	22.1%
Separate Settings	9	1.8%	4.9%	6.1%
Other Settings	12	2.3%	3.3%	2.8%

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 4, 2011. The percentages represent the amount of time students with disabilities are in general-education classrooms, 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

2011-12 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Special Ed Classification Rate	7.9%	11.3%	12.8%

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
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Similar District Groups are identified according to the Need-to-Resource-Capacity Index. More information about this categorization is on the Internet at: <http://www.p12.nysed.gov/lrs/accountability/2011-12/NeedResourceCapacityIndex.pdf>



The New York State Report Card 2011–12

District **PITTSFORD CENTRAL SCHOOL
DISTRICT**

District ID **26-14-01-06-0000**

Superintendent **MARY ALICE PRICE**

Telephone **(585) 267-1004**

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

Need/Resource

Capacity Category **Low Need Districts**

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

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

This report includes:

1 Profile

This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.

2 Student Performance

This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.

3 Student Outcomes

This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

For more information:

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

1 Profile

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

District ID **26-14-01-06-0000**

Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	0
Kindergarten	317	308	314
Grade 1	422	391	380
Grade 2	422	445	416
Grade 3	430	448	461
Grade 4	463	453	454
Grade 5	437	476	456
Grade 6	470	455	487
Ungraded Elementary	0	0	9
Grade 7	483	490	462
Grade 8	478	489	485
Grade 9	532	485	491
Grade 10	500	529	488
Grade 11	500	499	522
Grade 12	515	500	494
Ungraded Secondary	0	0	10
Total K-12	5969	5968	5929

Average Class Size

	2009-10	2010-11	2011-12
Common Branch	22	23	23
Grade 8			
English	24	24	23
Mathematics	19	22	19
Science	23	24	24
Social Studies	24	24	24
Grade 10			
English	21	20	22
Mathematics	20	19	22
Science	18	20	20
Social Studies	22	23	21

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

Average Class Size Information

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

1 Profile

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

District ID **26-14-01-06-0000**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	151	3%	132	2%	171	3%
Reduced Price Lunch	77	1%	72	1%	66	1%
Limited English Proficient	32	1%	20	0%	35	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	2	0%	0	0%	2	0%
Black or African American	161	3%	161	3%	152	3%
Hispanic or Latino	106	2%	145	2%	207	3%
Asian or Native Hawaiian/Other Pacific Islander	530	9%	576	10%	544	9%
White	5123	86%	5050	85%	4893	83%
Multiracial	47	1%	36	1%	131	2%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		97%
Student Suspensions	34	1%	22	0%	20	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.

Attendance and Suspensions Information

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

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

1 Profile

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

District ID **26-14-01-06-0000**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	487	489	489
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%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	17%	18%	17%
Total Number of Core Classes	1174	1205	1109
Percent Not Taught by Highly Qualified Teachers in This School*	N/A	N/A	N/A
Percent Not Taught by Highly Qualified Teachers in This District**	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	7%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	1898	1889	1842
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

*Not available at the district or statewide level.

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

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	22%	38%	29%
Turnover Rate of All Teachers	12%	14%	15%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	62	65	63
Total Paraprofessionals*	202	208	212
Assistant Principals	7	7	7
Principals	9	9	9

*Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

High-poverty and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

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

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

2 Student Performance

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

District ID **26-14-01-06-0000**

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

New York State Testing Program (NYSTP) Assessments

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

English Language Arts

Level 1: Below Standard

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

Level 2: Meets Basic Standard

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

Level 3: Meets Proficiency Standard

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

Level 4: Exceeds Proficiency Standard

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

Mathematics

Level 1: Below Standard

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

Level 2: Meets Basic Standard

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

Level 3: Meets Proficiency Standard

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

Level 4: Exceeds Proficiency Standard

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

New York State Alternate Assessment (NYSAA)

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

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

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

Secondary-Level Cohorts

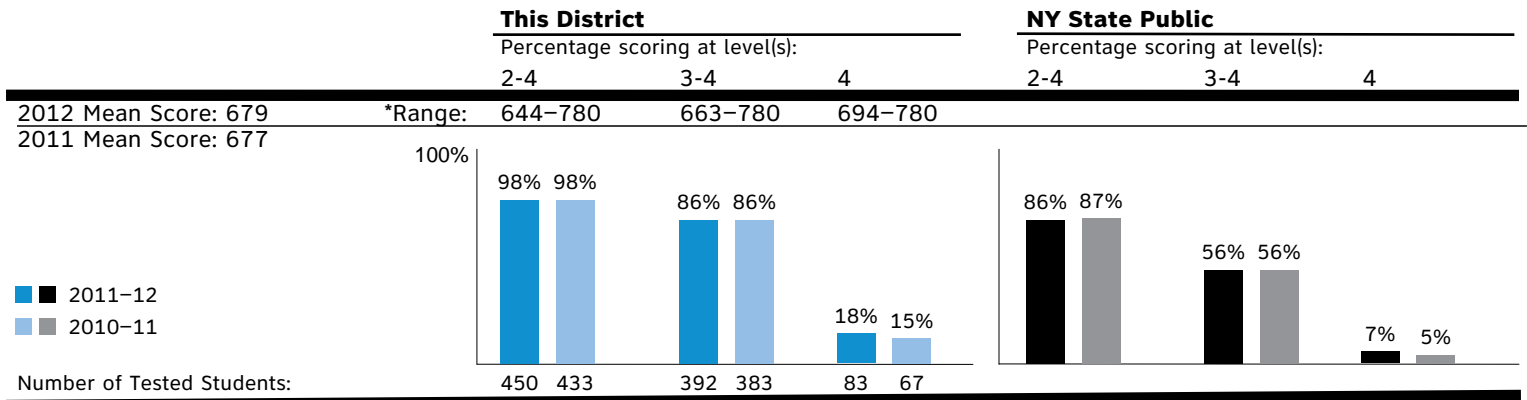
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded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

2 Student Performance

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

District ID **26-14-01-06-0000**

Results in Grade 3 English Language Arts



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	457	98%	86%	18%	444	98%	86%	15%
Female	226	99%	88%	19%	221	99%	90%	21%
Male	231	98%	84%	17%	223	96%	83%	9%
American Indian or Alaska Native								
Black or African American	9	100%	78%	0%	16	100%	63%	13%
Hispanic or Latino	11	100%	100%	9%	18	100%	67%	11%
Asian or Native Hawaiian/Other Pacific Islander	40	100%	88%	18%	44	98%	89%	16%
White	389	98%	85%	19%	358	97%	89%	16%
Multiracial	8	100%	100%	25%	8	100%	63%	0%
Small Group Totals								
General-Education Students	417	100%	90%	20%	407	100%	91%	16%
Students with Disabilities	40	85%	38%	0%	37	76%	35%	3%
English Proficient	455	–	–	–	441	–	–	–
Limited English Proficient	2	–	–	–	3	–	–	–
Economically Disadvantaged	19	84%	63%	5%	31	94%	65%	6%
Not Disadvantaged	438	99%	87%	19%	413	98%	88%	16%
Migrant								
Not Migrant	457	98%	86%	18%	444	98%	86%	15%

NOTES

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

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

Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	1	N/A	N/A	N/A	2	N/A	N/A	N/A

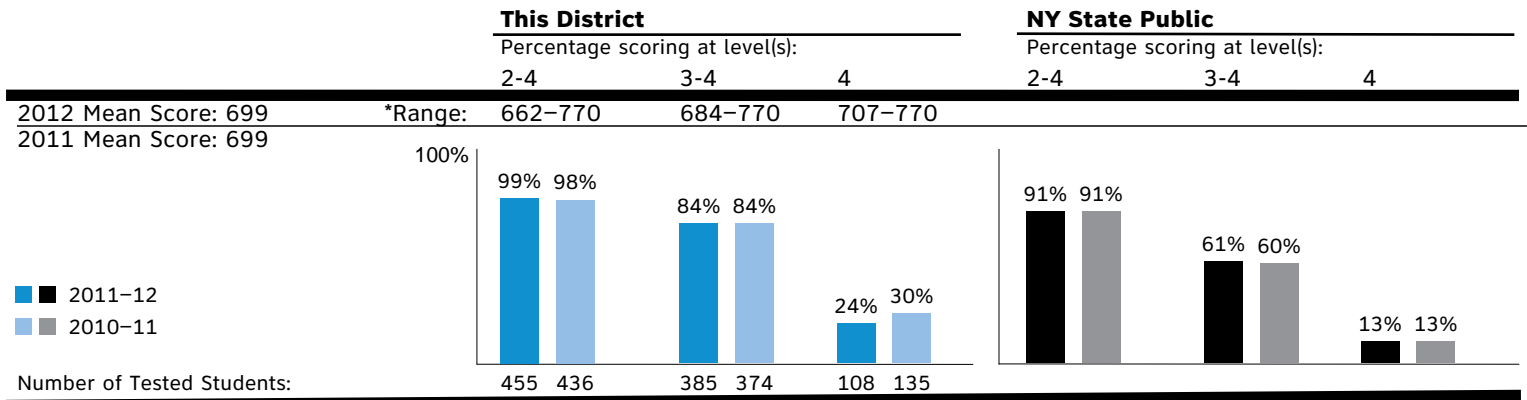
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

District ID **26-14-01-06-0000**

Results in Grade 3 Mathematics



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	459	99%	84%	24%	444	98%	84%	30%
Female	225	100%	83%	19%	221	98%	82%	27%
Male	234	99%	85%	28%	223	98%	87%	34%
American Indian or Alaska Native								
Black or African American	9	100%	44%	0%	16	94%	50%	25%
Hispanic or Latino	13	92%	69%	8%	19	100%	58%	11%
Asian or Native Hawaiian/Other Pacific Islander	40	100%	98%	45%	44	100%	95%	50%
White	389	99%	84%	22%	357	98%	86%	30%
Multiracial	8	100%	88%	25%	8	100%	63%	13%
Small Group Totals								
General-Education Students	416	100%	88%	25%	409	100%	87%	33%
Students with Disabilities	43	93%	40%	5%	35	80%	49%	6%
English Proficient	455	-	-	-	439	98%	84%	30%
Limited English Proficient	4	-	-	-	5	100%	100%	40%
Economically Disadvantaged	19	100%	58%	11%	31	90%	65%	13%
Not Disadvantaged	440	99%	85%	24%	413	99%	86%	32%
Migrant								
Not Migrant	459	99%	84%	24%	444	98%	84%	30%

NOTES

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

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

Other Assessments

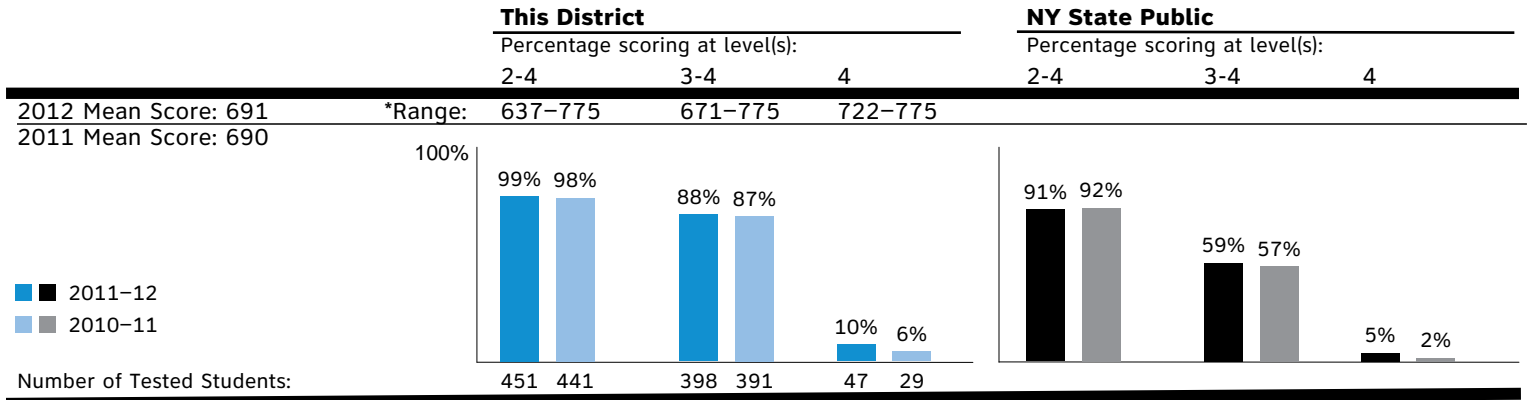
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				0			

2 Student Performance

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

District ID **26-14-01-06-0000**

Results in Grade 4 English Language Arts



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	454	99%	88%	10%	449	98%	87%	6%
Female	229	99%	92%	14%	214	100%	90%	9%
Male	225	100%	84%	6%	235	97%	85%	4%
American Indian or Alaska Native								
Black or African American	15	100%	67%	0%	13	100%	85%	8%
Hispanic or Latino	17	94%	76%	6%	19	84%	74%	11%
Asian or Native Hawaiian/Other Pacific Islander	45	100%	93%	24%	49	100%	94%	10%
White	365	99%	89%	9%	359	99%	87%	6%
Multiracial	12	100%	75%	8%	9	100%	100%	0%
Small Group Totals								
General-Education Students	415	100%	93%	11%	418	100%	91%	7%
Students with Disabilities	39	92%	36%	0%	31	81%	39%	0%
English Proficient	452	–	–	–	447	–	–	–
Limited English Proficient	2	–	–	–	2	–	–	–
Economically Disadvantaged	27	96%	70%	0%	16	88%	63%	0%
Not Disadvantaged	427	100%	89%	11%	433	99%	88%	7%
Migrant								
Not Migrant	454	99%	88%	10%	449	98%	87%	6%

NOTES

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

Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	–	–	–	5	5	4	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

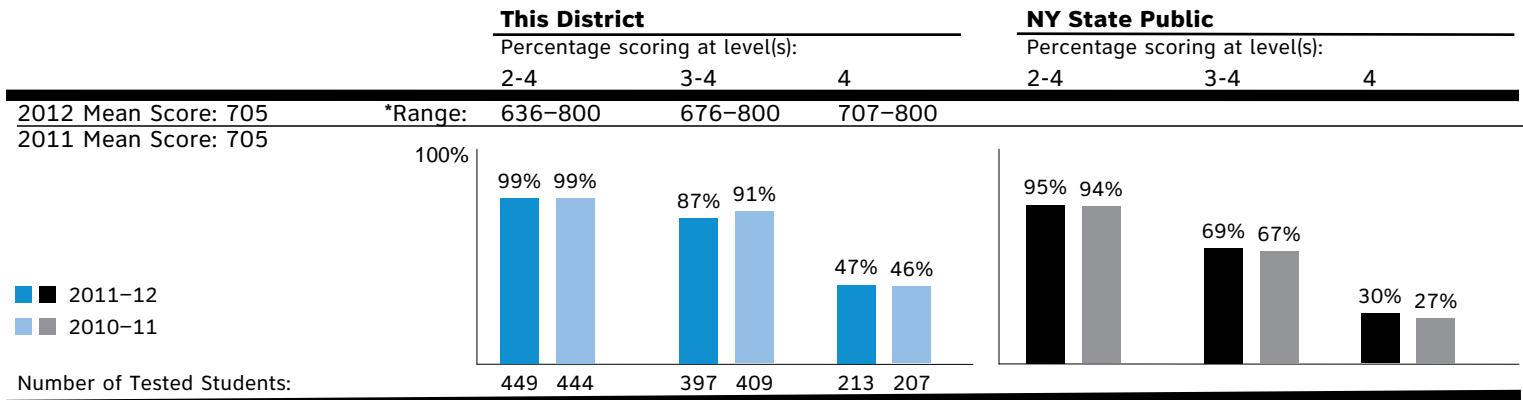
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

District ID **26-14-01-06-0000**

Results in Grade 4 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	454	99%	87%	47%	449	99%	91%	46%
Female	229	98%	87%	46%	214	98%	90%	44%
Male	225	100%	88%	48%	235	100%	92%	48%
American Indian or Alaska Native								
Black or African American	15	93%	53%	13%	13	100%	77%	15%
Hispanic or Latino	18	94%	72%	17%	19	95%	74%	32%
Asian or Native Hawaiian/Other Pacific Islander	45	100%	96%	78%	49	100%	94%	69%
White	364	99%	89%	46%	359	99%	92%	45%
Multiracial	12	100%	67%	50%	9	100%	89%	56%
Small Group Totals								
General-Education Students	415	100%	91%	50%	418	100%	93%	49%
Students with Disabilities	39	87%	46%	15%	31	87%	68%	6%
English Proficient	452	–	–	–	447	–	–	–
Limited English Proficient	2	–	–	–	2	–	–	–
Economically Disadvantaged	28	96%	68%	18%	16	94%	75%	25%
Not Disadvantaged	426	99%	89%	49%	433	99%	92%	47%
Migrant								
Not Migrant	454	99%	87%	47%	449	99%	91%	46%

NOTES

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Other Assessments

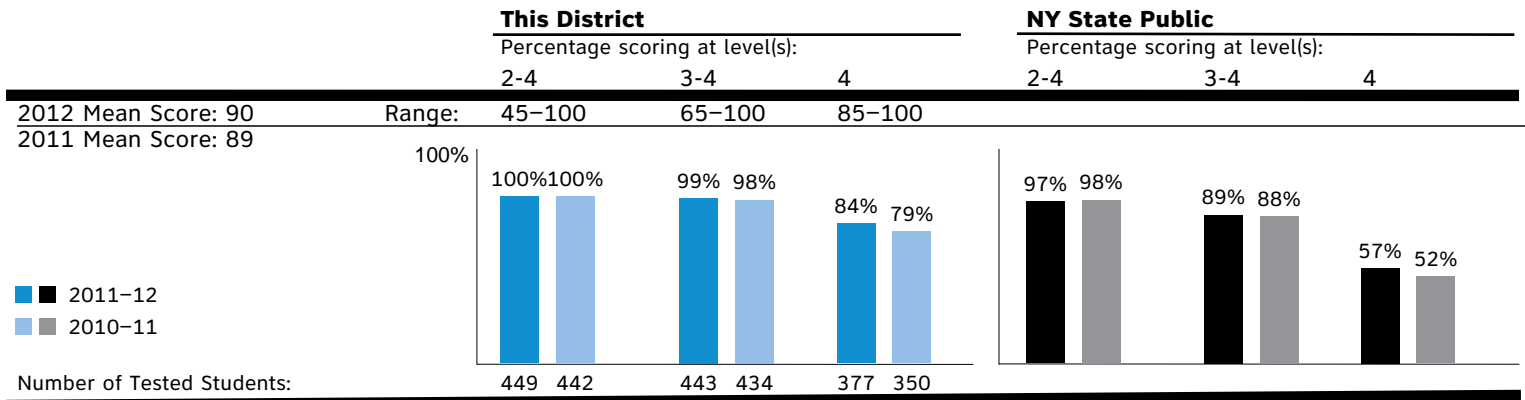
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	–	–	–	5	5	5	2

2 Student Performance

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

District ID **26-14-01-06-0000**

Results in Grade 4 Science



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	449	100%	99%	84%	444	100%	98%	79%
Female	225	100%	99%	84%	211	100%	98%	80%
Male	224	100%	99%	83%	233	100%	97%	78%
American Indian or Alaska Native								
Black or African American	15	100%	100%	47%	13	100%	100%	77%
Hispanic or Latino	18	100%	94%	61%	18	100%	94%	72%
Asian or Native Hawaiian/Other Pacific Islander	45	100%	98%	93%	48	100%	100%	85%
White	359	100%	99%	85%	356	99%	97%	78%
Multiracial	12	100%	100%	92%	9	100%	100%	78%
Small Group Totals								
General-Education Students	412	100%	100%	87%	414	100%	99%	82%
Students with Disabilities	37	100%	86%	49%	30	93%	77%	37%
English Proficient	447	-	-	-	442	-	-	-
Limited English Proficient	2	-	-	-	2	-	-	-
Economically Disadvantaged	28	100%	100%	64%	16	100%	100%	63%
Not Disadvantaged	421	100%	99%	85%	428	100%	98%	79%
Migrant								
Not Migrant	449	100%	99%	84%	444	100%	98%	79%

NOTES

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Other Assessments

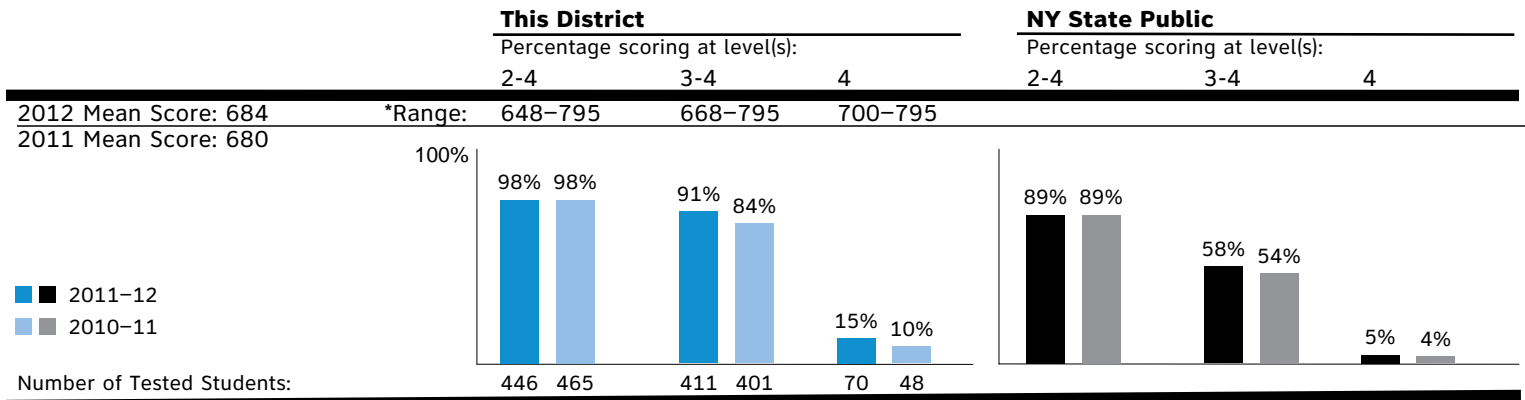
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	-	-	5	5	4	1

2 Student Performance

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

District ID **26-14-01-06-0000**

Results in Grade 5 English Language Arts



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	454	98%	91%	15%	475	98%	84%	10%
Female	216	100%	94%	17%	231	99%	87%	10%
Male	238	97%	87%	14%	244	97%	82%	10%
American Indian or Alaska Native								
Black or African American	11	100%	82%	0%	12	92%	75%	8%
Hispanic or Latino	22	86%	77%	18%	16	94%	81%	25%
Asian or Native Hawaiian/Other Pacific Islander	51	100%	98%	20%	56	98%	89%	20%
White	362	99%	91%	15%	383	98%	84%	8%
Multiracial	8	100%	88%	13%	8	100%	88%	13%
Small Group Totals								
General-Education Students	416	100%	95%	17%	444	100%	89%	11%
Students with Disabilities	38	79%	39%	0%	31	71%	19%	0%
English Proficient	452	–	–	–	472	–	–	–
Limited English Proficient	2	–	–	–	3	–	–	–
Economically Disadvantaged	17	94%	53%	0%	16	88%	81%	6%
Not Disadvantaged	437	98%	92%	16%	459	98%	85%	10%
Migrant								
Not Migrant	454	98%	91%	15%	475	98%	84%	10%

NOTES

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Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	8	8	8	0	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	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	1	N/A	N/A	N/A	0	N/A	N/A	N/A

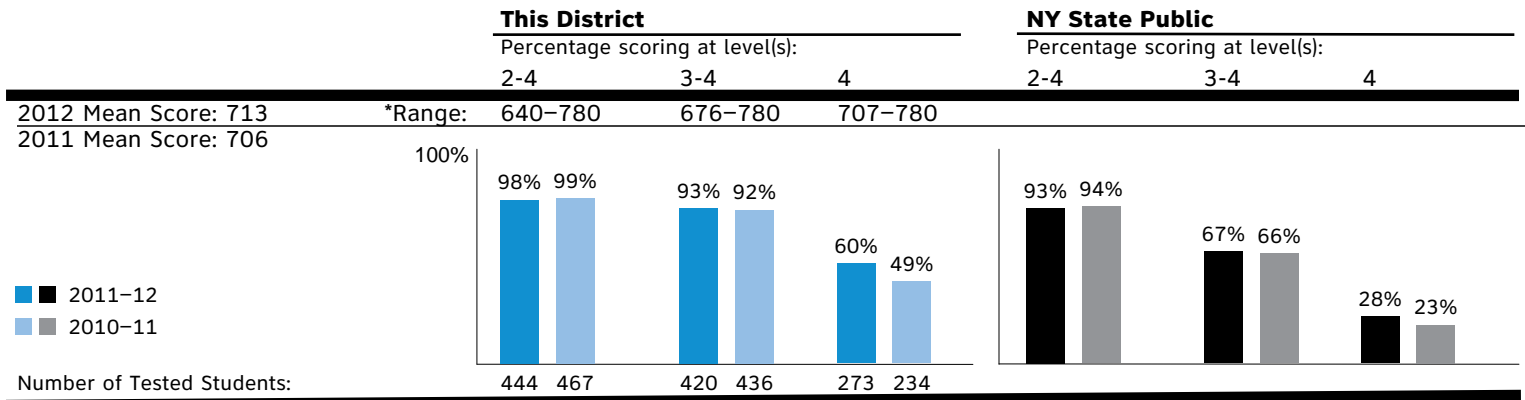
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

District ID **26-14-01-06-0000**

Results in Grade 5 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	453	98%	93%	60%	473	99%	92%	49%
Female	216	98%	93%	63%	231	99%	94%	47%
Male	237	98%	93%	58%	242	98%	91%	52%
American Indian or Alaska Native								
Black or African American	11	100%	82%	18%	12	100%	67%	33%
Hispanic or Latino	22	86%	82%	41%	16	94%	88%	44%
Asian or Native Hawaiian/Other Pacific Islander	52	100%	94%	79%	56	98%	96%	71%
White	360	99%	94%	60%	381	99%	93%	46%
Multiracial	8	88%	88%	63%	8	100%	88%	75%
Small Group Totals								
General-Education Students	415	100%	97%	65%	443	100%	95%	52%
Students with Disabilities	38	76%	47%	11%	30	80%	57%	17%
English Proficient	450	–	–	–	470	–	–	–
Limited English Proficient	3	–	–	–	3	–	–	–
Economically Disadvantaged	17	94%	65%	29%	16	94%	81%	38%
Not Disadvantaged	436	98%	94%	61%	457	99%	93%	50%
Migrant								
Not Migrant	453	98%	93%	60%	473	99%	92%	49%

NOTES

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Other Assessments

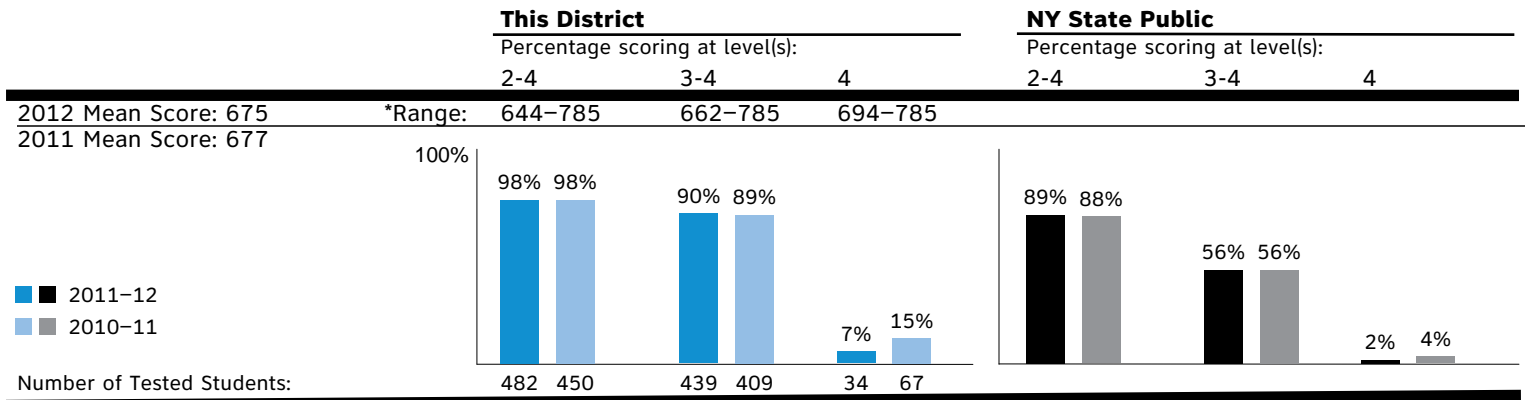
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	8	8	8	3	2	–	–	–

2 Student Performance

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

District ID **26-14-01-06-0000**

Results in Grade 6 English Language Arts



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	490	98%	90%	7%	458	98%	89%	15%
Female	238	100%	93%	7%	253	99%	92%	15%
Male	252	97%	87%	7%	205	97%	85%	14%
American Indian or Alaska Native								
Black or African American	15	93%	67%	7%	17	100%	82%	0%
Hispanic or Latino	20	95%	80%	10%	12	100%	67%	0%
Asian or Native Hawaiian/Other Pacific Islander	52	100%	98%	17%	41	98%	90%	24%
White	394	98%	90%	5%	381	98%	90%	14%
Multiracial	9	100%	89%	11%	7	100%	100%	29%
Small Group Totals								
General-Education Students	455	100%	94%	7%	412	100%	95%	16%
Students with Disabilities	35	83%	31%	0%	46	83%	39%	0%
English Proficient	488	–	–	–	456	–	–	–
Limited English Proficient	2	–	–	–	2	–	–	–
Economically Disadvantaged	17	94%	82%	0%	18	100%	89%	0%
Not Disadvantaged	473	99%	90%	7%	440	98%	89%	15%
Migrant								
Not Migrant	490	98%	90%	7%	458	98%	89%	15%

NOTES

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

Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2	–	–	–	3	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

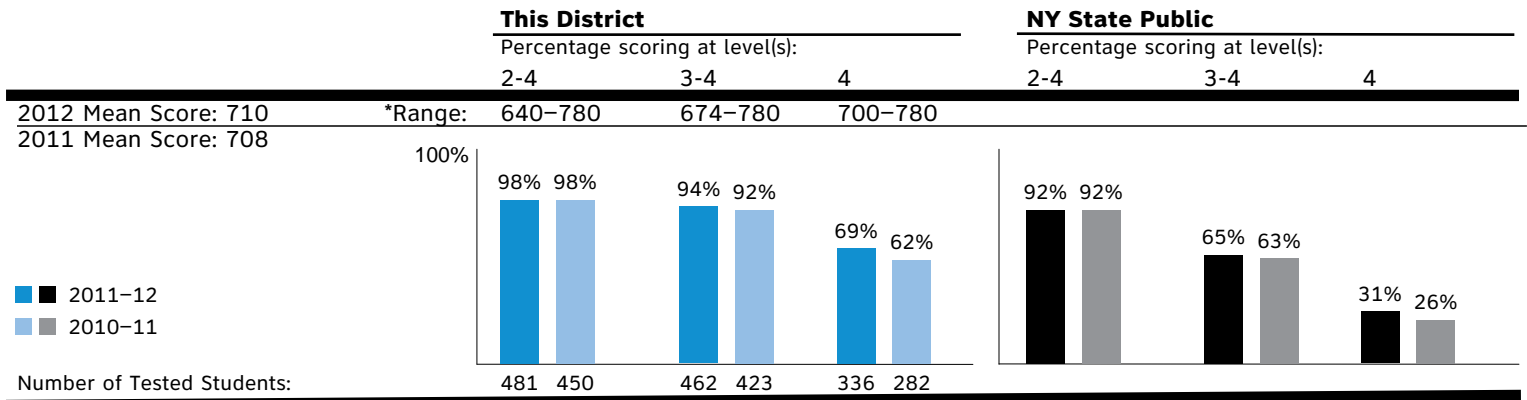
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

District ID **26-14-01-06-0000**

Results in Grade 6 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	490	98%	94%	69%	458	98%	92%	62%
Female	238	99%	97%	67%	253	98%	93%	62%
Male	252	97%	92%	70%	205	98%	91%	61%
American Indian or Alaska Native								
Black or African American	15	87%	80%	40%	17	100%	71%	29%
Hispanic or Latino	20	100%	85%	60%	12	100%	92%	42%
Asian or Native Hawaiian/Other Pacific Islander	52	100%	96%	85%	41	100%	95%	88%
White	394	98%	95%	68%	381	98%	93%	61%
Multiracial	9	89%	89%	67%	7	100%	100%	57%
Small Group Totals								
General-Education Students	456	100%	97%	72%	412	100%	97%	67%
Students with Disabilities	34	79%	56%	24%	46	83%	48%	9%
English Proficient	487	–	–	–	456	–	–	–
Limited English Proficient	3	–	–	–	2	–	–	–
Economically Disadvantaged	17	94%	88%	47%	18	100%	83%	39%
Not Disadvantaged	473	98%	95%	69%	440	98%	93%	63%
Migrant								
Not Migrant	490	98%	94%	69%	458	98%	92%	62%

NOTES

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Other Assessments

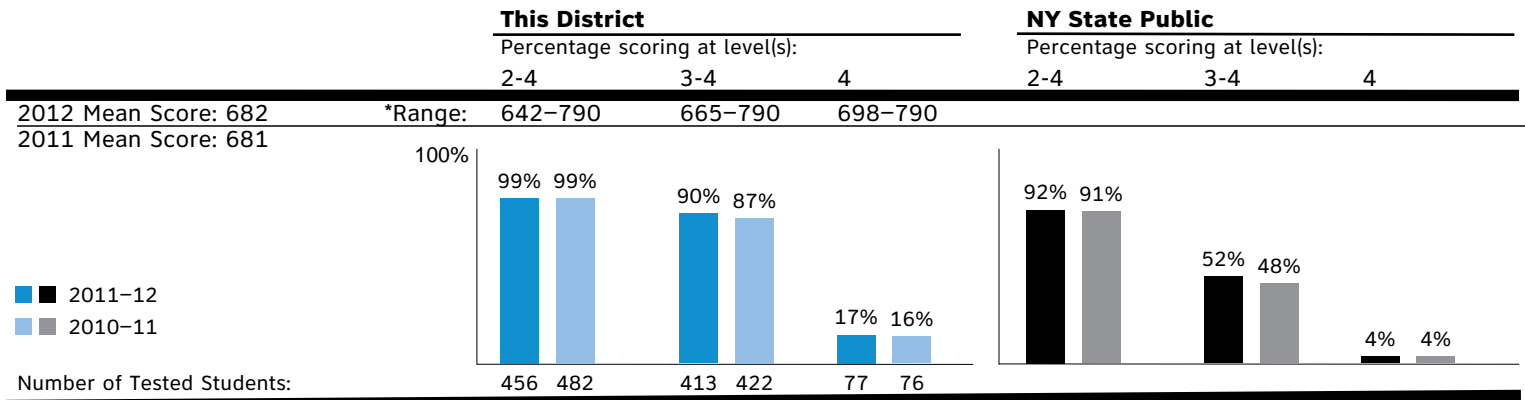
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2	–	–	–	3	–	–	–

2 Student Performance

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

District ID **26-14-01-06-0000**

Results in Grade 7 English Language Arts



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	459	99%	90%	17%	485	99%	87%	16%
Female	255	100%	92%	17%	259	99%	89%	18%
Male	204	99%	88%	17%	226	100%	85%	13%
American Indian or Alaska Native								
Black or African American	18	100%	72%	0%	14	100%	57%	0%
Hispanic or Latino	12	100%	75%	8%	16	100%	81%	19%
Asian or Native Hawaiian/Other Pacific Islander	42	100%	93%	40%	50	100%	98%	18%
White	378	99%	91%	15%	399	99%	87%	16%
Multiracial	9	100%	89%	22%	6	100%	100%	17%
Small Group Totals								
General-Education Students	413	100%	96%	19%	444	100%	91%	17%
Students with Disabilities	46	93%	39%	0%	41	93%	46%	2%
English Proficient	456	–	–	–	484	–	–	–
Limited English Proficient	3	–	–	–	1	–	–	–
Economically Disadvantaged	17	94%	59%	0%	25	100%	76%	0%
Not Disadvantaged	442	100%	91%	17%	460	99%	88%	17%
Migrant								
Not Migrant	459	99%	90%	17%	485	99%	87%	16%

NOTES

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

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

Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	5	5	5	4	5	5	4	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	1	N/A	N/A	N/A

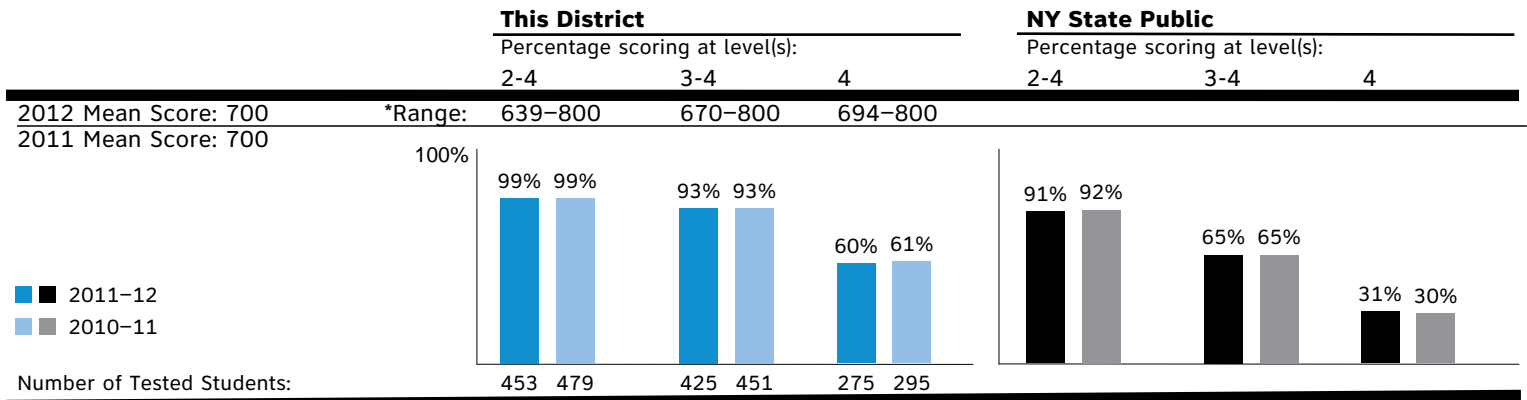
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

District ID **26-14-01-06-0000**

Results in Grade 7 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	459	99%	93%	60%	486	99%	93%	61%
Female	255	98%	92%	58%	259	98%	92%	59%
Male	204	99%	94%	62%	227	99%	94%	62%
American Indian or Alaska Native								
Black or African American	18	100%	72%	28%	14	100%	64%	14%
Hispanic or Latino	12	100%	92%	67%	16	100%	100%	44%
Asian or Native Hawaiian/Other Pacific Islander	42	100%	95%	88%	51	100%	100%	76%
White	378	98%	93%	58%	399	98%	92%	60%
Multiracial	9	100%	100%	44%	6	100%	100%	100%
Small Group Totals								
General-Education Students	413	100%	97%	65%	445	100%	97%	64%
Students with Disabilities	46	87%	52%	11%	41	83%	51%	22%
English Proficient	456	–	–	–	484	–	–	–
Limited English Proficient	3	–	–	–	2	–	–	–
Economically Disadvantaged	17	100%	65%	35%	25	96%	88%	44%
Not Disadvantaged	442	99%	94%	61%	461	99%	93%	62%
Migrant								
Not Migrant	459	99%	93%	60%	486	99%	93%	61%

NOTES

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

Other Assessments

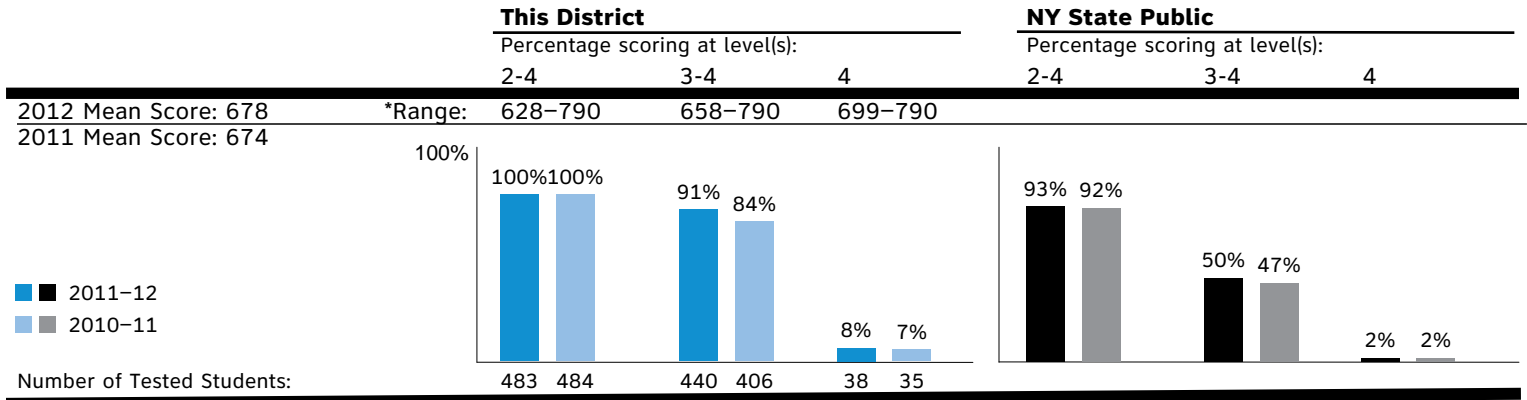
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	5	5	5	2	5	4	4	3

2 Student Performance

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

District ID **26-14-01-06-0000**

Results in Grade 8 English Language Arts



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	485	100%	91%	8%	486	100%	84%	7%
Female	258	100%	92%	12%	235	100%	87%	12%
Male	227	100%	89%	3%	251	99%	80%	3%
American Indian or Alaska Native					1	–	–	–
Black or African American	13	100%	92%	0%	11	100%	36%	0%
Hispanic or Latino	19	100%	84%	11%	14	100%	71%	7%
Asian or Native Hawaiian/Other Pacific Islander	50	100%	98%	14%	45	100%	93%	11%
White	395	99%	90%	7%	410	100%	84%	7%
Multiracial	8	100%	100%	0%	5	–	–	–
Small Group Totals					6	100%	83%	0%
General-Education Students	439	100%	95%	9%	439	100%	88%	8%
Students with Disabilities	46	96%	50%	0%	47	98%	38%	0%
English Proficient	484	–	–	–	486	100%	84%	7%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	24	100%	83%	8%	24	100%	50%	8%
Not Disadvantaged	461	100%	91%	8%	462	100%	85%	7%
Migrant								
Not Migrant	485	100%	91%	8%	486	100%	84%	7%

NOTES

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

Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	5	4	3	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

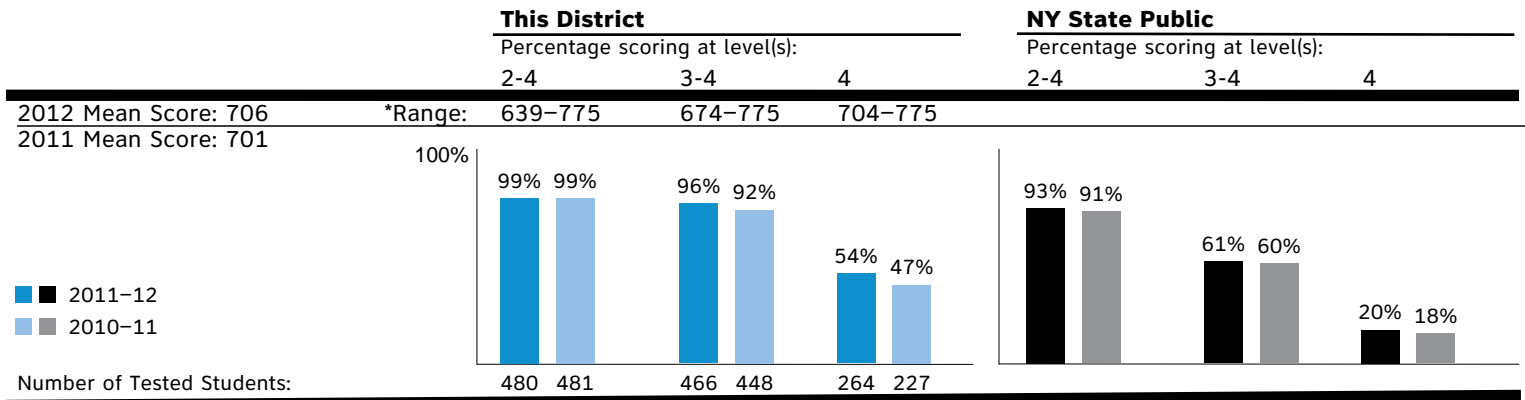
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

District ID **26-14-01-06-0000**

Results in Grade 8 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	485	99%	96%	54%	486	99%	92%	47%
Female	258	99%	95%	57%	235	100%	94%	46%
Male	227	99%	97%	51%	251	98%	90%	47%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	13	100%	92%	15%	11	100%	73%	9%
Hispanic or Latino	19	100%	100%	37%	14	100%	79%	14%
Asian or Native Hawaiian/Other Pacific Islander	50	100%	100%	72%	45	100%	100%	73%
White	395	99%	95%	54%	410	99%	92%	46%
Multiracial	8	100%	100%	63%	5	–	–	–
Small Group Totals	6	100%	100%	67%	6	100%	100%	67%
General-Education Students	439	100%	99%	58%	439	100%	97%	50%
Students with Disabilities	46	89%	70%	17%	47	89%	49%	13%
English Proficient	484	–	–	–	486	99%	92%	47%
Limited English Proficient	1	–	–	–	–	–	–	–
Economically Disadvantaged	24	100%	96%	21%	24	100%	75%	38%
Not Disadvantaged	461	99%	96%	56%	462	99%	93%	47%
Migrant	–	–	–	–	–	–	–	–
Not Migrant	485	99%	96%	54%	486	99%	92%	47%

NOTES

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

Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	5	5	1	1	–	–	–

2 Student Performance

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

District ID **26-14-01-06-0000**

Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2011-12 School Year

2010-11 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	478	100%	98%	66%	481	100%	96%	59%
Female	254	100%	98%	64%	234	100%	95%	53%
Male	224	100%	99%	69%	247	100%	96%	64%
American Indian or Alaska Native					1	-	-	-
Black or African American	13	100%	92%	15%	11	100%	73%	9%
Hispanic or Latino	19	100%	100%	68%	14	100%	100%	43%
Asian or Native Hawaiian/Other Pacific Islander	51	100%	100%	69%	45	100%	98%	82%
White	387	99%	98%	67%	405	100%	96%	58%
Multiracial	8	100%	100%	100%	5	-	-	-
Small Group Totals					6	100%	83%	67%
General-Education Students	436	100%	99%	70%	435	100%	99%	63%
Students with Disabilities	42	95%	86%	31%	46	98%	67%	24%
English Proficient	477	-	-	-	481	100%	96%	59%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	23	100%	100%	39%	24	100%	83%	33%
Not Disadvantaged	455	100%	98%	68%	457	100%	96%	60%
Migrant								
Not Migrant	478	100%	98%	66%	481	100%	96%	59%

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Other Assessments

2011-12 School Year

2010-11 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	5	5	2	1	-	-	-
Regents Science	2	-	-	-	2	-	-	-

2 Student Performance

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

District ID **26-14-01-06-0000**

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

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

NOTES

*Reporting standards not met.

