The New York State District Report Card

Accountability and Overview Report 2009 – 10

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT**
District ID **26-08-01-06-0000**
Superintendent **SUSAN ALLEN**
Telephone **(585) 339-1210**
Grades **PK-12, UE**

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 2010–11 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

	2007–08	2008–09	2009–10
Pre-K	24	93	114
Kindergarten	208	256	225
Grade 1	231	226	245
Grade 2	226	224	231
Grade 3	244	220	217
Grade 4	231	244	225
Grade 5	244	235	240
Grade 6	229	240	232
Ungraded Elementary	0	0	6
Grade 7	300	228	243
Grade 8	278	265	223
Grade 9	277	287	297
Grade 10	298	256	264
Grade 11	303	274	243
Grade 12	261	261	262
Ungraded Secondary	0	5	0
Total K–12	3330	3221	3153

Enrollment Information

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

Average Class Size

	2007–08	2008–09	2009–10
Common Branch	20	19	19
Grade 8			
English	20	19	18
Mathematics	19	19	18
Science	20	19	19
Social Studies	19	19	19
Grade 10			
English	20	17	20
Mathematics	22	20	19
Science	22	16	23
Social Studies	23	24	23

Average Class Size Information

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

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT**

District ID **26-08-01-06-0000**

Demographic Factors

	2007–08		2008–09		2009–10	
	#	%	#	%	#	%
Eligible for Free Lunch	1051	34%	1052	33%	1101	35%
Reduced-Price Lunch	353	11%	372	12%	397	13%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	93	3%	106	3%	102	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	6	0%	9	0%	7	0%
Black or African American	602	18%	588	18%	593	19%
Hispanic or Latino	357	11%	360	11%	339	11%
Asian or Native Hawaiian/Other Pacific Islander	75	2%	68	2%	56	2%
White	2290	69%	2157	67%	2034	65%
Multiracial	0	0%	39	1%	124	4%

* Available only at the school level.

Attendance and Suspensions

	2006–07		2007–08		2008–09	
	#	%	#	%	#	%
Annual Attendance Rate		96%		94%		94%
Student Suspensions	238	7%	292	9%	155	5%

Demographic Factors Information

Eligible for Free Lunch and *Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *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.

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT**

District ID **26-08-01-06-0000**

Teacher Qualifications

	2007–08	2008–09	2009–10
Total Number of Teachers	283	293	308
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	13%	13%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	13%	14%	13%
Total Number of Core Classes	709	746	802
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	1008	1044	1106
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Teacher Qualifications Information

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

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

Teacher Turnover Rate

	2006–07	2007–08	2008–09
Turnover Rate of Teachers with Fewer than Five Years of Experience	N/A	19%	11%
Turnover Rate of All Teachers	13%	12%	8%

Teacher Turnover Rate Information

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

Staff Counts

	2007–08	2008–09	2009–10
Total Other Professional Staff	38	38	40
Total Paraprofessionals*	105	93	102
Assistant Principals	5	5	5
Principals	6	6	6

* Not available at the school level.

Staff Counts Information

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

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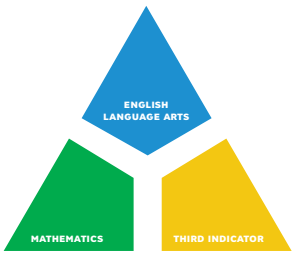
Understanding How Accountability Works in New York State

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



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

1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

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

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

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

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

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

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

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

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

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

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

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

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

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

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 2009–10, the participation enrollment ("Total" or "12th Graders") shown in the tables is the sum of 2008–09 and 2009–10 participation enrollments and the "Percentage Tested" shown is the weighted average of the participation rates over those two years.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT** District ID **26-08-01-06-0000**

Understanding Your District Accountability Status

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

Federal Title I Status (Applies to all New York State districts receiving Title I funds)	**New York State Status** (Applies to New York State districts)
District in Good Standing A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.	
District in Need of Improvement (Year 1) A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress (Year 1)** A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.
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 Requiring Academic Progress (Year 2)** A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.
District in Need of Improvement (Year 3) A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress (Year 3)** A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.
District in Need of Improvement (Year 4) A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress (Year 4)** A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.
District in Need of Improvement (Year 5 and above) A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress (Year 5 and above)** A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

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

2 District Accountability

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT** District ID **26-08-01-06-0000**

Summary

Overall Accountability Status (2010–11)

Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2008–09	2009–10	2010–11
YES	YES	YES

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

	Elementary/Middle Level			Secondary Level		
Student Groups	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✔	✔	✔	✔	✔	✔
Ethnicity						
American Indian or Alaska Native	–	–				
Black or African American	✔	✔		✔	✔	
Hispanic or Latino	✔	✔		–	–	
Asian or Native Hawaiian/Other Pacific Islander	–	–		–	–	
White	✔	✔		✔	✔	
Multiracial	✔	✔		–	–	
Other Groups						
Students with Disabilities	✘	✔		✘	✘	
Limited English Proficient	✔	✔				
Economically Disadvantaged	✔	✔		✔	✔	
Student groups making AYP in each subject	✘ 7 of 8	✔ 8 of 8	✔ 1 of 1	✘ 4 of 5	✘ 4 of 5	✔ 1 of 1

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did not make AYP
- — Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

Federal	State
Good Standing	Good Standing
Improvement (Year 1)	Requiring Academic Progress (Year 1)
Improvement (Year 2)	Requiring Academic Progress (Year 2)
Improvement (Year 3)	Requiring Academic Progress (Year 3)
Improvement (Year 4)	Requiring Academic Progress (Year 4)
Improvement (Year 5 & Above)	Requiring Academic Progress (Year 5 & Above)

Pending – Requires Special Evaluation

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT** District ID **26-08-01-06-0000**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2010–11)	^	Good Standing
Accountability Measures	7 of 8	Student groups making AYP in English language arts
	✘	Did not make AYP
Prospective Status		A district that fails to make AYP in English language arts 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 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation: Met Criterion	Participation: Percentage Tested	Test Performance: Met Criterion	Test Performance: Performance Index	Performance Objectives: Effective AMO	Safe Harbor Target 2009–10	Safe Harbor Target 2010–11
Accountability Groups								
All Students (1425:1368)	✔	✔	100%	✔	174	152		
Ethnicity								
American Indian or Alaska Native (3:3)	–	–	–	–	–	–		–
Black or African American (282:270)	✔	✔	100%	✔	162	148		
Hispanic or Latino (174:154)	✔	✔	100%	✔	162	147		
Asian or Native Hawaiian/Other Pacific Islander (31:28)	–	–	–	–	–	–		–
White (897:875)	✔	✔	100%	✔	179	151		
Multiracial (38:38)	✔	–	–	✔	166	139		
Other Groups								
Students with Disabilities (172:175)	✘	✔	100%	✘	127	147	143	94
Limited English Proficient (38:58)	✔	–	–	✔	152	142		
Economically Disadvantaged (667:622)	✔	✔	100%	✔	166	151		
Final AYP Determination	✘ 7 of 8							
Non-Accountability Groups								
Female (714:682)			100%		178	151		
Male (711:686)			100%		169	151		
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.

