

The New York State District Report Card

**Accountability
and Overview Report
2010–11**

ENCLOSURE 0901
May 31, 2012
District **HORSEHEADS CENTRAL SCHOOL**

DISTRICT

District ID **07-09-01-06-0000**

Superintendent **RALPH MARINO**

Telephone **(607) 739-5601**

Grades **PK-12**

This District's Report Card

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

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

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

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

3 View School Accountability Status.

This section lists all schools in your district by 2011–12 accountability status.

4 Review an Overview of District Performance.

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

For more information:

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

District Profile

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

Enrollment

	2008-09	2009-10	2010-11
Pre-K	144	136	133
Kindergarten	318	308	278
Grade 1	295	334	314
Grade 2	323	305	336
Grade 3	278	341	298
Grade 4	329	293	352
Grade 5	308	342	284
Grade 6	299	320	344
Ungraded Elementary	3	0	0
Grade 7	325	322	325
Grade 8	324	328	318
Grade 9	359	343	342
Grade 10	366	341	322
Grade 11	333	364	324
Grade 12	338	331	356
Ungraded Secondary	0	0	0
Total K-12	4198	4272	4193

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	20	21	21
Grade 8			
English	22	21	20
Mathematics	21	21	20
Science	21	22	20
Social Studies	21	21	21
Grade 10			
English	23	23	25
Mathematics	25	22	22
Science	23	22	21
Social Studies	23	20	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 district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size 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.

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	661	16%	749	18%	696	17%
Reduced-Price Lunch	297	7%	390	9%	295	7%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	18	0%	17	0%	20	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	7	0%	13	0%	13	0%
Black or African American	96	2%	103	2%	100	2%
Hispanic or Latino	47	1%	62	1%	63	2%
Asian or Native Hawaiian/Other Pacific Islander	133	3%	136	3%	131	3%
White	3890	93%	3913	92%	3839	92%
Multiracial	25	1%	45	1%	47	1%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate	95%		96%		95%	
Student Suspensions	137	3%	174	4%	149	3%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	330	328	308
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	1%
Percent with Fewer Than Three Years of Experience	5%	3%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	22%	23%	23%
Total Number of Core Classes	630	622	584
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	853	864	819
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	21%	21%	18%
Turnover Rate of All Teachers	11%	11%	14%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	42	45	32
Total Paraprofessionals*	105	106	82
Assistant Principals	5	5	5
Principals	7	7	7

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

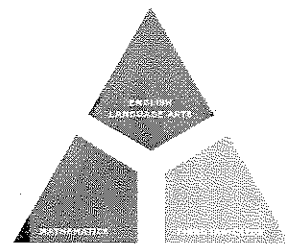
Staff Counts Information

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

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

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



1 English Language Arts (ELA)

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

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2010–11 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2007 Cohort

The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuous Enrollment

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at www.p12.nysed.gov/irs.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

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

Non-Accountability Groups

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

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment ("Total" or "12th Graders") shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the "Percentage Tested" shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

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

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

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

$$100 \times [(\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}) + \text{Count of All Cohort Members}]$$

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

Progress Targets

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

Science: The current year's Science Progress Target is calculated by adding one point to the previous year's Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year's graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

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

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:

$$2009-10 \text{ PI} + (200 - \text{the } 2009-10 \text{ PI}) \times 0.10$$

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

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show "Qualified." If the group did not meet one or more criteria, the column will show "Did not qualify." A "*" symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

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

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a "—" in the Test Performance column in the table.

Total

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2011-12)

Improvement (Year 1)

ELA	Improvement (Year 1)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2009-10	2010-11	2011-12
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	-	-	-	-	-	-
Black or African American	✓	✓	-	-	-	-
Hispanic or Latino	✓	✓	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	-	-	-	-
White	✓	✓	-	✓	✓	-
Multiracial	-	-	-	-	-	-
Other Groups						
Students with Disabilities	X	X	-	X	X	-
Limited English Proficient	-	-	-	-	-	-
Economically Disadvantaged	✓	✓	-	✓	✓	-
Student groups making AYP in each subject	X 6 of 7	X 6 of 7	✓ 1 of 1	X 3 of 4	X 3 of 4	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X Did not make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

- | Federal | State |
|---------------------------------------|--|
| Good Standing | Good Standing |
| Improvement (Year 1) | Requiring Academic Progress (Year 1) |
| Improvement (Year 2) | Requiring Academic Progress (Year 2) |
| Improvement (Year 3) | Requiring Academic Progress (Year 3) |
| Improvement (Year 4) | Requiring Academic Progress (Year 4) |
| Improvement (Year 5 & Above) | Requiring Academic Progress (Year 5 & Above) |
| Pending - Requires Special Evaluation | |

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2011-12)



Improvement (Year 1)

Accountability Measures

6 of 7

Student groups making AYP in English language arts



Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (1927:1882)	✓	✓	100%	✓	148	119		
Ethnicity								
American Indian or Alaska Native (5:5)	–	–	–	–	–	–		–
Black or African American (44:44)	✓	✓	100%	✓	127	107		
Hispanic or Latino (48:43)	✓	✓	100%	✓	149	107		
Asian or Native Hawaiian/Other Pacific Islander (64:64)	✓	✓	100%	✓	163	110		
White (1751:1714)	✓	✓	100%	✓	148	119		
Multiracial (15:12)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (327:366)	✗	✓	100%	✗	82	116	99	94
Limited English Proficient (8:7)	–	–	–	–	–	–		–
Economically Disadvantaged (510:487)	✓	✓	100%	✓	119	117		
Final AYP Determination	✗ 6 of 7							
Non-Accountability Groups								
Female (960:936)			100%		156	118		
Male (967:946)			100%		140	118		
Migrant (0:0)								

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

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

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2011-12)



Good Standing

Accountability Measures

6 of 7

Student groups making AYP in mathematics



Did not make AYP

Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
Status		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2010-11	2011-12
Accountability Groups								
All Students (1927:1880)	✓	✓	100%	✓	165	134		
Ethnicity								
American Indian or Alaska Native (5:5)	—	—	—	—	—	—	—	—
Black or African American (44:44)	✓	✓	100%	✓	150	122		
Hispanic or Latino (48:43)	✓	✓	100%	✓	167	122		
Asian or Native Hawaiian/Other Pacific Islander (64:64)	✓	✓	100%	✓	181	125		
White (1751:1712)	✓	✓	100%	✓	164	134		
Multiracial (15:12)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (327:364)	✗	✓	99%	✗	112	131	121	121
Limited English Proficient (8:7)	—	—	—	—	—	—	—	—
Economically Disadvantaged (510:486)	✓	✓	100%	✓	141	132		
Final AYP Determination	✗ 6 of 7							
Non-Accountability Groups								
Female (960:935)			100%		166	133		
Male (967:945)			100%		164	133		
Migrant (0:0)								

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

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

Elementary/Middle-Level Science

Accountability Status
for This Subject
(2011-12)



Good Standing

Accountability Measures

1 of 1

Student groups making AYP in science



Made AYP

Prospective Status

This district will be in good standing in 2012-13. [201]

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	<div>Progress Target</div> <div>2010–112011–12</div>
Accountability Groups								
All Students (665:651)	✓	Qualified	✓	99%	✓	186	100	
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–	–
Black or African American (13:13)	–	–	–	–	–	–	–	–
Hispanic or Latino (18:18)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (29:28)	–	–	–	–	–	–	–	–
White (600:587)	Qualified	✓	100%	✓	186	100		
Multiracial (4:4)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (112:125)	Qualified	✓	99%	✓	154	100		
Limited English Proficient (0:0)								
Economically Disadvantaged (172:167)	Qualified	✓	99%	✓	176	100		
Final AYP Determination	✓ 1 of 1							
Non-Accountability Groups								
Female (345:336)				99%		189	100	
Male (320:315)				100%		184	100	
Migrant (0:0)								

Symbols

- ✓ Made AYP
- ✗ Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

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

Secondary-Level English Language Arts

Accountability Status for This Subject (2011-12)



Improvement (Year 1)

Accountability Measures

3 of 4

Student groups making AYP in English language arts



Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010-11 2011-12
Accountability Groups							
All Students (366:351)	✓	✓	99%	✓	186	177	
Ethnicity							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (11:14)	—	—	—	—	—	—	—
Hispanic or Latino (1:1)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (9:8)	—	—	—	—	—	—	—
White (339:323)	✓	✓	99%	✓	189	177	
Multiracial (4:3)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (32:40)	✗	—	—	✗	115	168	136 124
Limited English Proficient (2:2)	—	—	—	—	—	—	—
Economically Disadvantaged (42:42)	✓	✓	98%	✓	188	168	
Final AYP Determination	✗ 3 of 4						
Non-Accountability Groups							
Female (178:170)			100%		192	175	
Male (188:181)			98%		181	175	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

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

Secondary-Level Mathematics

Accountability Status for This Subject (2011–12)