**Rounds to 0.

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

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

NOTE

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

2 Student Performance

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

District ID **26-14-01-06-0000**

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

This District

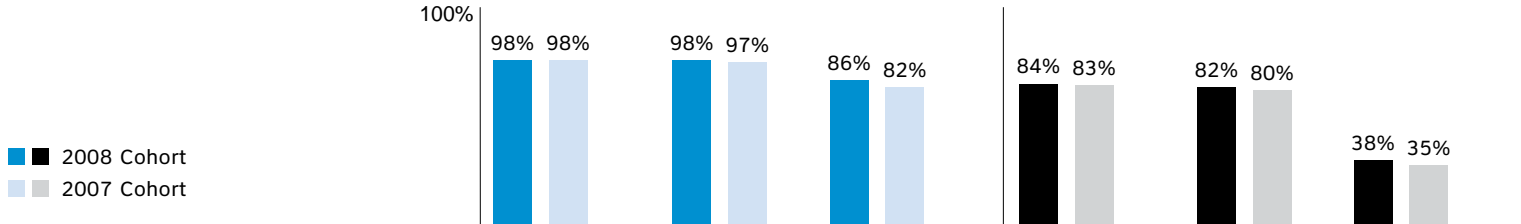
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2008 Cohort

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

2007 Cohort

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

	2008 Cohort		2007 Cohort	
	Number of Students	Percentage scoring at level(s):	Number of Students	Percentage scoring at level(s):
		2-4 3-4 4		2-4 3-4 4
All Students	499	98% 98% 86%	509	98% 97% 82%
Female	251	99% 99% 89%	262	99% 98% 87%
Male	248	98% 97% 83%	247	97% 96% 76%
American Indian or Alaska Native				
Black or African American	15	93% 93% 73%	18	100% 94% 39%
Hispanic or Latino	14	93% 93% 86%	9	– – –
Asian or Native Hawaiian/Other Pacific Islander	36	100% 100% 92%	38	97% 97% 84%
White	424	98% 98% 86%	440	98% 98% 83%
Multiracial	10	100% 100% 90%	4	– – –
Small Group Totals			13	100% 100% 85%
General-Education Students	457	100% 100% 90%	459	100% 100% 88%
Students with Disabilities	42	83% 81% 45%	50	84% 78% 30%
English Proficient	499	98% 98% 86%	509	98% 97% 82%
Limited English Proficient				
Economically Disadvantaged	13	92% 92% 62%	20	100% 100% 45%
Not Disadvantaged	486	98% 98% 87%	489	98% 97% 83%
Migrant				
Not Migrant	499	98% 98% 86%	509	98% 97% 82%

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2 Student Performance

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

District ID **26-14-01-06-0000**

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

This District

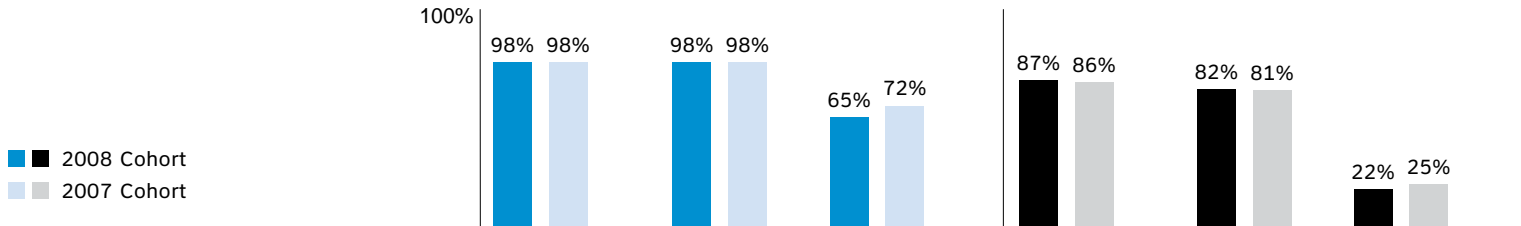
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2008 Cohort

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

2007 Cohort

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

All Students	499	98%	98%	65%	509	98%	98%	72%
Female	251	99%	99%	68%	262	99%	99%	73%
Male	248	98%	97%	61%	247	97%	96%	72%
American Indian or Alaska Native								
Black or African American	15	93%	93%	53%	18	94%	83%	11%
Hispanic or Latino	14	93%	93%	43%	9	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	36	100%	100%	86%	38	100%	100%	92%
White	424	98%	98%	64%	440	98%	98%	73%
Multiracial	10	100%	100%	70%	4	—	—	—
Small Group Totals					13	100%	100%	62%
General-Education Students	457	100%	100%	69%	459	100%	100%	78%
Students with Disabilities	42	83%	81%	17%	50	82%	78%	20%
English Proficient	499	98%	98%	65%	509	98%	98%	72%
Limited English Proficient								
Economically Disadvantaged	13	92%	92%	8%	20	100%	100%	50%
Not Disadvantaged	486	98%	98%	66%	489	98%	98%	73%
Migrant								
Not Migrant	499	98%	98%	65%	509	98%	98%	72%

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2 Student Performance

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

District ID **26-14-01-06-0000**

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

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
Global History and Geography	499	1%	19%	76%	457	0%	17%	81%	42	7%	43%	29%
U.S. History and Government	499	0%	10%	88%	457	0%	8%	91%	42	2%	31%	50%
Science	499	0%	17%	81%	457	0%	15%	84%	42	0%	40%	45%

New York State Alternate Assessments (NYSAA) 2011-12

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

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2 Student Performance

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

District ID **26-14-01-06-0000**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	533	99%	98%	82%	479	100%	99%	86%	54	91%	89%	43%
	2010-11	498	100%	100%	87%	454	100%	100%	90%	44	100%	98%	57%
	2009-10	499	100%	99%	83%	449	100%	100%	89%	50	98%	90%	34%
Integrated Algebra	2011-12	509	100%	100%	64%	456	100%	100%	70%	53	100%	96%	17%
	2010-11	531	99%	97%	66%	469	100%	100%	73%	62	90%	77%	13%
	2009-10	552	99%	97%	63%	491	100%	100%	69%	61	92%	79%	16%
Geometry	2011-12	476	100%	100%	69%	445	100%	100%	73%	31	100%	100%	19%
	2010-11	528	99%	98%	64%	490	100%	99%	67%	38	95%	92%	26%
	2009-10	503	99%	98%	56%	471	100%	99%	60%	32	94%	81%	9%
Algebra 2/Trigonometry	2011-12	493	98%	90%	55%	468	98%	92%	56%	25	96%	60%	24%
	2010-11	469	96%	91%	53%	447	97%	93%	54%	22	82%	68%	23%
	2009-10	283	96%	93%	65%	275	96%	93%	65%	8	100%	88%	50%
Global History and Geography	2011-12	497	99%	98%	80%	451	100%	100%	84%	46	91%	85%	39%
	2010-11	540	99%	97%	74%	478	100%	99%	80%	62	92%	85%	29%
	2009-10	504	98%	97%	76%	460	99%	98%	80%	44	93%	82%	34%
U.S. History and Government	2011-12	533	99%	99%	86%	480	100%	100%	90%	53	94%	94%	53%
	2010-11	499	100%	99%	90%	457	100%	99%	92%	42	100%	95%	62%
	2009-10	497	100%	99%	88%	446	100%	100%	92%	51	100%	90%	53%
Living Environment	2011-12	490	99%	99%	87%	436	100%	100%	92%	54	94%	94%	46%
	2010-11	526	100%	100%	87%	475	100%	100%	91%	51	100%	100%	57%
	2009-10	509	100%	100%	79%	460	100%	100%	83%	49	98%	96%	45%
Physical Setting/Earth Science	2011-12	498	100%	98%	80%	441	100%	99%	85%	57	96%	88%	46%
	2010-11	477	100%	99%	75%	428	100%	100%	80%	49	96%	90%	33%
	2009-10	513	99%	98%	78%	469	99%	98%	81%	44	98%	95%	45%
Physical Setting/Chemistry	2011-12	434	100%	99%	55%	420	100%	99%	55%	14	100%	100%	43%
	2010-11	406	100%	98%	54%	395	100%	98%	55%	11	100%	91%	18%
	2009-10	359	100%	99%	46%	347	100%	99%	47%	12	100%	100%	25%
Physical Setting/Physics	2011-12	240	98%	89%	48%	232	98%	89%	50%	8	100%	75%	13%
	2010-11	221	98%	90%	50%	218	—	—	—	3	—	—	—
	2009-10	253	99%	92%	46%	248	99%	92%	47%	5	80%	80%	0%

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2 Student Performance

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

District ID **26-14-01-06-0000**

Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	2	—	0		2	—
Science	2011-12	1	—	0		1	—
	2010-11	2	—	0		2	—
	2009-10	1	—	0		1	—
Reading	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	2	—	0		2	—
Writing	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	0		0		0	
Global Studies	2011-12	2	—	0		2	—
	2010-11	2	—	0		2	—
	2009-10	0		0		0	
U.S. History and Government	2011-12	1	—	0		1	—
	2010-11	0		0		0	
	2009-10	0		0		0	

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2 Student Performance

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

District ID **26-14-01-06-0000**

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

		All Students					General-Education Students					Students with Disabilities				
		Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:			
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K-1)	2011-12	16	0%	19%	25%	56%	16	0%	19%	25%	56%	0				
	2010-11	6	17%	17%	17%	50%	6	17%	17%	17%	50%	0				
	2009-10	7	0%	29%	29%	43%	6	—	—	—	—	1	—	—	—	—
Reading and Writing (Grades K-1)	2011-12	14	43%	14%	7%	36%	14	43%	14%	7%	36%	0				
	2010-11	6	17%	67%	17%	0%	6	17%	67%	17%	0%	0				
	2009-10	7	43%	14%	29%	14%	6	—	—	—	—	1	—	—	—	—
Listening and Speaking (Grades 2-4)	2011-12	10	0%	10%	20%	70%	8	—	—	—	—	2	—	—	—	—
	2010-11	11	0%	0%	27%	73%	9	—	—	—	—	2	—	—	—	—
	2009-10	15	0%	0%	0%	100%	12	—	—	—	—	3	—	—	—	—
Reading and Writing (Grades 2-4)	2011-12	10	10%	20%	20%	50%	8	—	—	—	—	2	—	—	—	—
	2010-11	11	0%	36%	36%	27%	9	—	—	—	—	2	—	—	—	—
	2009-10	15	0%	7%	40%	53%	12	—	—	—	—	3	—	—	—	—
Listening and Speaking (Grades 5-6)	2011-12	6	0%	0%	50%	50%	3	—	—	—	—	3	—	—	—	—
	2010-11	5	0%	0%	40%	60%	3	—	—	—	—	2	—	—	—	—
	2009-10	3	—	—	—	—	1	—	—	—	—	2	—	—	—	—
Reading and Writing (Grades 5-6)	2011-12	6	0%	17%	67%	17%	3	—	—	—	—	3	—	—	—	—
	2010-11	5	0%	0%	60%	40%	3	—	—	—	—	2	—	—	—	—
	2009-10	3	—	—	—	—	1	—	—	—	—	2	—	—	—	—
Listening and Speaking (Grades 7-8)	2011-12	4	—	—	—	—	3	—	—	—	—	1	—	—	—	—
	2010-11	2	—	—	—	—	1	—	—	—	—	1	—	—	—	—
	2009-10	0					0					0				
Reading and Writing (Grades 7-8)	2011-12	4	—	—	—	—	3	—	—	—	—	1	—	—	—	—
	2010-11	2	—	—	—	—	1	—	—	—	—	1	—	—	—	—
	2009-10	0					0					0				
Listening and Speaking (Grades 9-12)	2011-12	2	—	—	—	—	2	—	—	—	—	0				
	2010-11	2	—	—	—	—	2	—	—	—	—	0				
	2009-10	3	—	—	—	—	3	—	—	—	—	0				
Reading and Writing (Grades 9-12)	2011-12	2	—	—	—	—	2	—	—	—	—	0				
	2010-11	2	—	—	—	—	2	—	—	—	—	0				
	2009-10	3	—	—	—	—	3	—	—	—	—	0				

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3 Student Outcomes

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

District ID **26-14-01-06-0000**

High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2011–12	489		456		33	
	2010–11	504		460		44	
	2009–10	512		471		41	
Receiving a Regents Diploma	2011–12	483	99%	456	100%	27	82%
	2010–11	493	98%	457	99%	36	82%
	2009–10	502	98%	467	99%	35	85%
Receiving a Regents Diploma with Advanced Designation	2011–12	377	77%	369	81%	8	24%
	2010–11	398	79%	386	84%	12	27%
	2009–10	374	73%	366	78%	8	20%
Receiving an Individualized Education Program (IEP) Diploma	2011–12	5	N/A	0		5	N/A
	2010–11	4	N/A	0		4	N/A
	2009–10	2	N/A	0		2	N/A

NOTE

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

High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Dropped Out	2011–12	4	0%	3	0%	1	0%
	2010–11	2	0%	2	0%	0	0%
	2009–10	6	0%	4	0%	2	1%
Entered Approved High School Equivalency Preparation Program	2011–12	2	0%	0	0%	2	1%
	2010–11	1	0%	0	0%	1	0%
	2009–10	3	0%	1	0%	2	1%
Total Non-completers	2011–12	6	0%	3	0%	3	1%
	2010–11	3	0%	2	0%	1	0%
	2009–10	9	0%	5	0%	4	2%

Post-secondary Plans of 2011–12 Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
To 4-year College		411	83%	396	87%	15	39%
To 2-year College		55	11%	42	9%	13	34%
To Other Post-secondary		1	0%	1	0%	0	0%
To the Military		1	0%	1	0%	0	0%
To Employment		3	1%	0	0%	3	8%
To Adult Services		0	0%	0	0%	0	0%
To Other Known Plans		2	0%	1	0%	1	3%
Plan Unknown		21	4%	15	3%	6	16%



The New York State Accountability Report 2011-12

DISTRICT: PITTSFORD CENTRAL SCHOOL
DISTRICT
DISTRICT ID: 261401060000
SUPERINTENDENT: MARY ALICE PRICE
PHONE: 585-267-1004

Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward**, **Focus**, or **Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

More Information:
Office of Accountability
New York State Education Department
55 Hanson Place
Brooklyn, NY 11217
Email: accountinfo@mail.nysed.gov

Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target**." In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target**."

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

Elementary/Middle-Level ELA: AYP

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261401060000

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	✓
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261401060000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	2830	2822	100%
American Indian or Alaska Native	—	0	—	—
Black or African American	✓	81	81	100%
Hispanic or Latino	✓	106	102	96%
Asian or Native Hawaiian/Other Pacific Islander	✓	283	283	100%
White	✓	2306	2302	100%
Multiracial	✓	54	54	100%
Students With Disabilities	✓	269	265	99%
Limited English Proficient	—	16	—	—
Economically Disadvantaged	✓	124	123	99%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level ELA: Performance

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261401060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	Performance at Levels						PI	Objectives	
			Students Scoring Level 1 On Track	Students Scoring Level 1 NOT On Track	Students Scoring Level 2 On Track	Students Scoring Level 2 NOT On Track	Students Scoring Level 3	Students Scoring Level 4		EAMO	Safe Harbor Target
All Students	✓	2778	0	30	15	255	2123	355	189	148	148
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—	—	—
Black or African American	✓	81	0	1	0	19	60	1	174	119	119
Hispanic or Latino	✓	99	0	5	1	12	70	11	178	122	122
Asian or Native Hawaiian/Other Pacific Islander	✓	270	0	0	1	13	196	60	195	158	158
White	✓	2278	0	24	12	207	1759	276	189	162	162
Multiracial	✓	50	0	0	1	4	38	7	192	145	145
Students With Disabilities	✓	266†	0†	28†	6†	112†	110†	10†	137†	94	94
Limited English Proficient	—	12	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	✓	120	0	7	0	28	81	4	165	125	125

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $[(2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div (\text{Count of Tested Students})] \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Math: AYP

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261401060000

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	✓
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261401060000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	2830	2821	100%
American Indian or Alaska Native	—	0	—	—
Black or African American	✓	81	81	100%
Hispanic or Latino	✓	106	104	98%
Asian or Native Hawaiian/Other Pacific Islander	✓	283	283	100%
White	✓	2306	2299	100%
Multiracial	✓	54	54	100%
Students With Disabilities	✓	269	267	99%
Limited English Proficient	—	16	—	—
Economically Disadvantaged	✓	124	124	100%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Math: Performance

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261401060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	Performance at Levels						PI	Objectives	
			Students Scoring Level 1 On Track	Students Scoring Level 1 NOT On Track	Students Scoring Level 2 On Track	Students Scoring Level 2 NOT On Track	Students Scoring Level 3	Students Scoring Level 4		EAMO	Safe Harbor Target
All Students	✓	2779	0	35	11	190	1087	1456	191	162	162
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—	—	—
Black or African American	✓	81	0	3	0	20	41	17	168	131	131
Hispanic or Latino	✓	102	0	4	1	11	47	39	181	140	140
Asian or Native Hawaiian/Other Pacific Islander	✓	271	0	0	1	9	59	202	197	178	178
White	✓	2275	0	27	9	145	923	1171	191	172	172
Multiracial	✓	50	0	1	0	5	17	27	186	153	153
Students With Disabilities	✓	269†	0†	34†	6†	76†	109†	44†	146†	115	115
Limited English Proficient	—	15	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	✓	121	0	3	1	25	61	31	174	142	142

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $[(2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div (\text{Count of Tested Students})] \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Science: AYP

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261401060000

Adequate Yearly Progress: In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261401060000

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	946	935	99%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	28	—	—
Hispanic or Latino	—	38	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	96	96	100%
White	✓	764	754	99%
Multiracial	—	20	—	—
Students With Disabilities	✓	91	85	93%
Limited English Proficient	—	3	—	—
Economically Disadvantaged	✓	53	52	98%

✓ At least 80% of students enrolled during the test administration period were tested.

✗ Less than 80% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Science: Performance

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261401060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI ≥ EAMO or Progress Target	Tested Students Enrolled on BEDS Day	Performance at Levels				PI	Objectives	
			Students Scoring Level 1	Students Scoring Level 2	Students Scoring Level 3	Students Scoring Level 4		EAMO	Progress Target
All Students	✓	923	2	13	218	690	198	175	175
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—
Black or African American	—	28	—	—	—	—	—	—	—
Hispanic or Latino	✓	36	0	1	11	24	197	149	149
Asian or Native Hawaiian/Other Pacific Islander	✓	93	0	1	18	74	199	177	177
White	✓	748	2	10	170	566	198	187	187
Multiracial	—	18	—	—	—	—	—	—	—
Students With Disabilities	✓	86†	2†	9†	40†	35†	185†	143	143
Limited English Proficient	—	3	—	—	—	—	—	—	—
Economically Disadvantaged	✓	52	0	0	25	27	200	155	155

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Progress Target: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

Secondary-Level ELA: AYP

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261401060000

Adequate Yearly Progress: In secondary-level English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level ELA: Participation

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261401060000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	12th Graders with Valid Test Scores	Percent of 12th Graders with Valid Test Scores
All Students	✓	496	496	100%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	16	—	—
Hispanic or Latino	—	13	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	35	—	—
White	✓	423	423	100%
Multiracial	—	9	—	—
Students With Disabilities	—	39	—	—
Limited English Proficient	—	0	—	—
Economically Disadvantaged	—	12	—	—

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level ELA: Performance

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261401060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	Performance at Levels				PI	Objectives	
			Students Scoring at Accountability Level 1	Students Scoring at Accountability Level 2	Students Scoring at Accountability Level 3	Students Scoring at Accountability Level 4		EAMO	Safe Harbor Target
All Students	✓	488	2	10	129	347	197	154	154
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—
Black or African American	—	14	—	—	—	—	—	—	—
Hispanic or Latino	—	13	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	35	0	0	10	25	200	156	156
White	✓	417	2	8	113	294	197	169	169
Multiracial	—	9	—	—	—	—	—	—	—
Students With Disabilities	✓	38†	2†	6†	19†	11†	174†	81	81
Limited English Proficient	—	0	—	—	—	—	—	—	—
Economically Disadvantaged	—	13	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div [\text{Count of Cohort Members}] \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Secondary-Level Math: AYP

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261401060000

Adequate Yearly Progress: In secondary-level mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level Math: Participation

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261401060000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	12th Graders with Valid Test Scores	Percent of 12th Graders with Valid Test Scores
All Students	✓	496	496	100%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	16	—	—
Hispanic or Latino	—	13	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	35	—	—
White	✓	423	423	100%
Multiracial	—	9	—	—
Students With Disabilities	—	39	—	—
Limited English Proficient	—	0	—	—
Economically Disadvantaged	—	12	—	—

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level Math: Performance

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261401060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Secondary-Level Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	Performance at Levels				PI	Objectives	
			Students Scoring at Accountability Level 1	Students Scoring at Accountability Level 2	Students Scoring at Accountability Level 3	Students Scoring at Accountability Level 4		EAMO	Safe Harbor Target
All Students	✓	488	1	56	209	222	188	131	131
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—
Black or African American	—	14	—	—	—	—	—	—	—
Hispanic or Latino	—	13	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	35	0	3	6	26	191	148	148
White	✓	417	1	47	185	184	188	149	149
Multiracial	—	9	—	—	—	—	—	—	—
Students With Disabilities	✓	38†	1†	18†	15†	4†	147†	66	66
Limited English Proficient	—	0	—	—	—	—	—	—	—
Economically Disadvantaged	—	13	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div [\text{Count of Cohort Members}] \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Unweighted Combined ELA and Math PIs

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261401060000

Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	189	191	197	188	191
American Indian or Alaska Native	—	—	—	—	—
Black or African American	174	168	—	—	171
Hispanic or Latino	178	181	—	—	180
Asian or Native Hawaiian/Other Pacific Islander	195	197	200	191	196
White	189	191	197	188	191
Multiracial	192	186	—	—	189
Students With Disabilities	137	146	174	147	151
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	165	174	—	—	170

— There was not enough students to determine a Performance Index.

Graduation Rate: AYP

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261401060000

Adequate Yearly Progress: To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort **OR** the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target.

All accountability groups made AYP: YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Graduation Rate: 4-Year Graduation-Rate Total Cohort

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261401060000

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: **YES**

Four-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2007 Four-Year Graduation-Rate Total Cohort	Number of Graduates	Graduation Rate	State Standard	Progress Target
All Students	✓	509	494	97%	80%	80%
American Indian or Alaska Native	—	0	—	—	—	—
Black or African American	—	18	—	—	—	—
Hispanic or Latino	—	9	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	38	37	97%	80%	80%
White	✓	440	427	97%	80%	80%
Multiracial	—	4	—	—	—	—
Students With Disabilities	✓	60†	49†	82%†	80%	80%
Limited English Proficient	—	0	—	—	—	—
Economically Disadvantaged	—	20	—	—	—	—

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2007 Four-Year Graduation-Rate Total Cohort

The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduation rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$

Graduation Rate: 5-Year Graduation-Rate Total Cohort

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261401060000

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: **YES**

Five-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2006 Five-Year Graduation-Rate Total Cohort	Number of Graduates	Graduation Rate	State Standard	Progress Target
All Students	✓	533	519	97%	80%	80%
American Indian or Alaska Native	—	0	—	—	—	—
Black or African American	—	14	—	—	—	—
Hispanic or Latino	—	10	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	43	40	93%	80%	80%
White	✓	466	460	99%	80%	80%
Multiracial	—	0	—	—	—	—
Students With Disabilities	✓	59†	50†	85%†	80%	80%
Limited English Proficient	—	3	—	—	—	—
Economically Disadvantaged	—	17	—	—	—	—

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2006 Five-Year Graduation-Rate Total Cohort

The 2006 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2006 and June 30, 2007. Five-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduation rate for the 2006 five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2006 five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the 2005 five-year graduation-rate total cohort as of June 30, 2010. The following equation is used to determine the 2006 five-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2005 five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the 2005 five-year graduation-rate total cohort}$



The New York State Report Card 2011–12

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

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

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

This report includes:

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

For more information:

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

1 Profile

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	0
Kindergarten	43	61	48
Grade 1	63	52	65
Grade 2	62	64	54
Grade 3	57	67	68
Grade 4	50	63	71
Grade 5	72	50	59
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	347	357	365

Average Class Size

	2009-10	2010-11	2011-12
Common Branch	20	20	21
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

Average Class Size Information

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

1 Profile

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	20	7%	16	5%	22	7%
Reduced Price Lunch	11	4%	6	2%	5	2%
Limited English Proficient	3	1%	2	1%	8	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	17	5%	12	3%	8	2%
Hispanic or Latino	14	4%	15	4%	16	4%
Asian or Native Hawaiian/Other Pacific Islander	20	6%	20	6%	18	5%
White	290	84%	310	87%	314	86%
Multiracial	6	2%	0	0%	9	2%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		97%		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.

Attendance and Suspensions Information

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

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

1 Profile

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	20	21	22
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	0%	5%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	15%	14%	14%
Total Number of Core Classes	16	21	17
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	7%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	41	46	50
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

*Not available at the district or statewide level.

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

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	0%	0%	0%
Turnover Rate of All Teachers	14%	10%	5%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	3	4	3
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	0	0	0
Principals	1	1	1

*Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

High-poverty and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

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

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

2 Student Performance

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

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

New York State Testing Program (NYSTP) Assessments

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

English Language Arts

Level 1: Below Standard

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

Level 2: Meets Basic Standard

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

Level 3: Meets Proficiency Standard

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

Level 4: Exceeds Proficiency Standard

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

Mathematics

Level 1: Below Standard

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

Level 2: Meets Basic Standard

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

Level 3: Meets Proficiency Standard

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

Level 4: Exceeds Proficiency Standard

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

New York State Alternate Assessment (NYSAA)

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

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

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

Secondary-Level Cohorts

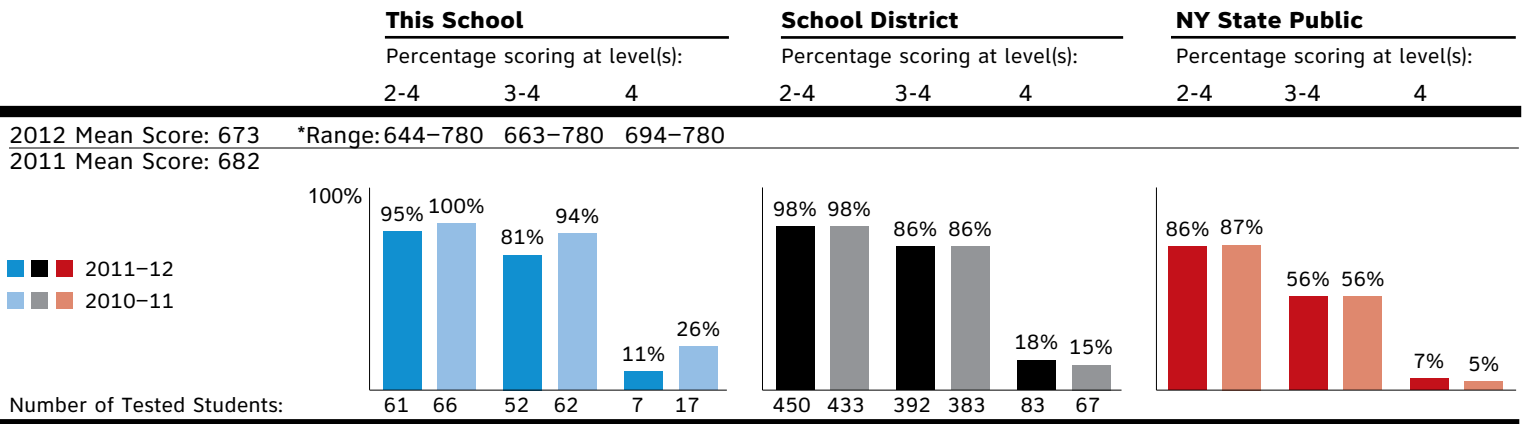
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded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

2 Student Performance

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 3 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	64	95%	81%	11%	66	100%	94%	26%
Female	31	97%	84%	10%	35	100%	97%	29%
Male	33	94%	79%	12%	31	100%	90%	23%
American Indian or Alaska Native								
Black or African American	1	–	–	–	2	–	–	–
Hispanic or Latino	1	–	–	–	5	100%	80%	20%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	4	–	–	–
White	60	–	–	–	54	100%	96%	30%
Multiracial	1	–	–	–	1	–	–	–
Small Group Totals	64	95%	81%	11%	7	100%	86%	0%
General-Education Students	56	100%	88%	13%	63	–	–	–
Students with Disabilities	8	63%	38%	0%	3	–	–	–
English Proficient	64	95%	81%	11%	66	100%	94%	26%
Limited English Proficient								
Economically Disadvantaged	7	71%	43%	0%	5	100%	80%	0%
Not Disadvantaged	57	98%	86%	12%	61	100%	95%	28%
Migrant								
Not Migrant	64	95%	81%	11%	66	100%	94%	26%

NOTES

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

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

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	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	1	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	1	N/A	N/A	N/A

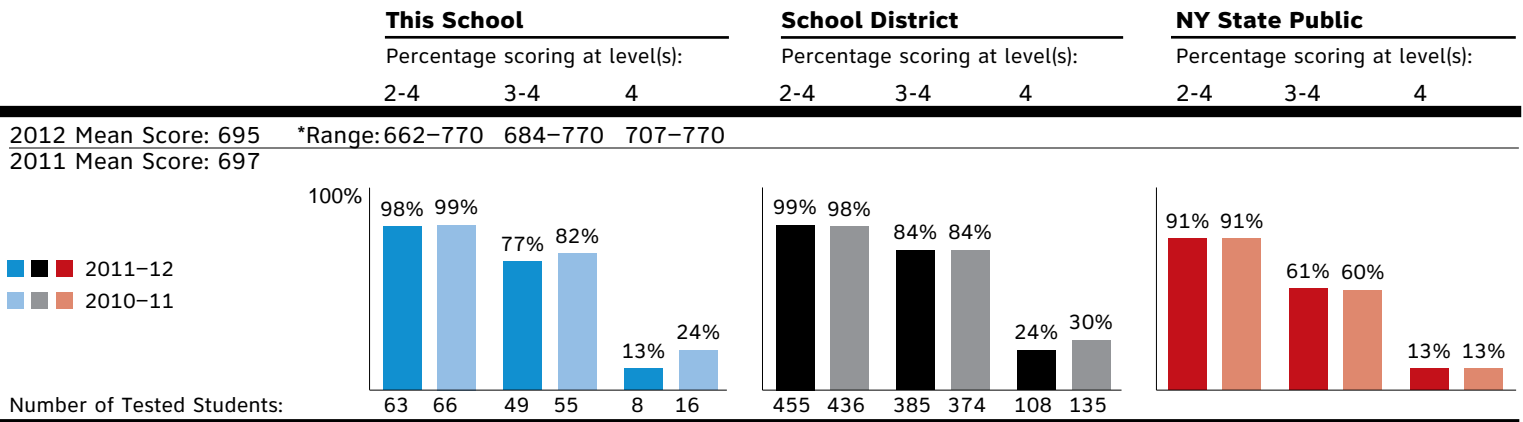
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 3 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	64	98%	77%	13%	67	99%	82%	24%
Female	31	100%	81%	19%	35	97%	77%	20%
Male	33	97%	73%	6%	32	100%	88%	28%
American Indian or Alaska Native								
Black or African American	1	–	–	–	2	–	–	–
Hispanic or Latino	1	–	–	–	5	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	5	100%	60%	20%
White	60	–	–	–	54	98%	91%	28%
Multiracial	1	–	–	–	1	–	–	–
Small Group Totals	64	98%	77%	13%	8	100%	50%	13%
General-Education Students	56	100%	82%	14%	64	–	–	–
Students with Disabilities	8	88%	38%	0%	3	–	–	–
English Proficient	64	98%	77%	13%	66	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	7	100%	43%	0%	5	80%	40%	20%
Not Disadvantaged	57	98%	81%	14%	62	100%	85%	24%
Migrant								
Not Migrant	64	98%	77%	13%	67	99%	82%	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.

