



The New York State Report Card 2011–12

District **PERU CENTRAL SCHOOL DISTRICT**
District ID **09-11-01-06-0000**
Superintendent **A PAUL SCOTT**
Telephone **(518) 643-6002**
Grades **K-12, UE, US**
Need/Resource
Capacity Category **Average Need Districts**

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

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

This report includes:

1 Profile

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

2 Student Performance

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

3 Student Outcomes

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

For more information:

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

1 Profile

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	0
Kindergarten	146	150	134
Grade 1	141	144	148
Grade 2	144	146	135
Grade 3	145	143	139
Grade 4	166	152	140
Grade 5	159	177	152
Grade 6	145	160	174
Ungraded Elementary	37	8	3
Grade 7	157	151	162
Grade 8	163	163	154
Grade 9	187	170	179
Grade 10	150	177	142
Grade 11	156	150	170
Grade 12	160	156	144
Ungraded Secondary	23	2	13
Total K-12	2079	2049	1989

Average Class Size

	2009-10	2010-11	2011-12
Common Branch	20	21	21
Grade 8			
English	16	20	22
Mathematics	16	18	17
Science	17	21	20
Social Studies	16	20	22
Grade 10			
English	18	21	17
Mathematics	17	20	13
Science	18	22	19
Social Studies	19	21	17

Enrollment Information

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

Average Class Size Information

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

1 Profile

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	461	22%	505	25%	539	27%
Reduced Price Lunch	182	9%	160	8%	180	9%
Limited English Proficient	4	0%	6	0%	5	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	2	0%	1	0%	3	0%
Black or African American	45	2%	44	2%	52	3%
Hispanic or Latino	23	1%	24	1%	22	1%
Asian or Native Hawaiian/Other Pacific Islander	27	1%	26	1%	23	1%
White	1977	95%	1950	95%	1878	94%
Multiracial	5	0%	4	0%	11	1%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		95%		94%		95%
Student Suspensions	101	5%	87	4%	86	4%

Demographic Factors Information

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

Attendance and Suspensions Information

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

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

1 Profile

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	196	185	175
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	6%	6%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	28%	30%	30%
Total Number of Core Classes	447	408	406
Percent Not Taught by Highly Qualified Teachers in This School*	N/A	N/A	N/A
Percent Not Taught by Highly Qualified Teachers in This District**	0%	0%	1%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	717	650	616
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

*Not available at the district or statewide level.

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

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	19%	19%	15%
Turnover Rate of All Teachers	11%	15%	13%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	21	16	16
Total Paraprofessionals*	60	58	52
Assistant Principals	2	1	2
Principals	4	4	4

*Not available at the school level.

Teacher Qualifications Information

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

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

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

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

2 Student Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

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

New York State Testing Program (NYSTP) Assessments

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

English Language Arts

Level 1: Below Standard

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

Level 2: Meets Basic Standard

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

Level 3: Meets Proficiency Standard

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

Level 4: Exceeds Proficiency Standard

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

Mathematics

Level 1: Below Standard

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

Level 2: Meets Basic Standard

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

Level 3: Meets Proficiency Standard

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

Level 4: Exceeds Proficiency Standard

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

New York State Alternate Assessment (NYSAA)