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT** District ID **26-08-01-06-0000**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2010–11)	^	Good Standing
Accountability Measures	8 of 8	Student groups making AYP in mathematics
	✔	Made AYP
Prospective Status		This district will be in good standing in 2011-12. [201]

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation: Met Criterion	Participation: Percentage Tested	Test Performance: Met Criterion	Test Performance: Performance Index	Performance Objectives: Effective AMO	Safe Harbor Target 2009–10	Safe Harbor Target 2010–11
Accountability Groups								
All Students (1426:1371)	✔	✔	100%	✔	187	132		
Ethnicity								
American Indian or Alaska Native (3:3)	–	–	–	–	–	–		–
Black or African American (281:271)	✔	✔	100%	✔	179	128		
Hispanic or Latino (175:155)	✔	✔	100%	✔	182	127		
Asian or Native Hawaiian/Other Pacific Islander (31:28)	–	–	–	–	–	–		–
White (898:876)	✔	✔	100%	✔	190	131		
Multiracial (38:38)	✔	–	–	✔	182	119		
Other Groups								
Students with Disabilities (173:176)	✔	✔	100%	✔	138	127		
Limited English Proficient (38:59)	✔	–	–	✔	183	122		
Economically Disadvantaged (667:623)	✔	✔	100%	✔	183	131		
Final AYP Determination	✔ 8 of 8							
Non-Accountability Groups								
Female (714:683)			100%		187	131		
Male (712:688)			100%		186	131		
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.

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT** District ID **26-08-01-06-0000**

Elementary/Middle-Level Science

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

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

Student Group (Total: Continuous Enrollment)	AYP Status	AYP Safe Harbor Qualification	Participation Met Criterion	Participation Percentage Tested	Test Performance Met Criterion	Test Performance Performance Index	Performance Objectives State Standard	Progress Target 2009–10	Progress Target 2010–11
Accountability Groups									
All Students (474:445)	✔	Qualified	✔	99%	✔	186	100		
Ethnicity									
American Indian or Alaska Native (1:1)		–	–	–	–	–	–		–
Black or African American (95:90)		Qualified	✔	99%	✔	176	100		
Hispanic or Latino (57:48)		Qualified	✔	96%	✔	173	100		
Asian or Native Hawaiian/Other Pacific Islander (9:8)		–	–	–	–	–	–		–
White (300:287)		Qualified	✔	99%	✔	191	100		
Multiracial (12:11)		–	–	–	–	–	–		–
Other Groups									
Students with Disabilities (61:62)		Qualified	✔	97%	✔	161	100		
Limited English Proficient (12:11)		–	–	–	–	–	–		–
Economically Disadvantaged (226:205)		Qualified	✔	98%	✔	183	100		
Final AYP Determination	✔ 1 of 1								
Non-Accountability Groups									
Female (247:233)				99%		185	100		
Male (227:212)				98%		188	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.

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT** District ID **26-08-01-06-0000**

Secondary-Level English Language Arts

Accountability Status for This Subject (2010–11)	^	Good Standing
Accountability Measures	4 of 5	Student groups making AYP in English language arts
	✘	Did not make AYP
Prospective Status		A district that fails to make AYP in English language arts 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 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10	Safe Harbor Target 2010–11
Accountability Groups								
All Students (291:265)	✔	✔	100%	✔	186	170		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (55:46)	✔	✔	100%	✔	167	163		
Hispanic or Latino (27:24)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (1:1)	–	–	–	–	–	–		–
White (204:192)	✔	✔	100%	✔	190	169		
Multiracial (4:2)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (52:53)	✘	✔	98%	✘	138	164	128‡	144
Limited English Proficient (0:0)								
Economically Disadvantaged (89:83)	✔	✔	100%	✔	177	166		
Final AYP Determination	✘ 4 of 5							
Non-Accountability Groups								
Female (143:134)			99%		191	168		
Male (148:131)			100%		180	168		
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.

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT** District ID **26-08-01-06-0000**

Secondary-Level Mathematics

Accountability Status for This Subject (2010–11)	^	Good Standing
Accountability Measures	4 of 5	Student groups making AYP in mathematics
	✘	Did not make AYP
Prospective Status		This district will be in good standing in 2011-12. [201]

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

Student Group (12th Graders: 2006 Cohort)	AYP Status	Participation: Met Criterion	Participation: Percentage Tested	Test Performance: Met Criterion	Test Performance: Performance Index	Performance Objectives: Effective AMO	Safe Harbor Target 2009–10	Safe Harbor Target 2010–11
Accountability Groups								
All Students (291:265)	✔	✔	100%	✔	182	166		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (55:46)	✔	✔	100%	✔	159	159		
Hispanic or Latino (27:24)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (1:1)	–	–	–	–	–	–		–
White (204:192)	✔	✔	100%	✔	186	165		
Multiracial (4:2)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (52:53)	✘	✔	98%	✘	128	160	119‡	135
Limited English Proficient (0:0)								
Economically Disadvantaged (89:83)	✔	✔	100%	✔	177	162		
Final AYP Determination	✘ 4 of 5							
Non-Accountability Groups								
Female (143:134)			99%		183	164		
Male (148:131)			100%		181	164		
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.

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT** District ID **26-08-01-06-0000**

Graduation Rate

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

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation: AYP	Graduation: Met Criterion	Graduation: Graduation Rate	Objectives: State Standard	Progress Target 2009–10	Progress Target 2010–11
Accountability Groups						
All Students (293)	✔	✔	86%	80%		
Ethnicity						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (48)		✘	69%	80%	80%	71%
Hispanic or Latino (30)		✔	83%	80%		
Asian or Native Hawaiian/Other Pacific Islander (3)		–	–	–		
White (210)		✔	90%	80%		
Multiracial (1)		–	–	–		
Other Groups						
Students with Disabilities (43)		✘	56%	80%	72%	61%
Limited English Proficient (3)		–	–	–		
Economically Disadvantaged (84)		✔	83%	80%		
Final AYP Determination	✔ 1 of 1					
Non-Accountability Groups						
Female (131)			90%	80%		
Male (162)			83%	80%		
Migrant (0)						

Symbols

✔ Made AYP

✘ Did not make AYP

— Fewer than 30 Graduation-Rate Total Cohort

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

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **89%** and, therefore, this district ***did not*** meet this goal. The aspirational goal does not impact accountability.