Good Standing

Accountability Measures

3 of 4

Student groups making AYP in mathematics



Did not make AYP

Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (366:351)	✓	✓	100%	✓	191	174		
Ethnicity								
American Indian or Alaska Native (2:2)	–	–	–	–	–	–		–
Black or African American (11:14)	–	–	–	–	–	–		–
Hispanic or Latino (1:1)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (9:8)	–	–	–	–	–	–		–
White (339:323)	✓	✓	100%	✓	191	174		
Multiracial (4:3)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (32:40)	✗	–	–	✗	130	165	155	137
Limited English Proficient (2:2)	–	–	–	–	–	–		–
Economically Disadvantaged (42:42)	✓	✓	100%	✓	195	165		
Final AYP Determination	✗ 3 of 4							
Non-Accountability Groups								
Female (178:170)			100%		192	172		
Male (188:181)			100%		190	172		
Migrant (0:0)								

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

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

Graduation Rate

Accountability Status for This Indicator (2011-12)

Good Standing

Accountability Measures

1 of 1

Student groups making AYP in graduation rate



Made AYP

Prospective Status

This district will be in good standing in 2012-13. [201]

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target
					2010–11
Accountability Groups					
All Students (353)	✓	✓	81%	80%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (10)		—	—	—	
Hispanic or Latino (3)		—	—	—	
Asian or Native Hawaiian/Other Pacific Islander (12)		—	—	—	
White (327)		✓	81%	80%	
Multiracial (1)		—	—	—	
Other Groups					
Students with Disabilities (44)		✓	55%	80%	47%
Limited English Proficient (0)					
Economically Disadvantaged (44)		✓	91%	80%	
Final AYP Determination	✓ 1 of 1				
Non-Accountability Groups					
Female (181)			83%	80%	
Male (172)			80%	80%	
Migrant (0)					

Symbols

- ✓ Made AYP
- ✗ Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

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

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **84%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

In Good Standing

4 schools identified 57% of total

BIG FLATS SCHOOL

CENTER STREET SCHOOL

HORSEHEADS SENIOR HIGH SCHOOL

RIDGE ROAD SCHOOL

Improvement (year 1) Basic

1 school identified 14% of total

HORSEHEADS MIDDLE SCHOOL

Improvement (year 1) Focused

1 school identified 14% of total

HORSEHEADS INTERMEDIATE SCHOOL

Improvement (year 2) Basic

1 school identified 14% of total

GARDNER ROAD ELEMENTARY SCHOOL

District HORSEHEADS CENTRAL SCHOOL DISTRICT

District ID 07-09-01-06-0000

Summary of 2010–11 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
English Language Arts	0%	50%	100%	
Grade 3	66%			297
Grade 4	61%			350
Grade 5	45%			291
Grade 6	58%			343
Grade 7	50%			324
Grade 8	57%			316

Mathematics

Grade 3	67%		297
Grade 4	77%		349
Grade 5	63%		291
Grade 6	56%		343
Grade 7	78%		325
Grade 8	77%		316

Science

Grade 4	93%		345
Grade 8	83%		315

	Percentage of students that scored at or above Level 3			2007 Total Cohort
Secondary Level	0%	50%	100%	
English	87%			376
Mathematics	91%			376

About the Performance Level Descriptors

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.

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

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

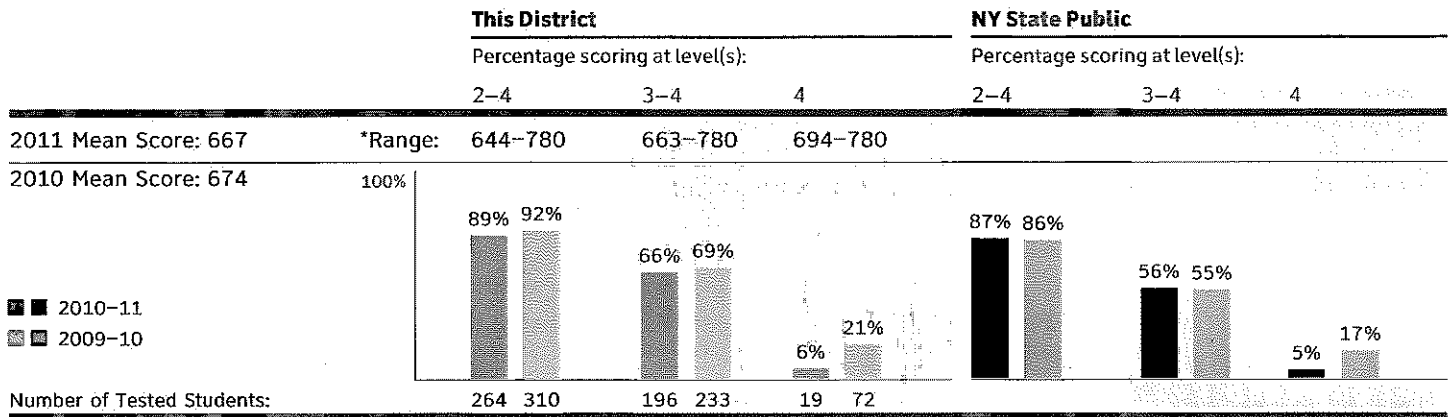
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Average Need Districts

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	297	89%	66%	6%	338	92%	69%	21%
Female	153	92%	72%	7%	172	94%	73%	25%
Male	144	86%	60%	6%	166	89%	64%	17%
American Indian or Alaska Native	1	-	-	-	-	-	-	-
Black or African American	10	90%	30%	0%	6	-	-	-
Hispanic or Latino	6	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	12	83%	75%	17%	18	94%	83%	28%
White	265	89%	67%	6%	310	92%	69%	21%
Multiracial	3	-	-	-	2	-	-	-
Small Group Totals	10	90%	60%	10%	10	80%	50%	30%
General-Education Students	244	98%	77%	8%	275	98%	79%	24%
Students with Disabilities	53	49%	17%	0%	63	63%	24%	8%
English Proficient	296	-	-	-	335	-	-	-
Limited English Proficient	1	-	-	-	3	-	-	-
Economically Disadvantaged	86	79%	50%	3%	99	84%	54%	6%
Not Disadvantaged	211	93%	73%	8%	239	95%	75%	28%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	297	89%	66%	6%	338	92%	69%	21%

NOTES

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

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

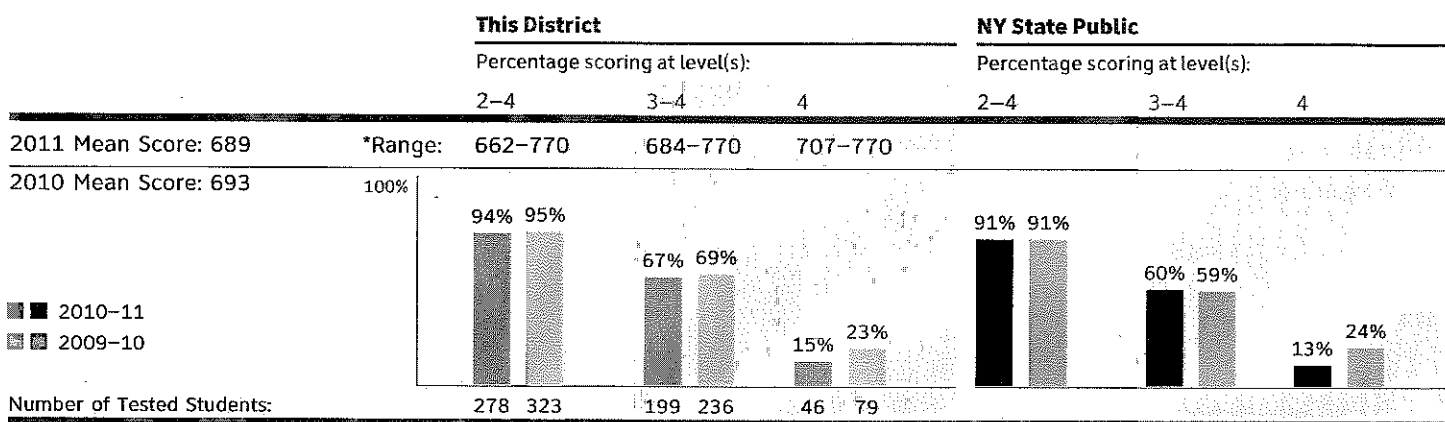
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	1	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: 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.