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

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

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

Secondary-Level Cohorts

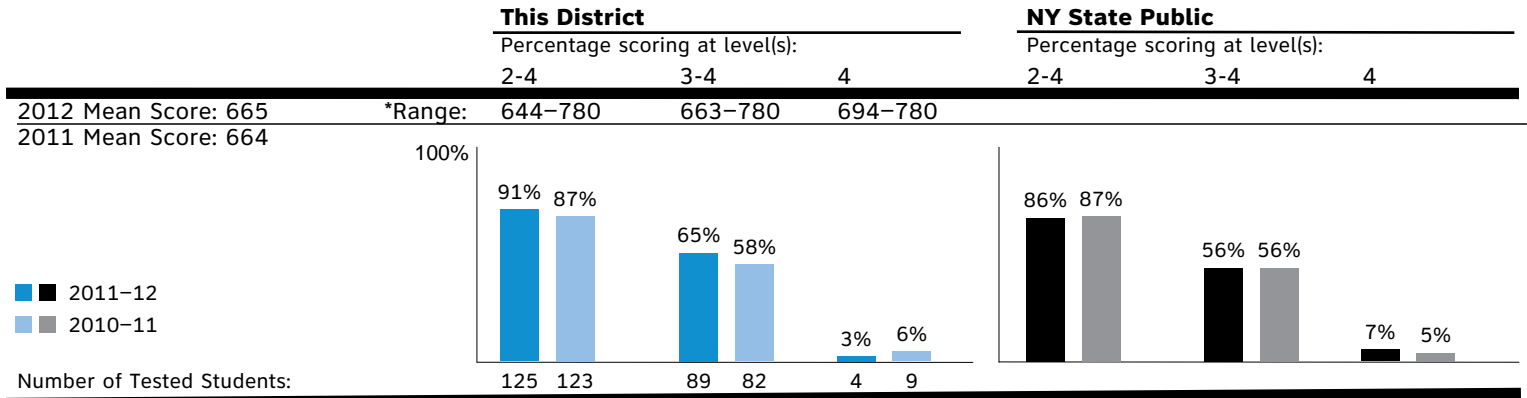
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded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

2 Student Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

Results in Grade 3 English Language Arts



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	137	91%	65%	3%	142	87%	58%	6%
Female	62	98%	73%	3%	71	90%	63%	11%
Male	75	85%	59%	3%	71	83%	52%	1%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	1	-	-	-	2	-	-	-
Hispanic or Latino	1	-	-	-	4	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	4	-	-	-
White	130	91%	64%	2%	135	87%	58%	5%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	7	100%	86%	29%	7	86%	57%	29%
General-Education Students	119	98%	71%	3%	122	96%	66%	7%
Students with Disabilities	18	44%	22%	0%	20	30%	10%	0%
English Proficient	137	91%	65%	3%	142	87%	58%	6%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	53	85%	47%	4%	60	83%	43%	2%
Not Disadvantaged	84	95%	76%	2%	82	89%	68%	10%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	137	91%	65%	3%	142	87%	58%	6%

NOTES

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

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

Other Assessments

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

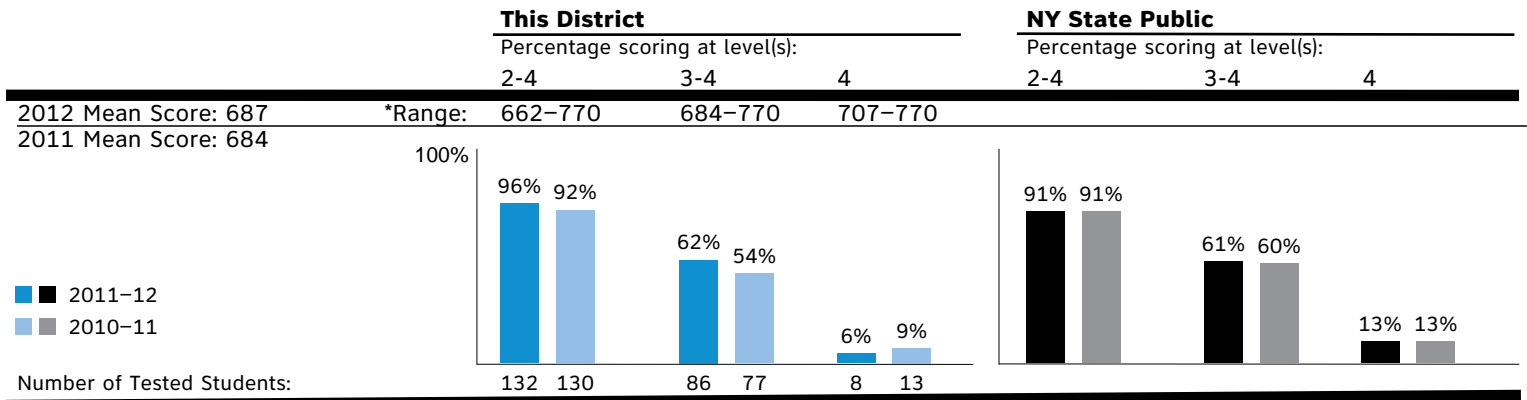
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