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT** District ID **26-08-01-06-0000**

2010–11 Accountability Status of Schools in Your District

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

In Good Standing

6 schools identified 100% of total

DURAND-EASTMAN INTERMEDIATE SCHOOL
EAST IRONDEQUOIT MIDDLE SCHOOL
EASTRIDGE SENIOR HIGH SCHOOL
HELENDALE ROAD PRIMARY SCHOOL
IVAN L GREEN PRIMARY SCHOOL
LAURELTON-PARDEE INTERMEDIATE SCHOOL

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT**

District ID **26-08-01-06-0000**

Summary of 2009–10 District Performance

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

	Percentage of students that scored at or above Level 3	Total Tested
English Language Arts	0% 50% 100%	
Grade 3	63%	219
Grade 4	59%	231
Grade 5	63%	238
Grade 6	49%	235
Grade 7	53%	251
Grade 8	56%	233
Mathematics		
Grade 3	61%	220
Grade 4	71%	233
Grade 5	69%	238
Grade 6	50%	235
Grade 7	75%	251
Grade 8	59%	234
Science		
Grade 4	90%	232
Grade 8	78%	155

	Percentage of students that scored at or above Level 3	2006 Total Cohort
Secondary Level	0% 50% 100%	
English	82%	297
Mathematics	79%	297

About the Performance Level Descriptors

Level 1: **Not Meeting Learning Standards**. Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: **Partially Meeting Learning Standards**. Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: **Meeting Learning Standards**. Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: **Meeting Learning Standards with Distinction**. Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

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

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

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

This District's N/RC Category:

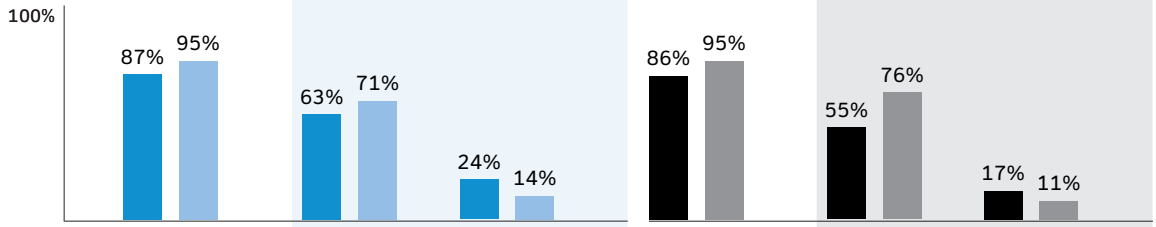
Average Need Districts

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

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT** District ID **26-08-01-06-0000**

This District's Results in Grade 3 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2010 Mean Score: 675	*Range:	643–780	662–780	694–780			
2009 Mean Score: 672							
Number of Tested Students:		190 209	138 157	53 30			



Results by Student Group

	2009–10 School Year				2008–09 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	**219**	**87%**	**63%**	**24%**	**220**	**95%**	**71%**	**14%**
Female	113	91%	66%	29%	109	98%	83%	19%
Male	106	82%	59%	19%	111	92%	60%	8%
American Indian or Alaska Native					1	–	–	–
Black or African American	32	69%	38%	3%	42	95%	45%	5%
Hispanic or Latino	33	82%	64%	21%	22	86%	50%	0%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	40%	0%	7	100%	100%	29%
White	143	91%	69%	31%	143	96%	80%	17%
Multiracial	6	100%	67%	17%	5	–	–	–
Small Group Totals					6	100%	83%	17%
General-Education Students	204	91%	67%	25%	197	98%	76%	14%
Students with Disabilities	15	33%	7%	7%	23	70%	30%	9%
English Proficient	212	87%	63%	24%	208	96%	73%	14%
Limited English Proficient	7	86%	57%	29%	12	75%	50%	0%
Economically Disadvantaged	96	84%	58%	20%	108	93%	61%	8%
Not Disadvantaged	123	89%	67%	28%	112	97%	81%	19%
Migrant								
Not Migrant	219	87%	63%	24%	220	95%	71%	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 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 *Accountability and Overview Reports.*

Other Assessments

	2009–10 School Year				2008–09 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	–	–	–	3	–	–	–
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	N/A	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.

4 Overview of District Performance

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT** District ID **26-08-01-06-0000**

This District's Results in Grade 3 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2010 Mean Score: 693	*Range:	661–770	684–770	707–770			
2009 Mean Score: 695							
2009–10		93%	61%	26%	91%	59%	24%
2008–09		99%	94%	29%	99%	93%	27%
Number of Tested Students:		205 216	135 206	58 63			

Results by Student Group

	2009–10 School Year				2008–09 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	**220**	**93%**	**61%**	**26%**	**218**	**99%**	**94%**	**29%**
Female	114	94%	59%	27%	110	100%	97%	25%
Male	106	92%	64%	25%	108	98%	92%	32%
American Indian or Alaska Native					1	–	–	–
Black or African American	32	84%	31%	19%	41	100%	95%	10%
Hispanic or Latino	33	94%	67%	27%	22	100%	82%	9%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	80%	0%	7	100%	100%	57%
White	144	95%	66%	28%	142	99%	96%	36%
Multiracial	6	83%	67%	33%	5	–	–	–
Small Group Totals					6	100%	100%	33%
General-Education Students	205	96%	65%	28%	195	100%	97%	31%
Students with Disabilities	15	60%	7%	0%	23	91%	74%	13%
English Proficient	212	93%	61%	25%	206	99%	95%	30%
Limited English Proficient	8	100%	63%	50%	12	100%	92%	17%
Economically Disadvantaged	97	91%	60%	22%	106	99%	94%	22%
Not Disadvantaged	123	95%	63%	30%	112	99%	95%	36%
Migrant								
Not Migrant	220	93%	61%	26%	218	99%	94%	29%

NOTES

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

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

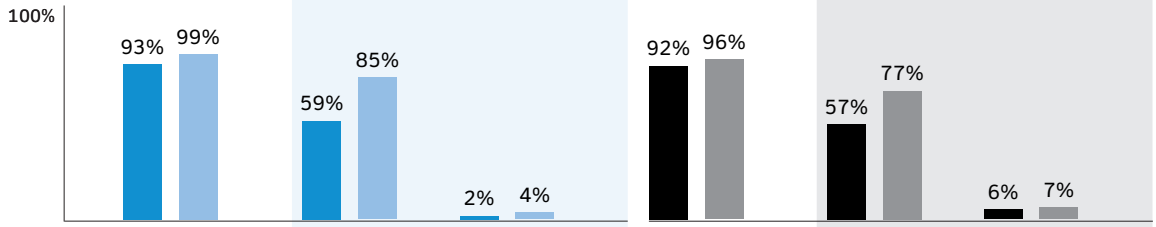
Other Assessments

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

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT** District ID **26-08-01-06-0000**

