



The New York State Accountability Report 2011-12

DISTRICT: CLARENCE CENTRAL SCHOOL
DISTRICT
DISTRICT ID: 140801060000
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Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

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

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

More Information:
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Adequate Yearly Progress and Performance Indices

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

Elementary/Middle-Level ELA: AYP

DISTRICT: CLARENCE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140801060000

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

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

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

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

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

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

DISTRICT: CLARENCE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140801060000

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

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

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	2339	99%
American Indian or Alaska Native	—	9	—
Black or African American	—	35	—
Hispanic or Latino	—	36	—
Asian or Native Hawaiian/Other Pacific Islander	✓	78	100%
White	✓	2158	99%
Multiracial	—	23	—
Students With Disabilities	✓	321	98%
Limited English Proficient	—	4	—
Economically Disadvantaged	✓	200	99%

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

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

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

Medically Excused:

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

Elementary/Middle-Level ELA: Performance

DISTRICT: CLARENCE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140801060000

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

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

Student Group	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	2301	176	148	148
American Indian or Alaska Native	—	9	—	—	—
Black or African American	✓	33	148	113	113
Hispanic or Latino	✓	35	180	116	20
Asian or Native Hawaiian/Other Pacific Islander	✓	78	183	154	154
White	✓	2123	177	162	162
Multiracial	—	23	—	—	—
Students With Disabilities	✓	340†	125†	95	95
Limited English Proficient	—	4	—	—	—
Economically Disadvantaged	✓	192	154	126	126

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

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

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

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

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

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

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

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

Elementary/Middle-Level ELA: Non-AYP Groups

DISTRICT: CLARENCE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140801060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	2330	99%
Not Black or African American	2304	99%
Not Hispanic or Latino	2303	99%
Not Asian or Native Hawaiian/Other Pacific Islander	2261	99%
Not White	181	100%
Not Multiracial	2316	99%
General Education	2018	100%
English Proficient	2335	99%
Not Economically Disadvantaged	2139	100%
Male	1210	99%
Female	1129	100%
Migrant	0	—
Not Migrant	2339	99%

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

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	2292	177
Not Black or African American	2268	177
Not Hispanic or Latino	2266	176
Not Asian or Native Hawaiian/Other Pacific Islander	2223	176
Not White	178	171
Not Multiracial	2278	177
General Education	1994	185
English Proficient	2297	177
Not Economically Disadvantaged	2109	179
Male	1189	171
Female	1112	183
Migrant	0	—
Not Migrant	2301	176

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

Elementary/Middle-Level Math: AYP

DISTRICT: CLARENCE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140801060000

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

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

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

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

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

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

DISTRICT: CLARENCE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140801060000

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

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

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	2338	99%
American Indian or Alaska Native	—	9	—
Black or African American	—	35	—
Hispanic or Latino	—	36	—
Asian or Native Hawaiian/Other Pacific Islander	✓	78	100%
White	✓	2157	99%
Multiracial	—	23	—
Students With Disabilities	✓	321	98%
Limited English Proficient	—	4	—
Economically Disadvantaged	✓	200	100%

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

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

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

Medically Excused:

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

Elementary/Middle-Level Math: Performance

DISTRICT: CLARENCE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140801060000

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

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

Student Group	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	2296	185	162	162
American Indian or Alaska Native	—	9	—	—	—
Black or African American	✓	33	164	125	125
Hispanic or Latino	✓	35	186	134	20
Asian or Native Hawaiian/Other Pacific Islander	✓	78	191	174	174
White	✓	2118	186	172	172
Multiracial	—	23	—	—	—
Students With Disabilities	✓	341†	146†	116	116
Limited English Proficient	—	4	—	—	—
Economically Disadvantaged	✓	194	164	143	143

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

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

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

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

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

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

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

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

Elementary/Middle-Level Math: Non-AYP Groups

DISTRICT: CLARENCE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140801060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	2329	99%
Not Black or African American	2303	99%
Not Hispanic or Latino	2302	99%
Not Asian or Native Hawaiian/Other Pacific Islander	2260	99%
Not White	181	100%
Not Multiracial	2315	99%
General Education	2017	100%
English Proficient	2334	99%
Not Economically Disadvantaged	2138	99%
Male	1209	99%
Female	1129	99%
Migrant	0	—
Not Migrant	2338	99%