Results in Grade 3 Mathematics



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	138	96%	62%	6%	142	92%	54%	9%
Female	63	92%	59%	3%	71	94%	56%	11%
Male	75	99%	65%	8%	71	89%	52%	7%
American Indian or Alaska Native								
Black or African American	2	-	-	-				
Hispanic or Latino	1	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	4	-	-	-
White	131	95%	61%	6%	135	93%	55%	8%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	7	100%	86%	0%	7	71%	43%	29%
General-Education Students	120	98%	67%	7%	122	97%	60%	11%
Students with Disabilities	18	83%	33%	0%	20	60%	20%	0%
English Proficient	138	96%	62%	6%	142	92%	54%	9%
Limited English Proficient								
Economically Disadvantaged	53	91%	51%	2%	60	87%	37%	3%
Not Disadvantaged	85	99%	69%	8%	82	95%	67%	13%
Migrant								
Not Migrant	138	96%	62%	6%	142	92%	54%	9%

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Other Assessments

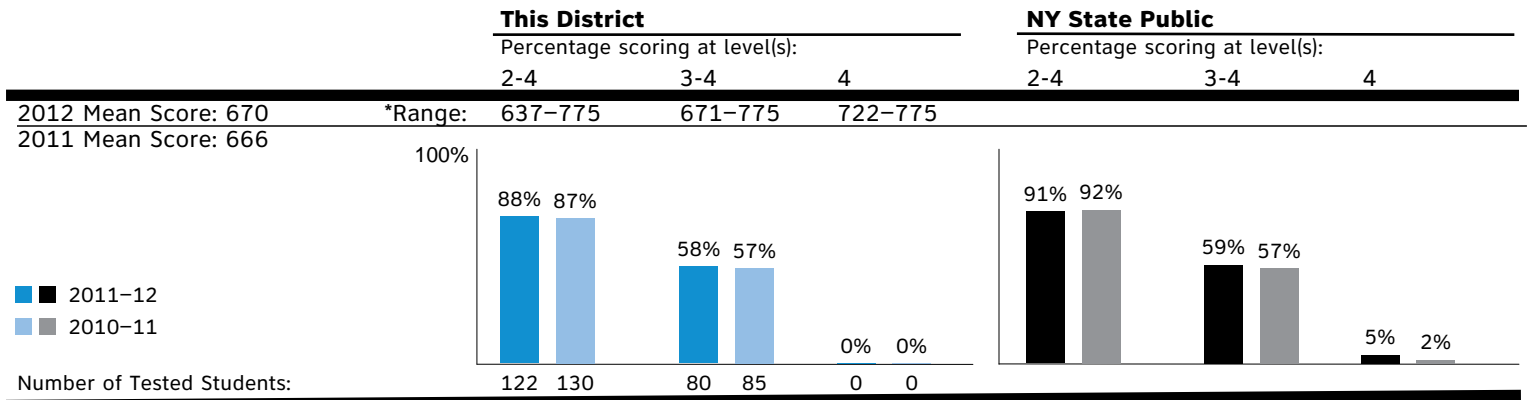
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	-	-	-	0	-	-	-