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Other

Assessments

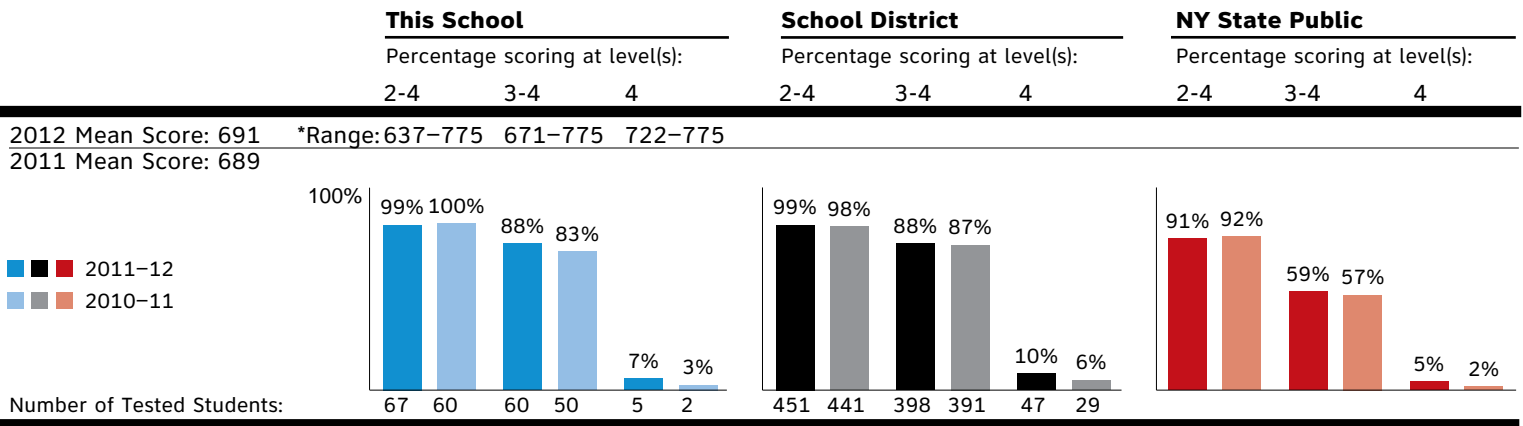
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				0			

2 Student Performance

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 4 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	68	99%	88%	7%	60	100%	83%	3%
Female	36	97%	92%	14%	28	100%	89%	7%
Male	32	100%	84%	0%	32	100%	78%	0%
American Indian or Alaska Native								
Black or African American	2	–	–	–	3	–	–	–
Hispanic or Latino	4	–	–	–	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	2	–	–	–
White	57	98%	93%	9%	50	100%	86%	4%
Multiracial	1	–	–	–	1	–	–	–
Small Group Totals	11	100%	64%	0%	10	100%	70%	0%
General-Education Students	63	100%	92%	8%	58	–	–	–
Students with Disabilities	5	80%	40%	0%	2	–	–	–
English Proficient	68	99%	88%	7%	60	100%	83%	3%
Limited English Proficient								
Economically Disadvantaged	3	–	–	–	5	100%	80%	0%
Not Disadvantaged	65	–	–	–	55	100%	84%	4%
Migrant								
Not Migrant	68	99%	88%	7%	60	100%	83%	3%

NOTES

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Other Assessments	2011–12 School Year				2010–11 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 4 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

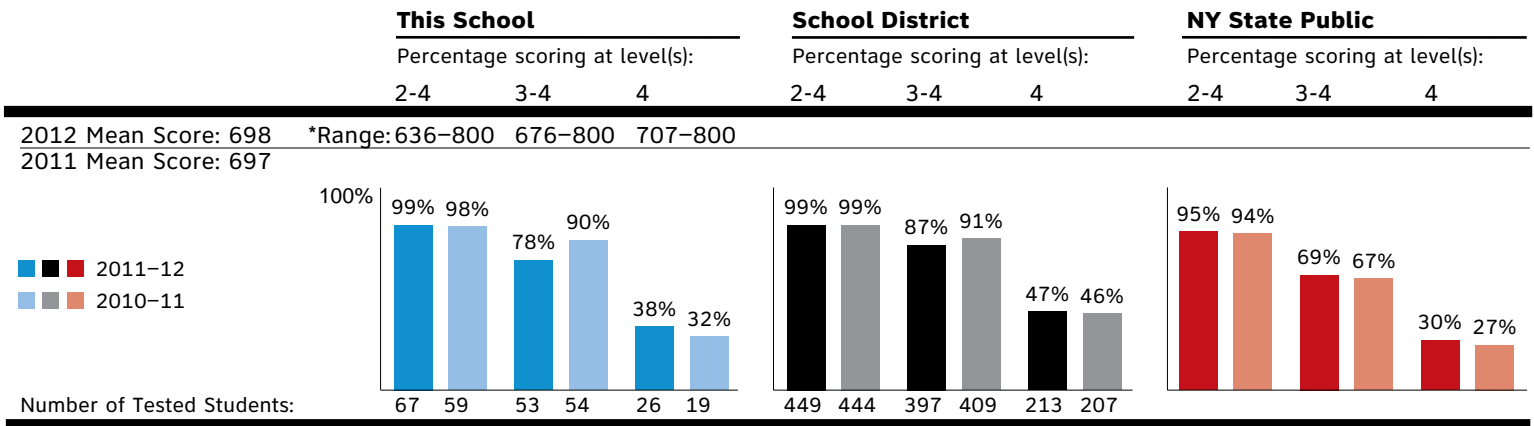
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 4 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	68	99%	78%	38%	60	98%	90%	32%
Female	36	97%	78%	36%	28	96%	89%	32%
Male	32	100%	78%	41%	32	100%	91%	31%
American Indian or Alaska Native								
Black or African American	2	–	–	–	3	–	–	–
Hispanic or Latino	4	–	–	–	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	2	–	–	–
White	57	98%	84%	42%	50	98%	90%	30%
Multiracial	1	–	–	–	1	–	–	–
Small Group Totals	11	100%	45%	18%	10	100%	90%	40%
General-Education Students	63	100%	83%	41%	58	–	–	–
Students with Disabilities	5	80%	20%	0%	2	–	–	–
English Proficient	68	99%	78%	38%	60	98%	90%	32%
Limited English Proficient								
Economically Disadvantaged	3	–	–	–	5	100%	60%	40%
Not Disadvantaged	65	–	–	–	55	98%	93%	31%
Migrant								
Not Migrant	68	99%	78%	38%	60	98%	90%	32%

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Other

Assessments

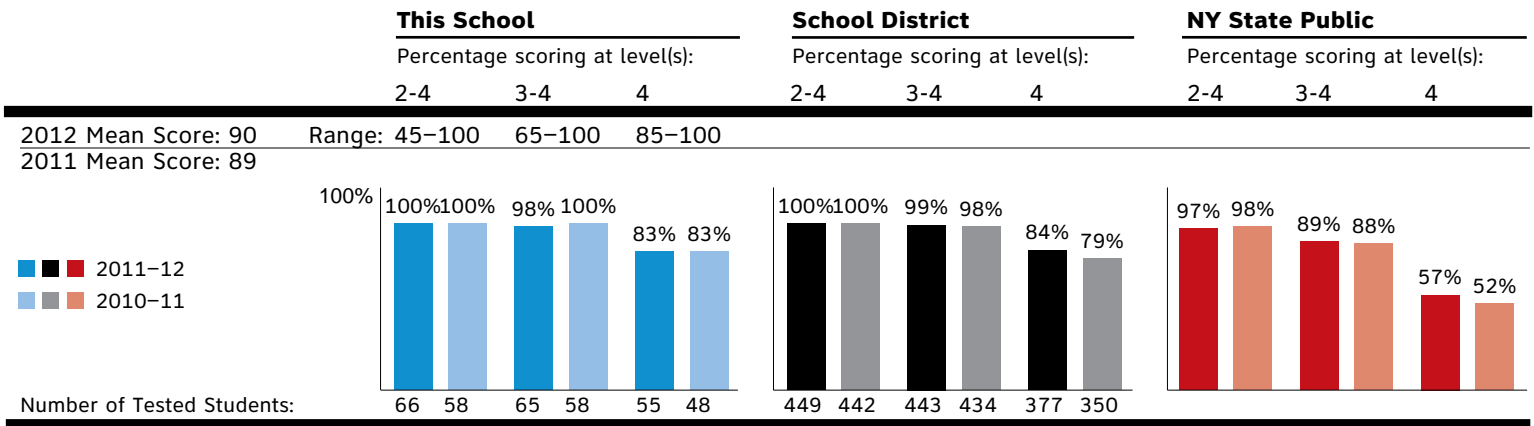
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

2 Student Performance

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 4 Science



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	66	100%	98%	83%	58	100%	100%	83%
Female	34	100%	100%	88%	27	100%	100%	85%
Male	32	100%	97%	78%	31	100%	100%	81%
American Indian or Alaska Native								
Black or African American	2	-	-	-	3	-	-	-
Hispanic or Latino	4	-	-	-	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	2	-	-	-
White	55	100%	100%	87%	49	100%	100%	80%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	11	100%	91%	64%	9	100%	100%	100%
General-Education Students	62	-	-	-	56	-	-	-
Students with Disabilities	4	-	-	-	2	-	-	-
English Proficient	66	100%	98%	83%	58	100%	100%	83%
Limited English Proficient								
Economically Disadvantaged	3	-	-	-	5	100%	100%	80%
Not Disadvantaged	63	-	-	-	53	100%	100%	83%
Migrant								
Not Migrant	66	100%	98%	83%	58	100%	100%	83%

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Other Assessments

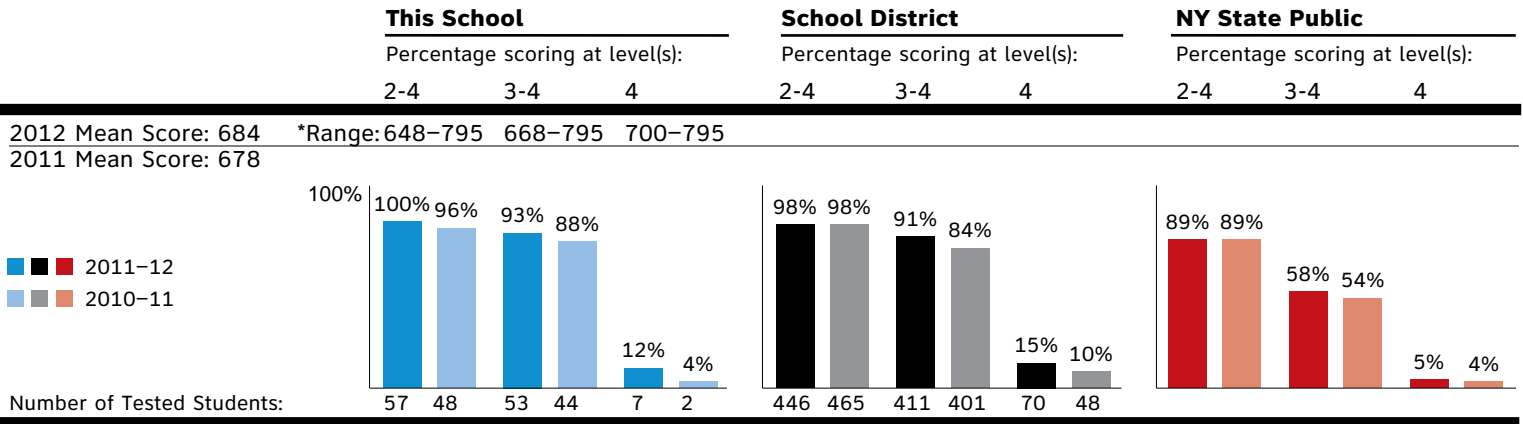
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

2 Student Performance

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 5 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	57	100%	93%	12%	50	96%	88%	4%
Female	26	100%	92%	15%	28	93%	89%	4%
Male	31	100%	94%	10%	22	100%	86%	5%
American Indian or Alaska Native								
Black or African American	2	–	–	–	1	–	–	–
Hispanic or Latino	3	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	6	100%	83%	0%
White	49	100%	94%	14%	37	95%	89%	3%
Multiracial	2	–	–	–	3	–	–	–
Small Group Totals	8	100%	88%	0%	7	100%	86%	14%
General-Education Students	54	–	–	–	46	–	–	–
Students with Disabilities	3	–	–	–	4	–	–	–
English Proficient	57	100%	93%	12%	49	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	4	–	–	–	6	67%	67%	0%
Not Disadvantaged	53	–	–	–	44	100%	91%	5%
Migrant								
Not Migrant	57	100%	93%	12%	50	96%	88%	4%

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Other Assessments	2011–12 School Year				2010–11 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 5 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	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	1	N/A	N/A	N/A	0	N/A	N/A	N/A

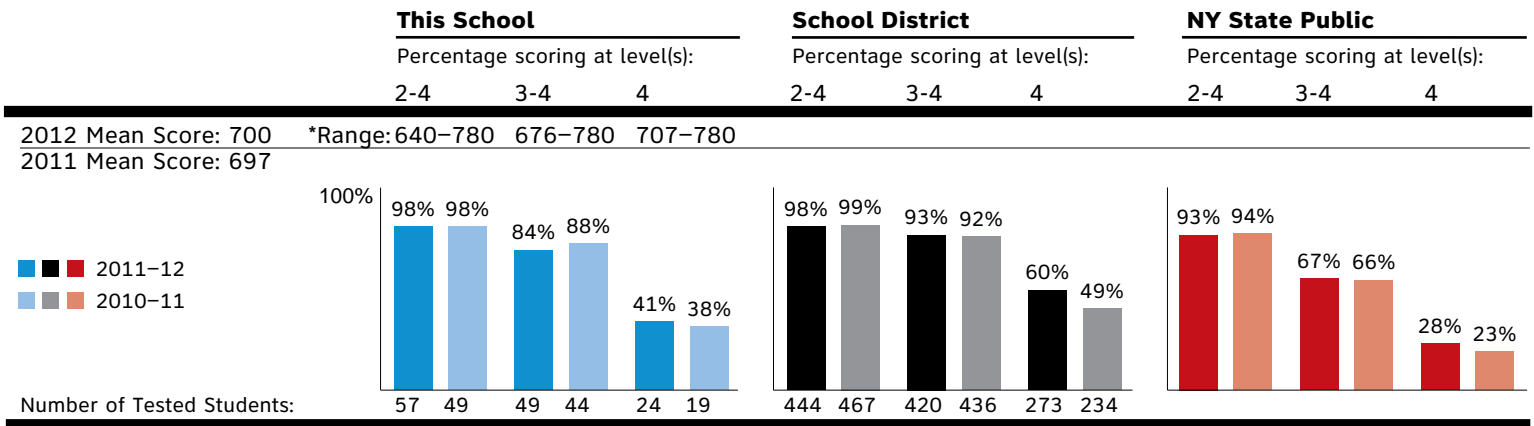
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 5 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	58	98%	84%	41%	50	98%	88%	38%
Female	27	96%	89%	44%	28	96%	89%	36%
Male	31	100%	81%	39%	22	100%	86%	41%
American Indian or Alaska Native								
Black or African American	2	–	–	–	1	–	–	–
Hispanic or Latino	3	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	6	100%	83%	33%
White	49	98%	88%	45%	37	97%	89%	35%
Multiracial	2	–	–	–	3	–	–	–
Small Group Totals	9	100%	67%	22%	7	100%	86%	57%
General-Education Students	55	–	–	–	46	–	–	–
Students with Disabilities	3	–	–	–	4	–	–	–
English Proficient	57	–	–	–	49	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	4	–	–	–	6	83%	67%	50%
Not Disadvantaged	54	–	–	–	44	100%	91%	36%
Migrant								
Not Migrant	58	98%	84%	41%	50	98%	88%	38%

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Other

Assessments

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

2 Student Performance

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

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

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

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The New York State Accountability Report 2011-12

SCHOOL:	ALLEN CREEK SCHOOL
SCHOOL ID:	261401060001
DISTRICT:	PITTSFORD CENTRAL SCHOOL DISTRICT
DISTRICT ID:	261401060000
PRINCIPAL:	MICHAEL BIONDI
SUPERINTENDENT:	MARY ALICE PRICE
PHONE:	585-267-1202

Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward**, **Focus**, or **Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

More Information:
Office of Accountability
New York State Education Department
55 Hanson Place
Brooklyn, NY 11217
Email: accountinfo@mail.nysed.gov

Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target**." In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target**."

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

Elementary/Middle-Level ELA: AYP

SCHOOL: ALLEN CREEK SCHOOL

SCHOOL ID: 261401060001
DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

SCHOOL: ALLEN CREEK SCHOOL

SCHOOL ID: 261401060001

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	190	190	100%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	5	—	—
Hispanic or Latino	—	8	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	7	—	—
White	✓	166	166	100%
Multiracial	—	4	—	—
Students With Disabilities	—	16	—	—
Limited English Proficient	—	1	—	—
Economically Disadvantaged	—	14	—	—

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level ELA: Performance

SCHOOL: ALLEN CREEK SCHOOL

SCHOOL ID: 261401060001

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	Performance at Levels						PI	Objectives	
			Students Scoring Level 1 On Track	Students Scoring Level 1 NOT On Track	Students Scoring Level 2 On Track	Students Scoring Level 2 NOT On Track	Students Scoring Level 3	Students Scoring Level 4		EAMO	Safe Harbor Target
All Students	✓	188	0	4	1	19	145	19	186	142	142
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—	—	—
Black or African American	—	5	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	8	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—	—	—	—	—	—	—
White	✓	166	0	4	1	14	128	19	187	156	156
Multiracial	—	4	—	—	—	—	—	—	—	—	—
Students With Disabilities	—	16	—	—	—	—	—	—	—	—	—
Limited English Proficient	—	0	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	—	14	—	—	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $[(2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div (\text{Count of Tested Students})] \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Math: AYP

SCHOOL: ALLEN CREEK SCHOOL

SCHOOL ID: 261401060001
DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

SCHOOL: ALLEN CREEK SCHOOL

SCHOOL ID: 261401060001

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	190	190	100%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	5	—	—
Hispanic or Latino	—	8	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	7	—	—
White	✓	166	166	100%
Multiracial	—	4	—	—
Students With Disabilities	—	16	—	—
Limited English Proficient	—	1	—	—
Economically Disadvantaged	—	14	—	—

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Math: Performance

SCHOOL: ALLEN CREEK SCHOOL

SCHOOL ID: 261401060001

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	Performance at Levels						PI	Objectives	
			Students Scoring Level 1 On Track	Students Scoring Level 1 NOT On Track	Students Scoring Level 2 On Track	Students Scoring Level 2 NOT On Track	Students Scoring Level 3	Students Scoring Level 4		EAMO	Safe Harbor Target
All Students	✓	189	0	3	1	35	93	57	178	156	156
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—	—	—
Black or African American	—	5	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	8	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	6	—	—	—	—	—	—	—	—	—
White	✓	166	0	3	1	23	85	54	183	166	166
Multiracial	—	4	—	—	—	—	—	—	—	—	—
Students With Disabilities	—	16	—	—	—	—	—	—	—	—	—
Limited English Proficient	—	1	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	—	14	—	—	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $[(2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div (\text{Count of Tested Students})] \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Science: AYP

SCHOOL: ALLEN CREEK SCHOOL

SCHOOL ID: 261401060001
DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

SCHOOL: ALLEN CREEK SCHOOL

SCHOOL ID: 261401060001

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	68	66	97%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	2	—	—
Hispanic or Latino	—	4	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—
White	✓	57	55	96%
Multiracial	—	1	—	—
Students With Disabilities	—	5	—	—
Limited English Proficient	—	0	—	—
Economically Disadvantaged	—	3	—	—

✓ At least 80% of students enrolled during the test administration period were tested.

✗ Less than 80% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Science: Performance

SCHOOL: ALLEN CREEK SCHOOL

SCHOOL ID: 261401060001

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI \geq EAMO or Progress Target	Tested Students Enrolled on BEDS Day	Performance at Levels				PI	Objectives	
			Students Scoring Level 1	Students Scoring Level 2	Students Scoring Level 3	Students Scoring Level 4		EAMO	Progress Target
All Students	✓	65	0	1	10	54	198	167	167
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—
Black or African American	—	2	—	—	—	—	—	—	—
Hispanic or Latino	—	4	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—	—	—	—	—
White	✓	55	0	0	7	48	200	178	178
Multiracial	—	1	—	—	—	—	—	—	—
Students With Disabilities	—	4	—	—	—	—	—	—	—
Limited English Proficient	—	0	—	—	—	—	—	—	—
Economically Disadvantaged	—	3	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]}{\times 100}$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Progress Target: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

Unweighted Combined ELA and Math PIs

SCHOOL: ALLEN CREEK SCHOOL

SCHOOL ID: 261401060001

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	186	178	—	—	182
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	187	183	—	—	185
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

— There was not enough students to determine a Performance Index.



The New York State Report Card 2011–12

School **BARKER ROAD MIDDLE SCHOOL**
School ID **26-14-01-06-0008**
District **PITTSFORD CENTRAL SCHOOL
DISTRICT**
Principal **GERALD ECKERT**
Telephone **(585) 267-1802**
Grades **6-8, UE, US**

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

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

This report includes:

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

For more information:

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

1 Profile

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Enrollment

	2009-10	2010-11	2011-12
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	235	237	245
Ungraded Elementary	0	0	2
Grade 7	245	246	236
Grade 8	243	248	251
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	6
Total K-12	723	731	740

Average Class Size

	2009-10	2010-11	2011-12
Common Branch			
Grade 8			
English	25	24	24
Mathematics	19	21	19
Science	24	24	24
Social Studies	26	24	25
Grade 10			
English			
Mathematics			
Science			
Social Studies			

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

Average Class Size Information

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

1 Profile

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	9	1%	10	1%	24	3%
Reduced Price Lunch	3	0%	9	1%	2	0%
Limited English Proficient	1	0%	2	0%	2	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	2	0%	0	0%	0	0%
Black or African American	12	2%	18	2%	20	3%
Hispanic or Latino	14	2%	21	3%	28	4%
Asian or Native Hawaiian/Other Pacific Islander	75	10%	82	11%	91	12%
White	617	85%	610	83%	590	80%
Multiracial	3	0%	0	0%	11	1%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		95%		96%		97%
Student Suspensions	5	1%	3	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.

Attendance and Suspensions Information

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

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

1 Profile

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	60	61	61
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%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	17%	15%	16%
Total Number of Core Classes	190	176	173
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	7%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	292	283	265
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

*Not available at the district or statewide level.

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

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	17%	29%	20%
Turnover Rate of All Teachers	8%	10%	13%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	7	7	7
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	1	1	1
Principals	1	1	1

*Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

High-poverty and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

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

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

2 Student Performance

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

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

New York State Testing Program (NYSTP) Assessments

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

English Language Arts

Level 1: Below Standard

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

Level 2: Meets Basic Standard

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

Level 3: Meets Proficiency Standard

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

Level 4: Exceeds Proficiency Standard

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

Mathematics

Level 1: Below Standard

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

Level 2: Meets Basic Standard

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

Level 3: Meets Proficiency Standard

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

Level 4: Exceeds Proficiency Standard

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

New York State Alternate Assessment (NYSAA)

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

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

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

Secondary-Level Cohorts

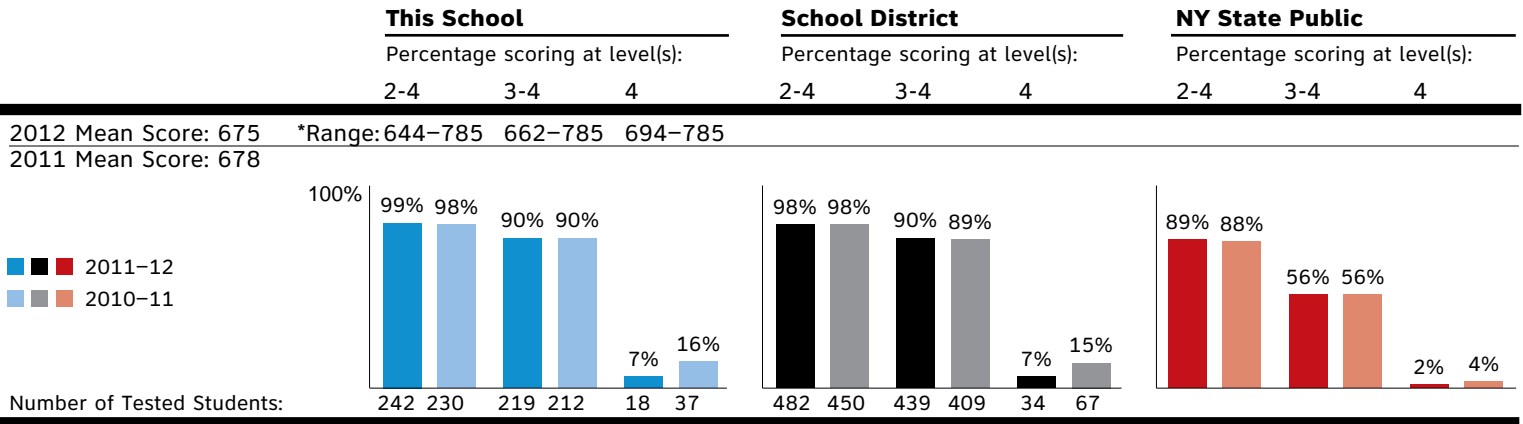
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded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

2 Student Performance

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 6 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	244	99%	90%	7%	235	98%	90%	16%
Female	113	100%	96%	8%	127	99%	92%	17%
Male	131	98%	84%	7%	108	96%	88%	15%
American Indian or Alaska Native								
Black or African American	8	–	–	–	8	100%	88%	0%
Hispanic or Latino	10	90%	90%	20%	5	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	30	100%	100%	27%	28	96%	89%	29%
White	192	99%	90%	4%	191	98%	91%	15%
Multiracial	4	–	–	–	3	–	–	–
Small Group Totals	12	100%	67%	8%	8	100%	75%	13%
General-Education Students	226	100%	94%	8%	217	100%	95%	17%
Students with Disabilities	18	89%	33%	0%	18	72%	33%	0%
English Proficient	244	99%	90%	7%	234	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	7	100%	71%	0%	5	100%	100%	0%
Not Disadvantaged	237	99%	90%	8%	230	98%	90%	16%
Migrant								
Not Migrant	244	99%	90%	7%	235	98%	90%	16%

NOTES

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

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

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	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	1	–	–	–	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

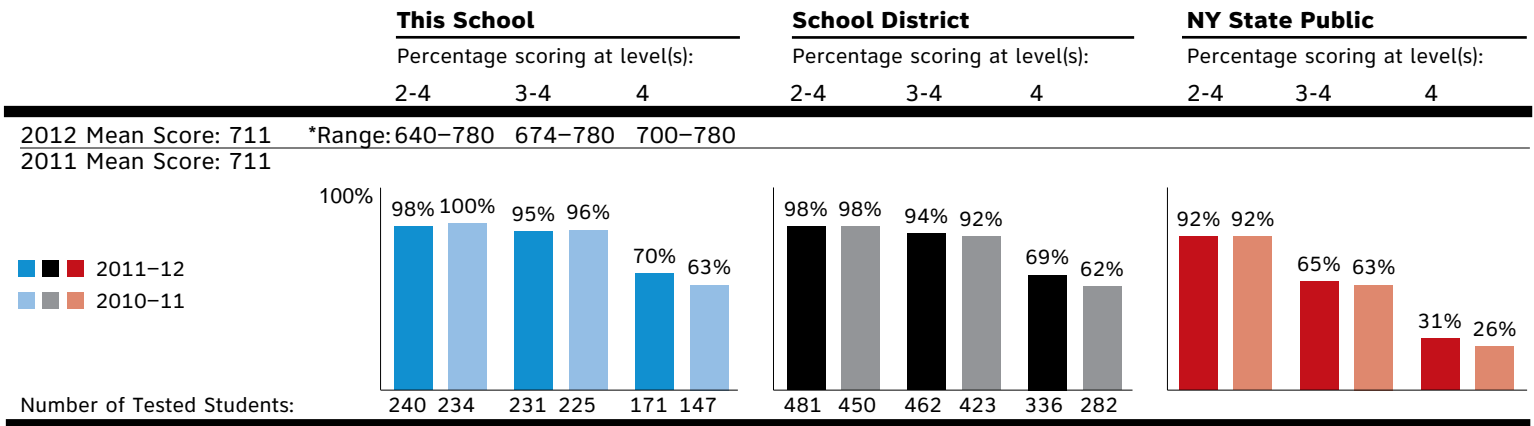
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 6 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	244	98%	95%	70%	235	100%	96%	63%
Female	113	99%	97%	73%	127	100%	96%	65%
Male	131	98%	92%	68%	108	99%	95%	60%
American Indian or Alaska Native								
Black or African American	8	–	–	–	8	100%	88%	38%
Hispanic or Latino	10	100%	90%	70%	5	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	30	100%	97%	83%	28	100%	93%	89%
White	192	98%	95%	69%	191	99%	97%	60%
Multiracial	4	–	–	–	3	–	–	–
Small Group Totals	12	92%	92%	50%	8	100%	88%	50%
General-Education Students	226	100%	98%	75%	217	100%	98%	67%
Students with Disabilities	18	78%	56%	11%	18	94%	67%	11%
English Proficient	244	98%	95%	70%	234	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	7	86%	86%	29%	5	100%	100%	60%
Not Disadvantaged	237	99%	95%	71%	230	100%	96%	63%
Migrant								
Not Migrant	244	98%	95%	70%	235	100%	96%	63%

NOTES

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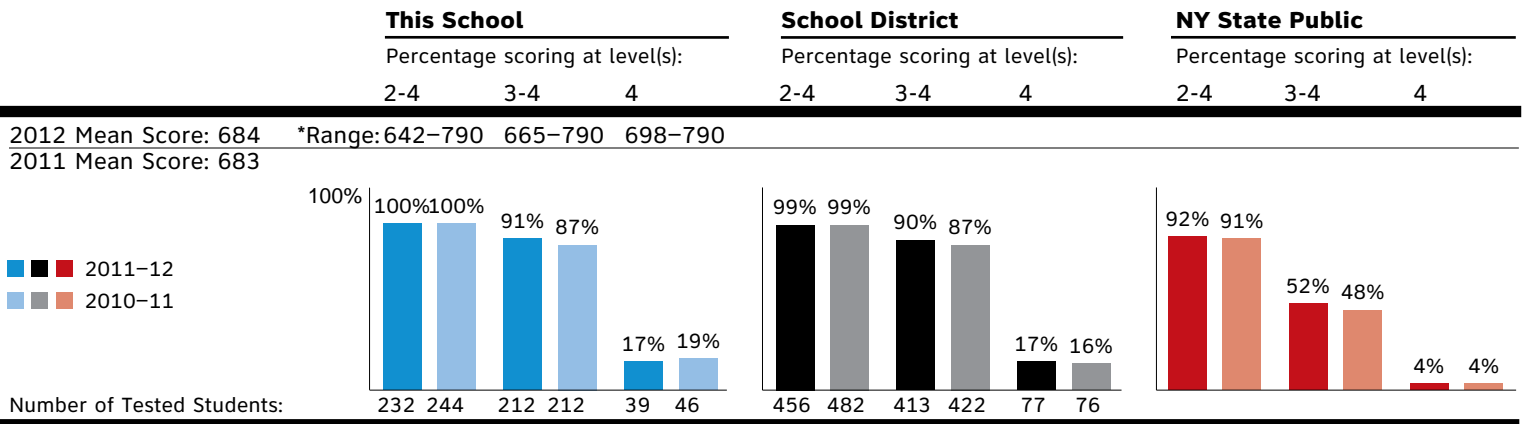
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	–	–	–	1	–	–	–

2 Student Performance

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 7 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	233	100%	91%	17%	245	100%	87%	19%
Female	128	100%	92%	16%	129	100%	88%	22%
Male	105	99%	90%	18%	116	99%	84%	16%
American Indian or Alaska Native								
Black or African American	8	100%	100%	0%	5	–	–	–
Hispanic or Latino	5	–	–	–	11	100%	82%	27%
Asian or Native Hawaiian/Other Pacific Islander	28	100%	93%	36%	31	100%	97%	26%
White	188	99%	91%	14%	196	99%	86%	18%
Multiracial	4	–	–	–	2	–	–	–
Small Group Totals	9	100%	78%	22%	7	100%	57%	0%
General-Education Students	214	100%	97%	18%	219	100%	91%	21%
Students with Disabilities	19	95%	26%	0%	26	96%	50%	0%
English Proficient	232	–	–	–	244	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	6	100%	83%	0%	9	100%	78%	0%
Not Disadvantaged	227	100%	91%	17%	236	100%	87%	19%
Migrant								
Not Migrant	233	100%	91%	17%	245	100%	87%	19%

NOTES

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Other Assessments	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	–	–	–	3	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

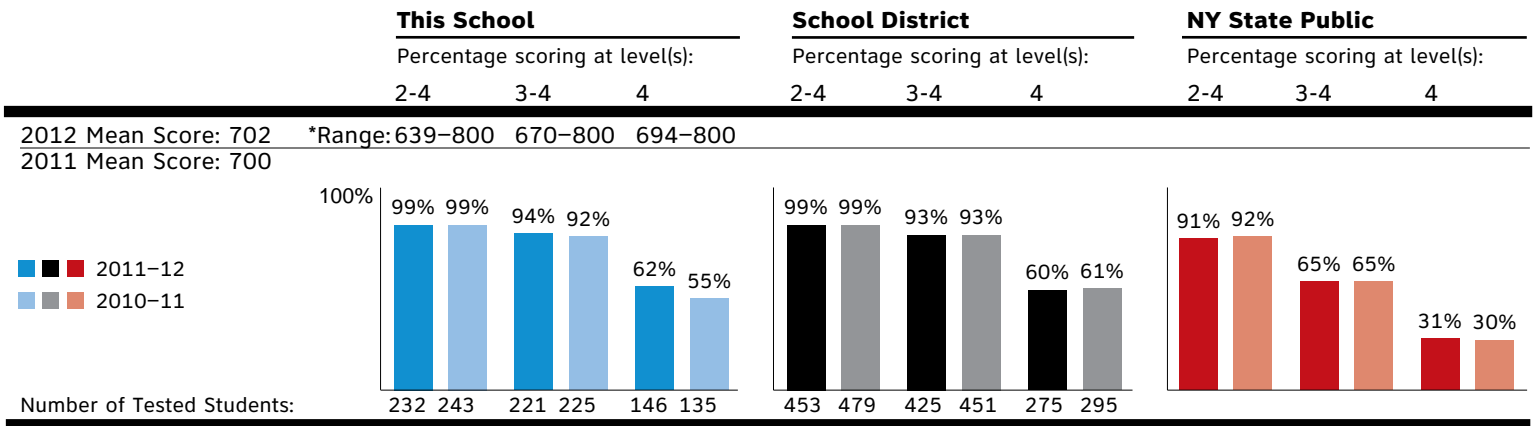
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2 Student Performance

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 7 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	234	99%	94%	62%	245	99%	92%	55%
Female	129	99%	94%	65%	129	99%	91%	52%
Male	105	99%	95%	59%	116	99%	93%	59%
American Indian or Alaska Native								
Black or African American	8	100%	88%	50%	5	–	–	–
Hispanic or Latino	5	–	–	–	11	100%	100%	36%
Asian or Native Hawaiian/Other Pacific Islander	28	100%	93%	82%	31	100%	100%	71%
White	189	99%	95%	61%	196	99%	91%	54%
Multiracial	4	–	–	–	2	–	–	–
Small Group Totals	9	100%	100%	44%	7	100%	57%	43%
General-Education Students	215	100%	98%	67%	219	100%	96%	59%
Students with Disabilities	19	89%	58%	5%	26	92%	54%	23%
English Proficient	233	–	–	–	244	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	6	100%	83%	50%	9	100%	100%	22%
Not Disadvantaged	228	99%	95%	63%	236	99%	92%	56%
Migrant								
Not Migrant	234	99%	94%	62%	245	99%	92%	55%

NOTES

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Other

Assessments

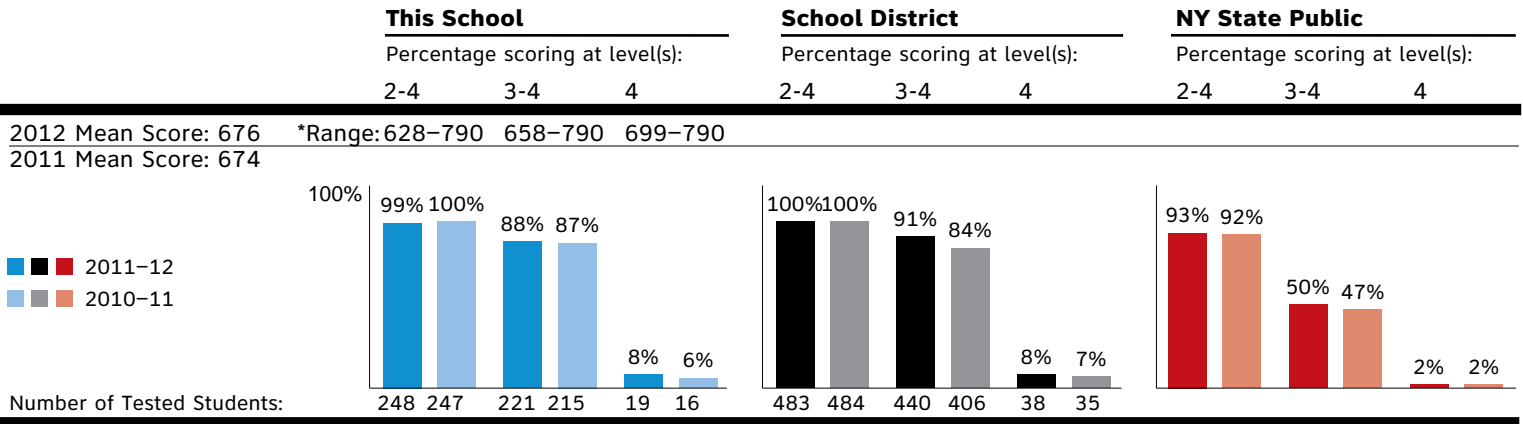
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	–	–	–	3	–	–	–

2 Student Performance

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 8 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	250	99%	88%	8%	248	100%	87%	6%
Female	133	99%	89%	12%	122	100%	91%	12%
Male	117	99%	88%	3%	126	99%	83%	1%
American Indian or Alaska Native					1	–	–	–
Black or African American	4	–	–	–	4	–	–	–
Hispanic or Latino	13	100%	85%	15%	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	32	100%	97%	13%	23	100%	91%	4%
White	198	99%	87%	7%	213	100%	87%	7%
Multiracial	3	–	–	–	3	–	–	–
Small Group Totals	7	100%	100%	0%	12	100%	67%	8%
General-Education Students	221	100%	93%	9%	226	100%	90%	7%
Students with Disabilities	29	93%	55%	0%	22	100%	50%	0%
English Proficient	249	–	–	–	248	100%	87%	6%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	12	100%	83%	8%	5	100%	40%	0%
Not Disadvantaged	238	99%	89%	8%	243	100%	88%	7%
Migrant								
Not Migrant	250	99%	88%	8%	248	100%	87%	6%

NOTES

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Other Assessments	2011–12 School Year				2010–11 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 8 Equivalent	3	–	–	–	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

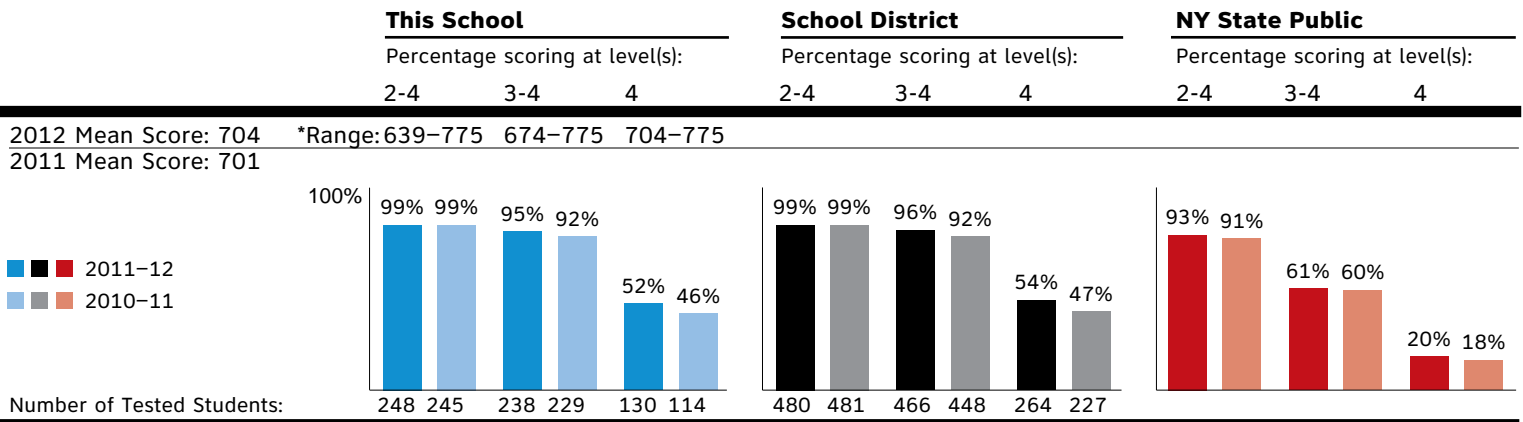
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 8 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	250	99%	95%	52%	248	99%	92%	46%
Female	133	99%	94%	53%	122	100%	95%	49%
Male	117	99%	97%	50%	126	98%	90%	43%
American Indian or Alaska Native					1	–	–	–
Black or African American	4	–	–	–	4	–	–	–
Hispanic or Latino	13	100%	100%	38%	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	32	100%	100%	75%	23	100%	100%	78%
White	198	99%	94%	49%	213	99%	92%	44%
Multiracial	3	–	–	–	3	–	–	–
Small Group Totals	7	100%	86%	57%	12	100%	92%	25%
General-Education Students	221	100%	98%	57%	226	100%	97%	49%
Students with Disabilities	29	93%	72%	17%	22	86%	45%	18%
English Proficient	249	–	–	–	248	99%	92%	46%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	12	100%	100%	33%	5	100%	80%	40%
Not Disadvantaged	238	99%	95%	53%	243	99%	93%	46%
Migrant								
Not Migrant	250	99%	95%	52%	248	99%	92%	46%

NOTES

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Other Assessments	2011–12 School Year				2010–11 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 8 Equivalent	3	–	–	–	1	–	–	–

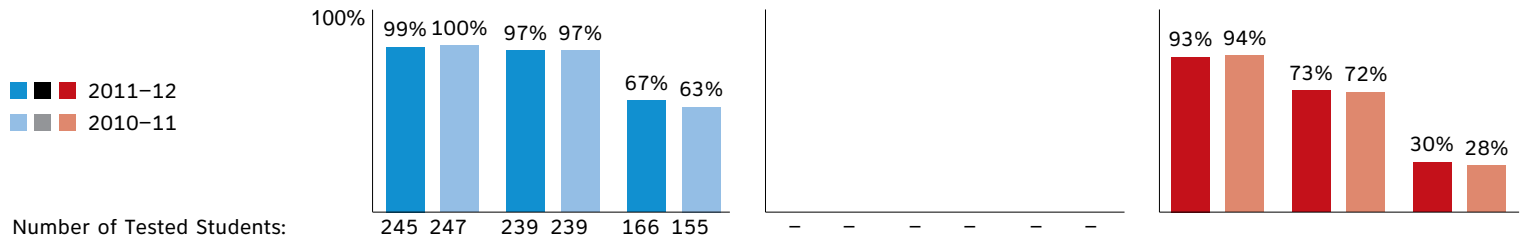
2 Student Performance

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 8 Science

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



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	247	99%	97%	67%	247	100%	97%	63%
Female	131	99%	96%	63%	122	100%	98%	61%
Male	116	99%	97%	72%	125	100%	96%	65%
American Indian or Alaska Native					1	–	–	–
Black or African American	4	–	–	–	4	–	–	–
Hispanic or Latino	13	100%	100%	77%	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	33	100%	100%	73%	23	100%	100%	91%
White	194	99%	96%	66%	212	100%	97%	61%
Multiracial	3	–	–	–	3	–	–	–
Small Group Totals	7	100%	86%	43%	12	100%	92%	42%
General-Education Students	221	100%	99%	72%	225	100%	100%	66%
Students with Disabilities	26	92%	81%	27%	22	100%	68%	32%
English Proficient	246	–	–	–	247	100%	97%	63%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	12	100%	100%	42%	5	100%	80%	40%
Not Disadvantaged	235	99%	97%	69%	242	100%	97%	63%
Migrant								
Not Migrant	247	99%	97%	67%	247	100%	97%	63%

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Other Assessments

Other Assessments	2011–12 School Year				2010–11 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 8 Equivalent	3	–	–	–	1	–	–	–
Regents Science	0				0			

2 Student Performance

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total	Percentage of students			Total	Percentage of students			Total	Percentage of students		
		Tested	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	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Integrated Algebra	2011-12	134	100%	100%	97%	131	—	—	—	3	—	—	—
	2010-11	148	100%	100%	95%	145	—	—	—	3	—	—	—
	2009-10	124	100%	100%	90%	124	100%	100%	90%	0			
Geometry	2011-12	20	100%	100%	100%	20	100%	100%	100%	0			
	2010-11	7	100%	100%	100%	7	100%	100%	100%	0			
	2009-10	12	100%	100%	100%	12	100%	100%	100%	0			
Algebra 2/Trigonometry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	1	—	—	—	1	—	—	—	0	—	—	—
Global History and Geography	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
U.S. History and Government	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Living Environment	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	1	—	—	—	1	—	—	—	0	—	—	—
Physical Setting/Earth Science	2011-12	82	100%	100%	100%	79	—	—	—	3	—	—	—
	2010-11	82	100%	100%	96%	79	—	—	—	3	—	—	—
	2009-10	80	100%	100%	100%	80	100%	100%	100%	0			
Physical Setting/Chemistry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Physical Setting/Physics	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			

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2 Student Performance

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

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The New York State Accountability Report 2011-12

SCHOOL:	BARKER ROAD MIDDLE SCHOOL
SCHOOL ID:	261401060008
DISTRICT:	PITTSFORD CENTRAL SCHOOL DISTRICT
DISTRICT ID:	261401060000
PRINCIPAL:	GERALD ECKERT
SUPERINTENDENT:	MARY ALICE PRICE
PHONE:	585-267-1802

Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward, Focus, or Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

More Information:
Office of Accountability
New York State Education Department
55 Hanson Place
Brooklyn, NY 11217
Email: accountinfo@mail.nysed.gov

Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target.**" In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target.**"

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

Elementary/Middle-Level ELA: AYP

SCHOOL: BARKER ROAD MIDDLE SCHOOL

SCHOOL ID: 261401060008
DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

SCHOOL: BARKER ROAD MIDDLE SCHOOL

SCHOOL ID: 261401060008

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	735	733	100%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	20	—	—
Hispanic or Latino	—	29	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	90	90	100%
White	✓	585	584	100%
Multiracial	—	11	—	—
Students With Disabilities	✓	73	72	99%
Limited English Proficient	—	2	—	—
Economically Disadvantaged	—	25	—	—

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level ELA: Performance

SCHOOL: BARKER ROAD MIDDLE SCHOOL

SCHOOL ID: 261401060008

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	Performance at Levels						PI	Objectives	
			Students Scoring Level 1 On Track	Students Scoring Level 1 NOT On Track	Students Scoring Level 2 On Track	Students Scoring Level 2 NOT On Track	Students Scoring Level 3	Students Scoring Level 4		EAMO	Safe Harbor Target
All Students	✓	730	0	5	3	67	574	81	189	146	146
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—	—	—
Black or African American	—	20	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	28	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	88	0	0	1	2	63	22	198	154	154
White	✓	583	0	4	1	58	468	52	189	159	159
Multiracial	—	11	—	—	—	—	—	—	—	—	—
Students With Disabilities	✓	75†	0†	5†	2†	32†	31†	5†	144†	90	90
Limited English Proficient	—	2	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	—	24	—	—	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Math: AYP

SCHOOL: BARKER ROAD MIDDLE SCHOOL

SCHOOL ID: 261401060008
DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

SCHOOL: BARKER ROAD MIDDLE SCHOOL

SCHOOL ID: 261401060008

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	735	734	100%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	20	—	—
Hispanic or Latino	—	29	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	90	90	100%
White	✓	585	585	100%
Multiracial	—	11	—	—
Students With Disabilities	✓	73	72	99%
Limited English Proficient	—	2	—	—
Economically Disadvantaged	—	25	—	—

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Math: Performance

SCHOOL: BARKER ROAD MIDDLE SCHOOL

SCHOOL ID: 261401060008

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	Performance at Levels						PI	Objectives	
			Students Scoring Level 1 On Track	Students Scoring Level 1 NOT On Track	Students Scoring Level 2 On Track	Students Scoring Level 2 NOT On Track	Students Scoring Level 3	Students Scoring Level 4		EAMO	Safe Harbor Target
All Students	✓	731	0	8	2	28	247	446	194	160	160
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—	—	—
Black or African American	—	20	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	28	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	88	0	0	0	3	14	71	197	174	174
White	✓	584	0	7	2	22	208	345	194	169	169
Multiracial	—	11	—	—	—	—	—	—	—	—	—
Students With Disabilities	✓	75†	0†	8†	0†	16†	39†	12†	157†	111	111
Limited English Proficient	—	2	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	—	24	—	—	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Science: AYP

SCHOOL: BARKER ROAD MIDDLE SCHOOL

SCHOOL ID: 261401060008
DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

SCHOOL: BARKER ROAD MIDDLE SCHOOL

SCHOOL ID: 261401060008

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	253	250	99%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	4	—	—
Hispanic or Latino	—	13	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	33	—	—
White	✓	200	197	99%
Multiracial	—	3	—	—
Students With Disabilities	—	32	—	—
Limited English Proficient	—	1	—	—
Economically Disadvantaged	—	12	—	—

✓ At least 80% of students enrolled during the test administration period were tested.