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

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	2287	185
Not Black or African American	2263	185
Not Hispanic or Latino	2261	185
Not Asian or Native Hawaiian/Other Pacific Islander	2218	185
Not White	178	180
Not Multiracial	2273	185
General Education	1988	192
English Proficient	2292	185
Not Economically Disadvantaged	2102	187
Male	1187	184
Female	1109	186
Migrant	0	—
Not Migrant	2296	185

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

Elementary/Middle-Level Science: AYP

DISTRICT: CLARENCE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140801060000

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

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

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

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

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

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

DISTRICT: CLARENCE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140801060000

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

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

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	763	99%
American Indian or Alaska Native	—	4	—
Black or African American	—	7	—
Hispanic or Latino	—	11	—
Asian or Native Hawaiian/Other Pacific Islander	—	23	—
White	✓	712	99%
Multiracial	—	6	—
Students With Disabilities	✓	114	98%
Limited English Proficient	—	0	—
Economically Disadvantaged	✓	69	99%

- ✓ At least 80% of students enrolled during the test administration period were tested.
- ✗ Less than 80% of students enrolled during the test administration period were tested.
- There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

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

Elementary/Middle-Level Science: Performance

DISTRICT: CLARENCE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140801060000

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

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

Student Group	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✓	749	196	175	175
American Indian or Alaska Native	—	4	—	—	—
Black or African American	—	7	—	—	—
Hispanic or Latino	—	11	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	23	—	—	—
White	✓	699	196	187	187
Multiracial	—	5	—	—	—
Students With Disabilities	✓	115†	176†	144	144
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	66	189	156	156

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

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

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

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

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

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4}))}{[\text{Count of Tested Students}]} \times 100$

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

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

Elementary/Middle-Level Science: Non-AYP Groups

DISTRICT: CLARENCE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140801060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	759	99%
Not Black or African American	756	99%
Not Hispanic or Latino	752	99%
Not Asian or Native Hawaiian/Other Pacific Islander	740	99%
Not White	51	98%
Not Multiracial	757	99%
General Education	649	99%
English Proficient	763	99%
Not Economically Disadvantaged	694	99%
Male	388	99%
Female	375	99%
Migrant	0	—
Not Migrant	763	99%

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

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	745	196
Not Black or African American	742	196
Not Hispanic or Latino	738	196
Not Asian or Native Hawaiian/Other Pacific Islander	726	196
Not White	50	192
Not Multiracial	744	196
General Education	640	200
English Proficient	749	196
Not Economically Disadvantaged	683	196
Male	383	197
Female	366	195
Migrant	0	—
Not Migrant	749	196

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

Secondary-Level ELA: AYP

DISTRICT: CLARENCE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140801060000

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

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

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

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

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

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level ELA: Participation

DISTRICT: CLARENCE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140801060000

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

Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	402	100%
American Indian or Alaska Native	—	1	—
Black or African American	—	6	—
Hispanic or Latino	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—
White	✓	387	100%
Multiracial	—	2	—
Students With Disabilities	—	32	—
Limited English Proficient	—	0	—
Economically Disadvantaged	—	25	—

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

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

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

Secondary-Level ELA: Performance

DISTRICT: CLARENCE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140801060000

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

Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	396	187	153	153
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	7	—	—	—
Hispanic or Latino	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—
White	✓	380	188	168	168
Multiracial	—	2	—	—	—
Students With Disabilities	✓	45†	136†	83	83
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	26	—	—	—

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

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

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

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

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

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

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

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

Secondary-Level ELA: Non-AYP Groups

DISTRICT: CLARENCE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140801060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	401	100%
Not Black or African American	396	100%
Not Hispanic or Latino	401	100%
Not Asian or Native Hawaiian/Other Pacific Islander	397	100%
Not White	15	—
Not Multiracial	400	100%
General Education	370	100%
English Proficient	402	100%
Not Economically Disadvantaged	377	100%
Male	217	100%
Female	185	100%
Migrant	0	—
Not Migrant	402	100%

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

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	395	187
Not Black or African American	389	188
Not Hispanic or Latino	395	187
Not Asian or Native Hawaiian/Other Pacific Islander	391	187
Not White	16	—
Not Multiracial	394	187
General Education	355	194
English Proficient	396	187
Not Economically Disadvantaged	370	189
Male	212	184
Female	184	190
Migrant	0	—
Not Migrant	396	187

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: CLARENCE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140801060000

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

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

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

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

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

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level Math: Participation

DISTRICT: CLARENCE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140801060000