This District's Results in Grade 4 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2010 Mean Score: 672	*Range:	637–775	668–775	720–775			
2009 Mean Score: 674							
Number of Tested Students:		215 245	136 211	5 10			



Results by Student Group

	2009–10 School Year				2008–09 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	**231**	**93%**	**59%**	**2%**	**248**	**99%**	**85%**	**4%**
Female	123	95%	67%	3%	131	98%	83%	5%
Male	108	91%	49%	1%	117	99%	87%	3%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	52	90%	38%	0%	50	98%	80%	2%
Hispanic or Latino	27	85%	48%	0%	24	100%	75%	4%
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	7	–	–	–
White	136	95%	67%	3%	163	99%	90%	5%
Multiracial	9	100%	56%	0%	3	–	–	–
Small Group Totals	7	100%	100%	14%	11	91%	64%	0%
General-Education Students	207	97%	63%	2%	232	99%	87%	4%
Students with Disabilities	24	63%	21%	0%	16	94%	56%	0%
English Proficient	227	–	–	–	241	99%	86%	4%
Limited English Proficient	4	–	–	–	7	100%	57%	0%
Economically Disadvantaged	114	93%	49%	0%	111	98%	74%	3%
Not Disadvantaged	117	93%	68%	4%	137	99%	94%	5%
Migrant								
Not Migrant	231	93%	59%	2%	248	99%	85%	4%

NOTES

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

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

Other Assessments

	2009–10 School Year				2008–09 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	–	–	–	3	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	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 4	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

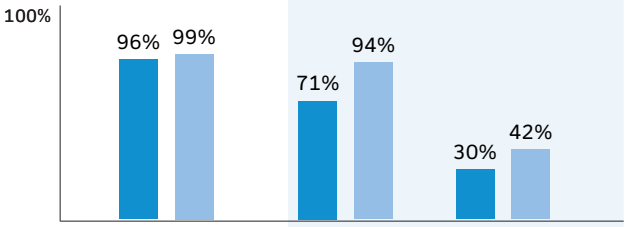
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT** District ID **26-08-01-06-0000**

This District's Results in Grade 4 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2010 Mean Score: 692	*Range:	636–800	676–800	707–800			
2009 Mean Score: 696							
2009–10		96%	71%	30%	95%	64%	26%
2008–09		99%	94%	42%	96%	87%	35%
Number of Tested Students:		223 245	166 232	71 104			



Results by Student Group

	2009–10 School Year				2008–09 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**	**96%**	**71%**	**30%**	**247**	**99%**	**94%**	**42%**
Female	123	95%	72%	30%	129	99%	95%	36%
Male	110	96%	71%	31%	118	99%	93%	48%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	52	94%	50%	15%	50	100%	94%	24%
Hispanic or Latino	28	89%	57%	25%	24	100%	88%	25%
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	7	–	–	–
White	137	97%	80%	37%	162	99%	95%	51%
Multiracial	9	100%	89%	11%	3	–	–	–
Small Group Totals	7	100%	100%	57%	11	100%	91%	27%
General-Education Students	208	98%	76%	34%	231	100%	95%	43%
Students with Disabilities	25	80%	32%	4%	16	88%	75%	31%
English Proficient	228	96%	71%	31%	240	99%	94%	43%
Limited English Proficient	5	100%	80%	0%	7	100%	86%	14%
Economically Disadvantaged	115	95%	63%	23%	111	100%	90%	30%
Not Disadvantaged	118	97%	79%	37%	136	99%	97%	52%
Migrant								
Not Migrant	233	96%	71%	30%	247	99%	94%	42%

NOTES

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

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

Other Assessments

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

4 Overview of District Performance

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT** District ID **26-08-01-06-0000**

This District's Results in Grade 4 Science

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2010 Mean Score: 81	Range:	45–100	65–100	85–100			
2009 Mean Score: 87	100%	99% 99%	90% 95%	46% 73%	97% 97%	88% 88%	55% 59%
2009–10 / 2008–09							
Number of Tested Students:		230 241	208 232	106 177			

Results by Student Group

	2009–10 School Year				2008–09 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	**232**	**99%**	**90%**	**46%**	**244**	**99%**	**95%**	**73%**
Female	124	99%	91%	45%	129	99%	95%	66%
Male	108	99%	88%	46%	115	98%	95%	80%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	52	98%	85%	25%	50	100%	94%	58%
Hispanic or Latino	27	96%	81%	26%	23	100%	96%	57%
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	7	100%	100%	100%
White	137	100%	92%	56%	159	98%	95%	80%
Multiracial	9	100%	100%	44%	4	–	–	–
Small Group Totals	7	100%	100%	71%	5	100%	100%	20%
General-Education Students	208	100%	92%	48%	227	100%	96%	74%
Students with Disabilities	24	96%	71%	25%	17	88%	88%	53%
English Proficient	227	99%	90%	46%	237	99%	95%	73%
Limited English Proficient	5	100%	80%	20%	7	100%	100%	57%
Economically Disadvantaged	113	99%	88%	31%	111	99%	94%	59%
Not Disadvantaged	119	99%	92%	60%	133	98%	96%	84%
Migrant								
Not Migrant	232	99%	90%	46%	244	99%	95%	73%

NOTES

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

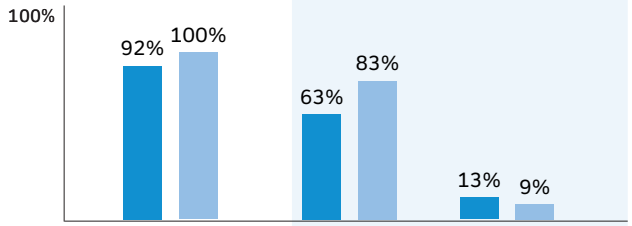
Other Assessments

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

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT** District ID **26-08-01-06-0000**

This District's Results in Grade 5 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2010 Mean Score: 673	*Range:	647–795	666–795	700–795			
2009 Mean Score: 671							
2009–10		92%	63%	13%	88%	52%	13%
2008–09		100%	83%	9%	99%	82%	14%
Number of Tested Students:		219 237	149 196	31 22			