✗ Less than 80% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Science: Performance

SCHOOL: BARKER ROAD MIDDLE SCHOOL

SCHOOL ID: 261401060008

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI \geq EAMO or Progress Target	Tested Students Enrolled on BEDS Day	Performance at Levels				PI	Objectives	
			Students Scoring Level 1	Students Scoring Level 2	Students Scoring Level 3	Students Scoring Level 4		EAMO	Progress Target
All Students	✓	248	2	6	74	166	196	172	172
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—
Black or African American	—	4	—	—	—	—	—	—	—
Hispanic or Latino	—	13	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	31	0	0	9	22	200	170	1
White	✓	197	2	5	59	131	195	183	183
Multiracial	—	3	—	—	—	—	—	—	—
Students With Disabilities	—	29	—	—	—	—	—	—	—
Limited English Proficient	—	1	—	—	—	—	—	—	—
Economically Disadvantaged	—	11	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Progress Target: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

Unweighted Combined ELA and Math PIs

SCHOOL: BARKER ROAD MIDDLE SCHOOL

SCHOOL ID: 261401060008

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	189	194	—	—	192
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	198	197	—	—	198
White	189	194	—	—	192
Multiracial	—	—	—	—	—
Students With Disabilities	144	157	—	—	151
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

— There was not enough students to determine a Performance Index.



The New York State Report Card 2011–12

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

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

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

This report includes:

1 Profile

This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.

2 Student Performance

This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.

3 Student Outcomes

This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

For more information:

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

1 Profile

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Enrollment

	2009-10	2010-11	2011-12
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	235	218	242
Ungraded Elementary	0	0	1
Grade 7	238	244	226
Grade 8	235	241	234
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	1
Total K-12	708	703	704

Average Class Size

	2009-10	2010-11	2011-12
Common Branch	40		
Grade 8			
English	26	24	23
Mathematics	22	22	20
Science	27	24	23
Social Studies	27	24	23
Grade 10			
English			
Mathematics			
Science			
Social Studies			

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

Average Class Size Information

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

1 Profile

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	20	3%	24	3%	17	2%
Reduced Price Lunch	13	2%	15	2%	9	1%
Limited English Proficient	1	0%	0	0%	5	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	20	3%	27	4%	26	4%
Hispanic or Latino	13	2%	17	2%	25	4%
Asian or Native Hawaiian/Other Pacific Islander	54	8%	57	8%	57	8%
White	617	87%	598	85%	583	83%
Multiracial	4	1%	4	1%	13	2%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		95%		96%		96%
Student Suspensions	3	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.

Attendance and Suspensions Information

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

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

1 Profile

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	58	62	61
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	0%	2%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	16%	16%	13%
Total Number of Core Classes	168	193	175
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	7%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	273	278	273
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

*Not available at the district or statewide level.

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

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	25%	43%	20%
Turnover Rate of All Teachers	16%	10%	11%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	5	5	5
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	1	1	1
Principals	1	1	1

*Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

High-poverty and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

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

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

2 Student Performance

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

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

New York State Testing Program (NYSTP) Assessments

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

English Language Arts

Level 1: Below Standard

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

Level 2: Meets Basic Standard

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

Level 3: Meets Proficiency Standard

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

Level 4: Exceeds Proficiency Standard

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

Mathematics

Level 1: Below Standard

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

Level 2: Meets Basic Standard

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

Level 3: Meets Proficiency Standard

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

Level 4: Exceeds Proficiency Standard

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

New York State Alternate Assessment (NYSAA)

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

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

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

Secondary-Level Cohorts

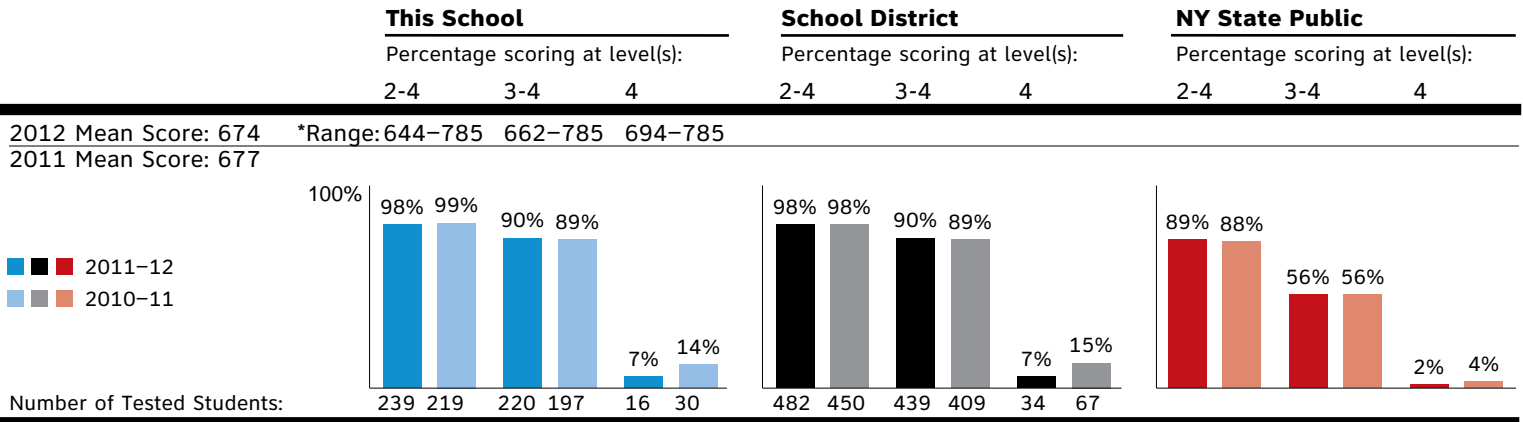
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded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

2 Student Performance

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 6 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	244	98%	90%	7%	221	99%	89%	14%
Female	125	99%	90%	6%	126	99%	93%	14%
Male	119	97%	91%	7%	95	99%	84%	13%
American Indian or Alaska Native								
Black or African American	7	86%	86%	14%	9	100%	78%	0%
Hispanic or Latino	9	100%	78%	0%	7	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	22	100%	95%	5%	13	100%	92%	15%
White	201	98%	91%	7%	188	99%	90%	14%
Multiracial	5	100%	80%	0%	4	–	–	–
Small Group Totals					11	100%	82%	9%
General-Education Students	229	99%	94%	7%	195	100%	95%	15%
Students with Disabilities	15	80%	33%	0%	26	92%	46%	0%
English Proficient	242	–	–	–	220	–	–	–
Limited English Proficient	2	–	–	–	1	–	–	–
Economically Disadvantaged	10	90%	90%	0%	13	100%	85%	0%
Not Disadvantaged	234	98%	90%	7%	208	99%	89%	14%
Migrant								
Not Migrant	244	98%	90%	7%	221	99%	89%	14%

NOTES

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

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

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	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	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

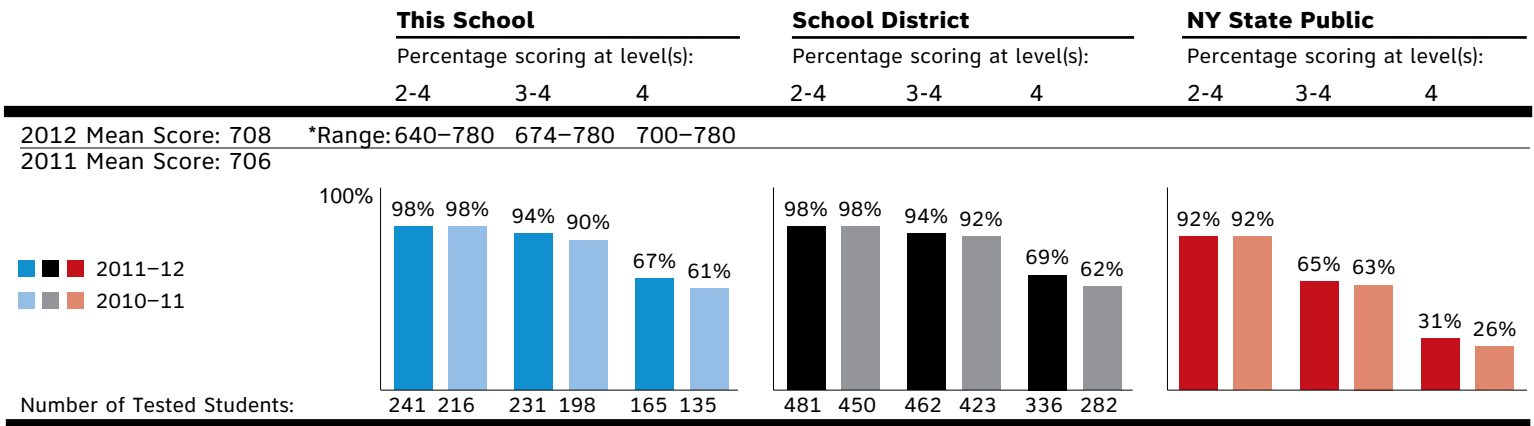
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 6 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	245	98%	94%	67%	221	98%	90%	61%
Female	125	99%	96%	62%	126	97%	90%	60%
Male	120	98%	93%	73%	95	99%	88%	63%
American Indian or Alaska Native								
Black or African American	7	86%	71%	43%	9	100%	56%	22%
Hispanic or Latino	10	100%	80%	50%	7	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	22	100%	95%	86%	13	100%	100%	85%
White	201	99%	96%	67%	188	97%	90%	62%
Multiracial	5	80%	80%	60%	4	–	–	–
Small Group Totals					11	100%	100%	45%
General-Education Students	230	99%	97%	69%	195	100%	96%	68%
Students with Disabilities	15	87%	60%	40%	26	81%	38%	8%
English Proficient	242	–	–	–	220	–	–	–
Limited English Proficient	3	–	–	–	1	–	–	–
Economically Disadvantaged	10	100%	90%	60%	13	100%	77%	31%
Not Disadvantaged	235	98%	94%	68%	208	98%	90%	63%
Migrant								
Not Migrant	245	98%	94%	67%	221	98%	90%	61%

NOTES

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Other

Assessments

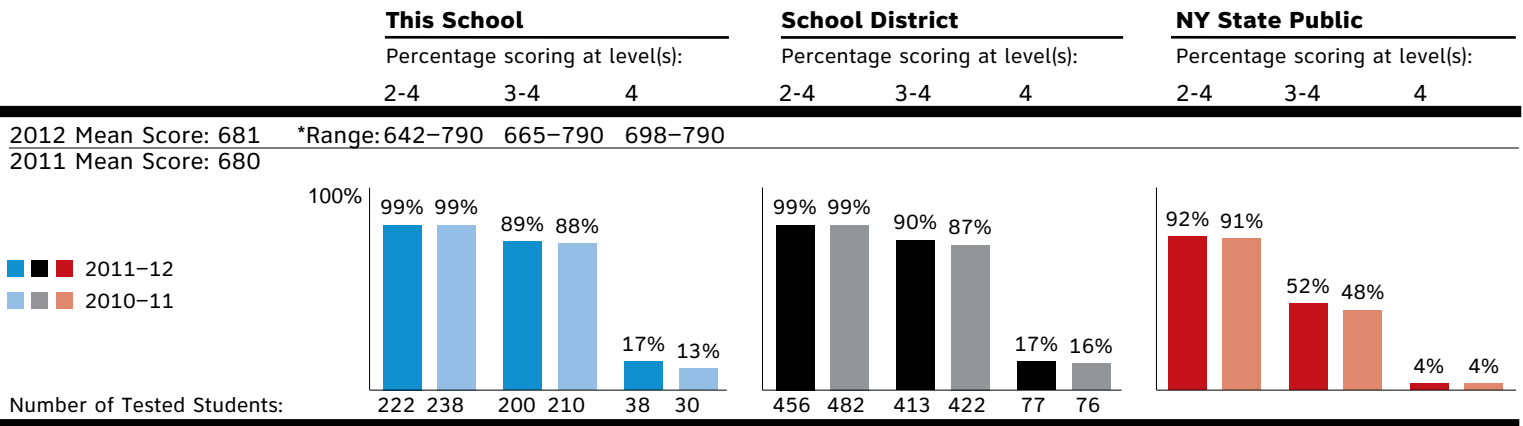
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				0			

2 Student Performance

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 7 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	224	99%	89%	17%	240	99%	88%	13%
Female	127	99%	91%	18%	130	98%	90%	14%
Male	97	99%	87%	15%	110	100%	85%	11%
American Indian or Alaska Native								
Black or African American	10	100%	50%	0%	9	100%	67%	0%
Hispanic or Latino	7	100%	71%	0%	5	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	14	100%	93%	50%	19	100%	100%	5%
White	188	99%	91%	16%	203	99%	87%	14%
Multiracial	5	100%	100%	20%	4	–	–	–
Small Group Totals					9	100%	89%	11%
General-Education Students	199	100%	94%	19%	225	100%	91%	13%
Students with Disabilities	25	92%	48%	0%	15	87%	40%	7%
English Proficient	222	–	–	–	240	99%	88%	13%
Limited English Proficient	2	–	–	–				
Economically Disadvantaged	11	91%	45%	0%	16	100%	75%	0%
Not Disadvantaged	213	100%	92%	18%	224	99%	88%	13%
Migrant								
Not Migrant	224	99%	89%	17%	240	99%	88%	13%

NOTES

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

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	–	–	–	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	1	N/A	N/A	N/A

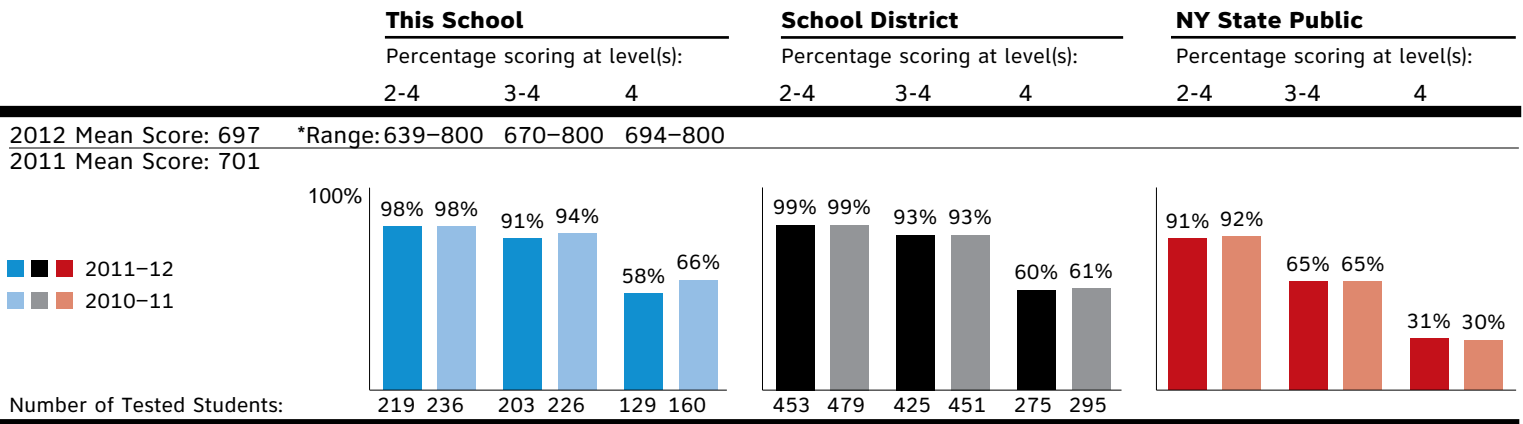
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 7 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	223	98%	91%	58%	241	98%	94%	66%
Female	126	98%	90%	52%	130	98%	93%	67%
Male	97	99%	93%	66%	111	98%	95%	66%
American Indian or Alaska Native								
Black or African American	10	100%	60%	10%	9	100%	78%	11%
Hispanic or Latino	7	100%	86%	71%	5	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	14	100%	100%	100%	20	100%	100%	85%
White	187	98%	92%	57%	203	98%	94%	67%
Multiracial	5	100%	100%	60%	4	–	–	–
Small Group Totals					9	100%	100%	78%
General-Education Students	198	100%	96%	63%	226	100%	97%	69%
Students with Disabilities	25	84%	48%	16%	15	67%	47%	20%
English Proficient	221	–	–	–	240	–	–	–
Limited English Proficient	2	–	–	–	1	–	–	–
Economically Disadvantaged	11	100%	55%	27%	16	94%	81%	56%
Not Disadvantaged	212	98%	93%	59%	225	98%	95%	67%
Migrant								
Not Migrant	223	98%	91%	58%	241	98%	94%	66%

NOTES

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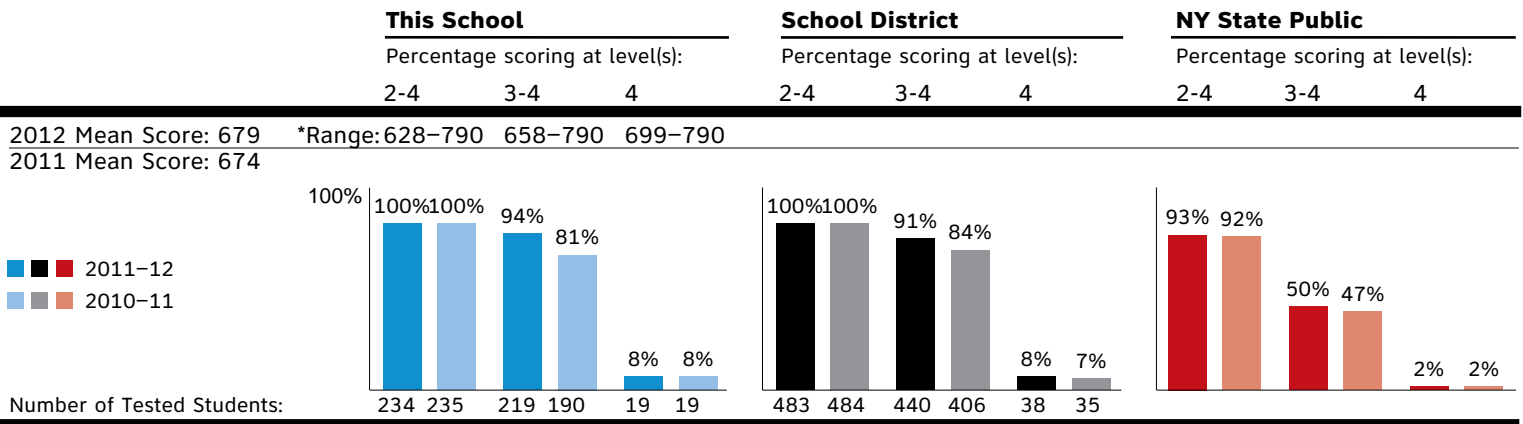
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	–	–	–	1	–	–	–

2 Student Performance

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 8 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	234	100%	94%	8%	236	100%	81%	8%
Female	125	100%	95%	12%	113	100%	83%	12%
Male	109	100%	92%	4%	123	99%	78%	5%
American Indian or Alaska Native								
Black or African American	9	100%	89%	0%	7	–	–	–
Hispanic or Latino	6	100%	83%	0%	10	100%	70%	0%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	100%	17%	22	100%	95%	18%
White	196	100%	93%	8%	195	99%	81%	8%
Multiracial	5	100%	100%	0%	2	–	–	–
Small Group Totals					9	100%	44%	0%
General-Education Students	218	100%	97%	9%	213	100%	86%	9%
Students with Disabilities	16	100%	44%	0%	23	96%	26%	0%
English Proficient	234	100%	94%	8%	236	100%	81%	8%
Limited English Proficient								
Economically Disadvantaged	12	100%	83%	8%	18	100%	56%	11%
Not Disadvantaged	222	100%	94%	8%	218	100%	83%	8%
Migrant								
Not Migrant	234	100%	94%	8%	236	100%	81%	8%

NOTES

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

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

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	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	1	–	–	–	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

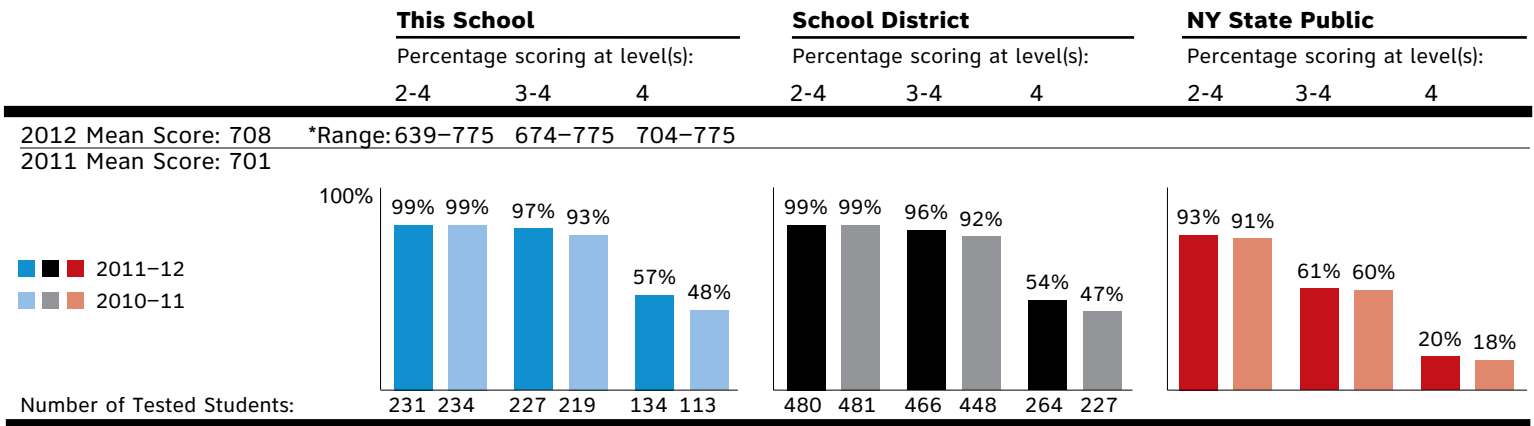
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 8 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	234	99%	97%	57%	236	99%	93%	48%
Female	125	98%	97%	62%	113	100%	94%	42%
Male	109	99%	97%	52%	123	98%	92%	53%
American Indian or Alaska Native								
Black or African American	9	100%	100%	11%	7	–	–	–
Hispanic or Latino	6	100%	100%	33%	10	100%	70%	20%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	100%	67%	22	100%	100%	68%
White	196	98%	96%	60%	195	99%	94%	48%
Multiracial	5	100%	100%	40%	2	–	–	–
Small Group Totals					9	100%	78%	22%
General-Education Students	218	100%	100%	60%	213	100%	97%	52%
Students with Disabilities	16	81%	63%	19%	23	91%	57%	9%
English Proficient	234	99%	97%	57%	236	99%	93%	48%
Limited English Proficient								
Economically Disadvantaged	12	100%	92%	8%	18	100%	78%	39%
Not Disadvantaged	222	99%	97%	60%	218	99%	94%	49%
Migrant								
Not Migrant	234	99%	97%	57%	236	99%	93%	48%

NOTES

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

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	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	1	–	–	–	0			

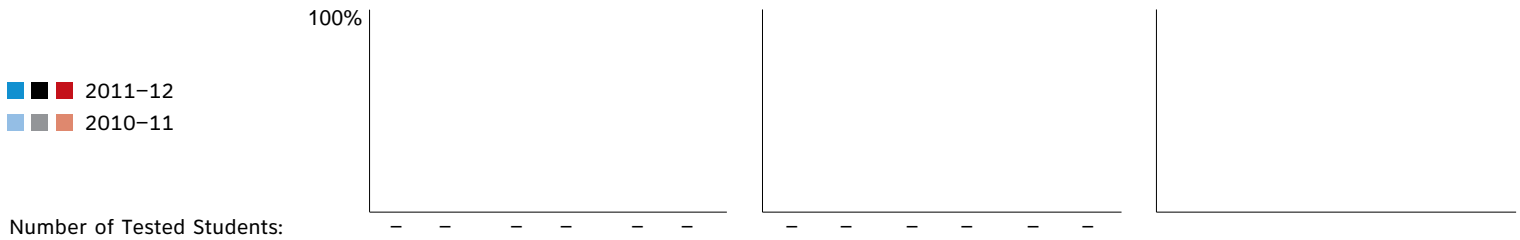
2 Student Performance

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 8 Science

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



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	230	100%	100%	65%	232	99%	95%	56%
Female	123	100%	99%	64%	112	99%	93%	46%
Male	107	100%	100%	66%	120	99%	97%	65%
American Indian or Alaska Native								
Black or African American	9	100%	100%	22%	7	—	—	—
Hispanic or Latino	6	100%	100%	50%	10	100%	100%	40%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	100%	61%	22	100%	95%	73%
White	192	100%	99%	67%	191	99%	96%	56%
Multiracial	5	100%	100%	100%	2	—	—	—
Small Group Totals					9	100%	67%	22%
General-Education Students	215	100%	100%	67%	210	100%	98%	60%
Students with Disabilities	15	100%	93%	33%	22	95%	68%	18%
English Proficient	230	100%	100%	65%	232	99%	95%	56%
Limited English Proficient								
Economically Disadvantaged	11	100%	100%	36%	18	100%	89%	33%
Not Disadvantaged	219	100%	100%	67%	214	99%	95%	57%
Migrant								
Not Migrant	230	100%	100%	65%	232	99%	95%	56%

NOTES

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Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	—	—	—	0			
Regents Science	2	—	—	—	2	—	—	—

2 Student Performance

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

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total	Percentage of students			Total	Percentage of students			Total	Percentage of students		
		Tested	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	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Integrated Algebra	2011-12	111	100%	100%	97%	109	—	—	—	2	—	—	—
	2010-11	115	100%	100%	99%	114	—	—	—	1	—	—	—
	2009-10	128	100%	100%	98%	123	100%	100%	98%	5	100%	100%	100%
Geometry	2011-12	16	100%	100%	100%	15	—	—	—	1	—	—	—
	2010-11	11	100%	100%	100%	11	100%	100%	100%	0			
	2009-10	3	—	—	—	3	—	—	—	0	—	—	—
Algebra 2/Trigonometry	2011-12	3	—	—	—	3	—	—	—	0	—	—	—
	2010-11	5	100%	100%	100%	3	—	—	—	2	—	—	—
	2009-10	0				0				0			
Global History and Geography	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
U.S. History and Government	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Living Environment	2011-12	2	—	—	—	2	—	—	—	0	—	—	—
	2010-11	2	—	—	—	2	—	—	—	0	—	—	—
	2009-10	0				0				0			
Physical Setting/Earth Science	2011-12	77	100%	100%	100%	76	—	—	—	1	—	—	—
	2010-11	71	100%	100%	99%	70	—	—	—	1	—	—	—
	2009-10	85	100%	99%	99%	83	—	—	—	2	—	—	—
Physical Setting/Chemistry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Physical Setting/Physics	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			

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.

2 Student Performance

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

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.



The New York State Accountability Report 2011-12

SCHOOL:	CALKINS ROAD MIDDLE SCHOOL
SCHOOL ID:	261401060011
DISTRICT:	PITTSFORD CENTRAL SCHOOL DISTRICT
DISTRICT ID:	261401060000
PRINCIPAL:	SCOTT REINHART
SUPERINTENDENT:	MARY ALICE PRICE
PHONE:	585-267-1902

Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward, Focus, or Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

More Information:
Office of Accountability
New York State Education Department
55 Hanson Place
Brooklyn, NY 11217
Email: accountinfo@mail.nysed.gov

Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target.**" In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target.**"

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

Elementary/Middle-Level ELA: AYP

SCHOOL: CALKINS ROAD MIDDLE SCHOOL

SCHOOL ID: 261401060011
DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

SCHOOL: CALKINS ROAD MIDDLE SCHOOL

SCHOOL ID: 261401060011

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	705	704	100%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	26	—	—
Hispanic or Latino	—	23	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	54	54	100%
White	✓	587	587	100%
Multiracial	—	15	—	—
Students With Disabilities	✓	58	58	100%
Limited English Proficient	—	5	—	—
Economically Disadvantaged	—	35	—	—

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level ELA: Performance

SCHOOL: CALKINS ROAD MIDDLE SCHOOL

SCHOOL ID: 261401060011

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	Performance at Levels						PI	Objectives	
			Students Scoring Level 1 On Track	Students Scoring Level 1 NOT On Track	Students Scoring Level 2 On Track	Students Scoring Level 2 NOT On Track	Students Scoring Level 3	Students Scoring Level 4		EAMO	Safe Harbor Target
All Students	✓	691	0	6	5	48	558	74	191	146	146
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—	—	—
Black or African American	—	26	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	21	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	53	0	0	0	2	40	11	196	152	152
White	✓	578	0	5	5	35	472	61	192	159	159
Multiracial	—	13	—	—	—	—	—	—	—	—	—
Students With Disabilities	✓	58†	0†	5†	2†	24†	26†	1†	141†	88	88
Limited English Proficient	—	4	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	✓	34	0	2	0	6	24	2	171	117	117

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Math: AYP

SCHOOL: CALKINS ROAD MIDDLE SCHOOL

SCHOOL ID: 261401060011
DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

SCHOOL: CALKINS ROAD MIDDLE SCHOOL

SCHOOL ID: 261401060011

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	705	704	100%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	26	—	—
Hispanic or Latino	—	23	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	54	54	100%
White	✓	587	586	100%
Multiracial	—	15	—	—
Students With Disabilities	✓	58	58	100%
Limited English Proficient	—	5	—	—
Economically Disadvantaged	—	35	—	—

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Math: Performance

SCHOOL: CALKINS ROAD MIDDLE SCHOOL

SCHOOL ID: 261401060011

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	Performance at Levels						PI	Objectives	
			Students Scoring Level 1 On Track	Students Scoring Level 1 NOT On Track	Students Scoring Level 2 On Track	Students Scoring Level 2 NOT On Track	Students Scoring Level 3	Students Scoring Level 4		EAMO	Safe Harbor Target
All Students	✓	691	0	9	2	26	231	423	194	160	160
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—	—	—
Black or African American	—	26	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	22	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	53	0	0	1	0	8	44	200	172	172
White	✓	577	0	8	1	18	195	355	194	169	169
Multiracial	—	13	—	—	—	—	—	—	—	—	—
Students With Disabilities	✓	58†	0†	8†	2†	14†	20†	14†	148†	109	109
Limited English Proficient	—	5	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	✓	34	0	0	0	6	18	10	182	134	134

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Science: AYP

SCHOOL: CALKINS ROAD MIDDLE SCHOOL

SCHOOL ID: 261401060011
DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

SCHOOL: CALKINS ROAD MIDDLE SCHOOL

SCHOOL ID: 261401060011

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	234	233	100%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	9	—	—
Hispanic or Latino	—	6	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	18	—	—
White	✓	196	195	99%
Multiracial	—	5	—	—
Students With Disabilities	—	16	—	—
Limited English Proficient	—	0	—	—
Economically Disadvantaged	—	13	—	—

✓ At least 80% of students enrolled during the test administration period were tested.

✗ Less than 80% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Science: Performance

SCHOOL: CALKINS ROAD MIDDLE SCHOOL

SCHOOL ID: 261401060011

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI \geq EAMO or Progress Target	Tested Students Enrolled on BEDS Day	Performance at Levels				PI	Objectives	
			Students Scoring Level 1	Students Scoring Level 2	Students Scoring Level 3	Students Scoring Level 4		EAMO	Progress Target
All Students	✓	229	0	1	78	150	200	172	172
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—
Black or African American	—	9	—	—	—	—	—	—	—
Hispanic or Latino	—	5	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	18	—	—	—	—	—	—	—
White	✓	193	0	1	62	130	199	183	183
Multiracial	—	4	—	—	—	—	—	—	—
Students With Disabilities	—	16	—	—	—	—	—	—	—
Limited English Proficient	—	0	—	—	—	—	—	—	—
Economically Disadvantaged	—	12	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Progress Target: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

Unweighted Combined ELA and Math PIs

SCHOOL: CALKINS ROAD MIDDLE SCHOOL

SCHOOL ID: 261401060011

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	191	194	—	—	193
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	196	200	—	—	198
White	192	194	—	—	193
Multiracial	—	—	—	—	—
Students With Disabilities	141	148	—	—	145
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	171	182	—	—	177

— There was not enough students to determine a Performance Index.



The New York State Report Card 2011–12

School **JEFFERSON ROAD SCHOOL**
School ID **26-14-01-06-0002**
District **PITTSFORD CENTRAL SCHOOL
DISTRICT**
Principal **CAROLE SCHWAB**
Telephone **(585) 267-1302**
Grades **K-5**

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

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

This report includes:

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

For more information:

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

1 Profile

School **JEFFERSON ROAD SCHOOL**
School ID **26-14-01-06-0002**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	0
Kindergarten	35	56	51
Grade 1	68	50	65
Grade 2	68	70	54
Grade 3	66	74	71
Grade 4	88	65	72
Grade 5	68	87	64
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	393	402	377

Average Class Size

	2009-10	2010-11	2011-12
Common Branch	22	23	22
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

Average Class Size Information

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

1 Profile

School **JEFFERSON ROAD SCHOOL**
School ID **26-14-01-06-0002**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	22	6%	10	3%	14	4%
Reduced Price Lunch	11	3%	13	4%	13	4%
Limited English Proficient	5	1%	3	1%	4	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	13	3%	9	2%	11	3%
Hispanic or Latino	10	3%	11	3%	15	4%
Asian or Native Hawaiian/Other Pacific Islander	26	7%	27	7%	21	6%
White	340	87%	353	88%	316	84%
Multiracial	4	1%	2	0%	14	4%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		95%		96%		97%
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.

Attendance and Suspensions Information

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

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

1 Profile

School **JEFFERSON ROAD SCHOOL**
School ID **26-14-01-06-0002**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	26	27	24
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%	4%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	4%	0%	0%
Total Number of Core Classes	26	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**	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	7%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	66	70	58
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

*Not available at the district or statewide level.