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

Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	402	100%
American Indian or Alaska Native	—	1	—
Black or African American	—	6	—
Hispanic or Latino	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—
White	✓	387	100%
Multiracial	—	2	—
Students With Disabilities	—	32	—
Limited English Proficient	—	0	—
Economically Disadvantaged	—	25	—

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

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

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

Secondary-Level Math: Performance

DISTRICT: CLARENCE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140801060000

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

Secondary-Level Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	396	179	130	130
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	7	—	—	—
Hispanic or Latino	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—
White	✓	380	180	148	148
Multiracial	—	2	—	—	—
Students With Disabilities	✓	45†	120†	68	68
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	26	—	—	—

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

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

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

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

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

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

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

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

Secondary-Level Math: Non-AYP Groups

DISTRICT: CLARENCE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140801060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	401	100%
Not Black or African American	396	100%
Not Hispanic or Latino	401	100%
Not Asian or Native Hawaiian/Other Pacific Islander	397	100%
Not White	15	—
Not Multiracial	400	100%
General Education	370	100%
English Proficient	402	100%
Not Economically Disadvantaged	377	100%
Male	217	100%
Female	185	100%
Migrant	0	—
Not Migrant	402	100%

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

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	395	179
Not Black or African American	389	180
Not Hispanic or Latino	395	179
Not Asian or Native Hawaiian/Other Pacific Islander	391	179
Not White	16	—
Not Multiracial	394	179
General Education	355	186
English Proficient	396	179
Not Economically Disadvantaged	370	180
Male	212	175
Female	184	183
Migrant	0	—
Not Migrant	396	179

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: CLARENCE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140801060000

Unweighted Combined ELA and Math Performance Indices (PIs)

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

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	176	185	187	179	182
American Indian or Alaska Native	—	—	—	—	—
Black or African American	148	164	—	—	156
Hispanic or Latino	180	186	—	—	183
Asian or Native Hawaiian/Other Pacific Islander	183	191	—	—	187
White	177	186	188	180	183
Multiracial	—	—	—	—	—
Students With Disabilities	125	146	136	120	132
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	154	164	—	—	159

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

Graduation Rate: AYP

DISTRICT: CLARENCE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140801060000

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

All accountability groups made AYP: YES

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

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Graduation Rate: 4-Year Graduation-Rate Total Cohort

DISTRICT: CLARENCE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140801060000

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

Four-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	406	95%	80%	80%
American Indian or Alaska Native	—	2	—	—	—
Black or African American	—	2	—	—	—
Hispanic or Latino	—	8	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	11	—	—	—
White	✓	383	95%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✓	61†	82%†	80%	80%
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	✓	30	97%	80%	8%

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

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

— There were fewer than 30 students in the cohort.

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

2007 Four-Year Graduation-Rate Total Cohort

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

Graduation Rate

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

Progress Target

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

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

Graduation Rate: 5-Year Graduation-Rate Total Cohort

DISTRICT: CLARENCE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140801060000

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

Five-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	435	97%	80%	80%
American Indian or Alaska Native	—	2	—	—	—
Black or African American	—	5	—	—	—
Hispanic or Latino	—	10	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	10	—	—	—
White	✓	408	97%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✓	56	86%	80%	70%
Limited English Proficient	—	2	—	—	—
Economically Disadvantaged	—	25	—	—	—

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

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

— There were fewer than 30 students in the cohort.

2006 Five-Year Graduation-Rate Total Cohort

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

Graduation Rate

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

Progress Target

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

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

Graduation Rate: Non-AYP

DISTRICT: CLARENCE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 140801060000

Graduation Rates for the following groups are **NOT** used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	404	95%	433	97%
Not Black or African American	404	95%	430	97%
Not Hispanic or Latino	398	95%	425	97%
Not Asian or Native Hawaiian/Other Pacific Islander	395	95%	425	97%
Not White	23	—	27	—
Not Multiracial	406	95%	435	97%
General Education	346	97%	379	98%
English Proficient	405	95%	433	97%
Not Economically Disadvantaged	376	94%	410	97%
Male	215	93%	233	96%
Female	191	97%	202	98%
Migrant	0	—	0	—
Not Migrant	406	95%	435	97%

— There were fewer than 30 students in the cohort.

Graduation Rates for Select Diploma Types

Regents with Advanced Designation

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with an Advanced Designation is 64%, which exceeded the State average of 31%.

Regents with CTE Endorsement

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with CTE Endorsement is 1%, which did not exceed the State average of 3%.