



The New York State Accountability Report 2011-12

DISTRICT: CHURCHVILLE-CHILI CENTRAL
SCHOOL DISTRICT
DISTRICT ID: 261501060000
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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: CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261501060000

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): NO

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: CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261501060000

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	✓	1882	99%
American Indian or Alaska Native	—	3	—
Black or African American	✓	149	99%
Hispanic or Latino	✓	76	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	56	100%
White	✓	1585	99%
Multiracial	—	13	—
Students With Disabilities	✓	252	97%
Limited English Proficient	—	24	—
Economically Disadvantaged	✓	495	98%

✓ 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: CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261501060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

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

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	1824	162	147	147
American Indian or Alaska Native	—	3	—	—	—
Black or African American	✓	137	137	121	121
Hispanic or Latino	✓	68	149	120	120
Asian or Native Hawaiian/Other Pacific Islander	✗	55	147	152	152
White	✓	1549	165	161	161
Multiracial	—	12	—	—	—
Students With Disabilities	✗	233†	88†	94	94
Limited English Proficient	—	19	—	—	—
Economically Disadvantaged	✓	480	138	129	129

✓ 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: CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261501060000

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	1879	99%
Not Black or African American	1733	99%
Not Hispanic or Latino	1806	99%
Not Asian or Native Hawaiian/Other Pacific Islander	1826	99%
Not White	297	99%
Not Multiracial	1869	99%
General Education	1630	99%
English Proficient	1858	99%
Not Economically Disadvantaged	1387	99%
Male	954	99%
Female	928	99%
Migrant	0	—
Not Migrant	1882	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	1821	162
Not Black or African American	1687	164
Not Hispanic or Latino	1756	162
Not Asian or Native Hawaiian/Other Pacific Islander	1769	162
Not White	275	141
Not Multiracial	1812	162
General Education	1592	173
English Proficient	1805	162
Not Economically Disadvantaged	1344	170
Male	918	156
Female	906	168
Migrant	0	—
Not Migrant	1824	162

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

Elementary/Middle-Level Math: AYP

DISTRICT: CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261501060000

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): NO

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: CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261501060000

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	✓	1884	99%
American Indian or Alaska Native	—	3	—
Black or African American	✓	149	100%
Hispanic or Latino	✓	76	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	56	100%
White	✓	1587	99%
Multiracial	—	13	—
Students With Disabilities	✓	252	99%
Limited English Proficient	—	24	—
Economically Disadvantaged	✓	495	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 Math: Performance

DISTRICT: CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261501060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

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

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	1832	172	161	161
American Indian or Alaska Native	—	3	—	—	—
Black or African American	✓	139	140	133	133
Hispanic or Latino	✓	69	161	138	138
Asian or Native Hawaiian/Other Pacific Islander	✓	55	178	172	172
White	✓	1554	175	171	171
Multiracial	—	12	—	—	—
Students With Disabilities	✗	238†	104†	115	115
Limited English Proficient	—	20	—	—	—
Economically Disadvantaged	✓	485	149	146	146

✓ 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: CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261501060000

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	1881	99%
Not Black or African American	1735	99%
Not Hispanic or Latino	1808	99%
Not Asian or Native Hawaiian/Other Pacific Islander	1828	99%
Not White	297	100%
Not Multiracial	1871	99%
General Education	1632	100%
English Proficient	1860	99%
Not Economically Disadvantaged	1389	100%
Male	955	99%
Female	929	100%
Migrant	0	—
Not Migrant	1884	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	1829	172
Not Black or African American	1693	175
Not Hispanic or Latino	1763	172
Not Asian or Native Hawaiian/Other Pacific Islander	1777	172
Not White	278	153
Not Multiracial	1820	172
General Education	1595	182
English Proficient	1812	173
Not Economically Disadvantaged	1347	180
Male	922	170
Female	910	174
Migrant	0	—
Not Migrant	1832	172

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

Elementary/Middle-Level Science: AYP

DISTRICT: CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261501060000

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: CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261501060000

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	✓	612	100%
American Indian or Alaska Native	—	1	—
Black or African American	✓	49	100%
Hispanic or Latino	—	20	—
Asian or Native Hawaiian/Other Pacific Islander	—	12	—
White	✓	524	100%
Multiracial	—	6	—
Students With Disabilities	✓	79	99%
Limited English Proficient	—	10	—
Economically Disadvantaged	✓	161	100%

✓ 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: CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261501060000

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

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

Student Group	PI \geq EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✓	594	193	175	175
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✓	46	174	147	147
Hispanic or Latino	—	18	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	12	—	—	—
White	✓	512	194	186	186
Multiracial	—	5	—	—	—
Students With Disabilities	✓	72	158	143	143
Limited English Proficient	—	9	—	—	—
Economically Disadvantaged	✓	159	183	160	160

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

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

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

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

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: CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261501060000

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	611	100%
Not Black or African American	563	100%
Not Hispanic or Latino	592	100%
Not Asian or Native Hawaiian/Other Pacific Islander	600	100%
Not White	88	100%
Not Multiracial	606	100%
General Education	533	100%
English Proficient	602	100%
Not Economically Disadvantaged	451	100%
Male	297	100%
Female	315	100%
Migrant	0	—
Not Migrant	612	100%