District HORSEHEADS CENTRAL SCHOOL DISTRICT

District ID 07-09-01-06-0000

This District's Results in Grade 3 Mathematics



Results by Student Group

Results by Student Group	2010–11 School Year				2009–10 School Year			
	Total	Percentage scoring at level(s):			Total	Percentage scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
All Students	297	94%	67%	15%	340	95%	69%	23%
Female	153	94%	67%	13%	173	98%	69%	24%
Male	144	93%	67%	18%	167	92%	70%	23%
American Indian or Alaska Native	1	–	–	–				
Black or African American	10	90%	40%	10%	6	–	–	–
Hispanic or Latino	6	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	12	83%	67%	42%	18	100%	100%	72%
White	265	94%	69%	15%	312	95%	69%	21%
Multiracial	3	–	–	–	2	–	–	–
Small Group Totals	10	100%	50%	10%	10	90%	40%	0%
General-Education Students	244	98%	75%	18%	277	99%	78%	27%
Students with Disabilities	53	74%	32%	2%	63	79%	32%	5%
English Proficient	296	–	–	–	337	–	–	–
Limited English Proficient	1	–	–	–	3	–	–	–
Economically Disadvantaged	86	88%	44%	6%	100	91%	51%	9%
Not Disadvantaged	211	96%	76%	19%	240	97%	77%	29%
Migrant								
Not Migrant	297	94%	67%	15%	340	95%	69%	23%

NOTES

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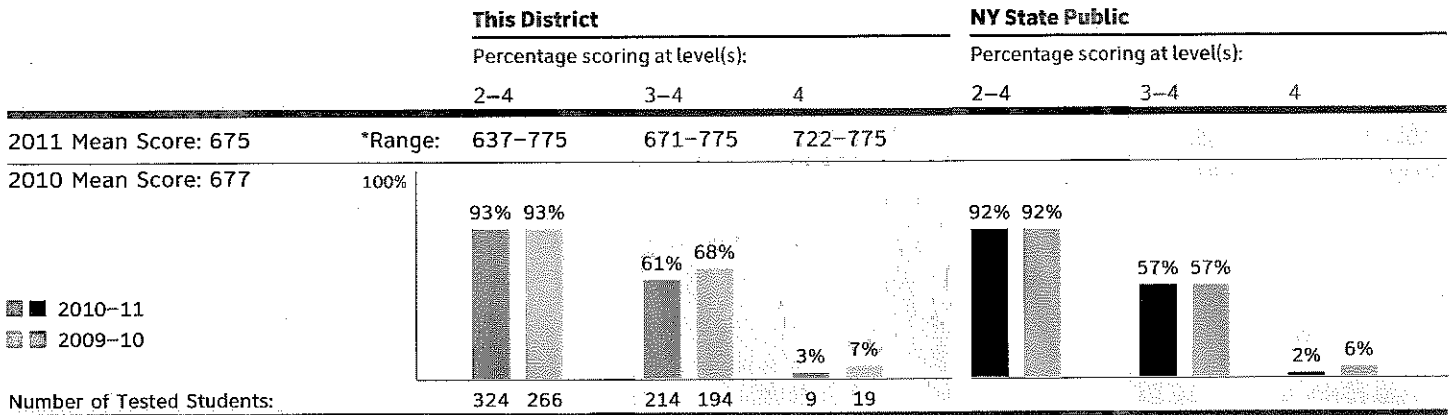
Other Assessments

Other Assessments	2010-11 School Year				2009-10 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	1	-	-	-	1	-	-	-

District HORSEHEADS CENTRAL SCHOOL DISTRICT

District ID 07-09-01-06-0000

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	350	93%	61%	3%	286	93%	68%	7%
Female	172	97%	67%	3%	126	94%	68%	9%
Male	178	89%	56%	2%	160	92%	68%	5%
American Indian or Alaska Native					1	-	-	-
Black or African American	7	-	-	-	11	91%	73%	0%
Hispanic or Latino	2	-	-	-	4	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	17	94%	71%	24%	9	100%	78%	22%
White	322	93%	62%	2%	259	93%	67%	6%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	11	91%	27%	0%	7	100%	86%	14%
General-Education Students	289	98%	71%	3%	233	98%	79%	8%
Students with Disabilities	61	67%	15%	0%	53	70%	21%	0%
English Proficient	350	93%	61%	3%	286	93%	68%	7%
Limited English Proficient								
Economically Disadvantaged	100	86%	41%	0%	89	84%	55%	3%
Not Disadvantaged	250	95%	69%	4%	197	97%	74%	8%
Migrant								
Not Migrant	350	93%	61%	3%	286	93%	68%	7%

NOTES

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

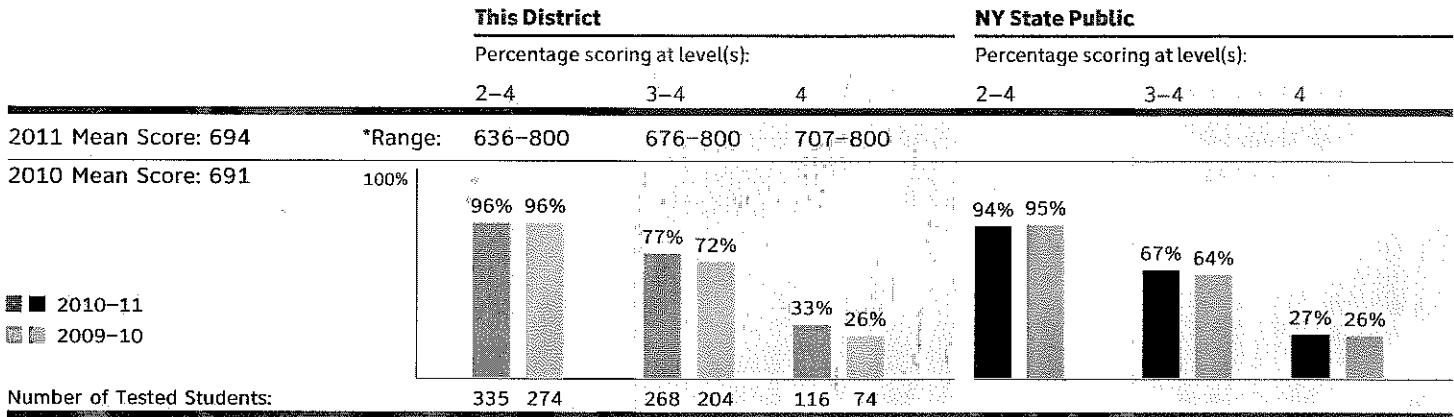
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Other Assessments

	2010-11 School Year				2009-10 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				1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	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.

This District's Results in Grade 4 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	349	96%	77%	33%	285	96%	72%	26%
Female	172	97%	79%	35%	127	96%	68%	21%
Male	177	95%	75%	31%	158	96%	75%	30%
American Indian or Alaska Native	7	-	-	-	11	91%	73%	0%
Black or African American	2	-	-	-	5	-	-	-
Hispanic or Latino	17	100%	100%	82%	9	100%	78%	67%
Asian or Native Hawaiian/Other Pacific Islander	321	96%	76%	31%	258	96%	71%	26%
White	2	-	-	-	1	-	-	-
Multiracial	11	100%	64%	9%	7	100%	71%	29%
Small Group Totals	289	100%	85%	38%	233	99%	82%	31%
General-Education Students	60	77%	38%	8%	52	85%	25%	2%
Students with Disabilities	349	96%	77%	33%	285	96%	72%	26%
English Proficient	99	91%	62%	9%	89	92%	56%	12%
Limited English Proficient	250	98%	83%	43%	196	98%	79%	32%
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant	349	96%	77%	33%	285	96%	72%	26%

NOTES

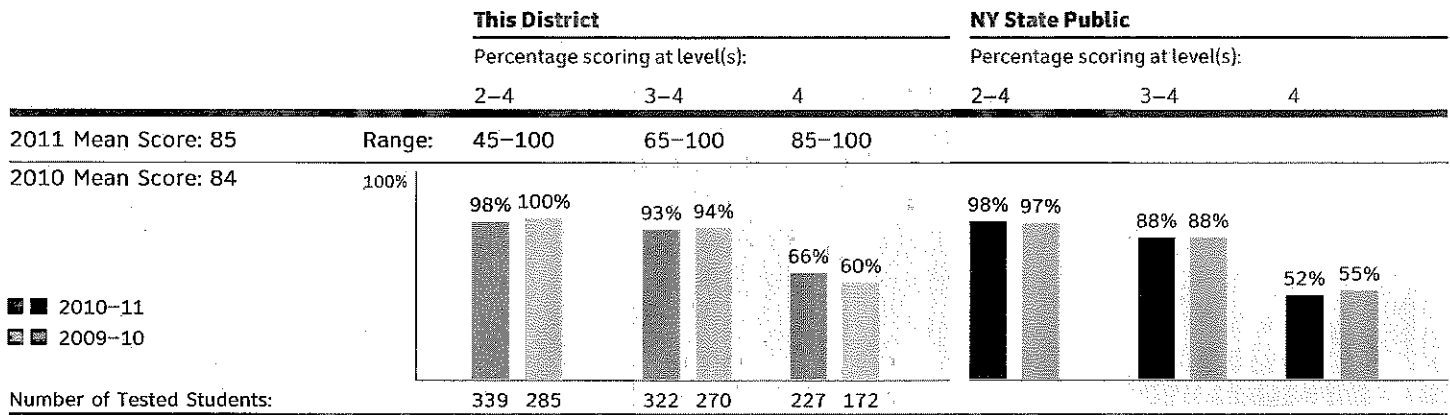
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* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

	2010-11 School Year				2009-10 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				1	-	-	-