2 Student Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

Results in Grade 4 English Language Arts



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	139	88%	58%	0%	150	87%	57%	0%
Female	73	86%	62%	0%	73	90%	58%	0%
Male	66	89%	53%	0%	77	83%	56%	0%
American Indian or Alaska Native								
Black or African American					4	-	-	-
Hispanic or Latino					2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	1	-	-	-
White	135	-	-	-	143	86%	55%	0%
Multiracial	1	-	-	-				
Small Group Totals	139	88%	58%	0%	7	100%	86%	0%
General-Education Students	120	96%	65%	0%	127	96%	65%	0%
Students with Disabilities	19	37%	11%	0%	23	35%	9%	0%
English Proficient	139	88%	58%	0%	150	87%	57%	0%
Limited English Proficient								
Economically Disadvantaged	60	80%	50%	0%	61	77%	36%	0%
Not Disadvantaged	79	94%	63%	0%	89	93%	71%	0%
Migrant	1	-	-	-				
Not Migrant	138	-	-	-	150	87%	57%	0%

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Other Assessments

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

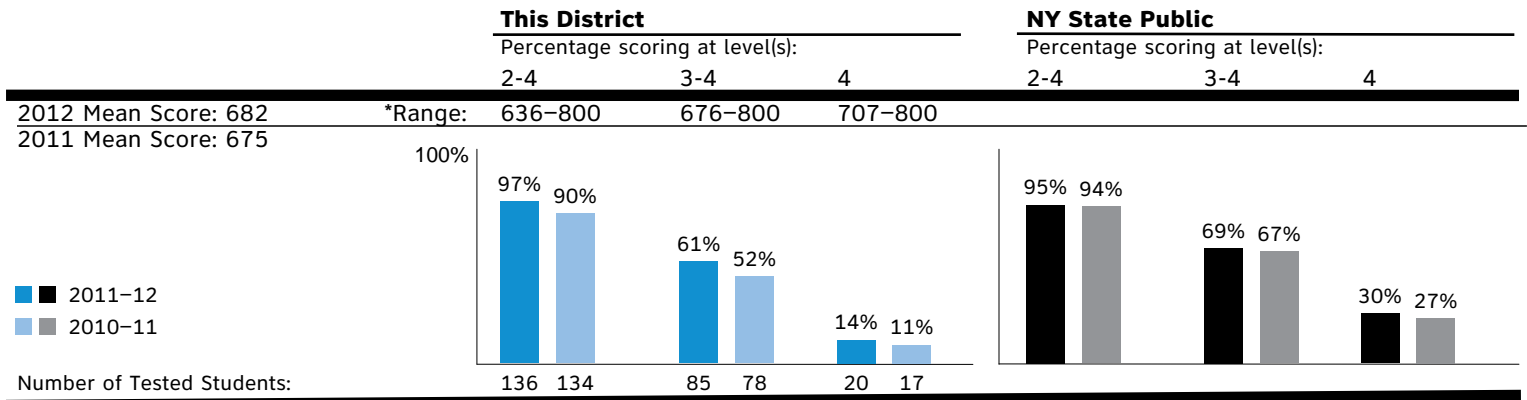
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

Results in Grade 4 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	140	97%	61%	14%	149	90%	52%	11%
Female	74	99%	59%	18%	72	90%	54%	11%
Male	66	95%	62%	11%	77	90%	51%	12%
American Indian or Alaska Native	1	–	–	–	4	–	–	–
Black or African American	1	–	–	–	2	–	–	–
Hispanic or Latino	3	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	135	97%	61%	15%	142	89%	51%	11%
White	1	–	–	–	7	100%	71%	14%
Multiracial	5	100%	40%	0%	126	98%	60%	13%
Small Group Totals	19	79%	26%	0%	23	43%	9%	4%
General-Education Students	139	–	–	–	149	90%	52%	11%
Students with Disabilities	1	–	–	–	61	80%	30%	7%
English Proficient	61	95%	48%	10%	88	97%	68%	15%
Limited English Proficient	79	99%	71%	18%	1	–	–	–
Economically Disadvantaged	1	–	–	–	139	–	–	–
Not Disadvantaged	139	–	–	–	149	90%	52%	11%
Migrant	1	–	–	–				
Not Migrant	139	–	–	–				