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

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	0%	17%	0%
Turnover Rate of All Teachers	4%	15%	19%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	3	3	3
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	0	0	0
Principals	1	1	1

*Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

High-poverty and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

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

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

2 Student Performance

School **JEFFERSON ROAD SCHOOL**
School ID **26-14-01-06-0002**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

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

New York State Testing Program (NYSTP) Assessments

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

English Language Arts

Level 1: Below Standard

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

Level 2: Meets Basic Standard

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

Level 3: Meets Proficiency Standard

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

Level 4: Exceeds Proficiency Standard

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

Mathematics

Level 1: Below Standard

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

Level 2: Meets Basic Standard

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

Level 3: Meets Proficiency Standard

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

Level 4: Exceeds Proficiency Standard

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

New York State Alternate Assessment (NYSAA)

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

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

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

Secondary-Level Cohorts

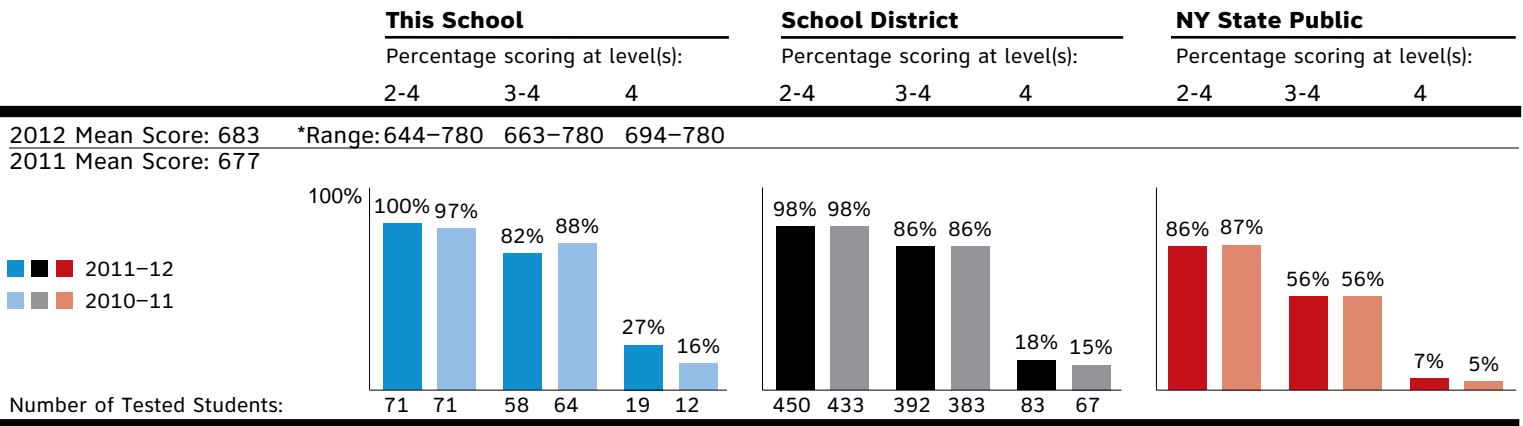
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded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

2 Student Performance

School **JEFFERSON ROAD SCHOOL**
School ID **26-14-01-06-0002**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 3 English Language Arts



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	71	100%	82%	27%	73	97%	88%	16%
Female	31	100%	84%	29%	33	100%	88%	33%
Male	40	100%	80%	25%	40	95%	88%	3%
American Indian or Alaska Native								
Black or African American	3	–	–	–	3	–	–	–
Hispanic or Latino	3	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	7	100%	86%	29%	2	–	–	–
White	58	100%	79%	29%	65	97%	89%	17%
Multiracial					1	–	–	–
Small Group Totals	6	100%	100%	0%	8	100%	75%	13%
General-Education Students	67	–	–	–	66	100%	94%	18%
Students with Disabilities	4	–	–	–	7	71%	29%	0%
English Proficient	70	–	–	–	72	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	3	–	–	–	9	89%	56%	11%
Not Disadvantaged	68	–	–	–	64	98%	92%	17%
Migrant								
Not Migrant	71	100%	82%	27%	73	97%	88%	16%

NOTES

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

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSA): 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	1	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	1	N/A	N/A	N/A

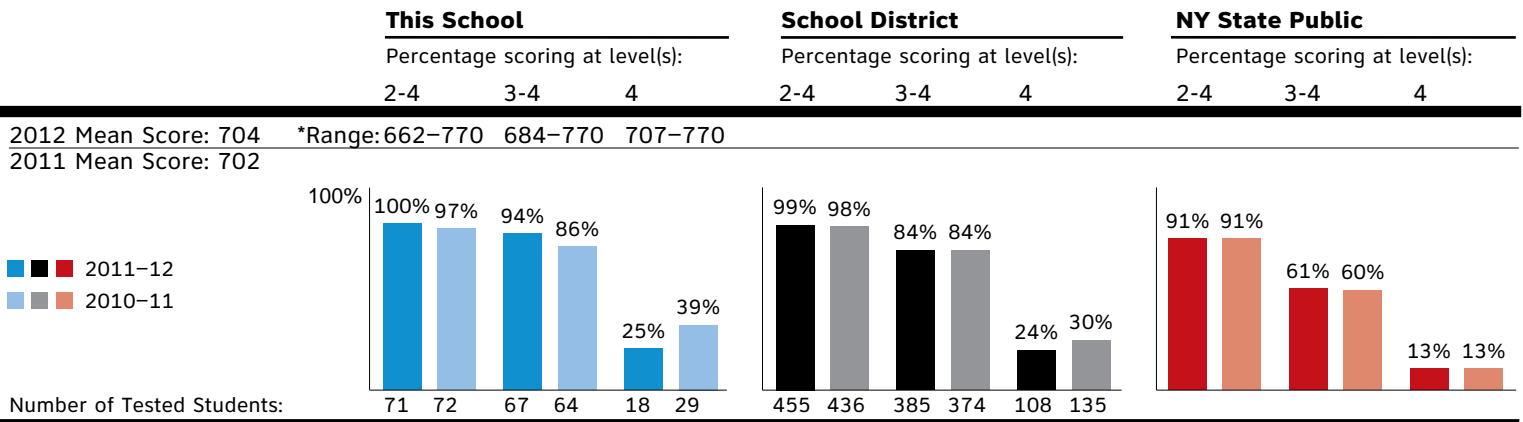
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **JEFFERSON ROAD SCHOOL**
School ID **26-14-01-06-0002**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 3 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	71	100%	94%	25%	74	97%	86%	39%
Female	31	100%	94%	13%	33	97%	88%	36%
Male	40	100%	95%	35%	41	98%	85%	41%
American Indian or Alaska Native								
Black or African American	3	–	–	–	3	–	–	–
Hispanic or Latino	3	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	43%	2	–	–	–
White	58	100%	93%	24%	65	98%	86%	38%
Multiracial					1	–	–	–
Small Group Totals	6	100%	100%	17%	9	89%	89%	44%
General-Education Students	67	–	–	–	67	100%	93%	42%
Students with Disabilities	4	–	–	–	7	71%	29%	14%
English Proficient	70	–	–	–	72	–	–	–
Limited English Proficient	1	–	–	–	2	–	–	–
Economically Disadvantaged	3	–	–	–	9	78%	78%	11%
Not Disadvantaged	68	–	–	–	65	100%	88%	43%
Migrant								
Not Migrant	71	100%	94%	25%	74	97%	86%	39%

NOTES

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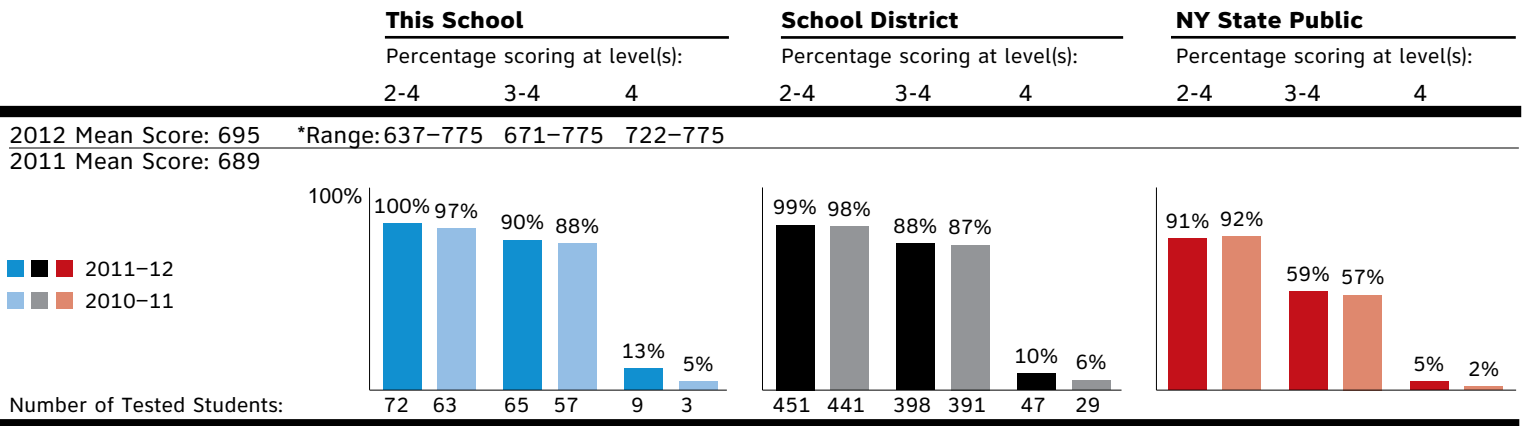
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				0			

2 Student Performance

School **JEFFERSON ROAD SCHOOL**
School ID **26-14-01-06-0002**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 4 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	72	100%	90%	13%	65	97%	88%	5%
Female	31	100%	90%	19%	23	96%	83%	9%
Male	41	100%	90%	7%	42	98%	90%	2%
American Indian or Alaska Native								
Black or African American	3	–	–	–	1	–	–	–
Hispanic or Latino	3	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	5	–	–	–
White	62	100%	90%	11%	57	98%	89%	5%
Multiracial	2	–	–	–				
Small Group Totals	10	100%	90%	20%	8	88%	75%	0%
General-Education Students	65	100%	97%	14%	58	100%	91%	5%
Students with Disabilities	7	100%	29%	0%	7	71%	57%	0%
English Proficient	70	–	–	–	65	97%	88%	5%
Limited English Proficient	2	–	–	–				
Economically Disadvantaged	8	100%	88%	0%	3	–	–	–
Not Disadvantaged	64	100%	91%	14%	62	–	–	–
Migrant								
Not Migrant	72	100%	90%	13%	65	97%	88%	5%

NOTES

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

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	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				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

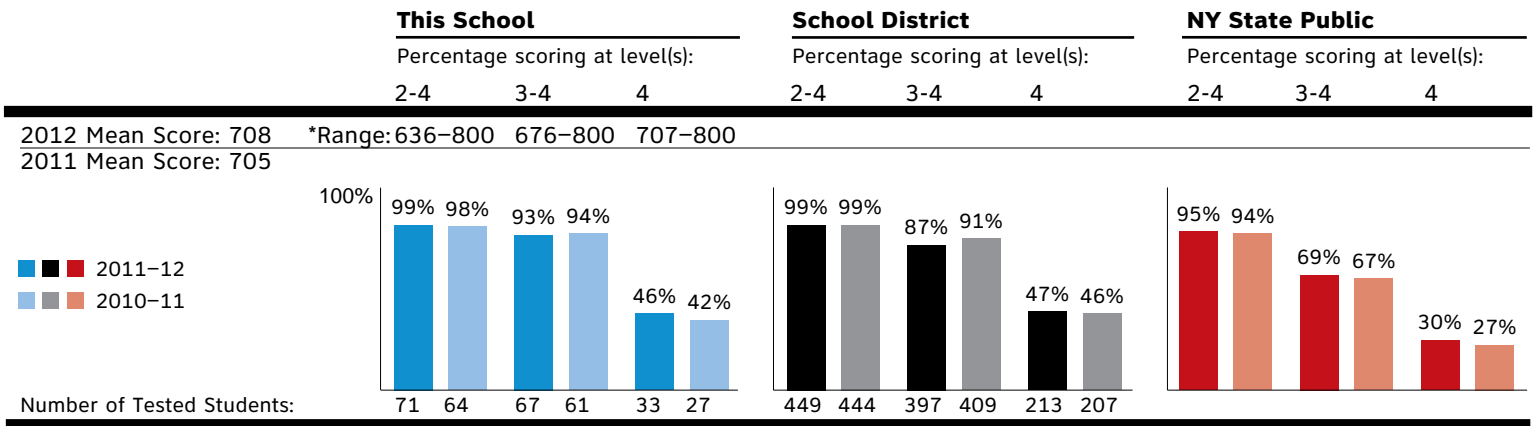
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **JEFFERSON ROAD SCHOOL**
School ID **26-14-01-06-0002**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 4 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	72	99%	93%	46%	65	98%	94%	42%
Female	31	97%	94%	48%	23	96%	87%	43%
Male	41	100%	93%	44%	42	100%	98%	40%
American Indian or Alaska Native								
Black or African American	3	–	–	–	1	–	–	–
Hispanic or Latino	3	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	5	–	–	–
White	62	100%	95%	44%	57	100%	98%	44%
Multiracial	2	–	–	–				
Small Group Totals	10	90%	80%	60%	8	88%	63%	25%
General-Education Students	65	100%	97%	51%	58	100%	97%	47%
Students with Disabilities	7	86%	57%	0%	7	86%	71%	0%
English Proficient	70	–	–	–	65	98%	94%	42%
Limited English Proficient	2	–	–	–				
Economically Disadvantaged	8	88%	75%	13%	3	–	–	–
Not Disadvantaged	64	100%	95%	50%	62	–	–	–
Migrant								
Not Migrant	72	99%	93%	46%	65	98%	94%	42%

NOTES

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

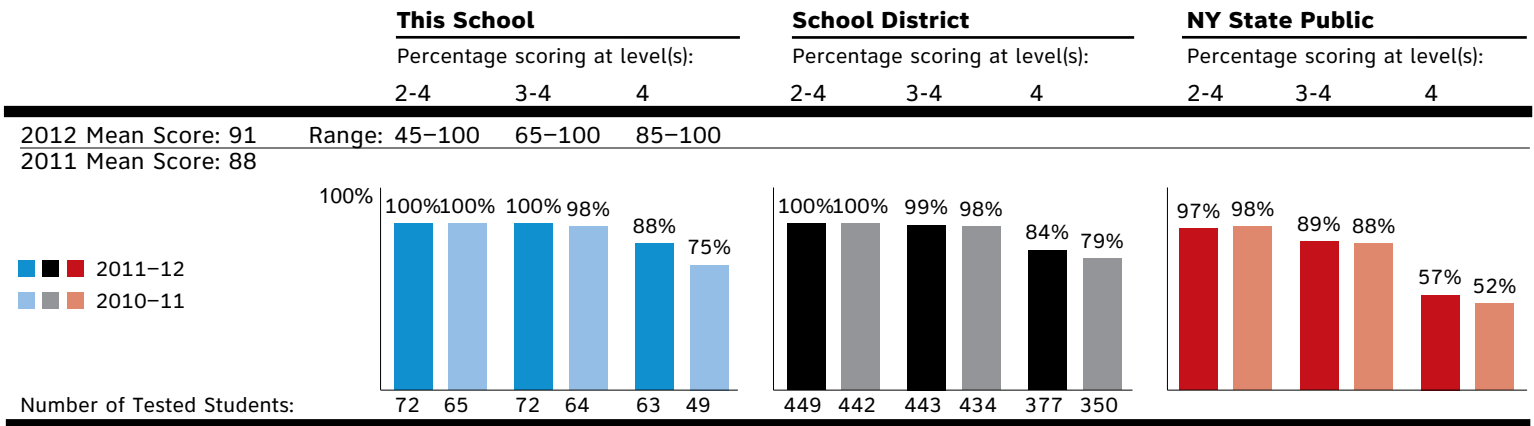
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

2 Student Performance

School **JEFFERSON ROAD SCHOOL**
School ID **26-14-01-06-0002**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 4 Science



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	72	100%	100%	88%	65	100%	98%	75%
Female	31	100%	100%	84%	23	100%	100%	78%
Male	41	100%	100%	90%	42	100%	98%	74%
American Indian or Alaska Native								
Black or African American	3	-	-	-	1	-	-	-
Hispanic or Latino	3	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	5	-	-	-
White	62	100%	100%	89%	57	100%	98%	79%
Multiracial	2	-	-	-				
Small Group Totals	10	100%	100%	80%	8	100%	100%	50%
General-Education Students	65	100%	100%	94%	58	100%	100%	79%
Students with Disabilities	7	100%	100%	29%	7	100%	86%	43%
English Proficient	70	-	-	-	65	100%	98%	75%
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	8	100%	100%	63%	3	-	-	-
Not Disadvantaged	64	100%	100%	91%	62	-	-	-
Migrant								
Not Migrant	72	100%	100%	88%	65	100%	98%	75%

NOTES

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

Other Assessments

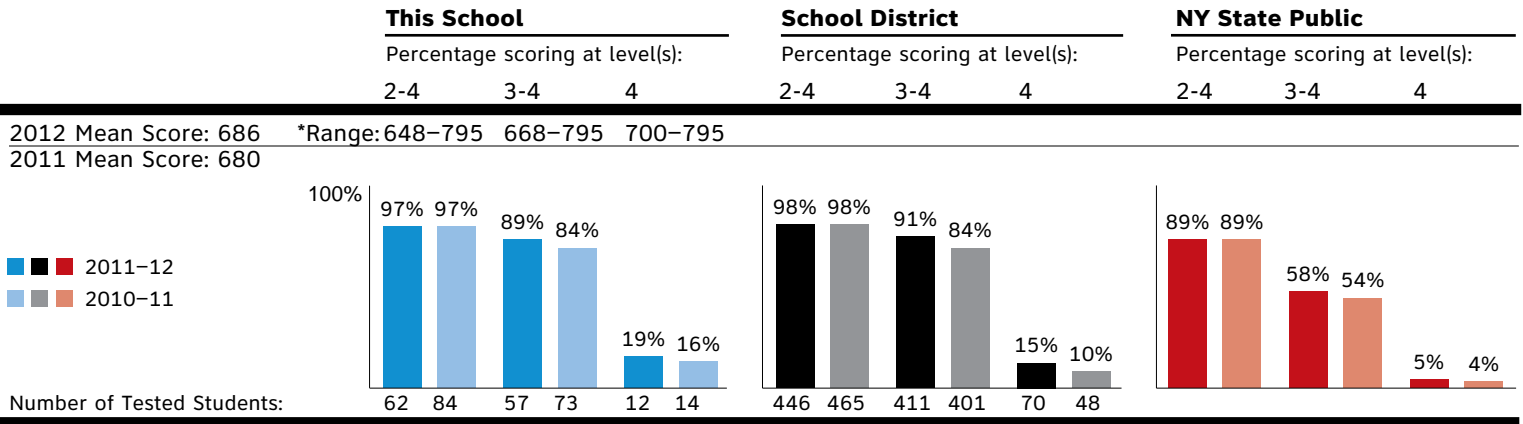
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

2 Student Performance

School **JEFFERSON ROAD SCHOOL**
School ID **26-14-01-06-0002**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 5 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	64	97%	89%	19%	87	97%	84%	16%
Female	24	96%	96%	21%	43	100%	84%	14%
Male	40	98%	85%	18%	44	93%	84%	18%
American Indian or Alaska Native								
Black or African American	1	–	–	–	1	–	–	–
Hispanic or Latino	2	–	–	–	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	8	100%	100%	25%
White	55	98%	89%	22%	74	96%	84%	16%
Multiracial								
Small Group Totals	9	89%	89%	0%	5	100%	60%	0%
General-Education Students	56	100%	96%	21%	78	100%	92%	18%
Students with Disabilities	8	75%	38%	0%	9	67%	11%	0%
English Proficient	64	97%	89%	19%	87	97%	84%	16%
Limited English Proficient								
Economically Disadvantaged	3	–	–	–	3	–	–	–
Not Disadvantaged	61	–	–	–	84	–	–	–
Migrant								
Not Migrant	64	97%	89%	19%	87	97%	84%	16%

NOTES

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

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

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	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			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

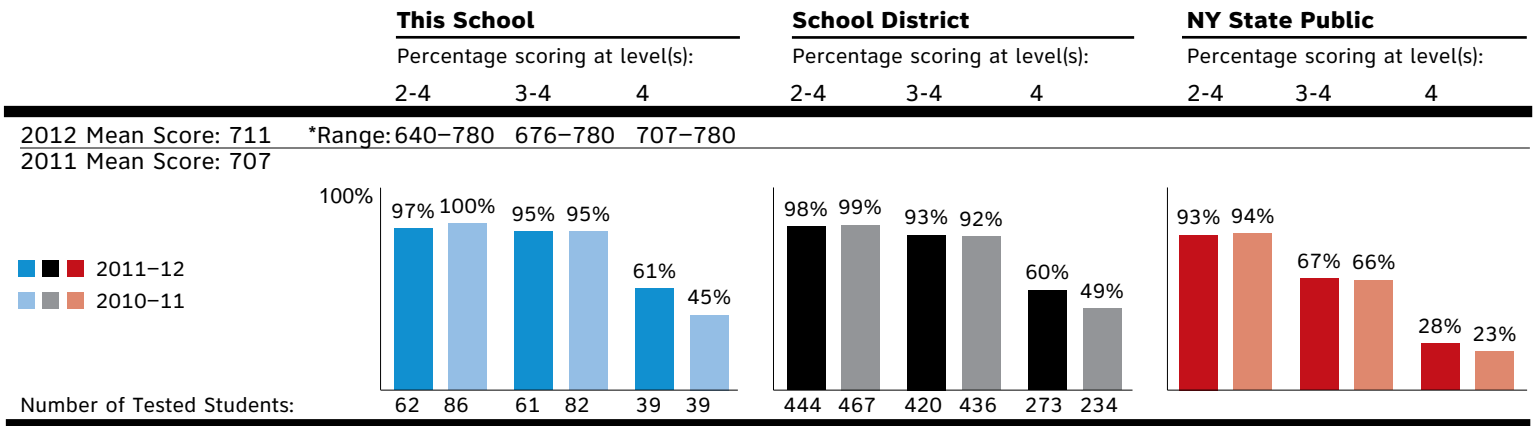
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **JEFFERSON ROAD SCHOOL**
School ID **26-14-01-06-0002**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 5 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	64	97%	95%	61%	86	100%	95%	45%
Female	24	96%	92%	67%	43	100%	95%	35%
Male	40	98%	98%	58%	43	100%	95%	56%
American Indian or Alaska Native								
Black or African American	1	–	–	–	1	–	–	–
Hispanic or Latino	2	–	–	–	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	8	100%	100%	88%
White	55	98%	98%	67%	73	100%	96%	44%
Multiracial								
Small Group Totals	9	89%	78%	22%	5	100%	80%	0%
General-Education Students	56	100%	98%	66%	78	100%	96%	47%
Students with Disabilities	8	75%	75%	25%	8	100%	88%	25%
English Proficient	64	97%	95%	61%	86	100%	95%	45%
Limited English Proficient								
Economically Disadvantaged	3	–	–	–	3	–	–	–
Not Disadvantaged	61	–	–	–	83	–	–	–
Migrant								
Not Migrant	64	97%	95%	61%	86	100%	95%	45%

NOTES

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

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

Other

Assessments

Other Assessments	2011–12 School Year				2010–11 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 5 Equivalent	0				0			

2 Student Performance

School **JEFFERSON ROAD SCHOOL**
School ID **26-14-01-06-0002**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

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

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

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.



The New York State Accountability Report 2011-12

SCHOOL:	JEFFERSON ROAD SCHOOL
SCHOOL ID:	261401060002
DISTRICT:	PITTSFORD CENTRAL SCHOOL DISTRICT
DISTRICT ID:	261401060000
PRINCIPAL:	CAROLE SCHWAB
SUPERINTENDENT:	MARY ALICE PRICE
PHONE:	585-267-1302

Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward**, **Focus**, or **Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

More Information:
Office of Accountability
New York State Education Department
55 Hanson Place
Brooklyn, NY 11217
Email: accountinfo@mail.nysed.gov

Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target.**" In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target.**"

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

Elementary/Middle-Level ELA: AYP

SCHOOL: JEFFERSON ROAD SCHOOL

SCHOOL ID: 261401060002
DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

SCHOOL: JEFFERSON ROAD SCHOOL

SCHOOL ID: 261401060002

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	207	207	100%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	7	—	—
Hispanic or Latino	—	8	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	15	—	—
White	✓	175	175	100%
Multiracial	—	2	—	—
Students With Disabilities	—	19	—	—
Limited English Proficient	—	3	—	—
Economically Disadvantaged	—	14	—	—

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level ELA: Performance

SCHOOL: JEFFERSON ROAD SCHOOL

SCHOOL ID: 261401060002

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	Performance at Levels						PI	Objectives	
			Students Scoring Level 1 On Track	Students Scoring Level 1 NOT On Track	Students Scoring Level 2 On Track	Students Scoring Level 2 NOT On Track	Students Scoring Level 3	Students Scoring Level 4		EAMO	Safe Harbor Target
All Students	✓	203	0	2	1	24	137	39	186	142	142
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—	—	—
Black or African American	—	7	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	8	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	13	—	—	—	—	—	—	—	—	—
White	✓	173	0	1	1	22	114	35	186	156	156
Multiracial	—	2	—	—	—	—	—	—	—	—	—
Students With Disabilities	—	19	—	—	—	—	—	—	—	—	—
Limited English Proficient	—	3	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	—	14	—	—	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $[(2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div (\text{Count of Tested Students})] \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Math: AYP

SCHOOL: JEFFERSON ROAD SCHOOL

SCHOOL ID: 261401060002
DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

SCHOOL: JEFFERSON ROAD SCHOOL

SCHOOL ID: 261401060002

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	207	207	100%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	7	—	—
Hispanic or Latino	—	8	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	15	—	—
White	✓	175	175	100%
Multiracial	—	2	—	—
Students With Disabilities	—	19	—	—
Limited English Proficient	—	3	—	—
Economically Disadvantaged	—	14	—	—

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Math: Performance

SCHOOL: JEFFERSON ROAD SCHOOL

SCHOOL ID: 261401060002

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	Performance at Levels						PI	Objectives	
			Students Scoring Level 1 On Track	Students Scoring Level 1 NOT On Track	Students Scoring Level 2 On Track	Students Scoring Level 2 NOT On Track	Students Scoring Level 3	Students Scoring Level 4		EAMO	Safe Harbor Target
All Students	✓	203	0	3	1	8	104	87	193	156	156
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—	—	—
Black or African American	—	7	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	8	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	13	—	—	—	—	—	—	—	—	—
White	✓	173	0	1	1	6	88	77	195	166	166
Multiracial	—	2	—	—	—	—	—	—	—	—	—
Students With Disabilities	—	19	—	—	—	—	—	—	—	—	—
Limited English Proficient	—	3	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	—	14	—	—	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $[(2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div (\text{Count of Tested Students})] \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Science: AYP

SCHOOL: JEFFERSON ROAD SCHOOL

SCHOOL ID: 261401060002
DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

SCHOOL: JEFFERSON ROAD SCHOOL

SCHOOL ID: 261401060002

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	72	72	100%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	3	—	—
Hispanic or Latino	—	3	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—
White	✓	62	62	100%
Multiracial	—	2	—	—
Students With Disabilities	—	7	—	—
Limited English Proficient	—	2	—	—
Economically Disadvantaged	—	8	—	—

✓ At least 80% of students enrolled during the test administration period were tested.

✗ Less than 80% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Science: Performance

SCHOOL: JEFFERSON ROAD SCHOOL

SCHOOL ID: 261401060002

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI \geq EAMO or Progress Target	Tested Students Enrolled on BEDS Day	Performance at Levels				PI	Objectives	
			Students Scoring Level 1	Students Scoring Level 2	Students Scoring Level 3	Students Scoring Level 4		EAMO	Progress Target
All Students	✓	72	0	0	9	63	200	168	168
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—
Black or African American	—	3	—	—	—	—	—	—	—
Hispanic or Latino	—	3	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—	—	—	—	—
White	✓	62	0	0	7	55	200	179	179
Multiracial	—	2	—	—	—	—	—	—	—
Students With Disabilities	—	7	—	—	—	—	—	—	—
Limited English Proficient	—	2	—	—	—	—	—	—	—
Economically Disadvantaged	—	8	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]}{\times 100}$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Progress Target: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

Unweighted Combined ELA and Math PIs

SCHOOL: JEFFERSON ROAD SCHOOL

SCHOOL ID: 261401060002

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	186	193	—	—	190
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	186	195	—	—	191
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

— There was not enough students to determine a Performance Index.



The New York State Report Card 2011–12

School **MENDON CENTER ELEMENTARY
SCHOOL**

School ID **26-14-01-06-0005**

District **PITTSFORD CENTRAL SCHOOL
DISTRICT**

Principal **HEATHER KWIT**

Telephone **(585) 267-1402**

Grades **K-5**

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

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

This report includes:

1 Profile

This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.

2 Student Performance

This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.

3 Student Outcomes

This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

For more information:

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

1 Profile

School **MENDON CENTER ELEMENTARY SCHOOL**
School ID **26-14-01-06-0005**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	0
Kindergarten	97	85	90
Grade 1	116	132	115
Grade 2	132	127	147
Grade 3	142	139	135
Grade 4	151	158	145
Grade 5	123	161	160
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	761	802	792

Average Class Size

	2009-10	2010-11	2011-12
Common Branch	24	25	23
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

Average Class Size Information

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

1 Profile

School **MENDON CENTER ELEMENTARY SCHOOL**
School ID **26-14-01-06-0005**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	7	1%	8	1%	18	3%
Reduced Price Lunch	9	1%	4	1%	3	0%
Limited English Proficient	13	2%	7	1%	11	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	14	2%	13	2%	10	1%
Hispanic or Latino	13	2%	16	2%	35	4%
Asian or Native Hawaiian/Other Pacific Islander	122	16%	141	18%	132	17%
White	603	79%	611	76%	578	73%
Multiracial	9	1%	21	3%	37	5%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		97%
Student Suspensions	0	0%	1	0%	1	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.

Attendance and Suspensions Information

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

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

1 Profile

School **MENDON CENTER ELEMENTARY SCHOOL**
School ID **26-14-01-06-0005**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	48	52	51
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%	4%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	8%	12%	10%
Total Number of Core Classes	44	50	50
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	7%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	88	98	95
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

*Not available at the district or statewide level.

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

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	0%	43%	20%
Turnover Rate of All Teachers	8%	10%	13%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	7	7	6
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	1	1	1
Principals	1	1	1

*Not available at the school level.

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

High-poverty and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

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

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

2 Student Performance

School **MENDON CENTER ELEMENTARY SCHOOL**
School ID **26-14-01-06-0005**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

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

New York State Testing Program (NYSTP) Assessments

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

English Language Arts

Level 1: Below Standard

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

Level 2: Meets Basic Standard

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

Level 3: Meets Proficiency Standard

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

Level 4: Exceeds Proficiency Standard

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

Mathematics

Level 1: Below Standard

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

Level 2: Meets Basic Standard

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

Level 3: Meets Proficiency Standard

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

Level 4: Exceeds Proficiency Standard

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

New York State Alternate Assessment (NYSAA)

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

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

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

Secondary-Level Cohorts

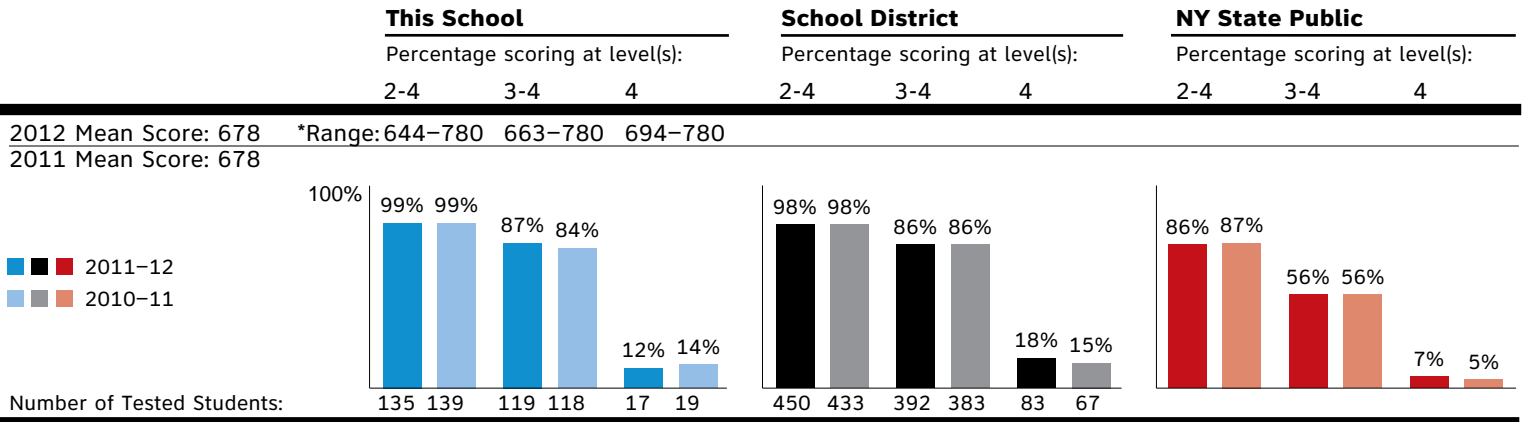
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded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

2 Student Performance

School **MENDON CENTER ELEMENTARY SCHOOL**
School ID **26-14-01-06-0005**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 3 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	137	99%	87%	12%	140	99%	84%	14%
Female	70	100%	91%	16%	81	99%	89%	16%
Male	67	97%	82%	9%	59	100%	78%	10%
American Indian or Alaska Native								
Black or African American					4	–	–	–
Hispanic or Latino	2	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	21	100%	90%	14%	26	100%	88%	12%
White	110	98%	85%	10%	105	99%	87%	15%
Multiracial	4	–	–	–	2	–	–	–
Small Group Totals	6	100%	100%	50%	9	100%	44%	0%
General-Education Students	125	99%	92%	14%	131	99%	87%	15%
Students with Disabilities	12	92%	33%	0%	9	100%	44%	0%
English Proficient	136	–	–	–	138	–	–	–
Limited English Proficient	1	–	–	–	2	–	–	–
Economically Disadvantaged	5	80%	80%	0%	5	80%	60%	0%
Not Disadvantaged	132	99%	87%	13%	135	100%	85%	14%
Migrant								
Not Migrant	137	99%	87%	12%	140	99%	84%	14%

NOTES

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

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

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	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 (NYSA): Grade 3 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	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	1	N/A	N/A	N/A	0	N/A	N/A	N/A

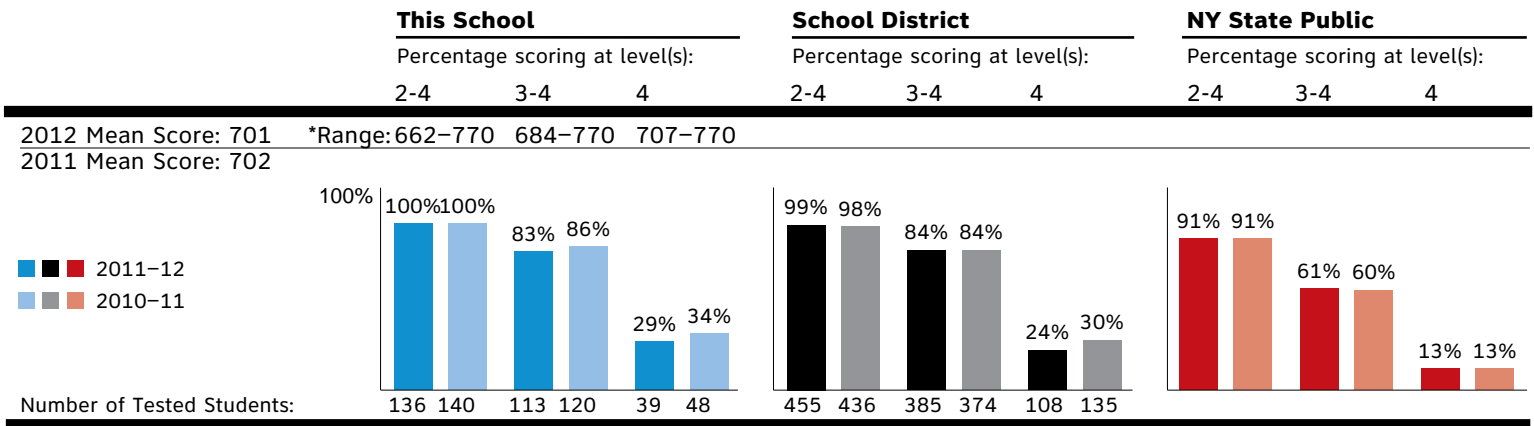
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **MENDON CENTER ELEMENTARY SCHOOL**
School ID **26-14-01-06-0005**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 3 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	136	100%	83%	29%	140	100%	86%	34%
Female	68	100%	84%	25%	81	100%	83%	32%
Male	68	100%	82%	32%	59	100%	90%	37%
American Indian or Alaska Native								
Black or African American					4	–	–	–
Hispanic or Latino	3	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	21	100%	95%	57%	26	100%	100%	50%
White	108	100%	80%	23%	105	100%	87%	33%
Multiracial	4	–	–	–	2	–	–	–
Small Group Totals	7	100%	100%	29%	9	100%	33%	0%
General-Education Students	124	100%	88%	30%	131	100%	87%	37%
Students with Disabilities	12	100%	33%	17%	9	100%	67%	0%
English Proficient	134	–	–	–	138	–	–	–
Limited English Proficient	2	–	–	–	2	–	–	–
Economically Disadvantaged	5	100%	60%	20%	5	100%	60%	0%
Not Disadvantaged	131	100%	84%	29%	135	100%	87%	36%
Migrant								
Not Migrant	136	100%	83%	29%	140	100%	86%	34%

NOTES

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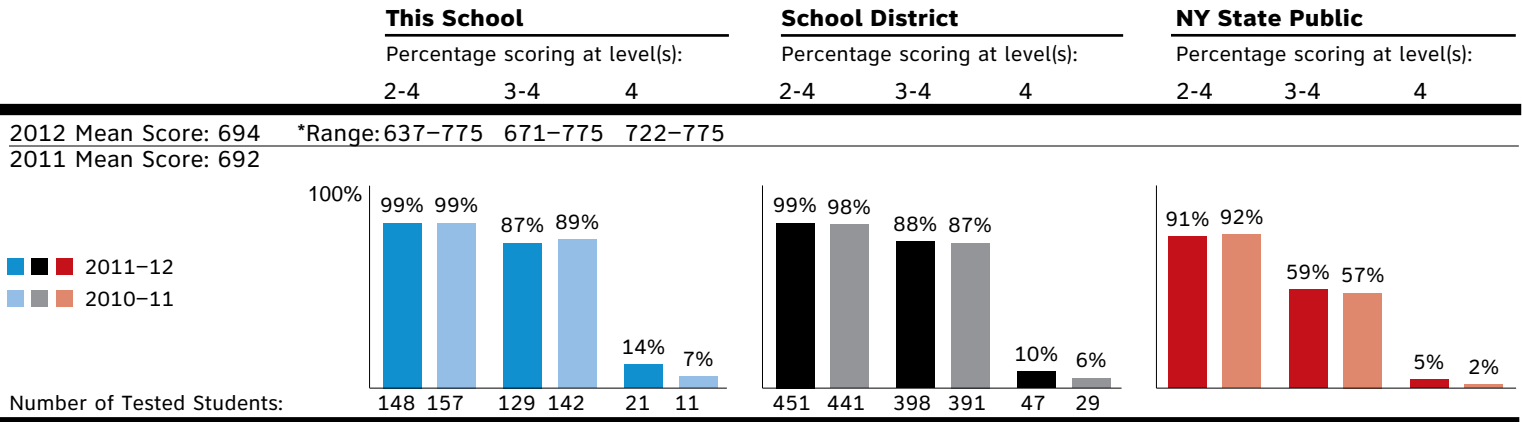
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				0			

2 Student Performance

School **MENDON CENTER ELEMENTARY SCHOOL**
School ID **26-14-01-06-0005**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 4 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	149	99%	87%	14%	159	99%	89%	7%
Female	88	99%	93%	14%	85	100%	89%	7%
Male	61	100%	77%	15%	74	97%	89%	7%
American Indian or Alaska Native								
Black or African American	3	–	–	–	4	–	–	–
Hispanic or Latino	4	–	–	–	6	83%	83%	0%
Asian or Native Hawaiian/Other Pacific Islander	29	100%	97%	24%	29	100%	93%	17%
White	109	99%	86%	12%	116	99%	88%	4%
Multiracial	4	–	–	–	4	–	–	–
Small Group Totals	11	100%	64%	9%	8	100%	100%	13%
General-Education Students	139	100%	91%	15%	149	99%	92%	7%
Students with Disabilities	10	90%	30%	0%	10	90%	50%	0%
English Proficient	149	99%	87%	14%	158	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	5	80%	60%	0%	2	–	–	–
Not Disadvantaged	144	100%	88%	15%	157	–	–	–
Migrant								
Not Migrant	149	99%	87%	14%	159	99%	89%	7%

NOTES

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

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	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				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

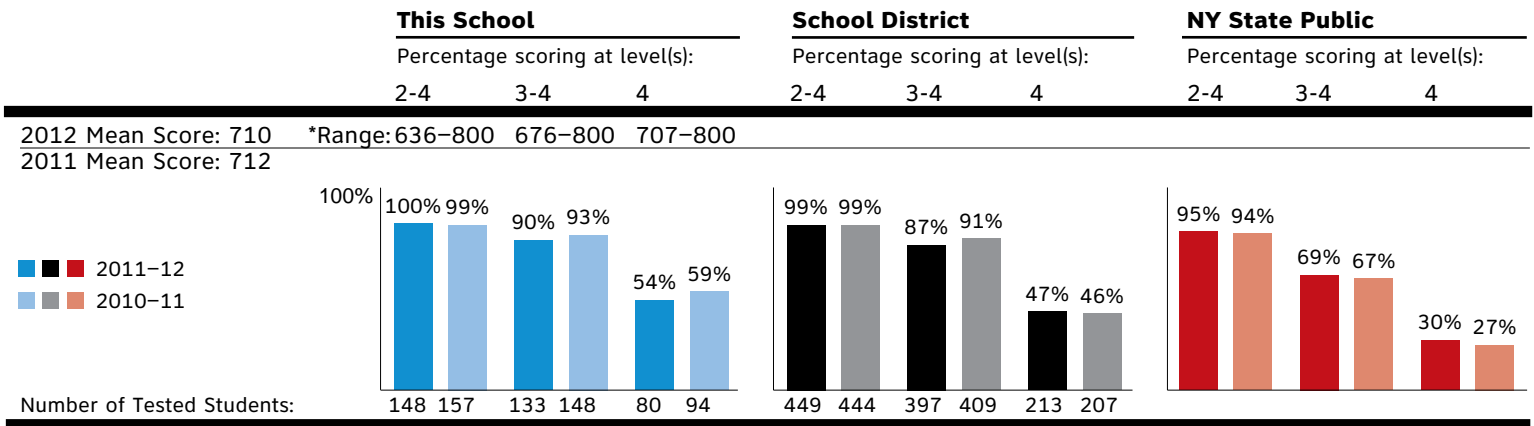
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **MENDON CENTER ELEMENTARY SCHOOL**
School ID **26-14-01-06-0005**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 4 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	148	100%	90%	54%	159	99%	93%	59%
Female	88	100%	90%	50%	85	99%	92%	54%
Male	60	100%	90%	60%	74	99%	95%	65%
American Indian or Alaska Native								
Black or African American	3	–	–	–	4	–	–	–
Hispanic or Latino	4	–	–	–	6	100%	83%	50%
Asian or Native Hawaiian/Other Pacific Islander	29	100%	100%	83%	29	100%	97%	83%
White	108	100%	90%	49%	116	98%	94%	55%
Multiracial	4	–	–	–	4	–	–	–
Small Group Totals	11	100%	64%	27%	8	100%	75%	38%
General-Education Students	138	100%	93%	57%	149	99%	95%	62%
Students with Disabilities	10	100%	50%	10%	10	90%	70%	10%
English Proficient	148	100%	90%	54%	158	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	5	100%	60%	20%	2	–	–	–
Not Disadvantaged	143	100%	91%	55%	157	–	–	–
Migrant								
Not Migrant	148	100%	90%	54%	159	99%	93%	59%