— 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	593	193
Not Black or African American	548	195
Not Hispanic or Latino	576	193
Not Asian or Native Hawaiian/Other Pacific Islander	582	193
Not White	82	184
Not Multiracial	589	193
General Education	522	198
English Proficient	585	194
Not Economically Disadvantaged	435	197
Male	286	195
Female	308	191
Migrant	0	—
Not Migrant	594	193

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

Secondary-Level ELA: AYP

DISTRICT: CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261501060000

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: CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261501060000

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	✓	338	100%
American Indian or Alaska Native	—	1	—
Black or African American	—	28	—
Hispanic or Latino	—	11	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—
White	✓	290	100%
Multiracial	—	0	—
Students With Disabilities	✓	40	98%
Limited English Proficient	—	3	—
Economically Disadvantaged	✓	71	100%

- ✓ 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: CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261501060000

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	✓	343	175	153	153
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	28	—	—	—
Hispanic or Latino	—	10	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—
White	✓	296	176	168	168
Multiracial	—	0	—	—	—
Students With Disabilities	✓	54†	124†	84	79
Limited English Proficient	—	2	—	—	—
Economically Disadvantaged	✓	74	161	130	130

✓ 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: CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261501060000

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	337	100%
Not Black or African American	310	100%
Not Hispanic or Latino	327	100%
Not Asian or Native Hawaiian/Other Pacific Islander	330	100%
Not White	48	100%
Not Multiracial	338	100%
General Education	298	100%
English Proficient	335	100%
Not Economically Disadvantaged	267	100%
Male	190	99%
Female	148	100%
Migrant	0	—
Not Migrant	338	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	342	175
Not Black or African American	315	177
Not Hispanic or Latino	333	174
Not Asian or Native Hawaiian/Other Pacific Islander	335	175
Not White	47	164
Not Multiracial	343	175
General Education	292	184
English Proficient	341	175
Not Economically Disadvantaged	269	178
Male	192	170
Female	151	181
Migrant	0	—
Not Migrant	343	175

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261501060000

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: CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261501060000

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	✓	338	100%
American Indian or Alaska Native	—	1	—
Black or African American	—	28	—
Hispanic or Latino	—	11	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—
White	✓	290	100%
Multiracial	—	0	—
Students With Disabilities	✓	40	98%
Limited English Proficient	—	3	—
Economically Disadvantaged	✓	71	100%

✓ 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: CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261501060000

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	✓	343	166	130	130
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	28	—	—	—
Hispanic or Latino	—	10	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—
White	✓	296	169	148	148
Multiracial	—	0	—	—	—
Students With Disabilities	✓	54†	98†	69	69
Limited English Proficient	—	2	—	—	—
Economically Disadvantaged	✓	74	146	104	104

✓ 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: CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261501060000

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	337	100%
Not Black or African American	310	100%
Not Hispanic or Latino	327	100%
Not Asian or Native Hawaiian/Other Pacific Islander	330	100%
Not White	48	100%
Not Multiracial	338	100%
General Education	298	100%
English Proficient	335	100%
Not Economically Disadvantaged	267	100%
Male	190	99%
Female	148	100%
Migrant	0	—
Not Migrant	338	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	342	166
Not Black or African American	315	169
Not Hispanic or Latino	333	166
Not Asian or Native Hawaiian/Other Pacific Islander	335	166
Not White	47	147
Not Multiracial	343	166
General Education	292	178
English Proficient	341	167
Not Economically Disadvantaged	269	172
Male	192	166
Female	151	167
Migrant	0	—
Not Migrant	343	166

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261501060000

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	162	172	175	166	169
American Indian or Alaska Native	—	—	—	—	—
Black or African American	137	140	—	—	139
Hispanic or Latino	149	161	—	—	155
Asian or Native Hawaiian/Other Pacific Islander	147	178	—	—	163
White	165	175	176	169	171
Multiracial	—	—	—	—	—
Students With Disabilities	88	104	124	98	104
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	138	149	161	146	149

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

Graduation Rate: AYP

DISTRICT: CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261501060000

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: CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261501060000

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	✓	378	93%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	21	—	—	—
Hispanic or Latino	—	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—
White	✓	346	93%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✓	52 †	79% †	80%	62%
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	65	89%	80%	80%

✓ 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: CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261501060000

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	✓	379	93%	80%	80%
American Indian or Alaska Native	—	2	—	—	—
Black or African American	✓	34	91%	80%	80%
Hispanic or Latino	—	12	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—
White	✓	326	93%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✓	55†	71%†	80%	64%
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	✓	61	92%	80%	80%

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

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

— There were fewer than 30 students in the cohort.

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

2006 Five-Year Graduation-Rate Total Cohort

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

Graduation Rate

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

Progress Target

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

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

Graduation Rate: Non-AYP

DISTRICT: CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT

DISTRICT ID: 261501060000

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	378	93%	377	93%
Not Black or African American	357	93%	345	93%
Not Hispanic or Latino	371	93%	367	93%
Not Asian or Native Hawaiian/Other Pacific Islander	374	93%	374	93%
Not White	32	91%	53	89%
Not Multiracial	378	93%	379	93%
General Education	331	95%	325	96%
English Proficient	378	93%	378	93%
Not Economically Disadvantaged	313	94%	318	93%
Male	178	92%	213	92%
Female	200	95%	166	93%
Migrant	0	—	0	—
Not Migrant	378	93%	379	93%

— 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 55%, 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 0%, which did not exceed the State average of 3%.