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Other Assessments

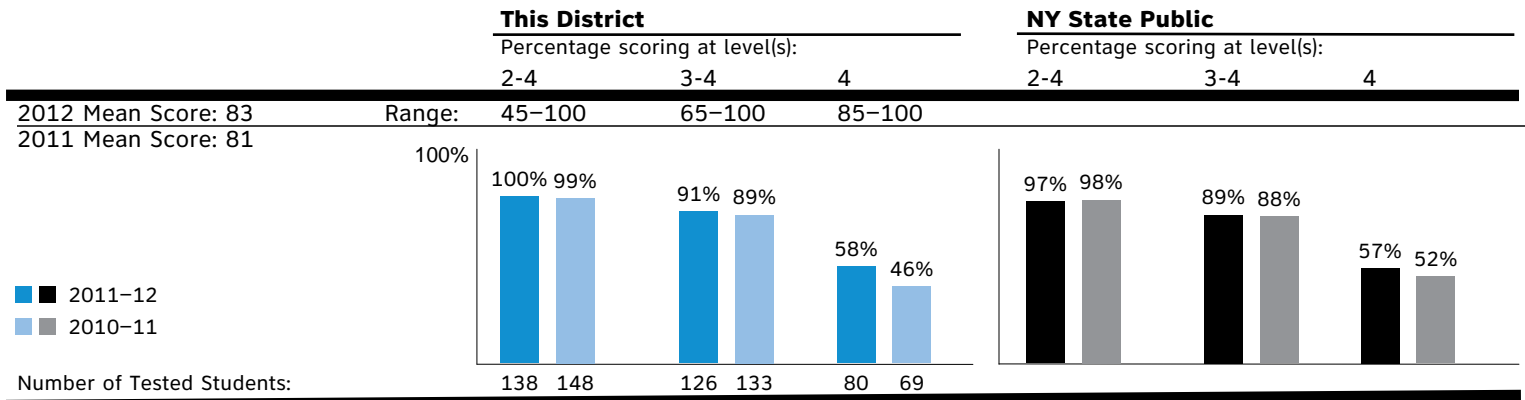
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	–	–	–	1	–	–	–

2 Student Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

Results in Grade 4 Science



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	138	100%	91%	58%	149	99%	89%	46%
Female	72	100%	89%	58%	72	99%	89%	44%
Male	66	100%	94%	58%	77	100%	90%	48%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	1	-	-	-	2	-	-	-
Hispanic or Latino	3	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	133	100%	92%	59%	142	100%	89%	46%
White	1	-	-	-	7	86%	86%	43%
Multiracial	5	100%	60%	20%	126	99%	97%	53%
Small Group Totals	19	100%	74%	16%	23	100%	48%	9%
General-Education Students	137	-	-	-	149	99%	89%	46%
Students with Disabilities	1	-	-	-	61	98%	77%	25%
English Proficient	60	100%	87%	52%	88	100%	98%	61%
Limited English Proficient	78	100%	95%	63%	1	-	-	-
Economically Disadvantaged	1	-	-	-	137	-	-	-
Not Disadvantaged	137	-	-	-	149	99%	89%	46%
Migrant	1	-	-	-				
Not Migrant	137	-	-	-				