NOTES

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Other

Assessments

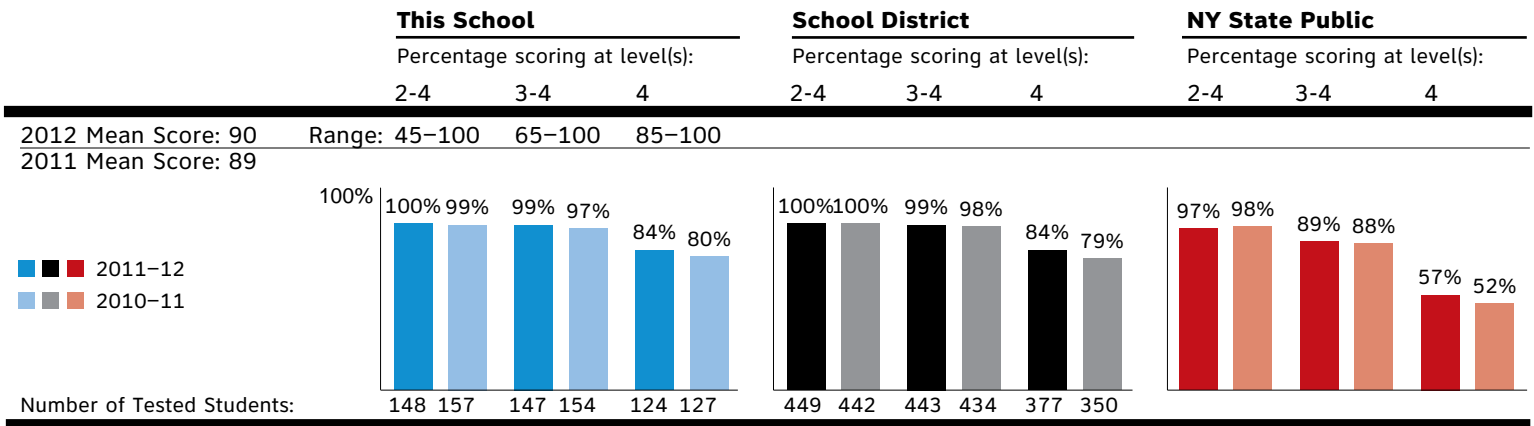
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

2 Student Performance

School **MENDON CENTER ELEMENTARY SCHOOL**
School ID **26-14-01-06-0005**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 4 Science



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	148	100%	99%	84%	158	99%	97%	80%
Female	87	100%	99%	85%	84	100%	98%	79%
Male	61	100%	100%	82%	74	99%	97%	82%
American Indian or Alaska Native								
Black or African American	3	–	–	–	4	–	–	–
Hispanic or Latino	4	–	–	–	6	100%	83%	67%
Asian or Native Hawaiian/Other Pacific Islander	29	100%	100%	97%	28	100%	100%	89%
White	108	100%	99%	84%	116	99%	97%	79%
Multiracial	4	–	–	–	4	–	–	–
Small Group Totals	11	100%	100%	45%	8	100%	100%	75%
General-Education Students	138	100%	99%	86%	148	100%	99%	83%
Students with Disabilities	10	100%	100%	60%	10	90%	80%	40%
English Proficient	148	100%	99%	84%	157	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	5	100%	100%	80%	2	–	–	–
Not Disadvantaged	143	100%	99%	84%	156	–	–	–
Migrant								
Not Migrant	148	100%	99%	84%	158	99%	97%	80%

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

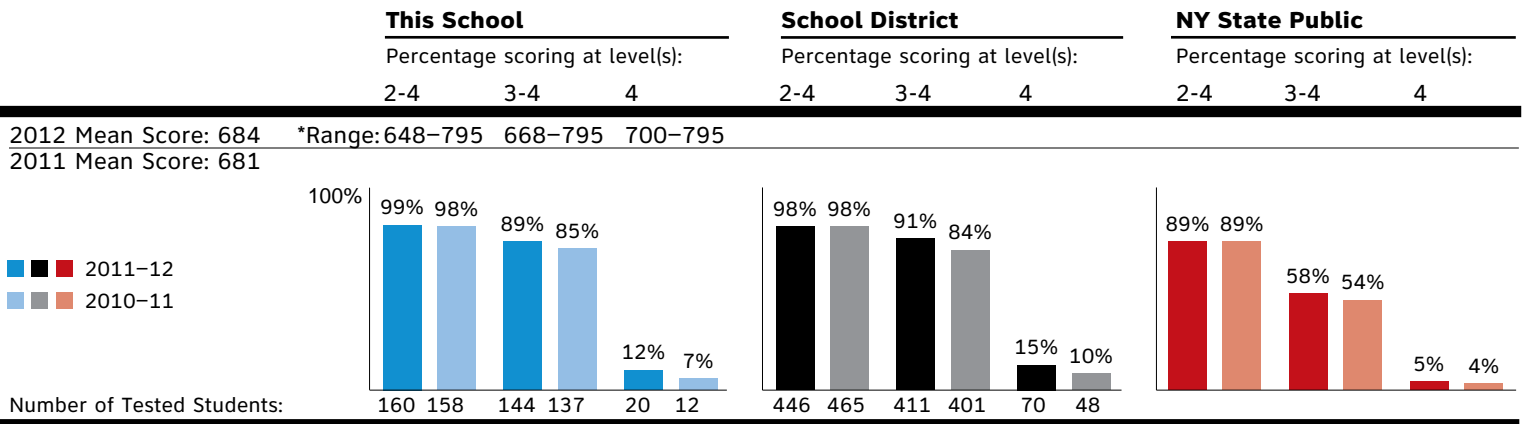
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

2 Student Performance

School **MENDON CENTER ELEMENTARY SCHOOL**
School ID **26-14-01-06-0005**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 5 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	162	99%	89%	12%	161	98%	85%	7%
Female	86	100%	93%	10%	73	100%	90%	7%
Male	76	97%	84%	14%	88	97%	81%	8%
American Indian or Alaska Native								
Black or African American	4	–	–	–	3	–	–	–
Hispanic or Latino	8	88%	75%	13%	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	31	100%	97%	19%	32	97%	88%	22%
White	116	99%	88%	11%	119	99%	85%	4%
Multiracial	3	–	–	–	3	–	–	–
Small Group Totals	7	100%	86%	0%	10	90%	80%	0%
General-Education Students	148	100%	93%	14%	150	100%	89%	8%
Students with Disabilities	14	86%	43%	0%	11	73%	27%	0%
English Proficient	161	–	–	–	159	–	–	–
Limited English Proficient	1	–	–	–	2	–	–	–
Economically Disadvantaged	5	100%	40%	0%	1	–	–	–
Not Disadvantaged	157	99%	90%	13%	160	–	–	–
Migrant								
Not Migrant	162	99%	89%	12%	161	98%	85%	7%

NOTES

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

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	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			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

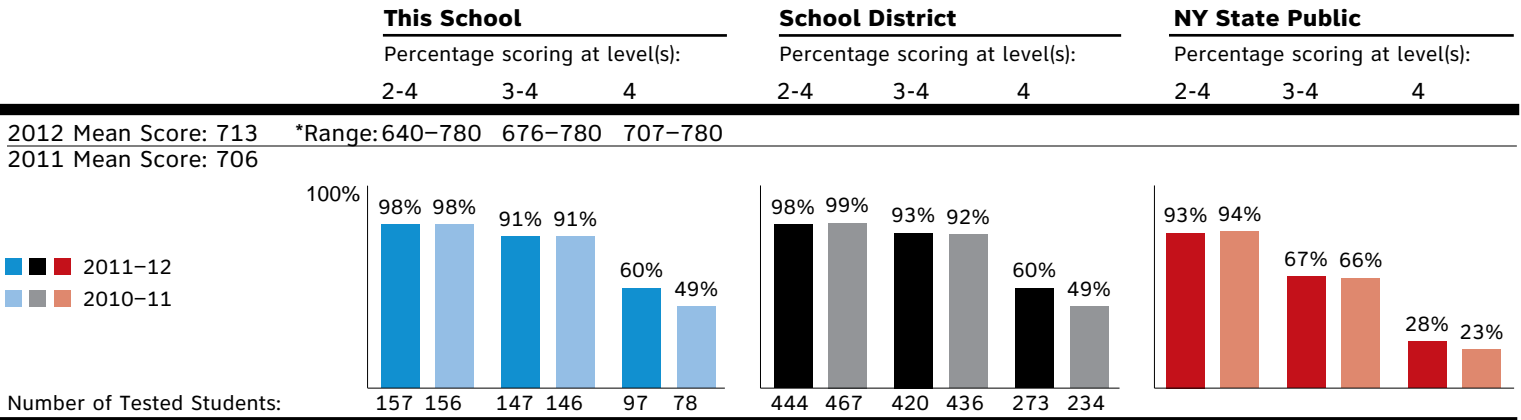
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **MENDON CENTER ELEMENTARY SCHOOL**
School ID **26-14-01-06-0005**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 5 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	161	98%	91%	60%	160	98%	91%	49%
Female	86	98%	91%	58%	73	99%	90%	51%
Male	75	97%	92%	63%	87	97%	92%	47%
American Indian or Alaska Native								
Black or African American	4	–	–	–	3	–	–	–
Hispanic or Latino	8	88%	88%	25%	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	31	100%	97%	94%	32	97%	97%	75%
White	115	98%	91%	55%	118	98%	92%	42%
Multiracial	3	–	–	–	3	–	–	–
Small Group Totals	7	86%	71%	43%	10	90%	70%	40%
General-Education Students	147	100%	97%	65%	149	100%	94%	51%
Students with Disabilities	14	71%	29%	7%	11	64%	55%	18%
English Proficient	160	–	–	–	158	–	–	–
Limited English Proficient	1	–	–	–	2	–	–	–
Economically Disadvantaged	5	100%	40%	20%	1	–	–	–
Not Disadvantaged	156	97%	93%	62%	159	–	–	–
Migrant								
Not Migrant	161	98%	91%	60%	160	98%	91%	49%

NOTES

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

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

Other

Assessments

Other Assessments	2011–12 School Year				2010–11 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 5 Equivalent	0				0			

2 Student Performance

School **MENDON CENTER ELEMENTARY SCHOOL**
School ID **26-14-01-06-0005**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

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

		All Students					General-Education Students					Students with Disabilities				
		Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:			
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K-1)	2011-12	9	0%	11%	33%	56%	9	0%	11%	33%	56%	0				
	2010-11	3	—	—	—	—	3	—	—	—	—	0				
	2009-10	1	—	—	—	—	0					1	—	—	—	—
Reading and Writing (Grades K-1)	2011-12	7	29%	14%	14%	43%	7	29%	14%	14%	43%	0				
	2010-11	3	—	—	—	—	3	—	—	—	—	0				
	2009-10	1	—	—	—	—	0					1	—	—	—	—
Listening and Speaking (Grades 2-4)	2011-12	2	—	—	—	—	1	—	—	—	—	1	—	—	—	—
	2010-11	4	—	—	—	—	3	—	—	—	—	1	—	—	—	—
	2009-10	8	0%	0%	0%	100%	7	—	—	—	—	1	—	—	—	—
Reading and Writing (Grades 2-4)	2011-12	2	—	—	—	—	1	—	—	—	—	1	—	—	—	—
	2010-11	4	—	—	—	—	3	—	—	—	—	1	—	—	—	—
	2009-10	8	0%	0%	50%	50%	7	—	—	—	—	1	—	—	—	—
Listening and Speaking (Grades 5-6)	2011-12	1	—	—	—	—	0					1	—	—	—	—
	2010-11	2	—	—	—	—	1	—	—	—	—	1	—	—	—	—
	2009-10	1	—	—	—	—	0					1	—	—	—	—
Reading and Writing (Grades 5-6)	2011-12	1	—	—	—	—	0					1	—	—	—	—
	2010-11	2	—	—	—	—	1	—	—	—	—	1	—	—	—	—
	2009-10	1	—	—	—	—	0					1	—	—	—	—
Listening and Speaking (Grades 7-8)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 7-8)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 9-12)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 9-12)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				

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.



The New York State Accountability Report 2011-12

SCHOOL:	MENDON CENTER ELEMENTARY SCHOOL
SCHOOL ID:	261401060005
DISTRICT:	PITTSFORD CENTRAL SCHOOL DISTRICT
DISTRICT ID:	261401060000
PRINCIPAL:	HEATHER KWIT
SUPERINTENDENT:	MARY ALICE PRICE
PHONE:	585-267-1402

Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward, Focus, or Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

More Information:
Office of Accountability
New York State Education Department
55 Hanson Place
Brooklyn, NY 11217
Email: accountinfo@mail.nysed.gov

Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target**." In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target**."

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

Elementary/Middle-Level ELA: AYP

SCHOOL: MENDON CENTER ELEMENTARY SCHOOL

SCHOOL ID: 261401060005
DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

SCHOOL: MENDON CENTER ELEMENTARY SCHOOL

SCHOOL ID: 261401060005

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	449	449	100%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	7	—	—
Hispanic or Latino	—	15	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	81	81	100%
White	✓	335	335	100%
Multiracial	—	11	—	—
Students With Disabilities	—	36	—	—
Limited English Proficient	—	3	—	—
Economically Disadvantaged	—	15	—	—

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level ELA: Performance

SCHOOL: MENDON CENTER ELEMENTARY SCHOOL

SCHOOL ID: 261401060005

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	Performance at Levels						PI	Objectives	
			Students Scoring Level 1 On Track	Students Scoring Level 1 NOT On Track	Students Scoring Level 2 On Track	Students Scoring Level 2 NOT On Track	Students Scoring Level 3	Students Scoring Level 4		EAMO	Safe Harbor Target
All Students	✓	432	0	5	2	48	322	55	187	145	145
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—	—	—
Black or African American	—	7	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	14	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	74	0	0	0	4	55	15	195	154	154
White	✓	327	0	4	2	38	248	35	186	158	158
Multiracial	—	10	—	—	—	—	—	—	—	—	—
Students With Disabilities	✓	35	0	4	0	18	13	0	126	85	85
Limited English Proficient	—	2	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	—	12	—	—	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $[(2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div (\text{Count of Tested Students})] \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Math: AYP

SCHOOL: MENDON CENTER ELEMENTARY SCHOOL

SCHOOL ID: 261401060005
DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

SCHOOL: MENDON CENTER ELEMENTARY SCHOOL

SCHOOL ID: 261401060005

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	449	445	99%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	7	—	—
Hispanic or Latino	—	15	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	81	81	100%
White	✓	335	331	99%
Multiracial	—	11	—	—
Students With Disabilities	—	36	—	—
Limited English Proficient	—	3	—	—
Economically Disadvantaged	—	15	—	—

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Math: Performance

SCHOOL: MENDON CENTER ELEMENTARY SCHOOL

SCHOOL ID: 261401060005

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	Performance at Levels						PI	Objectives	
			Students Scoring Level 1 On Track	Students Scoring Level 1 NOT On Track	Students Scoring Level 2 On Track	Students Scoring Level 2 NOT On Track	Students Scoring Level 3	Students Scoring Level 4		EAMO	Safe Harbor Target
All Students	✓	429	0	4	1	44	174	206	188	159	159
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—	—	—
Black or African American	—	7	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	15	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	74	0	0	0	2	14	58	197	174	174
White	✓	323	0	2	1	37	144	139	187	168	168
Multiracial	—	10	—	—	—	—	—	—	—	—	—
Students With Disabilities	✓	35	0	4	0	18	9	4	126	106	106
Limited English Proficient	—	3	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	—	12	—	—	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $[(2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div (\text{Count of Tested Students})] \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Science: AYP

SCHOOL: MENDON CENTER ELEMENTARY SCHOOL

SCHOOL ID: 261401060005
DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

SCHOOL: MENDON CENTER ELEMENTARY SCHOOL

SCHOOL ID: 261401060005

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	149	148	99%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	3	—	—
Hispanic or Latino	—	4	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	29	—	—
White	✓	109	108	99%
Multiracial	—	4	—	—
Students With Disabilities	—	10	—	—
Limited English Proficient	—	0	—	—
Economically Disadvantaged	—	5	—	—

✓ At least 80% of students enrolled during the test administration period were tested.

✗ Less than 80% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Science: Performance

SCHOOL: MENDON CENTER ELEMENTARY SCHOOL

SCHOOL ID: 261401060005

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI \geq EAMO or Progress Target	Tested Students Enrolled on BEDS Day	Performance at Levels				PI	Objectives	
			Students Scoring Level 1	Students Scoring Level 2	Students Scoring Level 3	Students Scoring Level 4		EAMO	Progress Target
All Students	✓	143	0	1	23	119	199	170	170
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—
Black or African American	—	3	—	—	—	—	—	—	—
Hispanic or Latino	—	4	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	27	—	—	—	—	—	—	—
White	✓	106	0	1	16	89	199	181	181
Multiracial	—	3	—	—	—	—	—	—	—
Students With Disabilities	—	10	—	—	—	—	—	—	—
Limited English Proficient	—	0	—	—	—	—	—	—	—
Economically Disadvantaged	—	4	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]}{\times 100}$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Progress Target: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

Unweighted Combined ELA and Math PIs

SCHOOL: MENDON CENTER ELEMENTARY SCHOOL

SCHOOL ID: 261401060005

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	187	188	—	—	188
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	195	197	—	—	196
White	186	187	—	—	187
Multiracial	—	—	—	—	—
Students With Disabilities	126	126	—	—	126
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

— There was not enough students to determine a Performance Index.



The New York State Report Card 2011–12

School **PARK ROAD SCHOOL**
School ID **26-14-01-06-0004**
District **PITTSFORD CENTRAL SCHOOL
DISTRICT**
Principal **BENJAMIN RUDD**
Telephone **(585) 267-1502**
Grades **K-5, UE**

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

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

This report includes:

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

For more information:

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

1 Profile

School **PARK ROAD SCHOOL**
School ID **26-14-01-06-0004**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	0
Kindergarten	63	55	66
Grade 1	84	71	66
Grade 2	79	91	74
Grade 3	80	85	97
Grade 4	75	81	83
Grade 5	96	78	86
Grade 6	0	0	0
Ungraded Elementary	0	0	6
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	477	461	478

Average Class Size

	2009-10	2010-11	2011-12
Common Branch	21	22	23
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

Average Class Size Information

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

1 Profile

School **PARK ROAD SCHOOL**
School ID **26-14-01-06-0004**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	11	3%	11	3%	7	2%
Reduced Price Lunch	5	1%	3	1%	5	1%
Limited English Proficient	3	1%	2	0%	1	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	19	4%	14	3%	11	2%
Hispanic or Latino	5	1%	11	2%	14	3%
Asian or Native Hawaiian/Other Pacific Islander	32	7%	27	6%	28	6%
White	415	87%	409	89%	416	87%
Multiracial	6	1%	0	0%	9	2%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		100%		96%		97%
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.

Attendance and Suspensions Information

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

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

1 Profile

School **PARK ROAD SCHOOL**
School ID **26-14-01-06-0004**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	34	34	35
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%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	12%	15%	11%
Total Number of Core Classes	37	36	35
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	7%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	83	81	84
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

*Not available at the district or statewide level.

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

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	25%	0%	0%
Turnover Rate of All Teachers	14%	9%	12%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	3	4	3
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	0	0	0
Principals	1	1	1

*Not available at the school level.

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

High-poverty and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

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

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

2 Student Performance

School **PARK ROAD SCHOOL**
School ID **26-14-01-06-0004**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

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

New York State Testing Program (NYSTP) Assessments

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

English Language Arts

Level 1: Below Standard

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

Level 2: Meets Basic Standard

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

Level 3: Meets Proficiency Standard

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

Level 4: Exceeds Proficiency Standard

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

Mathematics

Level 1: Below Standard

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

Level 2: Meets Basic Standard

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

Level 3: Meets Proficiency Standard

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

Level 4: Exceeds Proficiency Standard

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

New York State Alternate Assessment (NYSAA)

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

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

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

Secondary-Level Cohorts

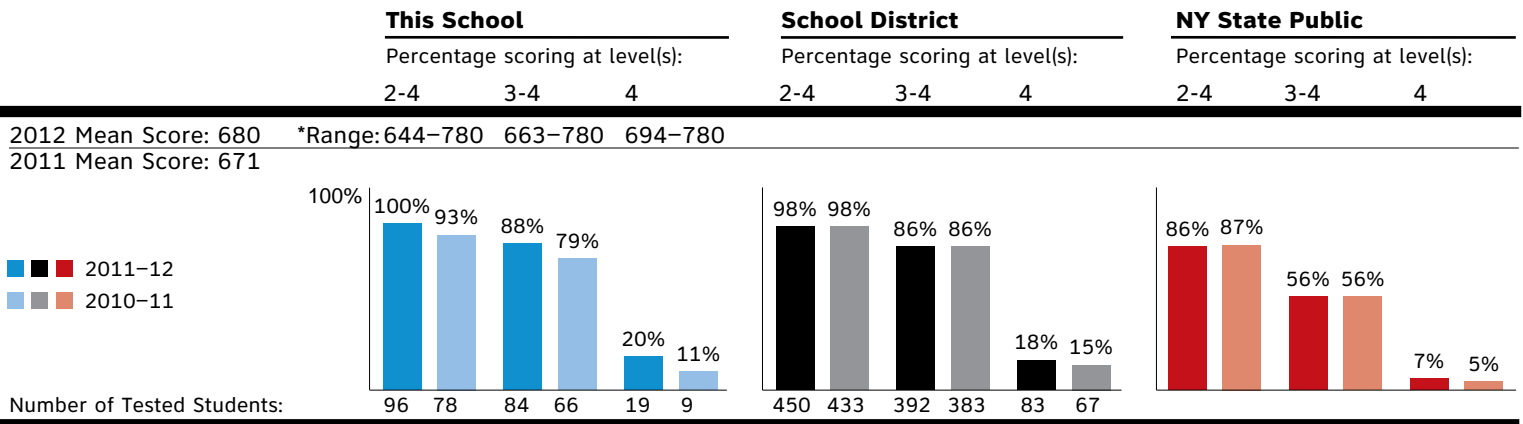
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded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

2 Student Performance

School **PARK ROAD SCHOOL**
School ID **26-14-01-06-0004**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 3 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	96	100%	88%	20%	84	93%	79%	11%
Female	50	100%	88%	20%	39	97%	87%	21%
Male	46	100%	87%	20%	45	89%	71%	2%
American Indian or Alaska Native								
Black or African American	3	–	–	–	3	–	–	–
Hispanic or Latino	1	–	–	–	5	100%	60%	20%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	71%	14%	6	83%	83%	17%
White	84	100%	89%	21%	67	93%	82%	10%
Multiracial	1	–	–	–	3	–	–	–
Small Group Totals	5	100%	80%	0%	6	100%	50%	0%
General-Education Students	89	100%	91%	21%	72	99%	86%	11%
Students with Disabilities	7	100%	43%	0%	12	58%	33%	8%
English Proficient	96	100%	88%	20%	84	93%	79%	11%
Limited English Proficient								
Economically Disadvantaged	3	–	–	–	4	–	–	–
Not Disadvantaged	93	–	–	–	80	–	–	–
Migrant								
Not Migrant	96	100%	88%	20%	84	93%	79%	11%

NOTES

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

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

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

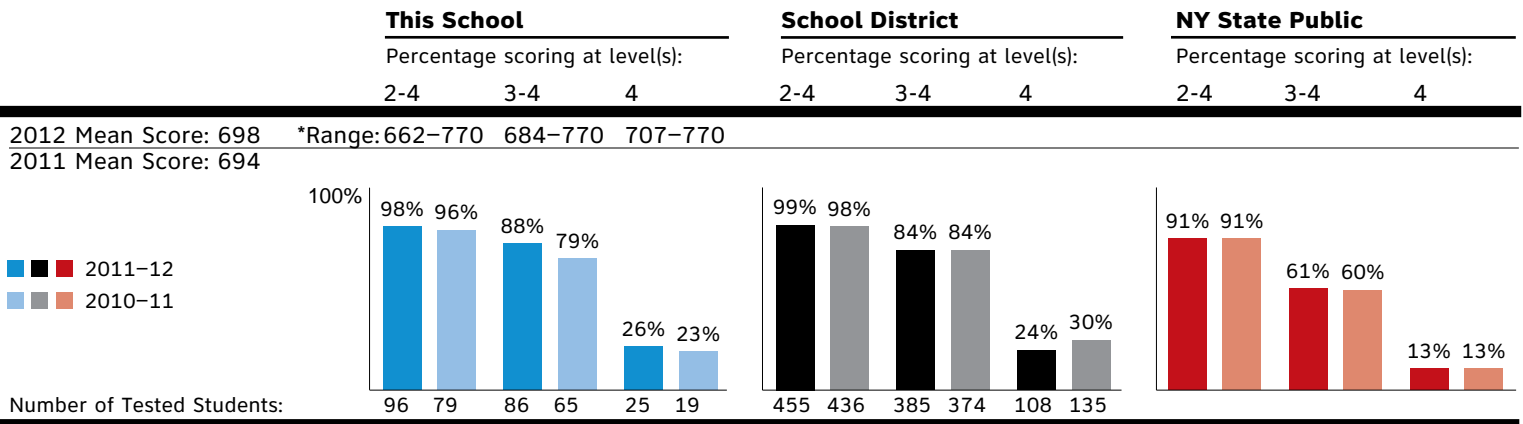
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **PARK ROAD SCHOOL**
School ID **26-14-01-06-0004**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 3 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	98	98%	88%	26%	82	96%	79%	23%
Female	50	100%	88%	20%	39	95%	79%	18%
Male	48	96%	88%	31%	43	98%	79%	28%
American Indian or Alaska Native								
Black or African American	3	–	–	–	3	–	–	–
Hispanic or Latino	2	–	–	–	5	100%	60%	20%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	29%	5	100%	100%	40%
White	85	99%	89%	27%	66	95%	82%	23%
Multiracial	1	–	–	–	3	–	–	–
Small Group Totals	6	83%	50%	0%	6	100%	50%	17%
General-Education Students	90	99%	92%	28%	72	100%	83%	25%
Students with Disabilities	8	88%	38%	0%	10	70%	50%	10%
English Proficient	97	–	–	–	82	96%	79%	23%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	3	–	–	–	4	–	–	–
Not Disadvantaged	95	–	–	–	78	–	–	–
Migrant								
Not Migrant	98	98%	88%	26%	82	96%	79%	23%

NOTES

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

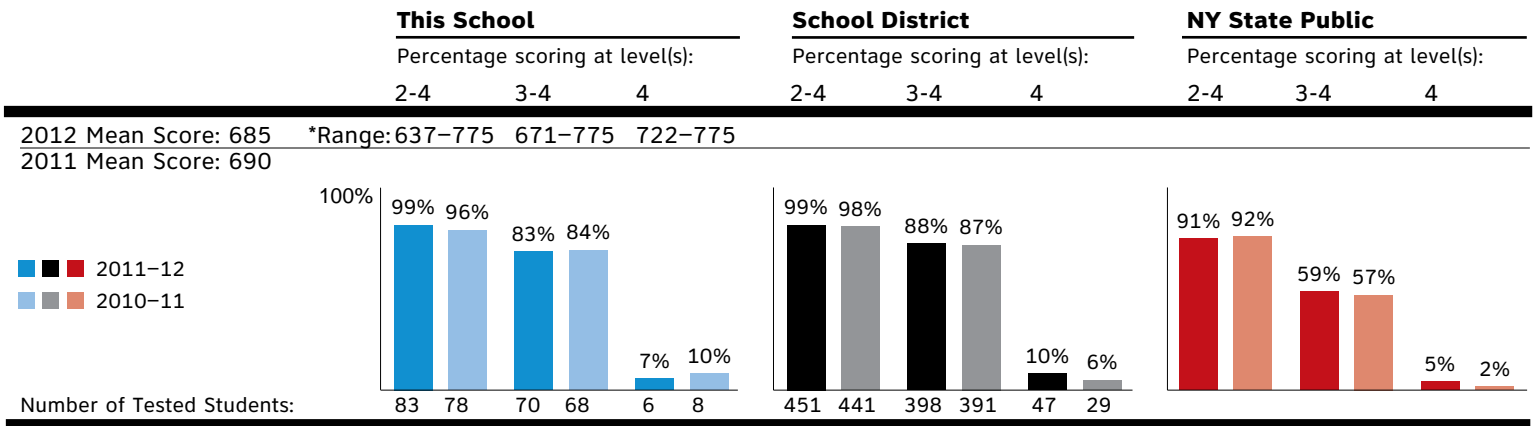
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				0			

2 Student Performance

School **PARK ROAD SCHOOL**
School ID **26-14-01-06-0004**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 4 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	84	99%	83%	7%	81	96%	84%	10%
Female	39	97%	87%	13%	32	100%	94%	16%
Male	45	100%	80%	2%	49	94%	78%	6%
American Indian or Alaska Native								
Black or African American	3	–	–	–	2	–	–	–
Hispanic or Latino	4	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	40%	4	–	–	–
White	69	100%	86%	4%	73	97%	85%	10%
Multiracial	3	–	–	–				
Small Group Totals	10	90%	60%	10%	8	88%	75%	13%
General-Education Students	74	100%	89%	8%	74	99%	91%	11%
Students with Disabilities	10	90%	40%	0%	7	71%	14%	0%
English Proficient	84	99%	83%	7%	80	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	3	–	–	–	4	–	–	–
Not Disadvantaged	81	–	–	–	77	–	–	–
Migrant								
Not Migrant	84	99%	83%	7%	81	96%	84%	10%

NOTES

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

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	–	–	–	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

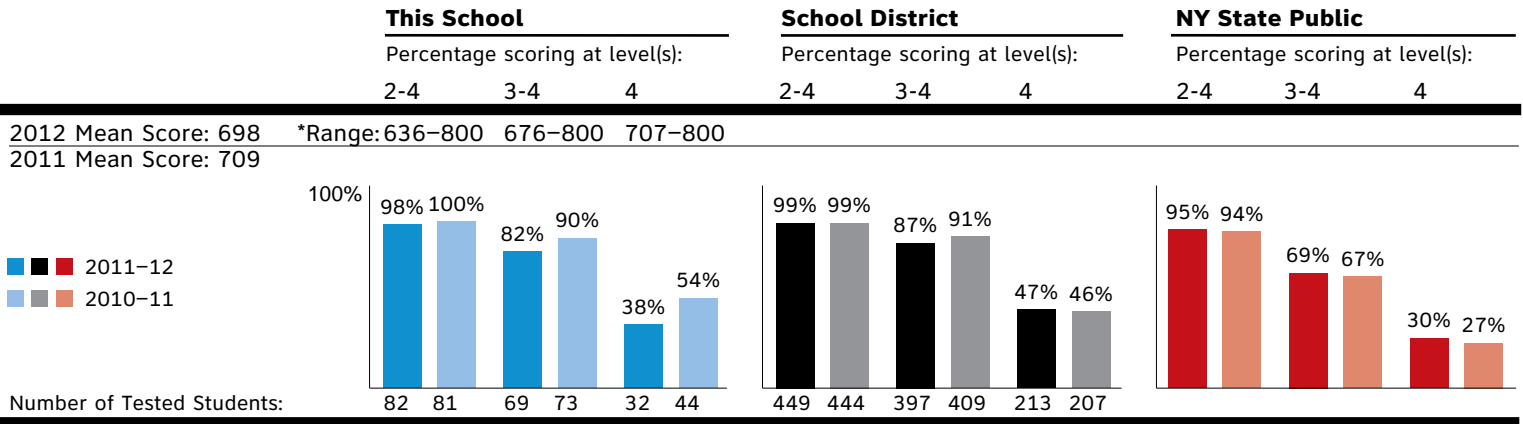
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **PARK ROAD SCHOOL**
School ID **26-14-01-06-0004**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 4 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	84	98%	82%	38%	81	100%	90%	54%
Female	39	95%	79%	41%	32	100%	91%	53%
Male	45	100%	84%	36%	49	100%	90%	55%
American Indian or Alaska Native								
Black or African American	3	–	–	–	2	–	–	–
Hispanic or Latino	4	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	80%	4	–	–	–
White	69	99%	84%	36%	73	100%	92%	53%
Multiracial	3	–	–	–				
Small Group Totals	10	90%	60%	30%	8	100%	75%	63%
General-Education Students	74	100%	86%	38%	74	100%	93%	59%
Students with Disabilities	10	80%	50%	40%	7	100%	57%	0%
English Proficient	84	98%	82%	38%	80	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	3	–	–	–	4	–	–	–
Not Disadvantaged	81	–	–	–	77	–	–	–
Migrant								
Not Migrant	84	98%	82%	38%	81	100%	90%	54%

NOTES

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

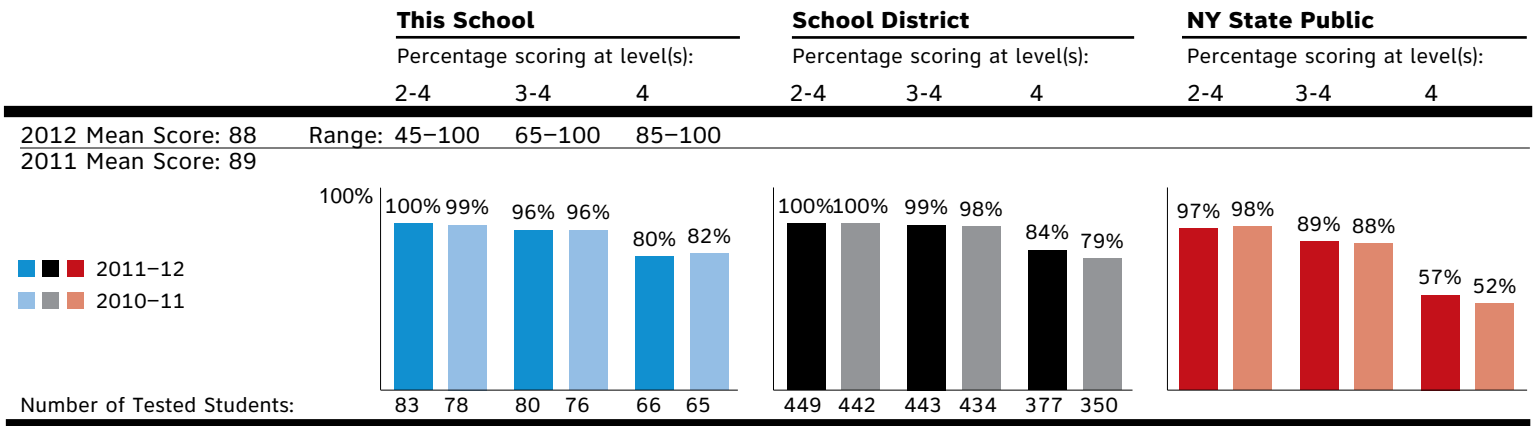
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	–	–	–	2	–	–	–

2 Student Performance

School **PARK ROAD SCHOOL**
School ID **26-14-01-06-0004**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 4 Science



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	83	100%	96%	80%	79	99%	96%	82%
Female	38	100%	95%	82%	31	97%	94%	87%
Male	45	100%	98%	78%	48	100%	98%	79%
American Indian or Alaska Native								
Black or African American	3	–	–	–	2	–	–	–
Hispanic or Latino	4	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	100%	4	–	–	–
White	68	100%	97%	79%	71	99%	96%	85%
Multiracial	3	–	–	–				
Small Group Totals	10	100%	90%	70%	8	100%	100%	63%
General-Education Students	73	100%	100%	84%	73	100%	100%	86%
Students with Disabilities	10	100%	70%	50%	6	83%	50%	33%
English Proficient	83	100%	96%	80%	78	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	3	–	–	–	4	–	–	–
Not Disadvantaged	80	–	–	–	75	–	–	–
Migrant								
Not Migrant	83	100%	96%	80%	79	99%	96%	82%

NOTES

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Other Assessments

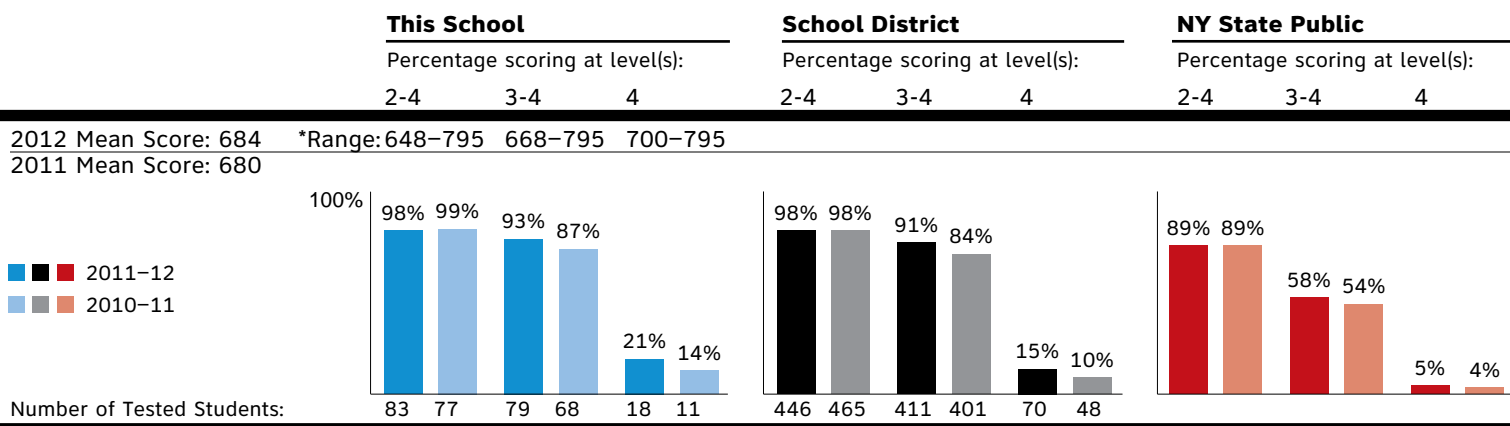
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	–	–	–	2	–	–	–

2 Student Performance

School **PARK ROAD SCHOOL**
School ID **26-14-01-06-0004**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 5 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	85	98%	93%	21%	78	99%	87%	14%
Female	33	100%	97%	30%	38	100%	87%	13%
Male	52	96%	90%	15%	40	98%	88%	15%
American Indian or Alaska Native								
Black or African American	1	–	–	–	4	–	–	–
Hispanic or Latino	3	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	2	–	–	–
White	77	99%	95%	18%	70	99%	87%	10%
Multiracial					1	–	–	–
Small Group Totals	8	88%	75%	50%	8	100%	88%	50%
General-Education Students	77	100%	99%	23%	73	100%	92%	15%
Students with Disabilities	8	75%	38%	0%	5	80%	20%	0%
English Proficient	84	–	–	–	78	99%	87%	14%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	3	–	–	–	2	–	–	–
Not Disadvantaged	82	–	–	–	76	–	–	–
Migrant								
Not Migrant	85	98%	93%	21%	78	99%	87%	14%

NOTES

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

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

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	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	5	5	5	0	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

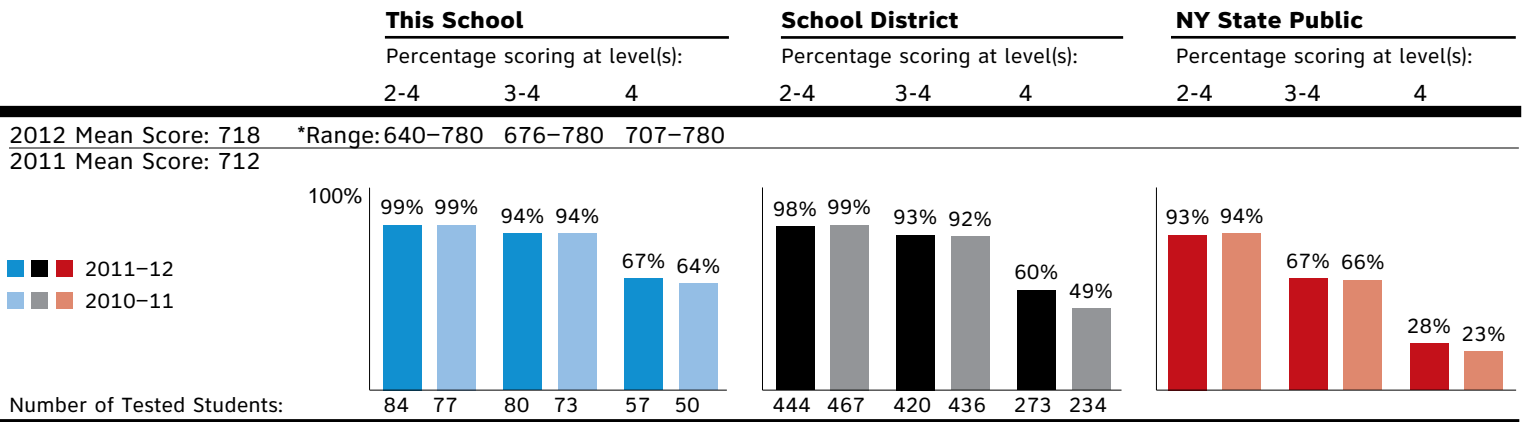
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **PARK ROAD SCHOOL**
School ID **26-14-01-06-0004**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 5 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	85	99%	94%	67%	78	99%	94%	64%
Female	33	100%	94%	73%	38	100%	97%	58%
Male	52	98%	94%	63%	40	98%	90%	70%
American Indian or Alaska Native								
Black or African American	1	–	–	–	4	–	–	–
Hispanic or Latino	3	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	2	–	–	–
White	77	100%	95%	69%	70	99%	94%	61%
Multiracial					1	–	–	–
Small Group Totals	8	88%	88%	50%	8	100%	88%	88%
General-Education Students	77	100%	99%	73%	73	100%	97%	67%
Students with Disabilities	8	88%	50%	13%	5	80%	40%	20%
English Proficient	84	–	–	–	78	99%	94%	64%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	3	–	–	–	2	–	–	–
Not Disadvantaged	82	–	–	–	76	–	–	–
Migrant								
Not Migrant	85	99%	94%	67%	78	99%	94%	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 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	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	5	5	5	2	1	–	–	–

2 Student Performance

School **PARK ROAD SCHOOL**
School ID **26-14-01-06-0004**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

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

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

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.



The New York State Accountability Report 2011-12

SCHOOL:	PARK ROAD SCHOOL
SCHOOL ID:	261401060004
DISTRICT:	PITTSFORD CENTRAL SCHOOL DISTRICT
DISTRICT ID:	261401060000
PRINCIPAL:	BENJAMIN RUDD
SUPERINTENDENT:	MARY ALICE PRICE
PHONE:	585-267-1502

Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward**, **Focus**, or **Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

More Information:
Office of Accountability
New York State Education Department
55 Hanson Place
Brooklyn, NY 11217
Email: accountinfo@mail.nysed.gov

Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target**." In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target**."