This District's Results in Grade 4 Science



Results by Student Group

	2010-11 School Year				2009-10 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	345	98%	93%	66%	286	100%	94%	60%
Female	168	99%	95%	64%	127	99%	94%	53%
Male	177	97%	92%	67%	159	100%	94%	66%
American Indian or Alaska Native					1	-	-	-
Black or African American	7	-	-	-	11	100%	91%	64%
Hispanic or Latino	2	-	-	-	5	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	17	100%	94%	76%	9	100%	100%	67%
White	317	98%	93%	66%	259	100%	94%	60%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	11	100%	91%	45%	7	100%	100%	57%
General-Education Students	285	100%	97%	73%	234	100%	98%	70%
Students with Disabilities	60	92%	75%	32%	52	98%	79%	15%
English Proficient	345	98%	93%	66%	286	100%	94%	60%
Limited English Proficient								
Economically Disadvantaged	99	97%	86%	48%	89	100%	91%	46%
Not Disadvantaged	246	99%	96%	73%	197	99%	96%	66%
Migrant								
Not Migrant	345	98%	93%	66%	286	100%	94%	60%

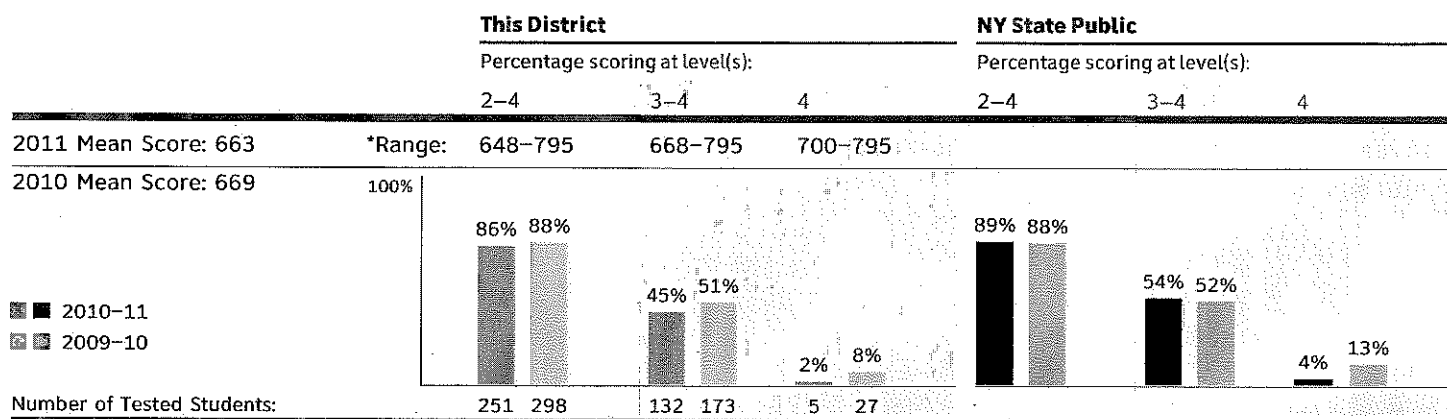
NOTES

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Other Assessments

	2010-11 School Year				2009-10 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				1			

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	291	86%	45%	2%	340	88%	51%	8%
Female	133	89%	49%	2%	160	89%	58%	9%
Male	158	84%	42%	1%	180	86%	44%	7%
American Indian or Alaska Native	1	-	-	-				
Black or African American	9	100%	44%	0%	7	86%	29%	0%
Hispanic or Latino	7	-	-	-	6	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	8	88%	63%	13%	12	100%	92%	8%
White	264	85%	45%	2%	311	87%	50%	8%
Multiracial	2	-	-	-	4	-	-	-
Small Group Totals	10	100%	50%	0%	10	90%	30%	10%
General-Education Students	237	97%	54%	2%	282	95%	59%	9%
Students with Disabilities	54	41%	6%	0%	58	53%	14%	2%
English Proficient	291	86%	45%	2%	340	88%	51%	8%
Limited English Proficient								
Economically Disadvantaged	76	75%	26%	0%	84	81%	31%	2%
Not Disadvantaged	215	90%	52%	2%	256	90%	57%	10%
Migrant								
Not Migrant	291	86%	45%	2%	340	88%	51%	8%

NOTES

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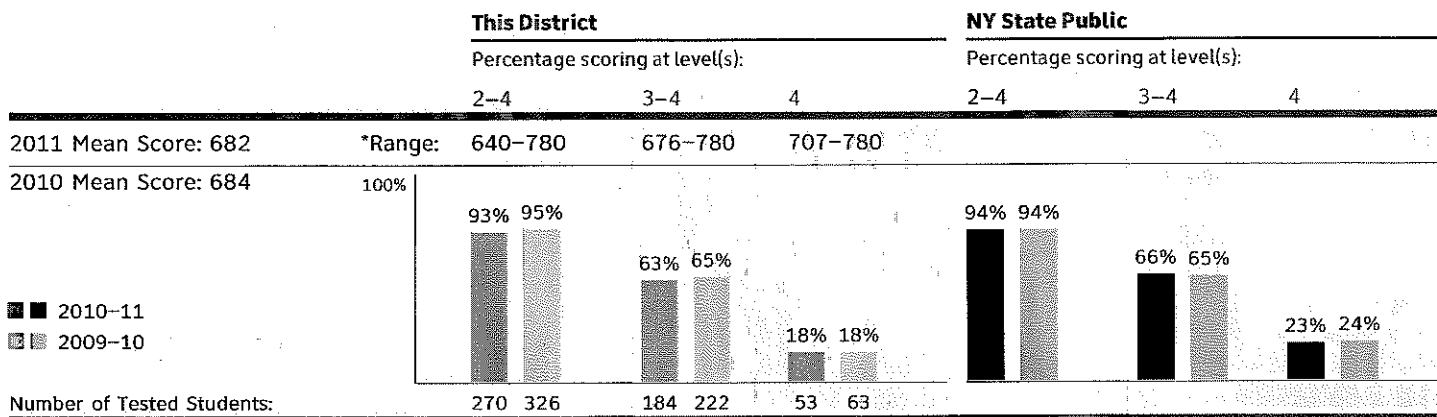
* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

	2010-11 School Year				2009-10 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			
New York State English as a Second Language Achievement Test (NYSESLAT)*: Grade 5	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 5	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.

This District's Results in Grade 5 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	291	93%	63%	18%	342	95%	65%	18%
Female	133	92%	62%	17%	160	95%	66%	17%
Male	158	93%	65%	20%	182	96%	64%	20%
American Indian or Alaska Native	1	-	-	-	-	-	-	-
Black or African American	9	89%	56%	22%	7	-	-	-
Hispanic or Latino	8	-	-	-	7	100%	57%	29%
Asian or Native Hawaiian/Other Pacific Islander	8	88%	75%	50%	13	100%	92%	38%
White	263	93%	63%	17%	311	95%	65%	18%
Multiracial	2	-	-	-	4	-	-	-
Small Group Totals	11	91%	73%	45%	11	100%	27%	0%
General-Education Students	238	99%	74%	22%	284	99%	73%	22%
Students with Disabilities	53	66%	15%	0%	58	78%	24%	0%
English Proficient	290	-	-	-	340	-	-	-
Limited English Proficient	1	-	-	-	2	-	-	-
Economically Disadvantaged	76	89%	49%	4%	85	87%	48%	4%
Not Disadvantaged	215	94%	68%	23%	257	98%	70%	23%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	291	93%	63%	18%	342	95%	65%	18%

NOTES

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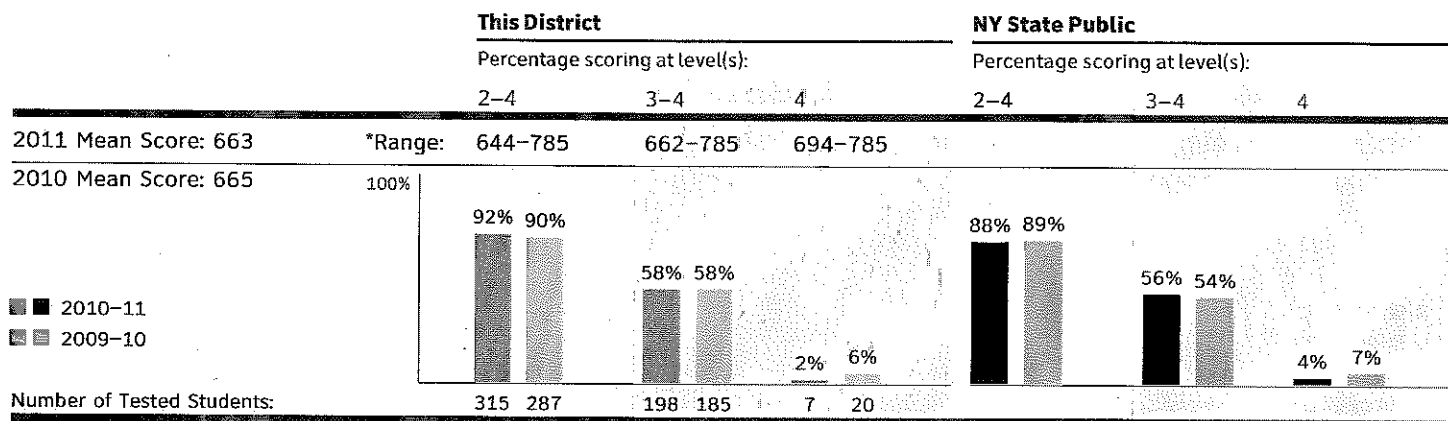
* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other