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Other Assessments

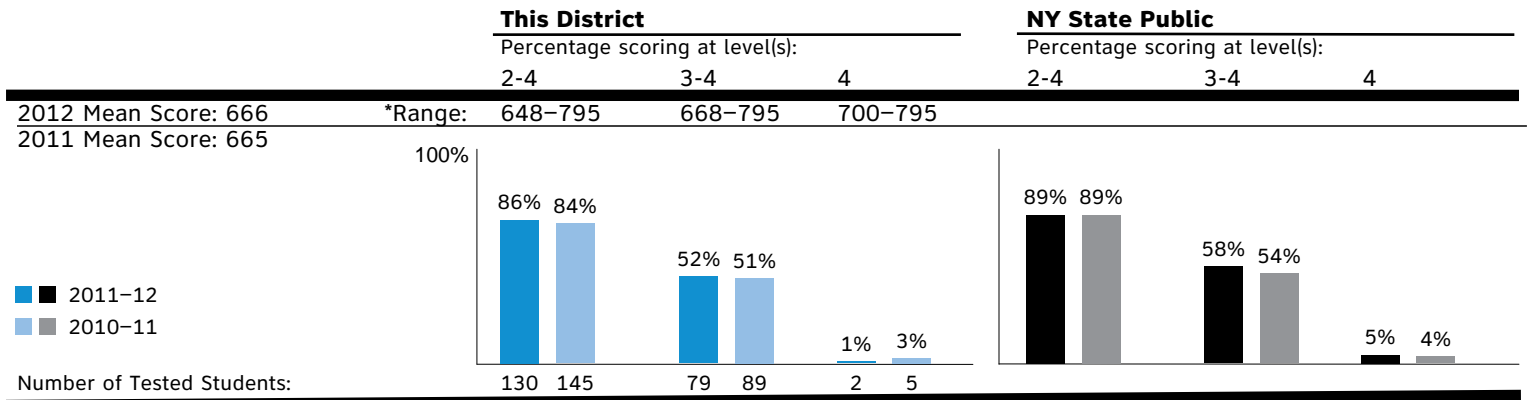
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	1	-	-	-

2 Student Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

Results in Grade 5 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	151	86%	52%	1%	173	84%	51%	3%
Female	73	85%	55%	3%	83	89%	53%	2%
Male	78	87%	50%	0%	90	79%	50%	3%
American Indian or Alaska Native								
Black or African American	5	–	–	–	4	–	–	–
Hispanic or Latino	2	–	–	–	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	142	87%	54%	1%	164	84%	54%	3%
Multiracial	1	–	–	–				
Small Group Totals	9	78%	33%	0%	9	89%	11%	0%
General-Education Students	127	96%	61%	2%	139	96%	61%	4%
Students with Disabilities	24	33%	4%	0%	34	32%	12%	0%
English Proficient	151	86%	52%	1%	173	84%	51%	3%
Limited English Proficient								
Economically Disadvantaged	70	77%	31%	0%	75	71%	25%	0%
Not Disadvantaged	81	94%	70%	2%	98	94%	71%	5%
Migrant								
Not Migrant	151	86%	52%	1%	173	84%	51%	3%

NOTES

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

Other Assessments

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

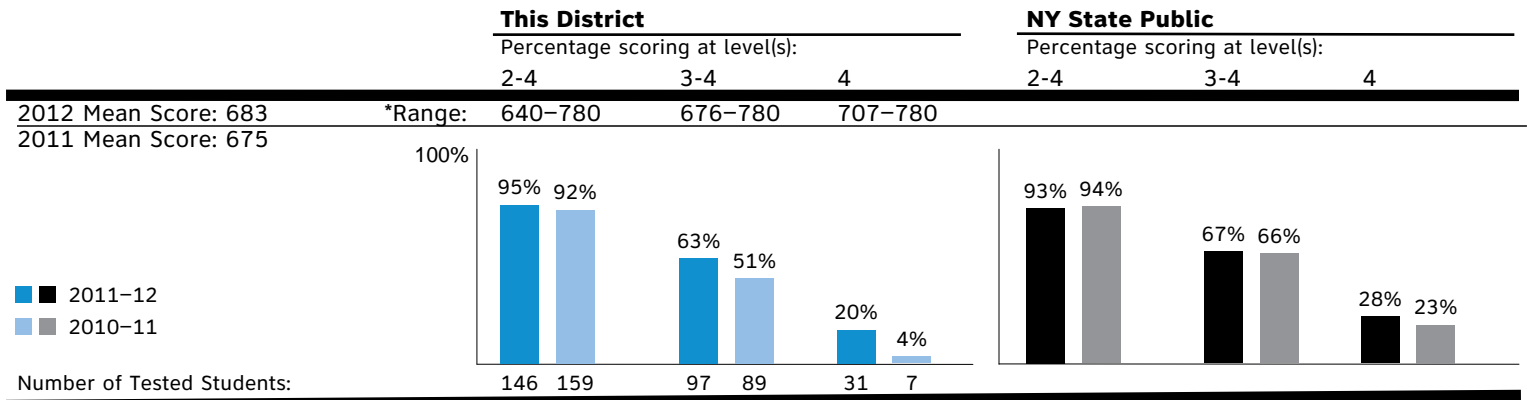
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