Results by Student Group

	2009–10 School Year				2008–09 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	**238**	**92%**	**63%**	**13%**	**237**	**100%**	**83%**	**9%**
Female	126	94%	58%	10%	110	100%	81%	9%
Male	112	89%	68%	16%	127	100%	84%	9%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	51	94%	41%	4%	44	100%	68%	2%
Hispanic or Latino	25	88%	40%	8%	32	100%	88%	6%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	40%	7	–	–	–
White	152	92%	72%	16%	151	100%	85%	12%
Multiracial	4	–	–	–	2	–	–	–
Small Group Totals	5	80%	60%	0%	10	100%	90%	10%
General-Education Students	218	93%	66%	14%	208	100%	89%	11%
Students with Disabilities	20	80%	30%	5%	29	100%	34%	0%
English Proficient	234	–	–	–	224	100%	85%	10%
Limited English Proficient	4	–	–	–	13	100%	38%	0%
Economically Disadvantaged	107	90%	49%	8%	111	100%	75%	4%
Not Disadvantaged	131	94%	74%	17%	126	100%	90%	14%
Migrant								
Not Migrant	238	92%	63%	13%	237	100%	83%	9%

NOTES

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

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

Other Assessments

	2009–10 School Year				2008–09 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	–	–	–	4	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

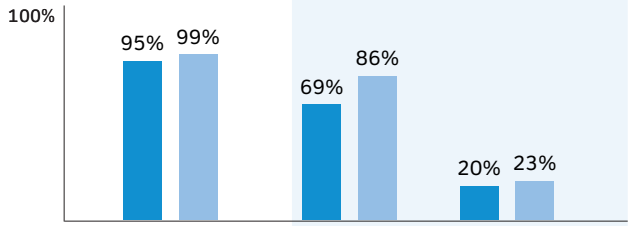
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

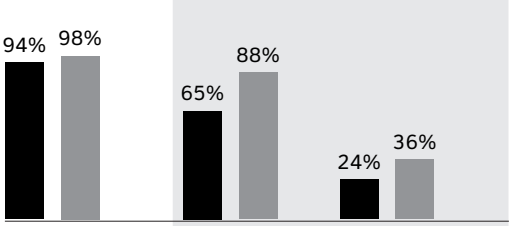
4 Overview of District Performance

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT** District ID **26-08-01-06-0000**

This District's Results in Grade 5 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2010 Mean Score: 684	*Range:	640–780	674–780	702–780			
2009 Mean Score: 678							
Number of Tested Students:		226 231	165 202	47 54			





Results by Student Group

	2009–10 School Year				2008–09 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	**238**	**95%**	**69%**	**20%**	**234**	**99%**	**86%**	**23%**
Female	126	94%	62%	13%	108	98%	84%	19%
Male	112	96%	78%	27%	126	99%	88%	26%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	51	96%	51%	16%	43	100%	79%	16%
Hispanic or Latino	25	88%	56%	4%	32	100%	91%	19%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	20%	6	–	–	–
White	152	96%	78%	24%	151	98%	88%	26%
Multiracial	4	–	–	–	1	–	–	–
Small Group Totals	5	80%	20%	0%	8	100%	75%	25%
General-Education Students	218	97%	72%	21%	205	100%	90%	26%
Students with Disabilities	20	70%	45%	5%	29	90%	59%	3%
English Proficient	234	–	–	–	221	99%	86%	24%
Limited English Proficient	4	–	–	–	13	100%	85%	15%
Economically Disadvantaged	107	92%	57%	11%	110	98%	84%	16%
Not Disadvantaged	131	98%	79%	27%	124	99%	89%	29%
Migrant								
Not Migrant	238	95%	69%	20%	234	99%	86%	23%

NOTES

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Other Assessments

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

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT** District ID **26-08-01-06-0000**

This District's Results in Grade 6 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2010 Mean Score: 661	*Range:	644–785	662–785	694–785			
2009 Mean Score: 664							
2009–10		89%	49%	3%	89%	54%	7%
2008–09		100%	79%	7%	100%	81%	9%
Number of Tested Students:		209 242	114 190	7 18			

Results by Student Group

	2009–10 School Year				2008–09 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	**235**	**89%**	**49%**	**3%**	**242**	**100%**	**79%**	**7%**
Female	110	87%	52%	4%	112	100%	79%	8%
Male	125	90%	46%	2%	130	100%	78%	7%
American Indian or Alaska Native	1	–	–	–				
Black or African American	46	83%	30%	2%	54	100%	65%	0%
Hispanic or Latino	36	86%	44%	0%	20	100%	75%	0%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	67%	0%	7	100%	57%	0%
White	142	91%	54%	4%	154	100%	86%	12%
Multiracial	4	–	–	–	7	100%	43%	0%
Small Group Totals	5	100%	60%	0%				
General-Education Students	206	97%	54%	3%	209	100%	87%	8%
Students with Disabilities	29	31%	10%	0%	33	100%	27%	3%
English Proficient	227	90%	50%	3%	236	100%	80%	8%
Limited English Proficient	8	50%	0%	0%	6	100%	33%	0%
Economically Disadvantaged	116	83%	34%	0%	91	100%	71%	1%
Not Disadvantaged	119	95%	62%	6%	151	100%	83%	11%
Migrant								
Not Migrant	235	89%	49%	3%	242	100%	79%	7%

NOTES

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Other Assessments

	2009–10 School Year				2008–09 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	–	–	–	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	N/A	N/A	N/A	N/A

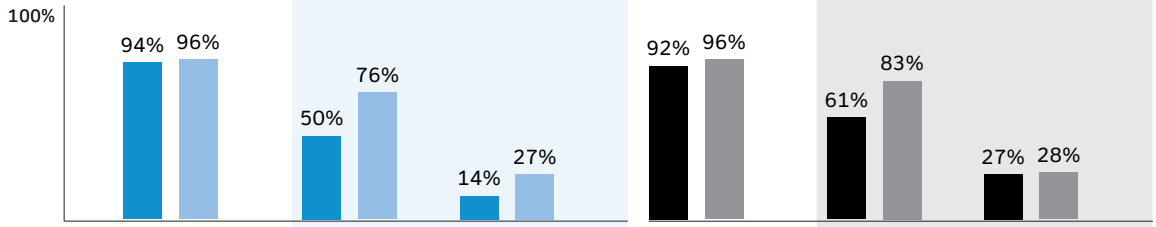
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT** District ID **26-08-01-06-0000**

This District's Results in Grade 6 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2010 Mean Score: 671	*Range:	640–780	674–780	699–780			
2009 Mean Score: 677							
Number of Tested Students:		220 232	117 184	33 66			