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

Elementary/Middle-Level ELA: AYP

SCHOOL: PARK ROAD SCHOOL

SCHOOL ID: 261401060004
DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

SCHOOL: PARK ROAD SCHOOL

SCHOOL ID: 261401060004

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	273	271	99%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	7	—	—
Hispanic or Latino	—	9	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	18	—	—
White	✓	235	234	100%
Multiracial	—	4	—	—
Students With Disabilities	—	32	—	—
Limited English Proficient	—	2	—	—
Economically Disadvantaged	—	9	—	—

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level ELA: Performance

SCHOOL: PARK ROAD SCHOOL

SCHOOL ID: 261401060004

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	Performance at Levels						PI	Objectives	
			Students Scoring Level 1 On Track	Students Scoring Level 1 NOT On Track	Students Scoring Level 2 On Track	Students Scoring Level 2 NOT On Track	Students Scoring Level 3	Students Scoring Level 4		EAMO	Safe Harbor Target
All Students	✓	267	0	3	2	26	192	44	188	143	143
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—	—	—
Black or African American	—	7	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	8	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	18	—	—	—	—	—	—	—	—	—
White	✓	230	0	1	1	20	172	36	190	157	157
Multiracial	—	4	—	—	—	—	—	—	—	—	—
Students With Disabilities	✓	30	0	3	0	11	15	1	143	84	20
Limited English Proficient	—	1	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	—	9	—	—	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $[(2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div (\text{Count of Tested Students})] \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Math: AYP

SCHOOL: PARK ROAD SCHOOL

SCHOOL ID: 261401060004
DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

SCHOOL: PARK ROAD SCHOOL

SCHOOL ID: 261401060004

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	273	273	100%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	7	—	—
Hispanic or Latino	—	9	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	18	—	—
White	✓	235	235	100%
Multiracial	—	4	—	—
Students With Disabilities	—	32	—	—
Limited English Proficient	—	2	—	—
Economically Disadvantaged	—	9	—	—

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Math: Performance

SCHOOL: PARK ROAD SCHOOL

SCHOOL ID: 261401060004

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	Performance at Levels						PI	Objectives	
			Students Scoring Level 1 On Track	Students Scoring Level 1 NOT On Track	Students Scoring Level 2 On Track	Students Scoring Level 2 NOT On Track	Students Scoring Level 3	Students Scoring Level 4		EAMO	Safe Harbor Target
All Students	✓	268	0	4	2	24	121	117	188	157	157
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—	—	—
Black or African American	—	7	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	8	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	18	—	—	—	—	—	—	—	—	—
White	✓	231	0	2	2	19	106	102	190	167	167
Multiracial	—	4	—	—	—	—	—	—	—	—	—
Students With Disabilities	✓	31	0	4	2	7	10	8	152	105	20
Limited English Proficient	—	1	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	—	9	—	—	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation:
$$[(2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div (\text{Count of Tested Students})] \times 100$$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Science: AYP

SCHOOL: PARK ROAD SCHOOL

SCHOOL ID: 261401060004
DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

SCHOOL: PARK ROAD SCHOOL

SCHOOL ID: 261401060004

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	85	84	99%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	3	—	—
Hispanic or Latino	—	4	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—
White	✓	70	69	99%
Multiracial	—	3	—	—
Students With Disabilities	—	11	—	—
Limited English Proficient	—	0	—	—
Economically Disadvantaged	—	3	—	—

✓ At least 80% of students enrolled during the test administration period were tested.

✗ Less than 80% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Science: Performance

SCHOOL: PARK ROAD SCHOOL

SCHOOL ID: 261401060004

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	Performance at Levels				PI	Objectives	
			Students Scoring Level 1	Students Scoring Level 2	Students Scoring Level 3	Students Scoring Level 4		EAMO	Progress Target
All Students	✓	83	0	3	13	67	196	168	168
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—
Black or African American	—	3	—	—	—	—	—	—	—
Hispanic or Latino	—	4	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—	—	—	—	—
White	✓	68	0	2	11	55	197	179	179
Multiracial	—	3	—	—	—	—	—	—	—
Students With Disabilities	—	11	—	—	—	—	—	—	—
Limited English Proficient	—	0	—	—	—	—	—	—	—
Economically Disadvantaged	—	3	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]}{\times 100}$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Progress Target: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

Unweighted Combined ELA and Math PIs

SCHOOL: PARK ROAD SCHOOL

SCHOOL ID: 261401060004

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	188	188	—	—	188
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	190	190	—	—	190
Multiracial	—	—	—	—	—
Students With Disabilities	143	152	—	—	148
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

— There was not enough students to determine a Performance Index.



The New York State Report Card 2011–12

School **PITTSFORD-MENDON HIGH SCHOOL**
School ID **26-14-01-06-0010**
District **PITTSFORD CENTRAL SCHOOL
DISTRICT**
Principal **KARL THIELKING**
Telephone **(585) 267-1602**
Grades **9-12**

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

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

This report includes:

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

For more information:

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

1 Profile

School **PITTSFORD-MENDON HIGH SCHOOL**
School ID **26-14-01-06-0010**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Enrollment

	2009-10	2010-11	2011-12
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	258	239	247
Grade 10	248	260	238
Grade 11	248	248	262
Grade 12	269	246	243
Ungraded Secondary	0	0	0
Total K-12	1023	993	990

Average Class Size

	2009-10	2010-11	2011-12
Common Branch			
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English	20	20	21
Mathematics	21	19	24
Science	16	21	21
Social Studies	20	23	22

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

Average Class Size Information

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

1 Profile

School **PITTSFORD-MENDON HIGH SCHOOL**
School ID **26-14-01-06-0010**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	20	2%	12	1%	19	2%
Reduced Price Lunch	6	1%	5	1%	7	1%
Limited English Proficient	1	0%	2	0%	0	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	1	0%
Black or African American	32	3%	33	3%	28	3%
Hispanic or Latino	15	1%	22	2%	28	3%
Asian or Native Hawaiian/Other Pacific Islander	76	7%	88	9%	85	9%
White	898	88%	845	85%	830	84%
Multiracial	2	0%	5	1%	18	2%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		98%		96%		97%
Student Suspensions	10	1%	4	0%	4	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.

Attendance and Suspensions Information

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

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

1 Profile

School **PITTSFORD-MENDON HIGH SCHOOL**
School ID **26-14-01-06-0010**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	79	82	76
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%	4%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	16%	16%	16%
Total Number of Core Classes	263	263	237
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	7%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	379	383	357
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

*Not available at the district or statewide level.

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

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	33%	43%	57%
Turnover Rate of All Teachers	8%	10%	13%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	7	7	7
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	2	2	2
Principals	1	1	1

*Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

High-poverty and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

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

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

2 Student Performance

School **PITTSFORD-MENDON HIGH SCHOOL**
School ID **26-14-01-06-0010**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

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

New York State Testing Program (NYSTP) Assessments

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

English Language Arts

Level 1: Below Standard

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

Level 2: Meets Basic Standard

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

Level 3: Meets Proficiency Standard

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

Level 4: Exceeds Proficiency Standard

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

Mathematics

Level 1: Below Standard

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

Level 2: Meets Basic Standard

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

Level 3: Meets Proficiency Standard

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

Level 4: Exceeds Proficiency Standard

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

New York State Alternate Assessment (NYSAA)

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

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

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

Secondary-Level Cohorts

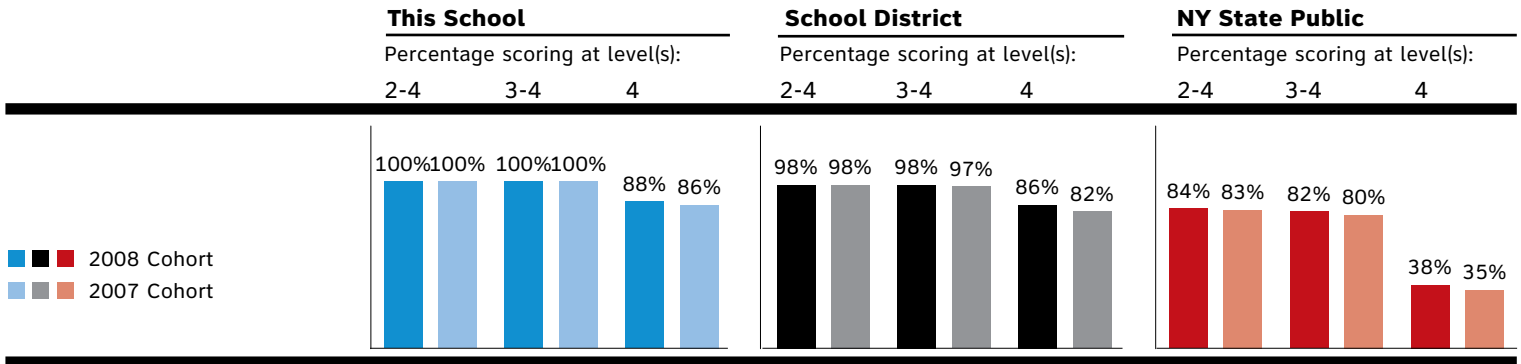
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded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

2 Student Performance

School **PITTSFORD-MENDON HIGH SCHOOL**
School ID **26-14-01-06-0010**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

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



Results by Student Group	2008 Cohort				2007 Cohort			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	241	100%	100%	88%	246	100%	100%	86%
Female	119	100%	100%	92%	130	99%	99%	94%
Male	122	100%	100%	84%	116	100%	100%	77%
American Indian or Alaska Native								
Black or African American	8	100%	100%	75%	11	100%	100%	55%
Hispanic or Latino	10	100%	100%	90%	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	16	100%	100%	94%	17	100%	100%	82%
White	201	100%	100%	88%	211	100%	100%	88%
Multiracial	6	100%	100%	83%	3	–	–	–
Small Group Totals					7	100%	100%	71%
General-Education Students	230	100%	100%	90%	227	100%	100%	90%
Students with Disabilities	11	100%	100%	45%	19	100%	100%	32%
English Proficient	241	100%	100%	88%	246	100%	100%	86%
Limited English Proficient								
Economically Disadvantaged	4	–	–	–	6	100%	100%	67%
Not Disadvantaged	237	–	–	–	240	100%	100%	86%
Migrant								
Not Migrant	241	100%	100%	88%	246	100%	100%	86%

NOTES

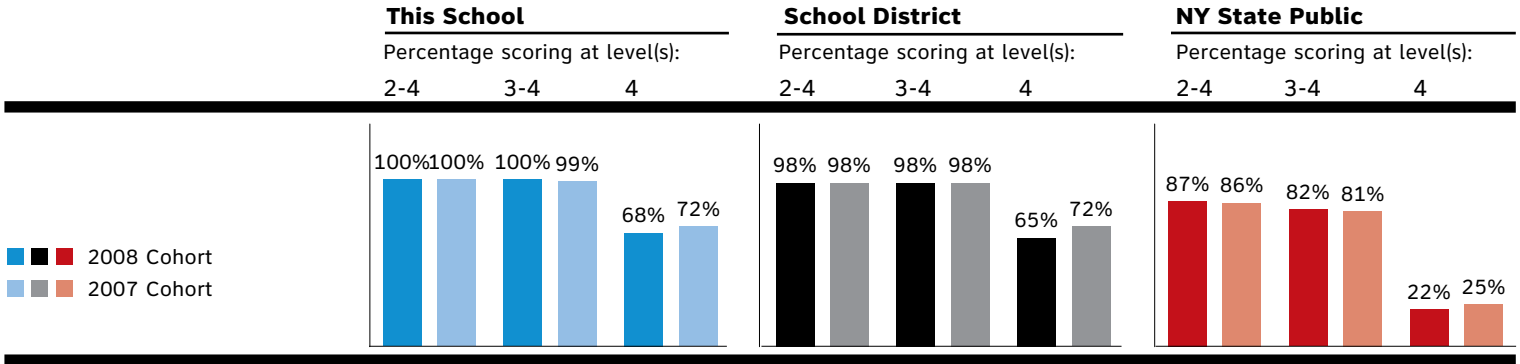
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

2 Student Performance

School **PITTSFORD-MENDON HIGH SCHOOL**
School ID **26-14-01-06-0010**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

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



Results by Student Group	2008 Cohort				2007 Cohort			
	Number of Students	Percentage scoring at level(s): 2–4 3–4 4			Number of Students	Percentage scoring at level(s): 2–4 3–4 4		
All Students	241	100%	100%	68%	246	100%	99%	72%
Female	119	100%	100%	71%	130	99%	99%	75%
Male	122	100%	100%	64%	116	100%	98%	69%
American Indian or Alaska Native								
Black or African American	8	100%	100%	63%	11	100%	82%	18%
Hispanic or Latino	10	100%	100%	60%	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	16	100%	100%	94%	17	100%	100%	94%
White	201	100%	100%	66%	211	100%	100%	74%
Multiracial	6	100%	100%	67%	3	–	–	–
Small Group Totals					7	100%	100%	57%
General-Education Students	230	100%	100%	70%	227	100%	100%	76%
Students with Disabilities	11	100%	100%	9%	19	100%	89%	26%
English Proficient	241	100%	100%	68%	246	100%	99%	72%
Limited English Proficient								
Economically Disadvantaged	4	–	–	–	6	100%	100%	50%
Not Disadvantaged	237	–	–	–	240	100%	99%	73%
Migrant								
Not Migrant	241	100%	100%	68%	246	100%	99%	72%

NOTES

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2 Student Performance

School **PITTSFORD-MENDON HIGH SCHOOL**
School ID **26-14-01-06-0010**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

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

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
Global History and Geography	241	1%	18%	79%	230	0%	17%	82%	11	18%	45%	27%
U.S. History and Government	241	0%	11%	88%	230	0%	10%	90%	11	0%	45%	45%
Science	241	0%	14%	86%	230	0%	13%	87%	11	0%	36%	64%

New York State Alternate Assessments (NYSAA) 2011-12

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

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2 Student Performance

School **PITTSFORD-MENDON HIGH SCHOOL**
School ID **26-14-01-06-0010**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	262	100%	100%	82%	242	100%	100%	86%	20	95%	95%	35%
	2010-11	246	100%	100%	87%	234	100%	100%	90%	12	100%	100%	42%
	2009-10	246	100%	100%	86%	223	100%	100%	92%	23	100%	96%	30%
Integrated Algebra	2011-12	120	100%	99%	32%	100	100%	100%	36%	20	100%	95%	10%
	2010-11	118	100%	97%	31%	94	100%	100%	36%	24	100%	83%	13%
	2009-10	138	100%	99%	36%	117	100%	99%	42%	21	100%	95%	5%
Geometry	2011-12	229	100%	100%	67%	211	100%	100%	71%	18	100%	100%	17%
	2010-11	256	99%	97%	57%	244	100%	98%	59%	12	92%	83%	8%
	2009-10	252	99%	97%	53%	236	100%	99%	57%	16	94%	75%	0%
Algebra 2/Trigonometry	2011-12	233	96%	86%	44%	227	96%	87%	45%	6	100%	50%	17%
	2010-11	235	97%	91%	42%	227	96%	91%	43%	8	100%	88%	0%
	2009-10	142	96%	91%	64%	142	96%	91%	64%	0			
Global History and Geography	2011-12	243	99%	98%	78%	220	100%	100%	82%	23	91%	87%	39%
	2010-11	262	99%	97%	74%	241	99%	98%	79%	21	95%	86%	19%
	2009-10	249	98%	98%	77%	237	98%	98%	80%	12	100%	92%	25%
U.S. History and Government	2011-12	265	100%	100%	89%	245	100%	100%	92%	20	95%	95%	50%
	2010-11	246	100%	99%	89%	237	100%	99%	91%	9	100%	100%	56%
	2009-10	246	100%	100%	91%	222	100%	100%	95%	24	100%	96%	50%
Living Environment	2011-12	247	100%	100%	89%	219	100%	100%	93%	28	96%	96%	54%
	2010-11	258	100%	100%	92%	241	100%	100%	94%	17	100%	100%	65%
	2009-10	249	100%	100%	82%	230	100%	100%	84%	19	100%	100%	53%
Physical Setting/Earth Science	2011-12	160	99%	96%	70%	139	100%	98%	76%	21	95%	81%	33%
	2010-11	153	99%	99%	65%	133	100%	100%	71%	20	95%	90%	25%
	2009-10	172	99%	99%	75%	158	99%	99%	77%	14	100%	100%	50%
Physical Setting/Chemistry	2011-12	219	100%	98%	41%	215	—	—	—	4	—	—	—
	2010-11	196	100%	97%	45%	191	100%	98%	46%	5	100%	80%	0%
	2009-10	187	100%	99%	39%	182	100%	99%	40%	5	100%	100%	0%
Physical Setting/Physics	2011-12	129	98%	88%	53%	126	—	—	—	3	—	—	—
	2010-11	137	97%	92%	47%	135	—	—	—	2	—	—	—
	2009-10	127	100%	94%	43%	126	—	—	—	1	—	—	—

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2 Student Performance

School **PITTSFORD-MENDON HIGH SCHOOL**
School ID **26-14-01-06-0010**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	0		0		0	
Science	2011-12	1	—	0		1	—
	2010-11	0		0		0	
	2009-10	0		0		0	
Reading	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	0		0		0	
Writing	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	0		0		0	
Global Studies	2011-12	1	—	0		1	—
	2010-11	1	—	0		1	—
	2009-10	0		0		0	
U.S. History and Government	2011-12	1	—	0		1	—
	2010-11	0		0		0	
	2009-10	0		0		0	

NOTE

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2 Student Performance

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

3 Student Outcomes

School **PITTSFORD-MENDON HIGH SCHOOL**
School ID **26-14-01-06-0010**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2011–12	239		228		11	
	2010–11	248		230		18	
	2009–10	265		250		15	
Receiving a Regents Diploma	2011–12	237	99%	228	100%	9	82%
	2010–11	247	100%	230	100%	17	94%
	2009–10	262	99%	250	100%	12	80%
Receiving a Regents Diploma with Advanced Designation	2011–12	183	77%	180	79%	3	27%
	2010–11	195	79%	188	82%	7	39%
	2009–10	190	72%	190	76%	0	0%
Receiving an Individualized Education Program (IEP) Diploma	2011–12	0		0		0	
	2010–11	0		0		0	
	2009–10	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 Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Dropped Out	2011–12	2	0%	2	0%	0	0%
	2010–11	0	0%	0	0%	0	0%
	2009–10	1	0%	1	0%	0	0%
Entered Approved High School Equivalency Preparation Program	2011–12	0	0%	0	0%	0	0%
	2010–11	0	0%	0	0%	0	0%
	2009–10	0	0%	0	0%	0	0%
Total Non-completers	2011–12	2	0%	2	0%	0	0%
	2010–11	0	0%	0	0%	0	0%
	2009–10	1	0%	1	0%	0	0%

Post-secondary Plans of 2011–12 Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
To 4-year College		202	85%	196	86%	6	55%
To 2-year College		24	10%	21	9%	3	27%
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		0	0%	0	0%	0	0%
Plan Unknown		13	5%	11	5%	2	18%



The New York State Accountability Report 2011-12

SCHOOL:	PITTSFORD-MENDON HIGH SCHOOL
SCHOOL ID:	261401060010
DISTRICT:	PITTSFORD CENTRAL SCHOOL DISTRICT
DISTRICT ID:	261401060000
PRINCIPAL:	KARL THIELKING
SUPERINTENDENT:	MARY ALICE PRICE
PHONE:	585-267-1602

Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward, Focus, or Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

More Information:
Office of Accountability
New York State Education Department
55 Hanson Place
Brooklyn, NY 11217
Email: accountinfo@mail.nysed.gov

Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target.**" In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target.**"

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

Secondary-Level ELA: AYP

SCHOOL: PITTSFORD-MENDON HIGH SCHOOL

SCHOOL ID: 261401060010
DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Adequate Yearly Progress: In secondary-level English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level ELA: Participation

SCHOOL: PITTSFORD-MENDON HIGH SCHOOL

SCHOOL ID: 261401060010

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	12th Graders with Valid Test Scores	Percent of 12th Graders with Valid Test Scores
All Students	✓	240	240	100%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	9	—	—
Hispanic or Latino	—	10	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	15	—	—
White	✓	201	201	100%
Multiracial	—	5	—	—
Students With Disabilities	—	12	—	—
Limited English Proficient	—	0	—	—
Economically Disadvantaged	—	5	—	—

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level ELA: Performance

SCHOOL: PITTSFORD-MENDON HIGH SCHOOL

SCHOOL ID: 261401060010

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	Performance at Levels				PI	Objectives	
			Students Scoring at Accountability Level 1	Students Scoring at Accountability Level 2	Students Scoring at Accountability Level 3	Students Scoring at Accountability Level 4		EAMO	Safe Harbor Target
All Students	✓	238	0	5	61	172	198	152	152
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—
Black or African American	—	8	—	—	—	—	—	—	—
Hispanic or Latino	—	10	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	15	—	—	—	—	—	—	—
White	✓	200	0	3	55	142	199	166	166
Multiracial	—	5	—	—	—	—	—	—	—
Students With Disabilities	—	11	—	—	—	—	—	—	—
Limited English Proficient	—	0	—	—	—	—	—	—	—
Economically Disadvantaged	—	4	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:
$$\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Cohort Members}]} \times 100$$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:
$$2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$$

Secondary-Level Math: AYP

SCHOOL: PITTSFORD-MENDON HIGH SCHOOL

SCHOOL ID: 261401060010
DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Adequate Yearly Progress: In secondary-level mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level Math: Participation

SCHOOL: PITTSFORD-MENDON HIGH SCHOOL

SCHOOL ID: 261401060010

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	12th Graders with Valid Test Scores	Percent of 12th Graders with Valid Test Scores
All Students	✓	240	240	100%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	9	—	—
Hispanic or Latino	—	10	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	15	—	—
White	✓	201	201	100%
Multiracial	—	5	—	—
Students With Disabilities	—	12	—	—
Limited English Proficient	—	0	—	—
Economically Disadvantaged	—	5	—	—

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level Math: Performance

SCHOOL: PITTSFORD-MENDON HIGH SCHOOL

SCHOOL ID: 261401060010

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Secondary-Level Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	Performance at Levels				PI	Objectives	
			Students Scoring at Accountability Level 1	Students Scoring at Accountability Level 2	Students Scoring at Accountability Level 3	Students Scoring at Accountability Level 4		EAMO	Safe Harbor Target
All Students	✓	238	0	21	107	110	191	129	129
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—
Black or African American	—	8	—	—	—	—	—	—	—
Hispanic or Latino	—	10	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	15	—	—	—	—	—	—	—
White	✓	200	0	18	93	89	191	146	146
Multiracial	—	5	—	—	—	—	—	—	—
Students With Disabilities	—	11	—	—	—	—	—	—	—
Limited English Proficient	—	0	—	—	—	—	—	—	—
Economically Disadvantaged	—	4	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Cohort Members}]} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Unweighted Combined ELA and Math PIs

SCHOOL: PITTSFORD-MENDON HIGH SCHOOL

SCHOOL ID: 261401060010

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	—	—	198	191	195
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	—	—	199	191	195
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

— There was not enough students to determine a Performance Index.

Graduation Rate: AYP

SCHOOL: PITTSFORD-MENDON HIGH SCHOOL

SCHOOL ID: 261401060010
DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Adequate Yearly Progress: To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort **OR** the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target.

All accountability groups made AYP: YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Graduation Rate: 4-Year Graduation-Rate Total Cohort

SCHOOL: PITTSFORD-MENDON HIGH SCHOOL

SCHOOL ID: 261401060010

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: **YES**

Four-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2007 Four-Year Graduation-Rate Total Cohort	Number of Graduates	Graduation Rate	State Standard	Progress Target
All Students	✓	246	244	99%	80%	80%
American Indian or Alaska Native	—	0	—	—	—	—
Black or African American	—	11	—	—	—	—
Hispanic or Latino	—	4	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	17	—	—	—	—
White	✓	211	209	99%	80%	80%
Multiracial	—	3	—	—	—	—
Students With Disabilities	—	19	—	—	—	—
Limited English Proficient	—	0	—	—	—	—
Economically Disadvantaged	—	6	—	—	—	—

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

2007 Four-Year Graduation-Rate Total Cohort

The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduate rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$

Graduation Rate: 5-Year Graduation-Rate Total Cohort

SCHOOL: PITTSFORD-MENDON HIGH SCHOOL

SCHOOL ID: 261401060010

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: **YES**

Five-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2006 Five-Year Graduation-Rate Total Cohort	Number of Graduates	Graduation Rate	State Standard	Progress Target
All Students	✓	267	267	100%	80%	80%
American Indian or Alaska Native	—	0	—	—	—	—
Black or African American	—	6	—	—	—	—
Hispanic or Latino	—	4	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	23	—	—	—	—
White	✓	234	234	100%	80%	80%
Multiracial	—	0	—	—	—	—
Students With Disabilities	—	14	—	—	—	—
Limited English Proficient	—	0	—	—	—	—
Economically Disadvantaged	—	4	—	—	—	—

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

2006 Five-Year Graduation-Rate Total Cohort

The 2006 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2006 and June 30, 2007. Five-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduate rate for the 2006 five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2006 five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the 2005 five-year graduation-rate total cohort as of June 30, 2010. The following equation is used to determine the 2006 five-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2005 five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the 2005 five-year graduation-rate total cohort}$



The New York State Report Card 2011–12

School **PITTSFORD SUTHERLAND HIGH
SCHOOL**

School ID **26-14-01-06-0006**

District **PITTSFORD CENTRAL SCHOOL
DISTRICT**

Principal **LIZ KONAR**

Telephone **(585) 267-1102**

Grades **9-12, US**

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

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

This report includes:

1 Profile

This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.

2 Student Performance

This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.

3 Student Outcomes

This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

For more information:

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

1 Profile

School **PITTSFORD SUTHERLAND HIGH SCHOOL**
School ID **26-14-01-06-0006**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Enrollment

	2009-10	2010-11	2011-12
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	274	246	244
Grade 10	252	269	250
Grade 11	252	251	260
Grade 12	246	254	251
Ungraded Secondary	0	0	3
Total K-12	1024	1020	1008

Average Class Size

	2009-10	2010-11	2011-12
Common Branch			
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English	21	19	22
Mathematics	23	20	22
Science	13	20	19
Social Studies	22	22	20

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

Average Class Size Information

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

1 Profile

School **PITTSFORD SUTHERLAND HIGH SCHOOL**
School ID **26-14-01-06-0006**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	32	3%	32	3%	33	3%
Reduced Price Lunch	14	1%	13	1%	18	2%
Limited English Proficient	2	0%	1	0%	2	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	21	2%	23	2%	24	2%
Hispanic or Latino	7	1%	14	1%	28	3%
Asian or Native Hawaiian/Other Pacific Islander	83	8%	90	9%	83	8%
White	907	89%	893	88%	863	86%
Multiracial	6	1%	0	0%	10	1%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		93%		95%		97%
Student Suspensions	16	2%	14	1%	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.

Attendance and Suspensions Information

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

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

1 Profile

School **PITTSFORD SUTHERLAND HIGH SCHOOL**
School ID **26-14-01-06-0006**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	80	80	81
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	1%	5%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	25%	26%	26%
Total Number of Core Classes	253	277	249
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	7%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	381	401	392
Percent Taught by Teachers Without Appropriate Certification	1%	0%	0%

*Not available at the district or statewide level.

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

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	40%	33%	50%
Turnover Rate of All Teachers	11%	13%	13%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	7	7	7
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	2	2	2
Principals	1	1	1

*Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

High-poverty and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

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

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

2 Student Performance

School **PITTSFORD SUTHERLAND HIGH SCHOOL**
School ID **26-14-01-06-0006**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

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

New York State Testing Program (NYSTP) Assessments

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

English Language Arts

Level 1: Below Standard

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

Level 2: Meets Basic Standard

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

Level 3: Meets Proficiency Standard

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

Level 4: Exceeds Proficiency Standard

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

Mathematics

Level 1: Below Standard

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

Level 2: Meets Basic Standard

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

Level 3: Meets Proficiency Standard

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

Level 4: Exceeds Proficiency Standard

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

New York State Alternate Assessment (NYSAA)

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

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

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

Secondary-Level Cohorts

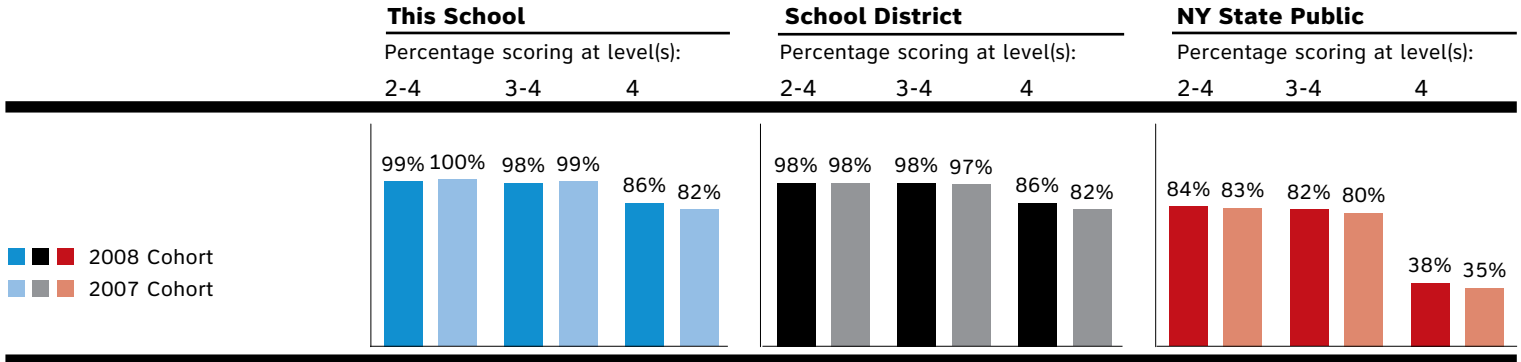
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded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

2 Student Performance

School **PITTSFORD SUTHERLAND HIGH SCHOOL**
School ID **26-14-01-06-0006**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

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



Results by Student Group	2008 Cohort				2007 Cohort			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	251	99%	98%	86%	252	100%	99%	82%
Female	129	100%	100%	89%	130	100%	99%	82%
Male	122	98%	97%	84%	122	99%	99%	81%
American Indian or Alaska Native								
Black or African American	7	86%	86%	71%	6	100%	100%	17%
Hispanic or Latino	3	–	–	–	5	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	20	100%	100%	90%	21	95%	95%	86%
White	217	99%	99%	86%	219	100%	100%	83%
Multiracial	4	–	–	–	1	–	–	–
Small Group Totals	7	100%	100%	100%	6	100%	100%	100%
General-Education Students	226	100%	100%	90%	232	100%	100%	85%
Students with Disabilities	25	92%	88%	52%	20	100%	95%	45%
English Proficient	251	99%	98%	86%	252	100%	99%	82%
Limited English Proficient								
Economically Disadvantaged	9	89%	89%	78%	14	100%	100%	36%
Not Disadvantaged	242	99%	99%	87%	238	100%	99%	84%
Migrant								
Not Migrant	251	99%	98%	86%	252	100%	99%	82%

NOTES

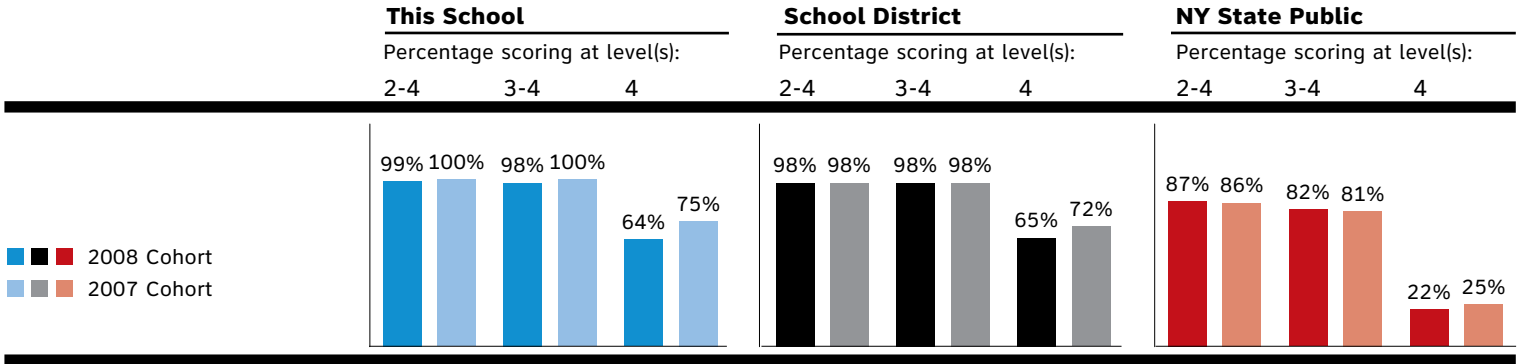
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2 Student Performance

School **PITTSFORD SUTHERLAND HIGH SCHOOL**
School ID **26-14-01-06-0006**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

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



Results by Student Group	2008 Cohort				2007 Cohort			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	251	99%	98%	64%	252	100%	100%	75%
Female	129	100%	100%	67%	130	100%	100%	72%
Male	122	98%	97%	61%	122	100%	100%	80%
American Indian or Alaska Native								
Black or African American	7	86%	86%	43%	6	100%	100%	0%
Hispanic or Latino	3	–	–	–	5	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	20	100%	100%	80%	21	100%	100%	90%
White	217	99%	99%	64%	219	100%	100%	76%
Multiracial	4	–	–	–	1	–	–	–
Small Group Totals	7	100%	100%	43%	6	100%	100%	67%
General-Education Students	226	100%	100%	68%	232	100%	100%	80%
Students with Disabilities	25	92%	88%	24%	20	100%	100%	25%
English Proficient	251	99%	98%	64%	252	100%	100%	75%
Limited English Proficient								
Economically Disadvantaged	9	89%	89%	11%	14	100%	100%	50%
Not Disadvantaged	242	99%	99%	66%	238	100%	100%	77%
Migrant								
Not Migrant	251	99%	98%	64%	252	100%	100%	75%

NOTES

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2 Student Performance

School **PITTSFORD SUTHERLAND HIGH SCHOOL**
School ID **26-14-01-06-0006**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

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

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
Global History and Geography	251	0%	22%	75%	226	0%	18%	80%	25	4%	52%	32%
U.S. History and Government	251	0%	9%	89%	226	0%	7%	92%	25	0%	32%	60%
Science	251	0%	20%	78%	226	0%	17%	81%	25	0%	48%	44%

New York State Alternate Assessments (NYSAA) 2011-12

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

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2 Student Performance

School **PITTSFORD SUTHERLAND HIGH SCHOOL**
School ID **26-14-01-06-0006**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	269	98%	97%	81%	237	100%	99%	86%	32	88%	84%	47%
	2010-11	250	100%	99%	87%	220	100%	100%	90%	30	100%	97%	63%
	2009-10	249	100%	99%	82%	225	100%	100%	86%	24	100%	88%	42%
Integrated Algebra	2011-12	144	100%	99%	35%	116	100%	100%	41%	28	100%	96%	7%
	2010-11	146	97%	94%	40%	116	100%	100%	49%	30	83%	70%	3%
	2009-10	160	98%	93%	37%	127	100%	99%	43%	33	88%	70%	12%
Geometry	2011-12	210	100%	100%	67%	199	100%	100%	69%	11	100%	100%	18%
	2010-11	252	100%	100%	70%	228	100%	100%	73%	24	96%	96%	38%
	2009-10	236	100%	98%	57%	220	100%	99%	60%	16	94%	88%	19%
Algebra 2/Trigonometry	2011-12	255	100%	94%	64%	238	100%	96%	67%	17	94%	65%	29%
	2010-11	229	96%	92%	63%	217	97%	94%	65%	12	67%	50%	25%
	2009-10	140	96%	94%	65%	132	96%	95%	66%	8	100%	88%	50%
Global History and Geography	2011-12	251	100%	99%	83%	231	100%	100%	87%	20	95%	85%	40%
	2010-11	272	99%	98%	76%	237	100%	99%	81%	35	94%	94%	37%
	2009-10	251	99%	97%	76%	221	100%	99%	81%	30	90%	80%	40%
U.S. History and Government	2011-12	266	99%	99%	84%	235	100%	100%	88%	31	94%	94%	55%
	2010-11	249	100%	100%	91%	219	100%	100%	94%	30	100%	100%	67%
	2009-10	248	100%	99%	87%	224	100%	100%	90%	24	100%	88%	63%
Living Environment	2011-12	238	100%	100%	86%	215	100%	100%	91%	23	96%	96%	39%
	2010-11	262	100%	100%	83%	232	100%	100%	87%	30	100%	100%	53%
	2009-10	257	100%	100%	77%	229	100%	100%	82%	28	100%	96%	43%
Physical Setting/Earth Science	2011-12	178	100%	98%	72%	147	100%	99%	77%	31	100%	94%	48%
	2010-11	169	100%	98%	66%	146	100%	99%	72%	23	100%	91%	30%
	2009-10	176	98%	96%	61%	148	99%	97%	65%	28	96%	93%	39%
Physical Setting/Chemistry	2011-12	214	100%	100%	69%	205	100%	100%	70%	9	100%	100%	56%
	2010-11	210	100%	98%	63%	204	100%	98%	64%	6	100%	100%	33%
	2009-10	172	100%	99%	54%	165	100%	99%	55%	7	100%	100%	43%
Physical Setting/Physics	2011-12	111	98%	89%	43%	106	98%	90%	44%	5	100%	80%	20%
	2010-11	84	100%	86%	55%	83	—	—	—	1	—	—	—
	2009-10	126	98%	90%	48%	122	—	—	—	4	—	—	—

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2 Student Performance

School **PITTSFORD SUTHERLAND HIGH SCHOOL**
School ID **26-14-01-06-0006**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	0		0		0	
Science	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	0		0		0	
Reading	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	0		0		0	
Writing	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	0		0		0	
Global Studies	2011-12	1	—	0		1	—
	2010-11	1	—	0		1	—
	2009-10	0		0		0	
U.S. History and Government	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	0		0		0	

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2 Student Performance

School **PITTSFORD SUTHERLAND HIGH SCHOOL**
School ID **26-14-01-06-0006**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

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

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

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3 Student Outcomes

School **PITTSFORD SUTHERLAND HIGH SCHOOL**
School ID **26-14-01-06-0006**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2011–12	247		228		19	
	2010–11	249		229		20	
	2009–10	242		221		21	
Receiving a Regents Diploma	2011–12	245	99%	228	100%	17	89%
	2010–11	245	98%	227	99%	18	90%
	2009–10	236	98%	217	98%	19	90%
Receiving a Regents Diploma with Advanced Designation	2011–12	194	79%	189	83%	5	26%
	2010–11	203	82%	198	86%	5	25%
	2009–10	183	76%	176	80%	7	33%
Receiving an Individualized Education Program (IEP) Diploma	2011–12	1	N/A	0		1	N/A
	2010–11	0		0		0	
	2009–10	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 Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Dropped Out	2011–12	0	0%	0	0%	0	0%
	2010–11	2	0%	2	0%	0	0%
	2009–10	4	0%	3	0%	1	1%
Entered Approved High School Equivalency Preparation Program	2011–12	1	0%	0	0%	1	1%
	2010–11	1	0%	0	0%	1	1%
	2009–10	1	0%	1	0%	0	0%
Total Non-completers	2011–12	1	0%	0	0%	1	1%
	2010–11	3	0%	2	0%	1	1%
	2009–10	5	0%	4	0%	1	1%

Post-secondary Plans of 2011–12 Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
To 4-year College		209	84%	200	88%	9	45%
To 2-year College		31	13%	21	9%	10	50%
To Other Post-secondary		1	0%	1	0%	0	0%
To the Military		1	0%	1	0%	0	0%
To Employment		0	0%	0	0%	0	0%
To Adult Services		0	0%	0	0%	0	0%
To Other Known Plans		2	1%	1	0%	1	5%
Plan Unknown		4	2%	4	2%	0	0%



The New York State Accountability Report 2011-12

SCHOOL:	PITTSFORD SUTHERLAND HIGH SCHOOL
SCHOOL ID:	261401060006
DISTRICT:	PITTSFORD CENTRAL SCHOOL DISTRICT
DISTRICT ID:	261401060000
PRINCIPAL:	LIZ KONAR
SUPERINTENDENT:	MARY ALICE PRICE
PHONE:	585-267-1102

Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward, Focus, or Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

More Information:
Office of Accountability
New York State Education Department
55 Hanson Place
Brooklyn, NY 11217
Email: accountinfo@mail.nysed.gov

Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target**." In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target**."