Assessments

	2010-11 School Year				2009-10 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			

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	343	92%	58%	2%	319	90%	58%	6%
Female	163	93%	60%	1%	159	93%	63%	9%
Male	180	91%	56%	3%	160	87%	53%	3%
American Indian or Alaska Native					2	-	-	-
Black or African American	8	-	-	-	4	-	-	-
Hispanic or Latino	9	100%	56%	0%	8	100%	75%	0%
Asian or Native Hawaiian/Other Pacific Islander	10	90%	60%	0%	7	86%	71%	43%
White	312	92%	58%	2%	296	91%	57%	6%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	12	92%	42%	8%	8	63%	50%	0%
General-Education Students	288	97%	66%	2%	267	97%	68%	7%
Students with Disabilities	55	64%	15%	0%	52	52%	8%	0%
English Proficient	341	-	-	-	315	-	-	-
Limited English Proficient	2	-	-	-	4	-	-	-
Economically Disadvantaged	85	85%	36%	1%	94	79%	36%	2%
Not Disadvantaged	258	94%	65%	2%	225	95%	67%	8%
Migrant								
Not Migrant	343	92%	58%	2%	319	90%	58%	6%

NOTES

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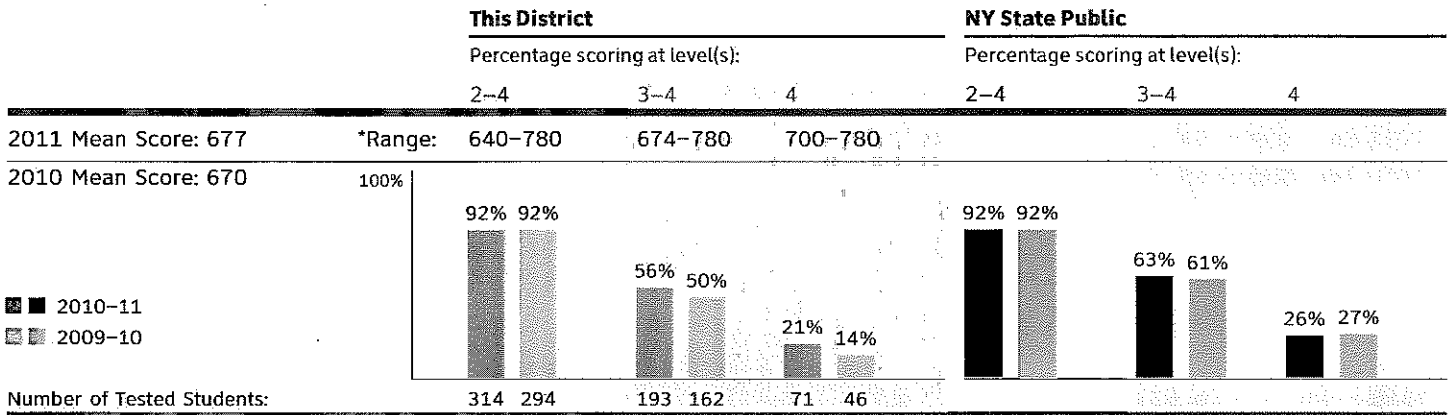
* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)*: Grade 6	0	N/A	N/A	N/A	3	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	3	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.

This District's Results in Grade 6 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	343	92%	56%	21%	321	92%	50%	14%
Female	163	93%	53%	18%	161	94%	48%	14%
Male	180	91%	59%	23%	160	89%	53%	15%
American Indian or Alaska Native					2	-	-	-
Black or African American	8	-	-	-	4	-	-	-
Hispanic or Latino	9	78%	33%	11%	10	90%	40%	10%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	90%	50%	7	86%	86%	57%
White	312	92%	55%	20%	296	92%	51%	14%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	12	92%	67%	25%	8	75%	25%	13%
General-Education Students	288	98%	64%	24%	270	96%	57%	17%
Students with Disabilities	55	60%	15%	4%	51	71%	16%	2%
English Proficient	341	-	-	-	314	92%	51%	14%
Limited English Proficient	2	-	-	-	7	86%	43%	14%
Economically Disadvantaged	85	82%	32%	11%	94	81%	32%	4%
Not Disadvantaged	258	95%	64%	24%	227	96%	58%	19%
Migrant								
Not Migrant	343	92%	56%	21%	321	92%	50%	14%

NOTES

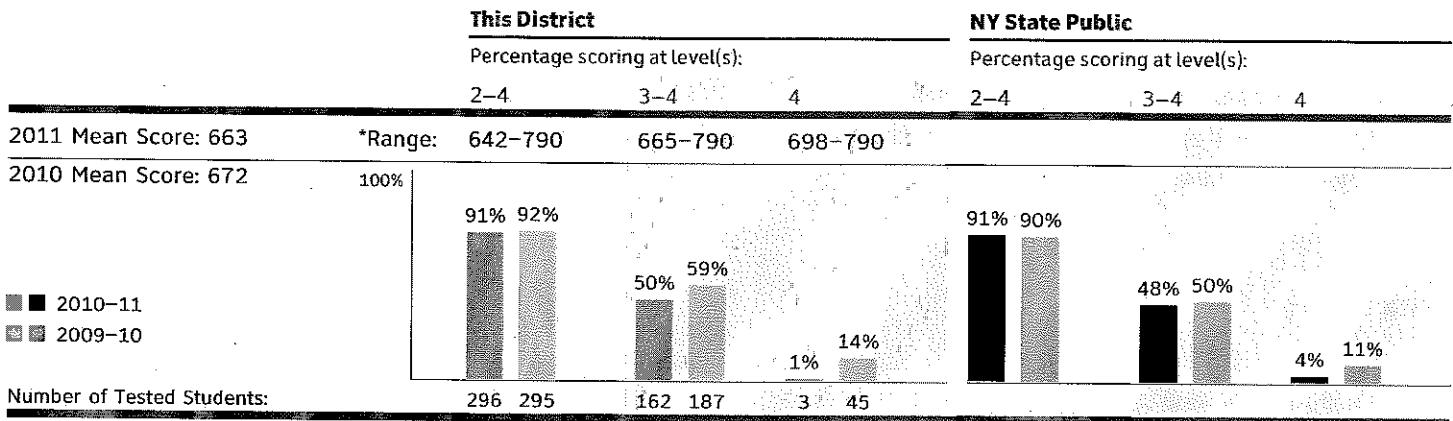
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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				0			

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	324	91%	50%	1%	319	92%	59%	14%
Female	160	93%	58%	2%	175	95%	69%	20%
Male	164	90%	43%	0%	144	90%	47%	7%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	4	-	-	-	7	86%	43%	14%
Hispanic or Latino	7	71%	57%	0%	10	100%	60%	0%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	60%	20%	13	100%	92%	15%
White	305	92%	50%	1%	282	92%	57%	14%
Multiracial	1	-	-	-	6	-	-	-
Small Group Totals	7	86%	29%	0%	7	86%	71%	29%
General-Education Students	274	97%	57%	1%	265	97%	69%	17%
Students with Disabilities	50	60%	10%	0%	54	70%	9%	0%
English Proficient	320	-	-	-	319	92%	59%	14%
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	90	80%	27%	0%	74	85%	43%	5%
Not Disadvantaged	234	96%	59%	1%	245	95%	63%	17%
Migrant								
Not Migrant	324	91%	50%	1%	319	92%	59%	14%

NOTES

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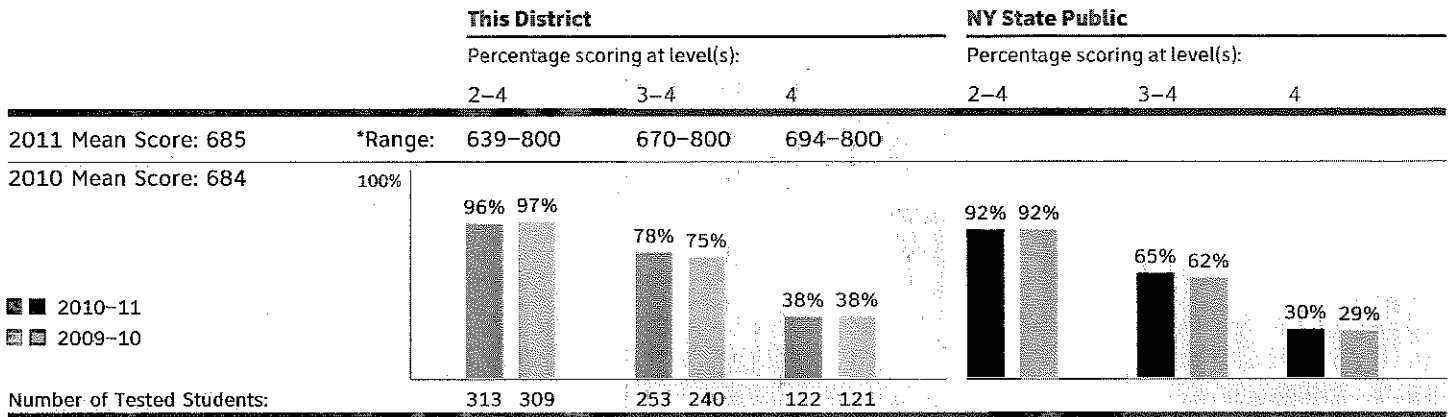
Other

Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				1			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	325	96%	78%	38%	319	97%	75%	38%
Female	161	97%	76%	36%	175	98%	79%	41%
Male	164	96%	80%	39%	144	95%	71%	34%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	4	-	-	-	7	86%	71%	0%
Hispanic or Latino	7	100%	71%	57%	10	100%	90%	40%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	80%	40%	13	100%	92%	77%
White	306	96%	78%	37%	282	97%	74%	37%
Multiracial	1	-	-	-	6	-	-	-
Small Group Totals	7	86%	71%	29%	7	100%	71%	57%
General-Education Students	275	99%	85%	43%	265	100%	84%	43%
Students with Disabilities	50	80%	40%	10%	54	83%	33%	11%
English Proficient	321	-	-	-	319	97%	75%	38%
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	90	91%	57%	20%	74	93%	57%	19%
Not Disadvantaged	235	98%	86%	44%	245	98%	81%	44%
Migrant								
Not Migrant	325	96%	78%	38%	319	97%	75%	38%

NOTES

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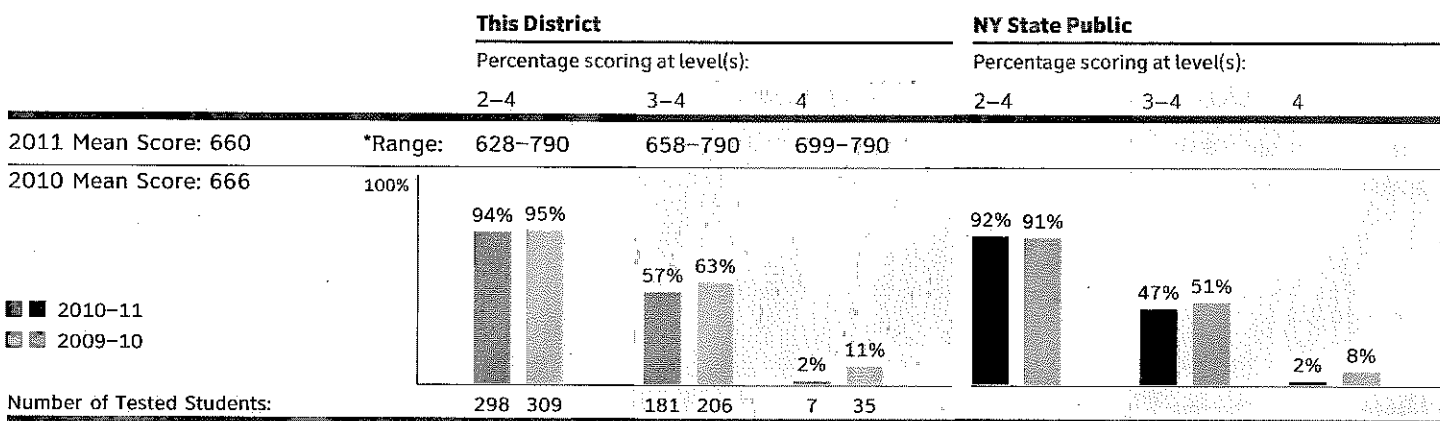
* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other

Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				1			

This District's Results in Grade 8 English Language Arts



Results by Student Group

Results by Student Group	2010–11 School Year				2009–10 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	316	94%	57%	2%	326	95%	63%	11%
Female	174	97%	66%	4%	174	95%	72%	16%
Male	142	91%	46%	0%	152	94%	53%	5%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	6	–	–	–	6	83%	67%	0%
Hispanic or Latino	16	94%	63%	6%	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	12	100%	83%	0%	6	100%	83%	50%
White	279	94%	55%	2%	306	95%	63%	10%
Multiracial	2	–	–	–	4	–	–	–
Small Group Totals	9	89%	78%	11%	8	88%	38%	0%
General-Education Students	265	98%	66%	3%	271	100%	74%	13%
Students with Disabilities	51	76%	10%	0%	55	69%	11%	0%
English Proficient	316	94%	57%	2%	326	95%	63%	11%
Limited English Proficient								
Economically Disadvantaged	72	86%	38%	0%	79	90%	39%	6%
Not Disadvantaged	244	97%	63%	3%	247	96%	71%	12%
Migrant								
Not Migrant	316	94%	57%	2%	326	95%	63%	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.

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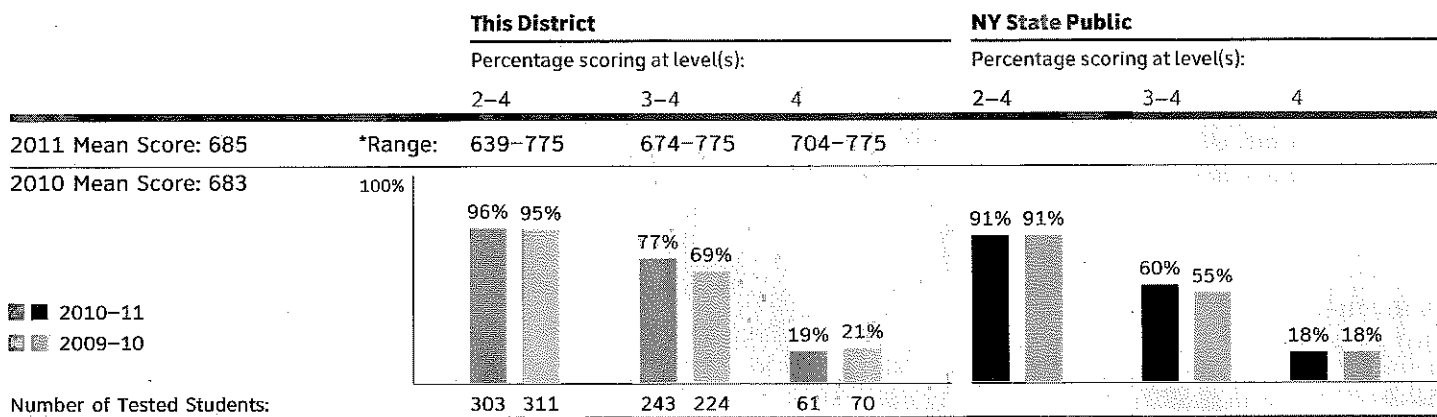
Other

Assessments

Other Assessments	2010–11 School Year				2009–10 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	—	—	—
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.

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	316	96%	77%	19%	326	95%	69%	21%
Female	174	97%	79%	22%	174	97%	72%	22%
Male	142	94%	74%	16%	152	93%	65%	20%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	6	-	-	-	6	83%	33%	0%
Hispanic or Latino	16	100%	81%	0%	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	12	100%	92%	67%	6	100%	83%	33%
White	279	96%	76%	18%	306	95%	70%	22%
Multiracial	2	-	-	-	4	-	-	-
Small Group Totals	9	89%	89%	22%	8	100%	50%	13%
General-Education Students	265	100%	83%	22%	271	100%	79%	25%
Students with Disabilities	51	76%	43%	4%	55	73%	16%	4%
English Proficient	316	96%	77%	19%	326	95%	69%	21%
Limited English Proficient								
Economically Disadvantaged	72	94%	67%	6%	79	90%	52%	5%
Not Disadvantaged	244	96%	80%	23%	247	97%	74%	27%
Migrant								
Not Migrant	316	96%	77%	19%	326	95%	69%	21%

NOTES

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

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

	2010-11 School Year				2009-10 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			

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

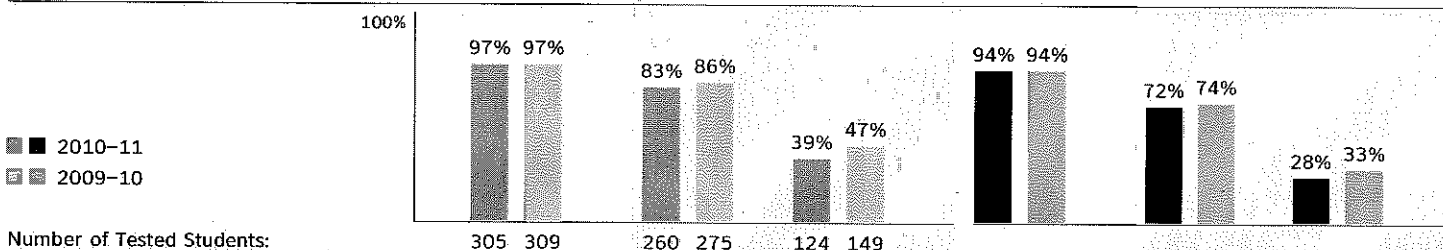
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2010-11 School Year