Results by Student Group

	2009–10 School Year				2008–09 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	**235**	**94%**	**50%**	**14%**	**241**	**96%**	**76%**	**27%**
Female	110	94%	45%	15%	112	96%	79%	25%
Male	125	94%	54%	14%	129	97%	74%	29%
American Indian or Alaska Native	1	–	–	–				
Black or African American	46	93%	41%	4%	54	93%	59%	15%
Hispanic or Latino	36	92%	36%	14%	19	84%	63%	16%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	67%	17%	7	100%	86%	29%
White	142	94%	55%	18%	154	99%	84%	34%
Multiracial	4	–	–	–	7	86%	57%	0%
Small Group Totals	5	100%	60%	0%				
General-Education Students	206	99%	55%	16%	208	98%	84%	31%
Students with Disabilities	29	59%	14%	3%	33	85%	27%	6%
English Proficient	227	94%	51%	15%	235	97%	77%	28%
Limited English Proficient	8	88%	13%	0%	6	83%	33%	17%
Economically Disadvantaged	116	92%	39%	5%	90	94%	62%	13%
Not Disadvantaged	119	95%	61%	23%	151	97%	85%	36%
Migrant								
Not Migrant	235	94%	50%	14%	241	96%	76%	27%

NOTES

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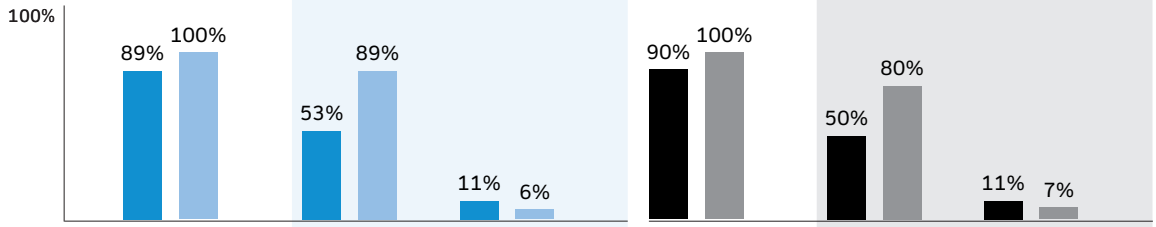
Other Assessments

	2009–10 School Year				2008–09 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	–	–	–	3	–	–	–

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT** District ID **26-08-01-06-0000**

This District's Results in Grade 7 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2010 Mean Score: 669	*Range:	642–790	664–790	698–790			
2009 Mean Score: 668							
Number of Tested Students:		223 228	132 203	28 13			



Results by Student Group

	2009–10 School Year				2008–09 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	**251**	**89%**	**53%**	**11%**	**229**	**100%**	**89%**	**6%**
Female	116	89%	56%	13%	119	99%	94%	5%
Male	135	89%	50%	10%	110	100%	83%	6%
American Indian or Alaska Native								
Black or African American	57	81%	33%	4%	46	98%	72%	0%
Hispanic or Latino	21	86%	33%	10%	26	100%	88%	4%
Asian or Native Hawaiian/Other Pacific Islander	6	83%	67%	0%	4	–	–	–
White	155	93%	65%	15%	151	100%	93%	7%
Multiracial	12	83%	17%	0%	2	–	–	–
Small Group Totals					6	100%	100%	17%
General-Education Students	212	96%	61%	13%	201	100%	92%	6%
Students with Disabilities	39	49%	5%	0%	28	96%	64%	0%
English Proficient	245	89%	53%	11%	224	100%	90%	6%
Limited English Proficient	6	67%	17%	0%	5	100%	20%	0%
Economically Disadvantaged	119	87%	41%	6%	103	99%	83%	3%
Not Disadvantaged	132	91%	63%	16%	126	100%	94%	8%
Migrant								
Not Migrant	251	89%	53%	11%	229	100%	89%	6%

NOTES

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

Other Assessments

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

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

4 Overview of District Performance

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT** District ID **26-08-01-06-0000**

This District's Results in Grade 7 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2010 Mean Score: 685	*Range:	639–800	670–800	694–800			
2009 Mean Score: 689							
2009–10		94%	75%	38%	92%	62%	29%
2008–09		99%	93%	39%	99%	87%	30%
Number of Tested Students:		237 230	188 215	96 90			

Results by Student Group

	2009–10 School Year				2008–09 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	**251**	**94%**	**75%**	**38%**	**232**	**99%**	**93%**	**39%**
Female	116	95%	76%	37%	120	100%	93%	38%
Male	135	94%	74%	39%	112	98%	92%	40%
American Indian or Alaska Native								
Black or African American	56	89%	64%	27%	46	100%	89%	28%
Hispanic or Latino	21	95%	71%	38%	27	96%	89%	26%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	67%	17%	4	–	–	–
White	156	96%	79%	45%	153	99%	94%	44%
Multiracial	12	92%	83%	17%	2	–	–	–
Small Group Totals					6	100%	100%	33%
General-Education Students	212	100%	85%	44%	202	100%	98%	43%
Students with Disabilities	39	64%	21%	5%	30	93%	57%	13%
English Proficient	245	94%	76%	39%	226	99%	92%	39%
Limited English Proficient	6	100%	50%	0%	6	100%	100%	33%
Economically Disadvantaged	119	96%	71%	29%	104	99%	89%	31%
Not Disadvantaged	132	93%	78%	46%	128	99%	95%	45%
Migrant								
Not Migrant	251	94%	75%	38%	232	99%	93%	39%

NOTES

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

Other Assessments

	2009–10 School Year				2008–09 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	–	–	–	4	–	–	–

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT** District ID **26-08-01-06-0000**

This District's Results in Grade 8 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2010 Mean Score: 661	*Range:	627–790	658–790	699–790			
2009 Mean Score: 659							
2009–10		94%	56%	7%	91%	51%	8%
2008–09		100%	67%	4%	98%	69%	5%
Number of Tested Students:		220 283	131 191	16 12			

Results by Student Group

	2009–10 School Year				2008–09 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**	**94%**	**56%**	**7%**	**284**	**100%**	**67%**	**4%**
Female	118	96%	65%	10%	128	99%	72%	6%
Male	115	93%	47%	3%	156	100%	63%	3%
American Indian or Alaska Native					2	–	–	–
Black or African American	41	85%	44%	2%	49	100%	51%	0%
Hispanic or Latino	29	90%	48%	3%	31	100%	45%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	8	100%	63%	13%
White	157	97%	61%	9%	187	99%	75%	5%
Multiracial	3	–	–	–	7	–	–	–
Small Group Totals	6	100%	67%	0%	9	100%	67%	11%
General-Education Students	203	98%	62%	7%	250	100%	73%	5%
Students with Disabilities	30	70%	20%	3%	34	97%	24%	0%
English Proficient	226	96%	58%	7%	277	100%	69%	4%
Limited English Proficient	7	57%	0%	0%	7	100%	14%	0%
Economically Disadvantaged	110	93%	48%	4%	112	99%	49%	1%
Not Disadvantaged	123	96%	63%	10%	172	100%	79%	6%
Migrant								
Not Migrant	233	94%	56%	7%	284	100%	67%	4%