Results in Grade 5 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	153	95%	63%	20%	173	92%	51%	4%
Female	73	92%	66%	18%	83	90%	49%	5%
Male	80	99%	61%	23%	90	93%	53%	3%
American Indian or Alaska Native	7	–	–	–	4	–	–	–
Black or African American	2	–	–	–	4	–	–	–
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	142	95%	64%	20%	164	93%	54%	4%
White	1	–	–	–	9	78%	11%	0%
Multiracial	11	100%	55%	18%	139	98%	60%	5%
Small Group Totals	24	75%	4%	4%	34	68%	15%	0%
General-Education Students	151	–	–	–	173	92%	51%	4%
Students with Disabilities	2	–	–	–	75	85%	32%	1%
English Proficient	72	93%	40%	11%	98	97%	66%	6%
Limited English Proficient	81	98%	84%	28%				
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant	153	95%	63%	20%	173	92%	51%	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 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports*.

Other Assessments

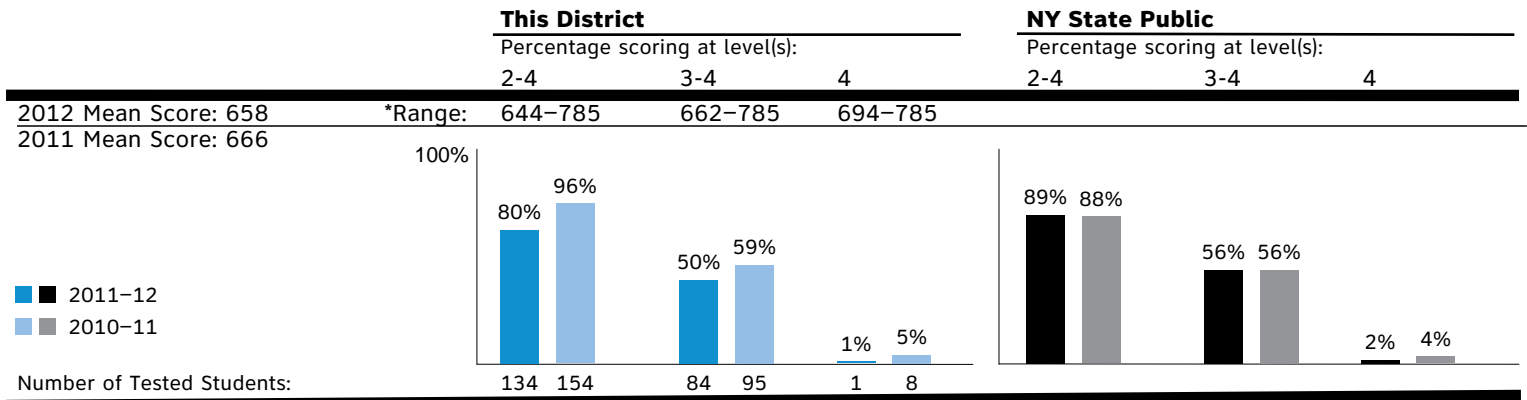
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	–	–	–	2	–	–	–