Total Tested

Percentage scoring at level(s):

2-4

3-4

4

2009-10 School Year

Total Tested

Percentage scoring at level(s):

2-4

3-4

4

All Students	315	97%	83%	39%	318	97%	86%	47%
Female	173	98%	83%	42%	169	98%	87%	46%
Male	142	95%	82%	36%	149	97%	86%	48%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	6	-	-	-	6	100%	67%	17%
Hispanic or Latino	16	100%	75%	19%	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	11	100%	100%	82%	6	100%	100%	67%
White	279	97%	82%	39%	298	97%	87%	47%
Multiracial	2	-	-	-	4	-	-	-
Small Group Totals	9	89%	89%	33%	8	100%	75%	38%
General-Education Students	265	99%	90%	46%	265	100%	94%	54%
Students with Disabilities	50	84%	42%	6%	53	85%	47%	13%
English Proficient	315	97%	83%	39%	318	97%	86%	47%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	72	93%	69%	19%	75	93%	71%	31%
Not Disadvantaged	243	98%	86%	45%	243	98%	91%	52%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	315	97%	83%	39%	318	97%	86%	47%

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

2010-11 School Year

Total Tested

Number scoring at level(s):

2-4

3-4

4

2009-10 School Year

Total Tested

Number scoring at level(s):

2-4

3-4

4

New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	0	-	-	-
Regents Science	0	-	-	-	0	-	-	-

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

This District

Percentage scoring at level(s):

2-4

3-4

4

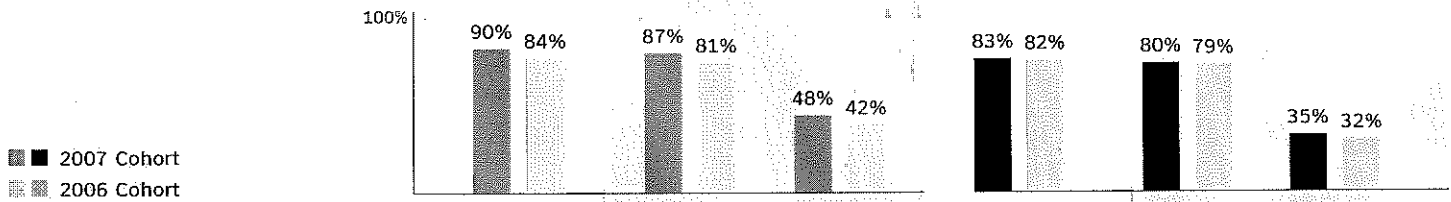
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2007 Cohort

Number of Students Percentage scoring at level(s):

2-4 3-4 4

2006 Cohort**

Number of Students Percentage scoring at level(s):

2-4 3-4 4

All Students	376	90%	87%	48%	353	84%	81%	42%
Female	180	95%	91%	56%	181	86%	83%	49%
Male	196	86%	84%	40%	172	82%	79%	34%
American Indian or Alaska Native	2	-	-	-	-	-	-	-
Black or African American	14	79%	71%	21%	10	-	-	-
Hispanic or Latino	2	-	-	-	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	8	75%	75%	25%	12	92%	92%	75%
White	346	91%	88%	50%	327	83%	81%	41%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	8	88%	75%	25%	14	86%	86%	29%
General-Education Students	336	94%	94%	53%	312	89%	88%	47%
Students with Disabilities	40	58%	30%	0%	41	41%	32%	2%
English Proficient	374	-	-	-	353	84%	81%	42%
Limited English Proficient	2	-	-	-	-	-	-	-
Economically Disadvantaged	47	94%	85%	23%	44	91%	86%	27%
Not Disadvantaged	329	90%	88%	51%	309	83%	81%	44%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	376	90%	87%	48%	353	84%	81%	42%

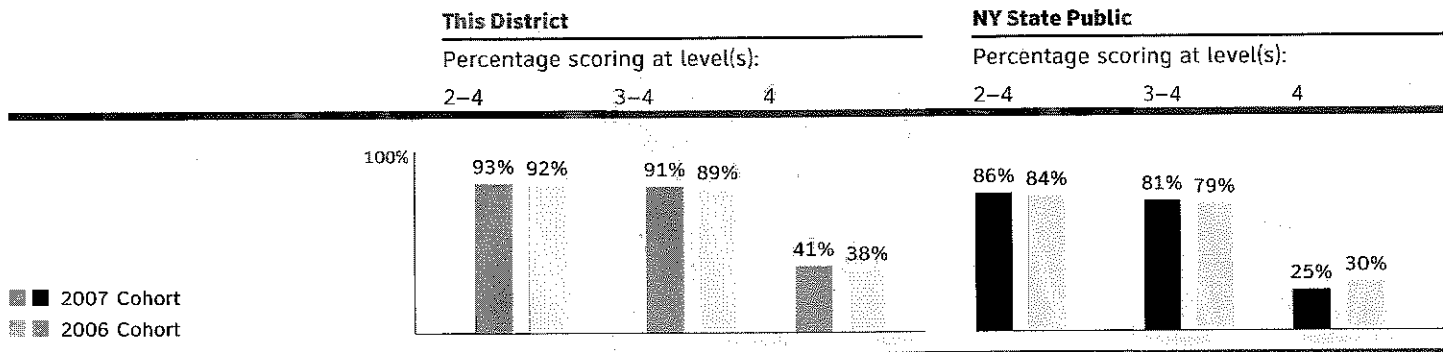
NOTES

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

** 2006 cohort data are those reported in the 2009-10 Accountability and Overview Report.

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



Results by Student Group

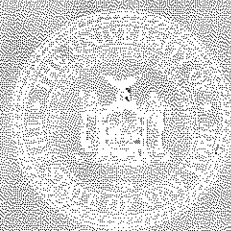
Results by Student Group	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	376	93%	91%	41%	353	92%	89%	38%
Female	180	95%	94%	42%	181	92%	88%	36%
Male	196	91%	88%	40%	172	92%	89%	40%
American Indian or Alaska Native	2	—	—	—	—	—	—	—
Black or African American	14	86%	86%	14%	10	—	—	—
Hispanic or Latino	2	—	—	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	25%	12	100%	100%	67%
White	346	93%	91%	42%	327	92%	88%	37%
Multiracial	4	—	—	—	1	—	—	—
Small Group Totals	8	75%	75%	38%	14	93%	86%	36%
General-Education Students	336	97%	96%	46%	312	96%	94%	42%
Students with Disabilities	40	60%	43%	0%	41	66%	51%	5%
English Proficient	374	—	—	—	353	92%	89%	38%
Limited English Proficient	2	—	—	—	—	—	—	—
Economically Disadvantaged	47	96%	91%	28%	44	98%	93%	27%
Not Disadvantaged	329	92%	91%	43%	309	92%	88%	39%
Migrant	—	—	—	—	—	—	—	—
Not Migrant	376	93%	91%	41%	353	92%	89%	38%