NOTES

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

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

Other Assessments

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

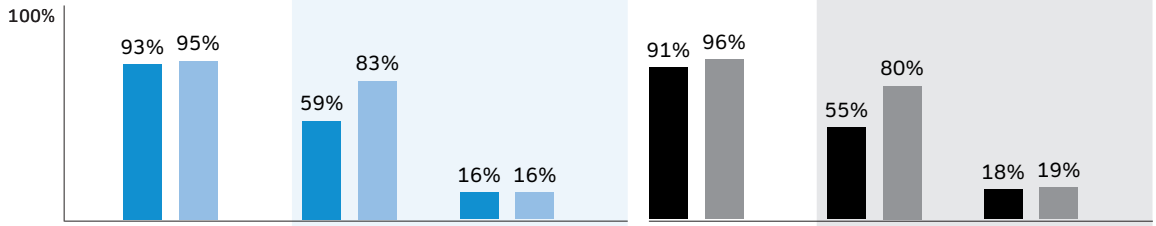
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT** District ID **26-08-01-06-0000**

This District's Results in Grade 8 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2010 Mean Score: 678	*Range:	639–775	673–775	702–775			
2009 Mean Score: 673							
Number of Tested Students:		218 271	137 235	38 46			



Results by Student Group

	2009–10 School Year				2008–09 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**	**93%**	**59%**	**16%**	**284**	**95%**	**83%**	**16%**
Female	119	94%	58%	16%	129	93%	83%	15%
Male	115	92%	59%	17%	155	97%	83%	17%
American Indian or Alaska Native					2	–	–	–
Black or African American	42	83%	33%	7%	48	92%	73%	2%
Hispanic or Latino	29	97%	55%	14%	31	94%	68%	13%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	8	100%	88%	25%
White	157	96%	66%	20%	188	96%	87%	20%
Multiracial	3	–	–	–	7	–	–	–
Small Group Totals	6	83%	67%	0%	9	100%	89%	11%
General-Education Students	204	99%	65%	19%	249	100%	89%	18%
Students with Disabilities	30	53%	17%	0%	35	66%	40%	3%
English Proficient	227	93%	59%	17%	277	95%	82%	17%
Limited English Proficient	7	86%	57%	0%	7	100%	100%	0%
Economically Disadvantaged	110	91%	44%	10%	113	93%	74%	8%
Not Disadvantaged	124	95%	72%	22%	171	97%	88%	22%
Migrant								
Not Migrant	234	93%	59%	16%	284	95%	83%	16%

NOTES

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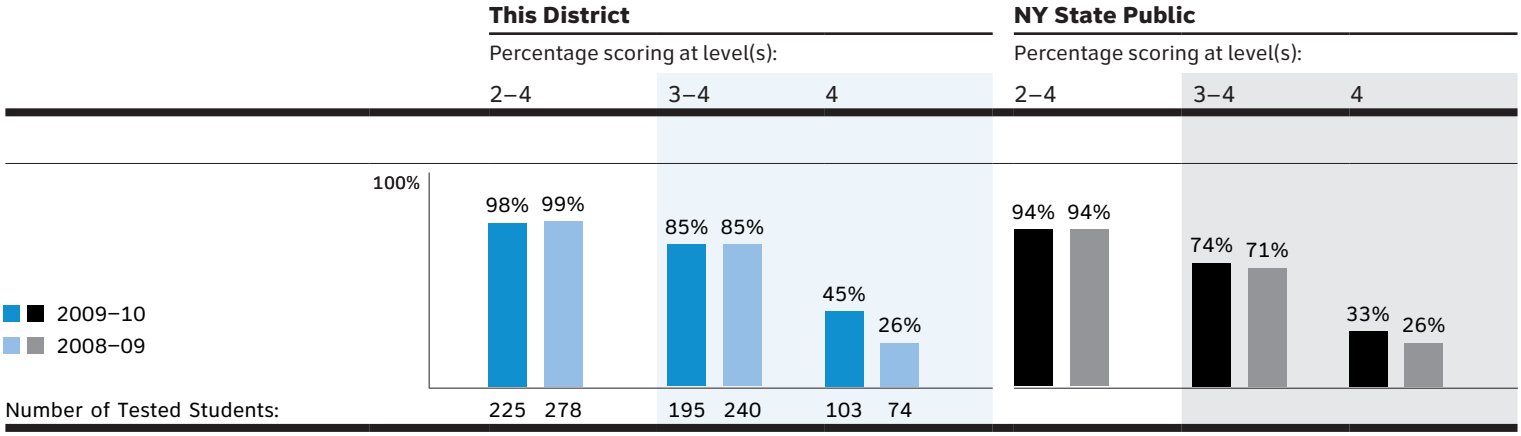
* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 *Accountability and Overview Reports.*

Other Assessments

	2009–10 School Year				2008–09 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	–	–	–	2	–	–	–

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT** District ID **26-08-01-06-0000**

This District's Results in Grade 8 Science



Results by Student Group

	2009–10 School Year				2008–09 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	**155**	**97%**	**78%**	**30%**	**195**	**98%**	**79%**	**15%**
Female	76	97%	70%	26%	78	97%	71%	8%
Male	79	97%	86%	34%	117	98%	85%	21%
American Indian or Alaska Native					2	–	–	–
Black or African American	34	94%	68%	12%	41	98%	66%	5%
Hispanic or Latino	22	–	–	–	27	100%	81%	7%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	4	–	–	–
White	97	99%	82%	37%	117	97%	84%	22%
Multiracial	1	–	–	–	4	–	–	–
Small Group Totals	24	96%	75%	29%	10	100%	80%	0%
General-Education Students	127	100%	83%	32%	163	100%	87%	17%
Students with Disabilities	28	86%	57%	21%	32	88%	44%	9%
English Proficient	148	97%	78%	31%	188	98%	79%	15%
Limited English Proficient	7	100%	71%	14%	7	100%	100%	14%
Economically Disadvantaged	83	96%	76%	18%	98	99%	76%	12%
Not Disadvantaged	72	99%	81%	44%	97	97%	84%	19%
Migrant								
Not Migrant	155	97%	78%	30%	195	98%	79%	15%