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

Secondary-Level ELA: AYP

SCHOOL: PITTSFORD SUTHERLAND HIGH SCHOOL

SCHOOL ID: 261401060006
DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Adequate Yearly Progress: In secondary-level English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level ELA: Participation

SCHOOL: PITTSFORD SUTHERLAND HIGH SCHOOL

SCHOOL ID: 261401060006

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	12th Graders with Valid Test Scores	Percent of 12th Graders with Valid Test Scores
All Students	✓	251	251	100%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	6	—	—
Hispanic or Latino	—	3	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	20	—	—
White	✓	218	218	100%
Multiracial	—	4	—	—
Students With Disabilities	—	22	—	—
Limited English Proficient	—	0	—	—
Economically Disadvantaged	—	7	—	—

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level ELA: Performance

SCHOOL: PITTSFORD SUTHERLAND HIGH SCHOOL

SCHOOL ID: 261401060006

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	Performance at Levels				PI	Objectives	
			Students Scoring at Accountability Level 1	Students Scoring at Accountability Level 2	Students Scoring at Accountability Level 3	Students Scoring at Accountability Level 4		EAMO	Safe Harbor Target
All Students	✓	247	1	4	67	175	198	152	152
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—
Black or African American	—	6	—	—	—	—	—	—	—
Hispanic or Latino	—	3	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	20	—	—	—	—	—	—	—
White	✓	214	1	4	57	152	197	166	166
Multiracial	—	4	—	—	—	—	—	—	—
Students With Disabilities	—	23	—	—	—	—	—	—	—
Limited English Proficient	—	0	—	—	—	—	—	—	—
Economically Disadvantaged	—	9	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Cohort Members}]} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Secondary-Level Math: AYP

SCHOOL: PITTSFORD SUTHERLAND HIGH SCHOOL

SCHOOL ID: 261401060006
DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Adequate Yearly Progress: In secondary-level mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level Math: Participation

SCHOOL: PITTSFORD SUTHERLAND HIGH SCHOOL

SCHOOL ID: 261401060006

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	12th Graders with Valid Test Scores	Percent of 12th Graders with Valid Test Scores
All Students	✓	251	251	100%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	6	—	—
Hispanic or Latino	—	3	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	20	—	—
White	✓	218	218	100%
Multiracial	—	4	—	—
Students With Disabilities	—	22	—	—
Limited English Proficient	—	0	—	—
Economically Disadvantaged	—	7	—	—

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level Math: Performance

SCHOOL: PITTSFORD SUTHERLAND HIGH SCHOOL

SCHOOL ID: 261401060006

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Secondary-Level Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	Performance at Levels				PI	Objectives	
			Students Scoring at Accountability Level 1	Students Scoring at Accountability Level 2	Students Scoring at Accountability Level 3	Students Scoring at Accountability Level 4		EAMO	Safe Harbor Target
All Students	✓	247	0	33	102	112	187	129	129
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—
Black or African American	—	6	—	—	—	—	—	—	—
Hispanic or Latino	—	3	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	20	—	—	—	—	—	—	—
White	✓	214	0	27	92	95	187	146	146
Multiracial	—	4	—	—	—	—	—	—	—
Students With Disabilities	—	23	—	—	—	—	—	—	—
Limited English Proficient	—	0	—	—	—	—	—	—	—
Economically Disadvantaged	—	9	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Cohort Members}]} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Unweighted Combined ELA and Math PIs

SCHOOL: PITTSFORD SUTHERLAND HIGH SCHOOL

SCHOOL ID: 261401060006

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	—	—	198	187	193
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	—	—	197	187	192
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

— There was not enough students to determine a Performance Index.

Graduation Rate: AYP

SCHOOL: PITTSFORD SUTHERLAND HIGH SCHOOL

SCHOOL ID: 261401060006
DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Adequate Yearly Progress: To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort **OR** the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target.

All accountability groups made AYP: YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Graduation Rate: 4-Year Graduation-Rate Total Cohort

SCHOOL: PITTSFORD SUTHERLAND HIGH SCHOOL

SCHOOL ID: 261401060006

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: **YES**

Four-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2007 Four-Year Graduation-Rate Total Cohort	Number of Graduates	Graduation Rate	State Standard	Progress Target
All Students	✓	252	248	98%	80%	80%
American Indian or Alaska Native	—	0	—	—	—	—
Black or African American	—	6	—	—	—	—
Hispanic or Latino	—	5	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	21	—	—	—	—
White	✓	219	216	99%	80%	80%
Multiracial	—	1	—	—	—	—
Students With Disabilities	—	20	—	—	—	—
Limited English Proficient	—	0	—	—	—	—
Economically Disadvantaged	—	14	—	—	—	—

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

2007 Four-Year Graduation-Rate Total Cohort

The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduate rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$

Graduation Rate: 5-Year Graduation-Rate Total Cohort

SCHOOL: PITTSFORD SUTHERLAND HIGH SCHOOL

SCHOOL ID: 261401060006

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: **YES**

Five-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2006 Five-Year Graduation-Rate Total Cohort	Number of Graduates	Graduation Rate	State Standard	Progress Target
All Students	✓	251	245	98%	80%	80%
American Indian or Alaska Native	—	0	—	—	—	—
Black or African American	—	8	—	—	—	—
Hispanic or Latino	—	4	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	16	—	—	—	—
White	✓	223	220	99%	80%	80%
Multiracial	—	0	—	—	—	—
Students With Disabilities	—	22	—	—	—	—
Limited English Proficient	—	3	—	—	—	—
Economically Disadvantaged	—	13	—	—	—	—

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

2006 Five-Year Graduation-Rate Total Cohort

The 2006 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2006 and June 30, 2007. Five-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduate rate for the 2006 five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2006 five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the 2005 five-year graduation-rate total cohort as of June 30, 2010. The following equation is used to determine the 2006 five-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2005 five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the 2005 five-year graduation-rate total cohort}$



The New York State Report Card 2011–12

School **THORNELL ROAD SCHOOL**
School ID **26-14-01-06-0009**
District **PITTSFORD CENTRAL SCHOOL
DISTRICT**
Principal **ROGER DEBELL**
Telephone **(585) 267-1702**
Grades **K-5**

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

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

This report includes:

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

For more information:

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

1 Profile

School **THORNELL ROAD SCHOOL**
School ID **26-14-01-06-0009**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	0
Kindergarten	79	51	59
Grade 1	91	86	69
Grade 2	81	93	87
Grade 3	85	83	90
Grade 4	99	86	83
Grade 5	78	100	87
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	513	499	475

Average Class Size

	2009-10	2010-11	2011-12
Common Branch	21	21	22
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

Average Class Size Information

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

1 Profile

School **THORNELL ROAD SCHOOL**
School ID **26-14-01-06-0009**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	10	2%	9	2%	17	4%
Reduced Price Lunch	5	1%	4	1%	4	1%
Limited English Proficient	3	1%	1	0%	2	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	1	0%
Black or African American	13	3%	12	2%	14	3%
Hispanic or Latino	15	3%	18	4%	18	4%
Asian or Native Hawaiian/Other Pacific Islander	42	8%	44	9%	29	6%
White	436	85%	421	84%	403	85%
Multiracial	7	1%	4	1%	10	2%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		100%		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.

Attendance and Suspensions Information

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

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

1 Profile

School **THORNELL ROAD SCHOOL**
School ID **26-14-01-06-0009**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	33	32	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	3%	0%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	18%	22%	18%
Total Number of Core Classes	32	40	30
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	7%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	73	73	70
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

*Not available at the district or statewide level.

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

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	25%	67%	0%
Turnover Rate of All Teachers	15%	18%	19%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	3	3	3
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	0	0	0
Principals	1	1	1

*Not available at the school level.

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

High-poverty and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

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

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

2 Student Performance

School **THORNELL ROAD SCHOOL**
School ID **26-14-01-06-0009**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

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

New York State Testing Program (NYSTP) Assessments

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

English Language Arts

Level 1: Below Standard

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

Level 2: Meets Basic Standard

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

Level 3: Meets Proficiency Standard

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

Level 4: Exceeds Proficiency Standard

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

Mathematics

Level 1: Below Standard

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

Level 2: Meets Basic Standard

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

Level 3: Meets Proficiency Standard

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

Level 4: Exceeds Proficiency Standard

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

New York State Alternate Assessment (NYSAA)

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

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

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

Secondary-Level Cohorts

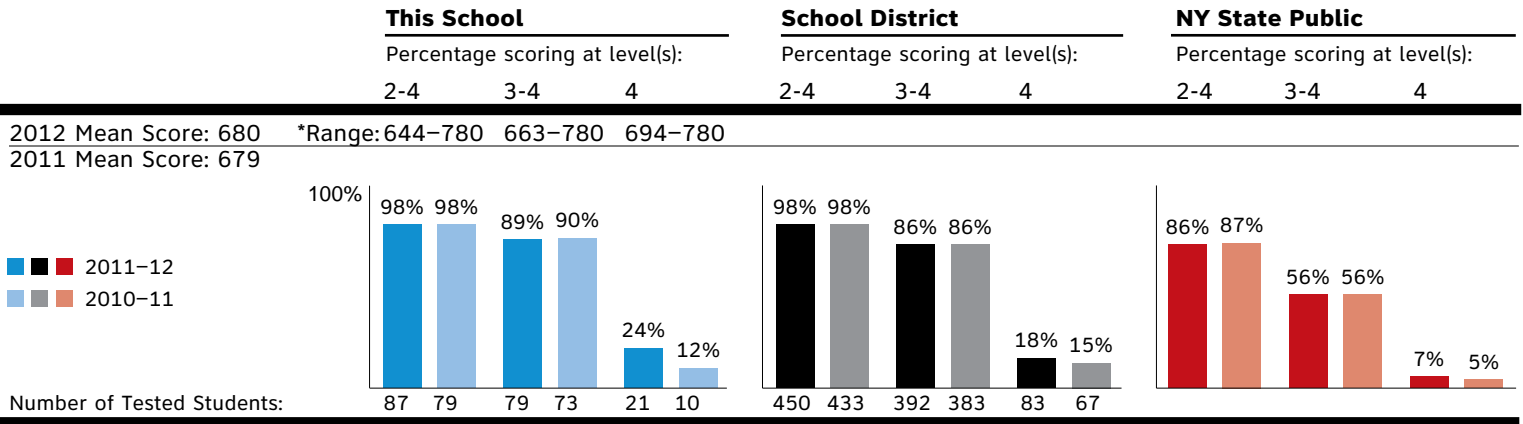
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded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

2 Student Performance

School **THORNELL ROAD SCHOOL**
School ID **26-14-01-06-0009**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 3 English Language Arts



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	89	98%	89%	24%	81	98%	90%	12%
Female	44	95%	86%	23%	33	100%	91%	15%
Male	45	100%	91%	24%	48	96%	90%	10%
American Indian or Alaska Native								
Black or African American	2	–	–	–	4	–	–	–
Hispanic or Latino	4	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	6	100%	100%	33%
White	77	97%	88%	26%	67	97%	91%	9%
Multiracial	2	–	–	–	1	–	–	–
Small Group Totals	12	100%	92%	8%	8	100%	75%	25%
General-Education Students	80	100%	94%	26%	75	100%	93%	13%
Students with Disabilities	9	78%	44%	0%	6	67%	50%	0%
English Proficient	89	98%	89%	24%	81	98%	90%	12%
Limited English Proficient								
Economically Disadvantaged	1	–	–	–	8	100%	75%	13%
Not Disadvantaged	88	–	–	–	73	97%	92%	12%
Migrant								
Not Migrant	89	98%	89%	24%	81	98%	90%	12%

NOTES

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

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSA): 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	0	N/A	N/A	N/A

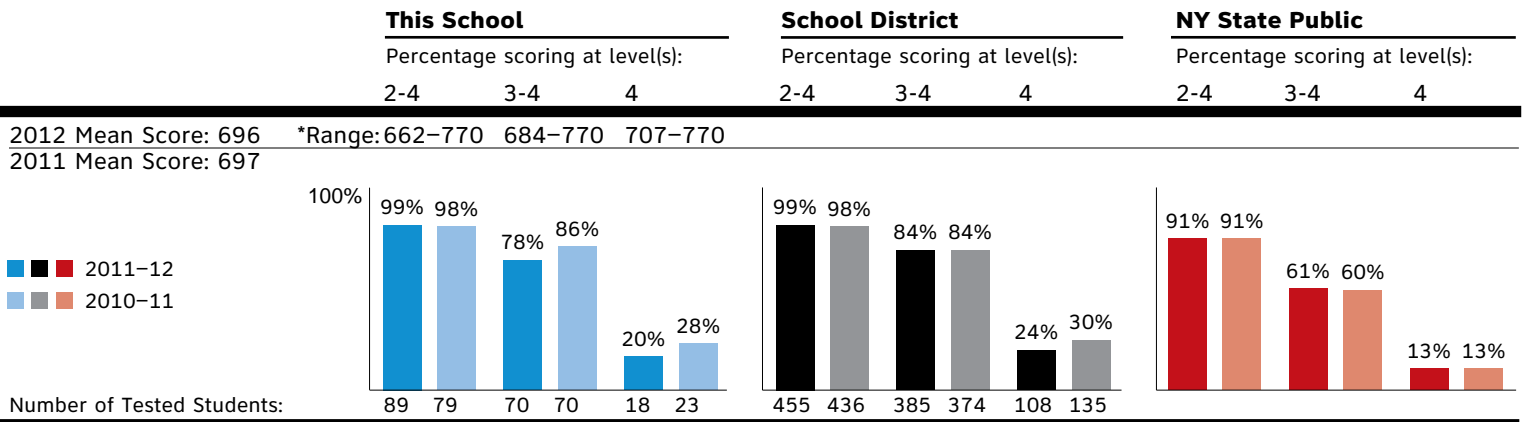
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **THORNELL ROAD SCHOOL**
School ID **26-14-01-06-0009**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 3 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	90	99%	78%	20%	81	98%	86%	28%
Female	45	98%	69%	11%	33	100%	82%	24%
Male	45	100%	87%	29%	48	96%	90%	31%
American Indian or Alaska Native								
Black or African American	2	–	–	–	4	–	–	–
Hispanic or Latino	4	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	6	100%	100%	67%
White	78	99%	79%	22%	67	97%	87%	24%
Multiracial	2	–	–	–	1	–	–	–
Small Group Totals	12	100%	67%	8%	8	100%	75%	38%
General-Education Students	79	100%	85%	23%	75	99%	88%	31%
Students with Disabilities	11	91%	27%	0%	6	83%	67%	0%
English Proficient	90	99%	78%	20%	81	98%	86%	28%
Limited English Proficient								
Economically Disadvantaged	1	–	–	–	8	100%	75%	13%
Not Disadvantaged	89	–	–	–	73	97%	88%	30%
Migrant								
Not Migrant	90	99%	78%	20%	81	98%	86%	28%

NOTES

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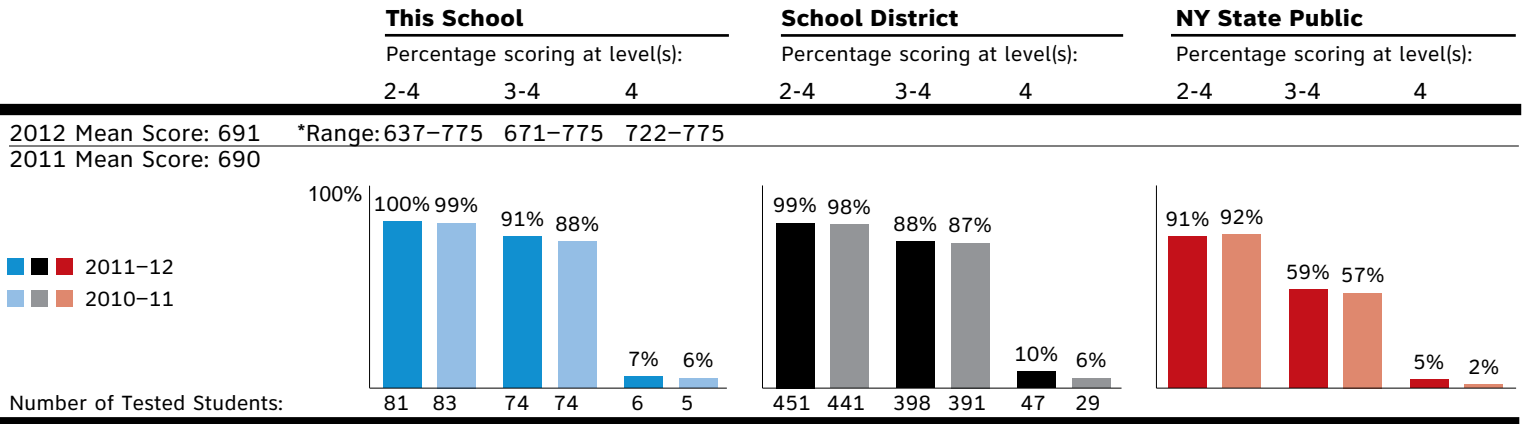
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				0			

2 Student Performance

School **THORNELL ROAD SCHOOL**
School ID **26-14-01-06-0009**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 4 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	81	100%	91%	7%	84	99%	88%	6%
Female	35	100%	94%	14%	46	100%	91%	9%
Male	46	100%	89%	2%	38	97%	84%	3%
American Indian or Alaska Native								
Black or African American	4	–	–	–	3	–	–	–
Hispanic or Latino	2	–	–	–	5	100%	100%	20%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	0%	9	100%	100%	0%
White	68	100%	91%	9%	63	98%	84%	6%
Multiracial	2	–	–	–	4	–	–	–
Small Group Totals	8	100%	88%	0%	7	100%	100%	0%
General-Education Students	74	100%	96%	8%	79	100%	92%	6%
Students with Disabilities	7	100%	43%	0%	5	80%	20%	0%
English Proficient	81	100%	91%	7%	84	99%	88%	6%
Limited English Proficient								
Economically Disadvantaged	8	100%	88%	0%	2	–	–	–
Not Disadvantaged	73	100%	92%	8%	82	–	–	–
Migrant								
Not Migrant	81	100%	91%	7%	84	99%	88%	6%

NOTES

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

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

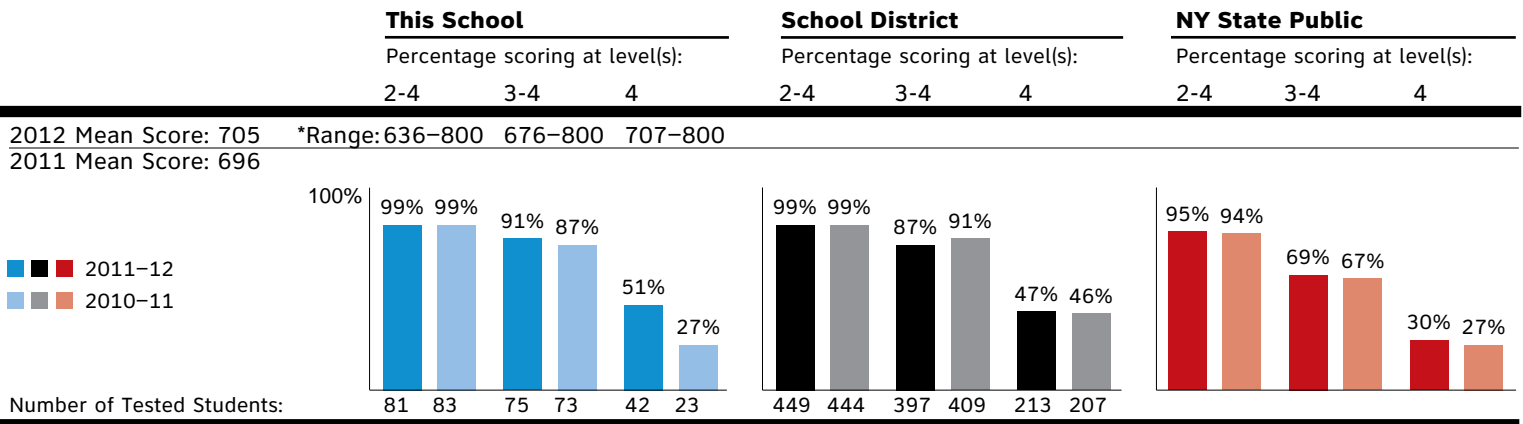
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **THORNELL ROAD SCHOOL**
School ID **26-14-01-06-0009**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 4 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	82	99%	91%	51%	84	99%	87%	27%
Female	35	100%	94%	49%	46	98%	87%	26%
Male	47	98%	89%	53%	38	100%	87%	29%
American Indian or Alaska Native								
Black or African American	4	–	–	–	3	–	–	–
Hispanic or Latino	3	–	–	–	5	100%	100%	20%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	60%	9	100%	89%	33%
White	68	99%	93%	56%	63	98%	86%	27%
Multiracial	2	–	–	–	4	–	–	–
Small Group Totals	9	100%	78%	11%	7	100%	86%	29%
General-Education Students	75	100%	96%	55%	79	100%	87%	28%
Students with Disabilities	7	86%	43%	14%	5	80%	80%	20%
English Proficient	82	99%	91%	51%	84	99%	87%	27%
Limited English Proficient								
Economically Disadvantaged	9	100%	78%	33%	2	–	–	–
Not Disadvantaged	73	99%	93%	53%	82	–	–	–
Migrant								
Not Migrant	82	99%	91%	51%	84	99%	87%	27%

NOTES

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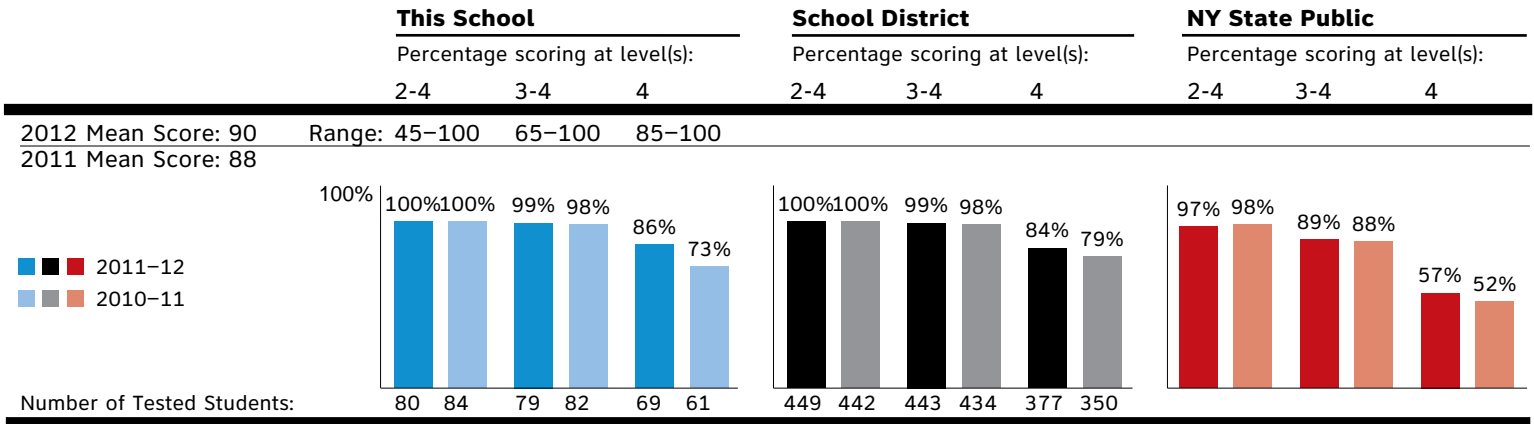
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

2 Student Performance

School **THORNELL ROAD SCHOOL**
School ID **26-14-01-06-0009**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 4 Science



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	80	100%	99%	86%	84	100%	98%	73%
Female	35	100%	100%	83%	46	100%	100%	74%
Male	45	100%	98%	89%	38	100%	95%	71%
American Indian or Alaska Native								
Black or African American	4	-	-	-	3	-	-	-
Hispanic or Latino	3	-	-	-	5	100%	100%	100%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	100%	9	100%	100%	78%
White	66	100%	98%	88%	63	100%	97%	68%
Multiracial	2	-	-	-	4	-	-	-
Small Group Totals	9	100%	100%	67%	7	100%	100%	86%
General-Education Students	74	100%	100%	91%	79	100%	99%	76%
Students with Disabilities	6	100%	83%	33%	5	100%	80%	20%
English Proficient	80	100%	99%	86%	84	100%	98%	73%
Limited English Proficient								
Economically Disadvantaged	9	100%	100%	67%	2	-	-	-
Not Disadvantaged	71	100%	99%	89%	82	-	-	-
Migrant								
Not Migrant	80	100%	99%	86%	84	100%	98%	73%

NOTES

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Other Assessments

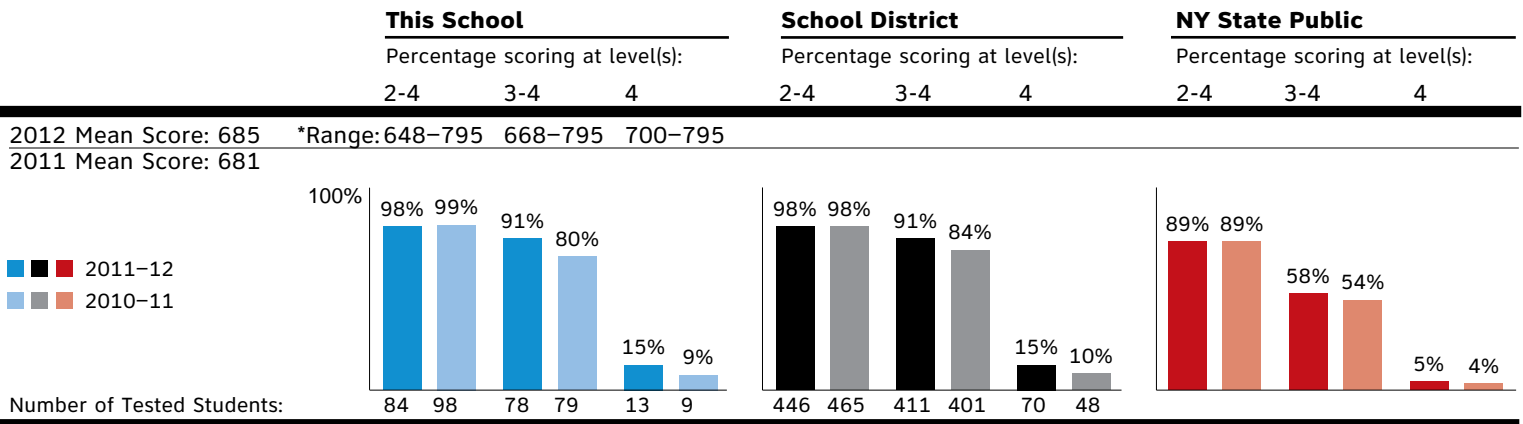
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

2 Student Performance

School **THORNELL ROAD SCHOOL**
School ID **26-14-01-06-0009**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 5 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	86	98%	91%	15%	99	99%	80%	9%
Female	47	100%	96%	19%	49	98%	86%	12%
Male	39	95%	85%	10%	50	100%	74%	6%
American Indian or Alaska Native								
Black or African American	3	–	–	–	3	–	–	–
Hispanic or Latino	6	100%	100%	33%	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	11%	8	100%	88%	13%
White	65	97%	89%	14%	83	100%	78%	7%
Multiracial	3	–	–	–	1	–	–	–
Small Group Totals	6	100%	83%	17%	8	88%	88%	25%
General-Education Students	81	100%	94%	16%	97	–	–	–
Students with Disabilities	5	60%	40%	0%	2	–	–	–
English Proficient	86	98%	91%	15%	99	99%	80%	9%
Limited English Proficient								
Economically Disadvantaged	2	–	–	–	4	–	–	–
Not Disadvantaged	84	–	–	–	95	–	–	–
Migrant								
Not Migrant	86	98%	91%	15%	99	99%	80%	9%

NOTES

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Other Assessments	2011–12 School Year				2010–11 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 5 Equivalent	0				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	0	N/A	N/A	N/A

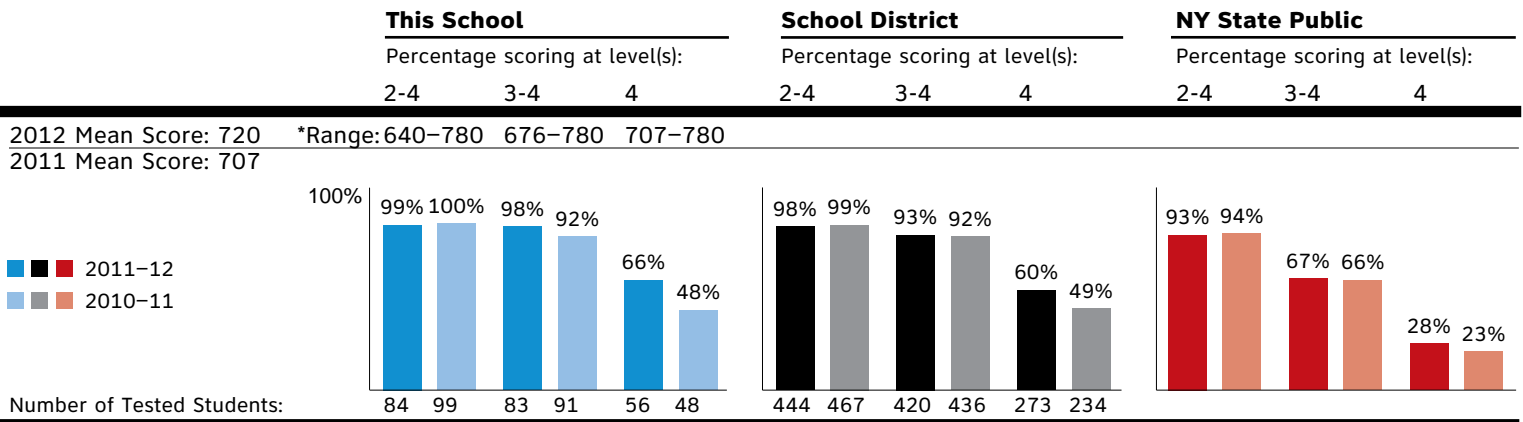
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **THORNELL ROAD SCHOOL**
School ID **26-14-01-06-0009**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

Results in Grade 5 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	85	99%	98%	66%	99	100%	92%	48%
Female	46	98%	98%	72%	49	100%	96%	49%
Male	39	100%	97%	59%	50	100%	88%	48%
American Indian or Alaska Native								
Black or African American	3	–	–	–	3	–	–	–
Hispanic or Latino	6	100%	100%	100%	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	67%	8	100%	100%	63%
White	64	98%	97%	64%	83	100%	92%	47%
Multiracial	3	–	–	–	1	–	–	–
Small Group Totals	6	100%	100%	50%	8	100%	88%	50%
General-Education Students	80	100%	100%	70%	97	–	–	–
Students with Disabilities	5	80%	60%	0%	2	–	–	–
English Proficient	85	99%	98%	66%	99	100%	92%	48%
Limited English Proficient								
Economically Disadvantaged	2	–	–	–	4	–	–	–
Not Disadvantaged	83	–	–	–	95	–	–	–
Migrant								
Not Migrant	85	99%	98%	66%	99	100%	92%	48%

NOTES

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Other Assessments	2011–12 School Year				2010–11 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 5 Equivalent	0				0			

2 Student Performance

School **THORNELL ROAD SCHOOL**
School ID **26-14-01-06-0009**

District **PITTSFORD CENTRAL SCHOOL DISTRICT**

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

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

NOTE
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The New York State Accountability Report 2011-12

SCHOOL:	THORNELL ROAD SCHOOL
SCHOOL ID:	261401060009
DISTRICT:	PITTSFORD CENTRAL SCHOOL DISTRICT
DISTRICT ID:	261401060000
PRINCIPAL:	ROGER DEBELL
SUPERINTENDENT:	MARY ALICE PRICE
PHONE:	585-267-1702

Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward**, **Focus**, or **Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

More Information:
Office of Accountability
New York State Education Department
55 Hanson Place
Brooklyn, NY 11217
Email: accountinfo@mail.nysed.gov

Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target**." In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target**."

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

Elementary/Middle-Level ELA: AYP

SCHOOL: THORNELL ROAD SCHOOL

SCHOOL ID: 261401060009
DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

SCHOOL: THORNELL ROAD SCHOOL

SCHOOL ID: 261401060009

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	259	256	99%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	9	—	—
Hispanic or Latino	—	13	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	18	—	—
White	✓	212	210	99%
Multiracial	—	7	—	—
Students With Disabilities	—	23	—	—
Limited English Proficient	—	0	—	—
Economically Disadvantaged	—	12	—	—

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level ELA: Performance

SCHOOL: THORNELL ROAD SCHOOL

SCHOOL ID: 261401060009

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	Performance at Levels						PI	Objectives	
			Students Scoring Level 1 On Track	Students Scoring Level 1 NOT On Track	Students Scoring Level 2 On Track	Students Scoring Level 2 NOT On Track	Students Scoring Level 3	Students Scoring Level 4		EAMO	Safe Harbor Target
All Students	✓	253	0	4	1	20	188	40	189	143	143
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—	—	—
Black or African American	—	9	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	12	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	17	—	—	—	—	—	—	—	—	—
White	✓	209	0	4	1	17	152	35	188	156	156
Multiracial	—	6	—	—	—	—	—	—	—	—	—
Students With Disabilities	—	21	—	—	—	—	—	—	—	—	—
Limited English Proficient	—	0	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	—	11	—	—	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $[(2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div (\text{Count of Tested Students})] \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Math: AYP

SCHOOL: THORNELL ROAD SCHOOL

SCHOOL ID: 261401060009
DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

SCHOOL: THORNELL ROAD SCHOOL

SCHOOL ID: 261401060009

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	259	257	99%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	9	—	—
Hispanic or Latino	—	13	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	18	—	—
White	✓	212	210	99%
Multiracial	—	7	—	—
Students With Disabilities	—	23	—	—
Limited English Proficient	—	0	—	—
Economically Disadvantaged	—	12	—	—

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Math: Performance

SCHOOL: THORNELL ROAD SCHOOL

SCHOOL ID: 261401060009

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	Performance at Levels						PI	Objectives	
			Students Scoring Level 1 On Track	Students Scoring Level 1 NOT On Track	Students Scoring Level 2 On Track	Students Scoring Level 2 NOT On Track	Students Scoring Level 3	Students Scoring Level 4		EAMO	Safe Harbor Target
All Students	✓	254	0	3	2	24	109	116	188	157	157
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—	—	—
Black or African American	—	9	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	13	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	17	—	—	—	—	—	—	—	—	—
White	✓	209	0	3	1	19	90	96	188	166	166
Multiracial	—	6	—	—	—	—	—	—	—	—	—
Students With Disabilities	—	23	—	—	—	—	—	—	—	—	—
Limited English Proficient	—	0	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	—	12	—	—	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $[(2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div (\text{Count of Tested Students})] \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Science: AYP

SCHOOL: THORNELL ROAD SCHOOL

SCHOOL ID: 261401060009
DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

SCHOOL: THORNELL ROAD SCHOOL

SCHOOL ID: 261401060009

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	82	80	98%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	4	—	—
Hispanic or Latino	—	3	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—
White	✓	68	66	97%
Multiracial	—	2	—	—
Students With Disabilities	—	7	—	—
Limited English Proficient	—	0	—	—
Economically Disadvantaged	—	9	—	—

✓ At least 80% of students enrolled during the test administration period were tested.

✗ Less than 80% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Science: Performance

SCHOOL: THORNELL ROAD SCHOOL

SCHOOL ID: 261401060009

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	Performance at Levels				PI	Objectives	
			Students Scoring Level 1	Students Scoring Level 2	Students Scoring Level 3	Students Scoring Level 4		EAMO	Progress Target
All Students	✓	80	0	1	10	69	199	168	168
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—
Black or African American	—	4	—	—	—	—	—	—	—
Hispanic or Latino	—	3	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—	—	—	—	—
White	✓	66	0	1	7	58	198	179	179
Multiracial	—	2	—	—	—	—	—	—	—
Students With Disabilities	—	6	—	—	—	—	—	—	—
Limited English Proficient	—	0	—	—	—	—	—	—	—
Economically Disadvantaged	—	9	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:
$$\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]}{\times 100}$$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Progress Target: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

Unweighted Combined ELA and Math PIs

SCHOOL: THORNELL ROAD SCHOOL

SCHOOL ID: 261401060009

DISTRICT: PITTSFORD CENTRAL SCHOOL DISTRICT

Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	189	188	—	—	189
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	188	188	—	—	188
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

— There was not enough students to determine a Performance Index.

Pittsford Central School District Budget Notice

Overall Budget Proposal

	Budget Adopted for the 2012-13 School Year	Budget Proposed for the 2013-14 School Year	Contingency Budget for the 2013-14 School Year *
Total budgeted amount, not including separate propositions	\$113,146,376	\$117,251,229	\$113,884,718
Increase/decrease for 2013-14 school year		\$4,104,853	\$738,342
Percentage increase (decrease) in proposed budget		3.63%	0.65%
Change in the consumer price index		2.1%	
Total proposed School Year Tax Levy	\$87,709,370	\$91,075,881	\$87,709,370
Total permissible exclusions	\$2,998,441	\$3,824,816	
A. Proposed School Year Tax Levy, <u>Not</u> including Levy for Permissible Exclusions	\$84,710,929	\$87,251,065	
B. School Tax Levy Limit, <u>Not</u> including levy for Permissible Exclusions	\$85,032,767	\$87,272,622	
Difference: A - B (Positive Value Requires 60.0% Voter Approval - See Note below Regarding Separate Propositions)	(321,838)	(21,557)	
Administrative component	\$10,185,268	\$10,695,092	\$10,513,304
Program component	\$84,188,926	\$87,862,633	\$85,929,169
Capital component	\$18,772,182	\$18,693,504	\$17,442,245

*A contingent budget requires a 0% tax levy increase. A contingent budget would be based on the following minimum assumptions required by law: Legally prohibited expenses for the purchase of student supplies are excluded. Actual appropriations under a contingency budget would be determined by the Board of Education, should this be necessary.

List separate propositions that are not included in the Total Budgeted Amount: (Will not impact the tax levy)	Description - Capital Reserve - Purchase of Buses	Amount
	Purchase of 23 replacement buses from Capital Reserve	\$2,360,000

	Under the Budget Proposed for the 2013-14 School Year
Estimated Basic STAR Exemption Savings 1	\$743.31

The annual budget vote for the fiscal year 2013-14 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 21, 2013, 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 The basic school tax relief (STAR) exemption is authorized by section 425 of the Real Property Tax Law.

Pittsford Schools

Darrin Kenney
Assistant Superintendent for Business

Administrative Offices
75 Barker Road – East Wing
Pittsford, NY 14534
585.267.1053

fax: 585.381.9368
Darrin_Kenney@pittsford.monroe.edu

Date: April 25, 2013
To: Michael Pero, Superintendent of Schools
From: Darrin T. Kenney, Assistant Superintendent for Business
Re: Exemption Reporting Requirement

DTL

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



STATE OF NEW YORK
EXECUTIVE DEPARTMENT
OFFICE OF REAL PROPERTY SERVICES

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

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Property tax and assessment administration

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- Property tax and assessment news
- RP-5217/Sales reporting
- Valuation tools & information
- State Board of Real Property Tax Services

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

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Last Modified: September 22, 2011

New York State
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State Board of Real Property Tax Services

Exemption Reporting for Taxing Jurisdictions

- [Forms](#)
- [RPTL - Section 495](#)

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
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Last Modified: February 27, 2012

Equalized Total Assessed Value 4,052,928,038

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	0.03
12350	PUBLIC AUTHORITY - STATE	RPTL 412	1	154,700	0.00
13100	CO - GENERALLY	RPTL 406(1)	15	20,499,200	0.51
13500	TOWN - GENERALLY	RPTL 406(1)	164	24,438,200	0.60
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	13	122,849,700	3.03
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	6	26,060,200	0.64
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	8	2,353,800	0.06
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	19	40,056,300	0.99
25120	NONPROF CORP - EDUC(CONST PRC	RPTL 420-a	20	141,165,300	3.48
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	4	747,600	0.02
25400	FRATERNAL ORGANIZATION	RPTL 428	1	2,178,500	0.05
25500	NONPROF MED, DENTAL, HOSP SVCE	RPTL 486	10	3,100,300	0.08
26300	INTERDENOMINATIONAL CENTER	RPTL 430	1	2,592,900	0.06
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	199,700	0.00
27200	RAILROAD - WHOLLY EXEMPT	RPTL 489-d&dd	1	50,883	0.00
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	7	14,994,900	0.37
41300	PARAPLEGIC VETS	RPTL 458(3)	1	230,700	0.01
41400	CLERGY	RPTL 460	12	18,000	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	3	67,400	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	75	6,754,911	0.17
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	47,990	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	276	20,513,543	0.51
41806	PERSONS AGE 65 OR OVER	RPTL 467	45	3,934,505	0.10
41834	ENHANCED STAR	RPTL 425	1,239	76,322,920	1.88

Equalized Total Assessed Value 4,052,928,038

School District - 264601 Pittsford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41844	ENHANCED STAR, RENTED MOBILE H	RPTL 425	1	30,050	0.00
41854	BASIC STAR 1999-2000	RPTL 425	8,009	241,363,450	5.96
41864	BASIC STAR, RENTED MOBILE HOME	RPTL 425	11	156,265	0.00
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	12	1,062,685	0.03
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	5	2,261,254	0.06
47610	BUSINESS INVESTMENT PROPERTY F	RPTL 485-b	3	2,394,500	0.06
47615	BUSINESS INVESTMENT PROPERTY F	RPTL 485-b	15	1,508,895	0.04
Total Exemptions Exclusive of System Exemptions:			10,002	812,794,751	20.05
Total System Exemptions:			0	0	0.00
Totals:			10,002	812,794,751	20.05

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: _____

Equalized Total Assessed Value 53,780,527

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	551,300	1.03
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	1	102,637	0.19
41806	PERSONS AGE 65 OR OVER	RPTL 467	3	447,300	0.83
41834	ENHANCED STAR	RPTL 425	6	373,200	0.69
41854	BASIC STAR 1999-2000	RPTL 425	68	2,040,000	3.79
Total Exemptions Exclusive of System Exemptions:			79	3,514,437	6.53
Total System Exemptions:			0	0	0.00
Totals:			79	3,514,437	6.53

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: _____



Date: April 15, 2013

Pittsford Central School District**Fiscal Year Beginning: 2012-13****Total equalized value in taxing jurisdiction: \$**

1,083,400

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		26,297
Totals				26,297



Date: April 15, 2013

Taxing Jurisdiction: Town of Perinton

Total equalized value in taxing jurisdiction: \$

18,333,410

[illegible]