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

** 2006 cohort data are those reported in the 2009-10 Accountability and Overview Report.



The New York State District Report Card

**Comprehensive
Information Report
2010–11**

District **HORSEHEADS CENTRAL SCHOOL
DISTRICT**

District ID **07-09-01-06-0000**

Superintendent **RALPH MARINO**

Telephone **(607) 739-5601**

Grades **PK-12**

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	2010–11	318	96%	92%	56%	284	100%	98%	62%	34	65%	44%	6%
	2009–10	375	94%	88%	47%	331	98%	95%	53%	44	57%	30%	0%
	2008–09	309	98%	92%	47%	280	100%	96%	51%	29	79%	52%	7%
Integrated Algebra	2010–11	406	91%	83%	22%	349	97%	91%	25%	57	53%	35%	2%
	2009–10	401	91%	82%	19%	348	97%	88%	22%	53	55%	38%	0%
	2008–09	274	98%	92%	28%	260	99%	95%	29%	14	79%	29%	0%
Geometry	2010–11	267	99%	93%	33%	262	99%	93%	33%	5	100%	100%	20%
	2009–10	260	97%	85%	23%	254	97%	85%	24%	6	100%	50%	0%
	2008–09	0				0				0			
Algebra 2/Trigonometry	2010–11	229	88%	74%	19%	226	—	—	—	3	—	—	—
	2009–10	0				0				0			
	2008–09	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Global History and Geography	2010–11	364	88%	83%	42%	307	94%	90%	49%	57	56%	46%	5%
	2009–10	358	85%	77%	37%	317	90%	82%	41%	41	49%	37%	5%
	2008–09	411	91%	80%	31%	367	93%	83%	34%	44	68%	52%	5%
U.S. History and Government	2010–11	312	93%	89%	55%	285	96%	93%	59%	27	63%	44%	11%
	2009–10	360	96%	90%	54%	328	98%	94%	59%	32	72%	47%	6%
	2008–09	328	94%	91%	55%	297	98%	96%	59%	31	61%	48%	19%
Living Environment	2010–11	279	100%	98%	56%	260	100%	99%	58%	19	100%	84%	26%
	2009–10	289	100%	98%	63%	266	100%	98%	67%	23	100%	100%	17%
	2008–09	364	100%	98%	62%	346	100%	99%	64%	18	94%	83%	22%
Physical Setting/ Earth Science	2010–11	294	96%	92%	49%	280	96%	92%	51%	14	86%	86%	21%
	2009–10	319	94%	87%	45%	295	95%	89%	47%	24	79%	58%	17%
	2008–09	344	91%	80%	44%	317	93%	84%	47%	27	67%	41%	4%
Physical Setting/Chemistry	2010–11	171	98%	88%	32%	170	—	—	—	1	—	—	—
	2009–10	267	97%	84%	24%	266	—	—	—	1	—	—	—
	2008–09	183	98%	89%	26%	179	—	—	—	4	—	—	—
Physical Setting/Physics	2010–11	106	99%	96%	61%	105	—	—	—	1	—	—	—
	2009–10	73	99%	99%	75%	73	99%	99%	75%	0			
	2008–09	79	100%	99%	58%	77	—	—	—	2	—	—	—

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Regents Exams in Languages Other Than English

District **HORSEHEADS CENTRAL SCHOOL DISTRICT**
District ID **07-09-01-06-0000**

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 French	2010-11	44	100%	100%	48%	44	100%	100%	48%	0			
	2009-10	58	100%	100%	62%	58	100%	100%	62%	0			
	2008-09	35	100%	100%	66%	35	100%	100%	66%	0			
Comprehensive Italian	2010-11	0				0				0			
	2009-10	0				0				0			
	2008-09	0				0				0			
Comprehensive Spanish	2010-11	182	97%	91%	42%	180	—	—	—	2	—	—	—
	2009-10	190	99%	95%	58%	190	99%	95%	58%	0			
	2008-09	210	99%	98%	61%	208	—	—	—	2	—	—	—

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Regents Competency Tests

District **HORSEHEADS CENTRAL SCHOOL DISTRICT**
District ID **07-09-01-06-0000**

Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2010-11	57	26%	1	—	56	—
	2009-10	42	69%	4	—	38	—
	2008-09	43	67%	2	—	41	—
Science	2010-11	40	60%	1	—	39	—
	2009-10	42	76%	1	—	41	—
	2008-09	28	71%	2	—	26	—
Reading	2010-11	25	40%	1	—	24	—
	2009-10	11	55%	2	—	9	—
	2008-09	27	85%	7	86%	20	85%
Writing	2010-11	19	42%	1	—	18	—
	2009-10	14	93%	1	—	13	—
	2008-09	24	100%	6	100%	18	100%
Global Studies	2010-11	17	29%	1	—	16	—
	2009-10	31	35%	4	—	27	—
	2008-09	23	39%	4	—	19	—
U.S. History and Government	2010-11	26	62%	4	—	22	—
	2009-10	18	56%	1	—	17	—
	2008-09	10	60%	3	—	7	—

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English as a Second Language Achievement Test

District **HORSEHEADS CENTRAL SCHOOL DISTRICT**
District ID **07-09-01-06-0000**

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)	2010-11	6	0%	17%	83%	0%	6	0%	17%	83%	0%	0				
	2009-10	8	13%	63%	25%	0%	8	13%	63%	25%	0%	0				
	2008-09	3	—	—	—	—	3	—	—	—	—	0				
Reading and Writing (Grades K-1)	2010-11	6	17%	17%	33%	33%	6	17%	17%	33%	33%	0				
	2009-10	8	25%	38%	0%	38%	8	25%	38%	0%	38%	0				
	2008-09	3	—	—	—	—	3	—	—	—	—	0				
Listening and Speaking (Grades 2-4)	2010-11	3	—	—	—	—	2	—	—	—	—	1	—	—	—	—
	2009-10	5	0%	20%	20%	60%	4	—	—	—	—	1	—	—	—	—
	2008-09	4	—	—	—	—	3	—	—	—	—	1	—	—	—	—
Reading and Writing (Grades 2-4)	2010-11	3	—	—	—	—	2	—	—	—	—	1	—	—	—	—
	2009-10	5	40%	0%	20%	40%	4	—	—	—	—	1	—	—	—	—
	2008-09	4	—	—	—	—	3	—	—	—	—	1	—	—	—	—
Listening and Speaking (Grades 5-6)	2010-11	3	—	—	—	—	3	—	—	—	—	0				
	2009-10	9	33%	11%	11%	44%	9	33%	11%	11%	44%	0				
	2008-09	5	0%	0%	60%	40%	5	0%	0%	60%	40%	0				
Reading and Writing (Grades 5-6)	2010-11	3	—	—	—	—	3	—	—	—	—	0				
	2009-10	9	33%	11%	11%	44%	9	33%	11%	11%	44%	0				
	2008-09	5	0%	0%	60%	40%	5	0%	0%	60%	40%	0				
Listening and Speaking (Grades 7-8)	2010-11	4	—	—	—	—	4	—	—	—	—	0				
	2009-10	0					0					0				
	2008-09	2	—	—	—	—	2	—	—	—	—	0				
Reading and Writing (Grades 7-8)	2010-11	4	—	—	—	—	4	—	—	—	—	0				
	2009-10	0					0					0				
	2008-09	2	—	—	—	—	2	—	—	—	—	0				
Listening and Speaking (Grades 9-12)	2010-11	3	—	—	—	—	3	—	—	—	—	0				
	2009-10	3	—	—	—	—	3	—	—	—	—	0				
	2008-09	3	—	—	—	—	2	—	—	—	—	1	—	—	—	—
Reading and Writing (Grades 9-12)	2010-11	3	—	—	—	—	3	—	—	—	—	0				
	2009-10	3	—	—	—	—	3	—	—	—	—	0				
	2008-09	3	—	—	—	—	2	—	—	—	—	1	—	—	—	—

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National Assessment of Educational Progress

District **HORSEHEADS CENTRAL SCHOOL DISTRICT**
District ID **07-09-01-06-0000**

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%

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

Other Assessments

District **HORSEHEADS CENTRAL SCHOOL DISTRICT**
District ID **07-09-01-06-0000**

2007 Total Cohort Performance on Regents Exams After Four Years

	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	376	5%	53%	32%	336	4%	55%	35%	40	18%	33%	8%
U.S. History and Government	376	2%	35%	52%	336	1%	36%	57%	40	13%	28%	8%
Science	376	1%	35%	56%	336	1%	34%	61%	40	5%	48%	8%

New York State Alternate Assessments (NYSAA) 2010-11

	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
Secondary Level					
English Language Arts	5	0	0	2	3
Mathematics	5	0	0	3	2
Social Studies	5	0	0	2	3
Science	5	0	0	2	3

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

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High School Information

District **HORSEHEADS CENTRAL SCHOOL DISTRICT**
District ID **07-09-01-06-0000**

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	2010–11	331		313		18	
	2009–10	310		283		27	
	2008–09	316		297		19	
Receiving a Regents Diploma	2010–11	306	92%	299	96%	7	39%
	2009–10	274	88%	266	94%	8	30%
	2008–09	290	92%	279	94%	11	58%
Receiving a Regents Diploma with Advanced Designation	2010–11	193	58%	193	62%	0	0%
	2009–10	166	54%	164	58%	2	7%
	2008–09	171	54%	170	57%	1	5%
Receiving an Individualized Education Program (IEP) Diploma	2010–11	10	N/A	0		10	N/A
	2009–10	5	N/A	0		5	N/A
	2008–09	11	N/A	0		11	N/A

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

High School Noncompleters

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Dropped Out	2010–11	17	1%	14	1%	3	1%
	2009–10	35	2%	27	2%	8	3%
	2008–09	50	3%	39	3%	11	5%
Entered Approved High School Equivalency Preparation Program	2010–11	12	1%	8	1%	4	2%
	2009–10	9	1%	7	0%	2	1%
	2008–09	9	1%	9	1%	0	0%
Total Noncompleters	2010–11	29	2%	22	2%	7	3%
	2009–10	44	3%	34	2%	10	4%
	2008–09	59	3%	48	3%	11	5%

Post-secondary Plans of 2010–11 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	118	35%	116	37%	2	7%
To 2-year College	159	47%	150	48%	9	32%
To Other Post-secondary	4	1%	4	1%	0	0%
To the Military	16	5%	15	5%	1	4%
To Employment	26	8%	18	6%	8	29%
To Adult Services	5	1%	0	0%	5	18%
To Other Known Plans	3	1%	3	1%	0	0%
Plan Unknown	10	3%	7	2%	3	11%