NOTES

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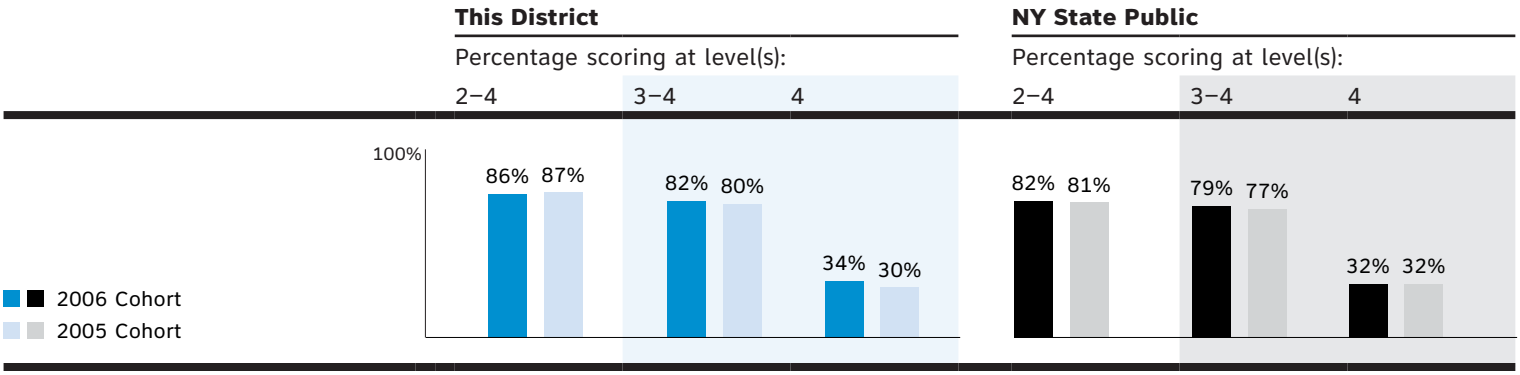
Other Assessments

	2009–10 School Year				2008–09 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	–	–	–	2	–	–	–
Regents Science	74	74	74	56	87	87	85	44

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT** District ID **26-08-01-06-0000**

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



Results by Student Group

	2006 Cohort				2005 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	**297**	**86%**	**82%**	**34%**	**299**	**87%**	**80%**	**30%**
Female	146	90%	87%	42%	133	90%	86%	38%
Male	151	81%	77%	26%	166	84%	75%	24%
American Indian or Alaska Native					1	–	–	–
Black or African American	56	77%	70%	11%	52	71%	67%	19%
Hispanic or Latino	31	–	–	–	30	87%	77%	23%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	3	–	–	–
White	207	89%	87%	43%	212	91%	83%	33%
Multiracial	2	–	–	–	1	–	–	–
Small Group Totals	34	79%	74%	18%	5	80%	80%	40%
General-Education Students	239	94%	92%	41%	252	93%	89%	35%
Students with Disabilities	58	52%	40%	3%	47	53%	30%	2%
English Proficient	296	–	–	–	296	–	–	–
Limited English Proficient	1	–	–	–	3	–	–	–
Economically Disadvantaged	99	80%	77%	23%	86	83%	74%	21%
Not Disadvantaged	198	88%	85%	39%	213	89%	82%	34%
Migrant								
Not Migrant	297	86%	82%	34%	299	87%	80%	30%

NOTES

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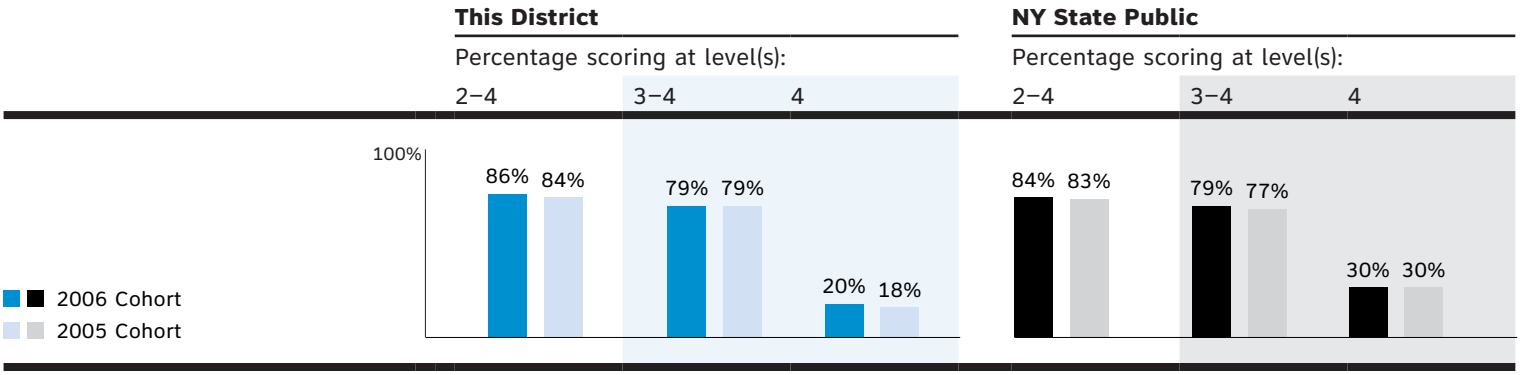
* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred 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.

** 2005 cohort data are those reported in the 2008–09 *Accountability and Overview Report*.

District **EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT** District ID **26-08-01-06-0000**

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



Results by Student Group

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Female	146	87%	81%	18%	133	83%	80%	17%
Male	151	85%	77%	21%	166	84%	78%	18%
American Indian or Alaska Native					1	–	–	–
Black or African American	56	75%	61%	4%	52	65%	58%	12%
Hispanic or Latino	31	–	–	–	30	87%	80%	10%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	3	–	–	–
White	207	90%	85%	26%	212	88%	84%	20%
Multiracial	2	–	–	–	1	–	–	–
Small Group Totals	34	79%	74%	9%	5	80%	80%	20%
General-Education Students	239	95%	90%	23%	252	94%	90%	21%
Students with Disabilities	58	48%	34%	5%	47	30%	17%	0%
English Proficient	296	–	–	–	296	–	–	–
Limited English Proficient	1	–	–	–	3	–	–	–
Economically Disadvantaged	99	85%	76%	11%	86	78%	70%	9%
Not Disadvantaged	198	86%	81%	24%	213	86%	83%	21%
Migrant								
Not Migrant	297	86%	79%	20%	299	84%	79%	18%

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