2 Student Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

Results in Grade 6 English Language Arts



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	167	80%	50%	1%	161	96%	59%	5%
Female	80	83%	55%	1%	75	97%	69%	5%
Male	87	78%	46%	0%	86	94%	50%	5%
American Indian or Alaska Native	4	–	–	–	4	–	–	–
Black or African American	4	–	–	–	3	–	–	–
Hispanic or Latino	4	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	3	–	–	–
White	158	80%	51%	1%	151	95%	59%	4%
Multiracial	9	78%	44%	0%	10	100%	60%	20%
Small Group Totals	9	78%	44%	0%	10	100%	60%	20%
General-Education Students	134	90%	62%	1%	138	100%	66%	6%
Students with Disabilities	33	39%	3%	0%	23	70%	17%	0%
English Proficient	167	80%	50%	1%	161	96%	59%	5%
Limited English Proficient	73	66%	19%	0%	56	89%	46%	2%
Economically Disadvantaged	94	91%	74%	1%	105	99%	66%	7%
Not Disadvantaged	167	80%	50%	1%	161	96%	59%	5%
Migrant								
Not Migrant								

NOTES

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

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

Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	–	–	–	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

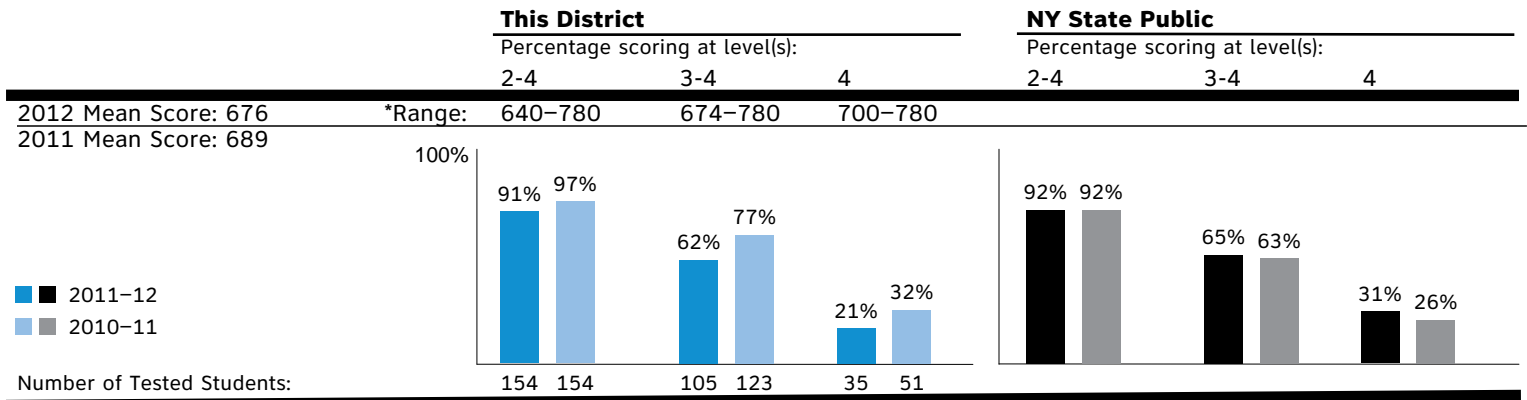
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

Results in Grade 6 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	169	91%	62%	21%	159	97%	77%	32%
Female	80	98%	60%	20%	75	96%	81%	32%
Male	89	85%	64%	21%	84	98%	74%	32%
American Indian or Alaska Native	4	–	–	–	4	–	–	–
Black or African American	4	–	–	–	3	–	–	–
Hispanic or Latino	4	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	3	–	–	–
White	160	91%	63%	22%	149	97%	78%	31%
Multiracial	9	100%	56%	0%	10	90%	70%	50%
Small Group Totals	136	99%	73%	26%	138	99%	83%	36%
General-Education Students	33	58%	18%	0%	21	81%	43%	10%
Students with Disabilities	169	91%	62%	21%	159	97%	77%	32%
English Proficient	74	85%	36%	9%	54	93%	65%	13%
Limited English Proficient	95	96%	82%	29%	105	99%	84%	42%
Economically Disadvantaged	169	91%	62%	21%	159	97%	77%	32%
Not Disadvantaged								
Migrant								
Not Migrant								

NOTES

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

Other Assessments

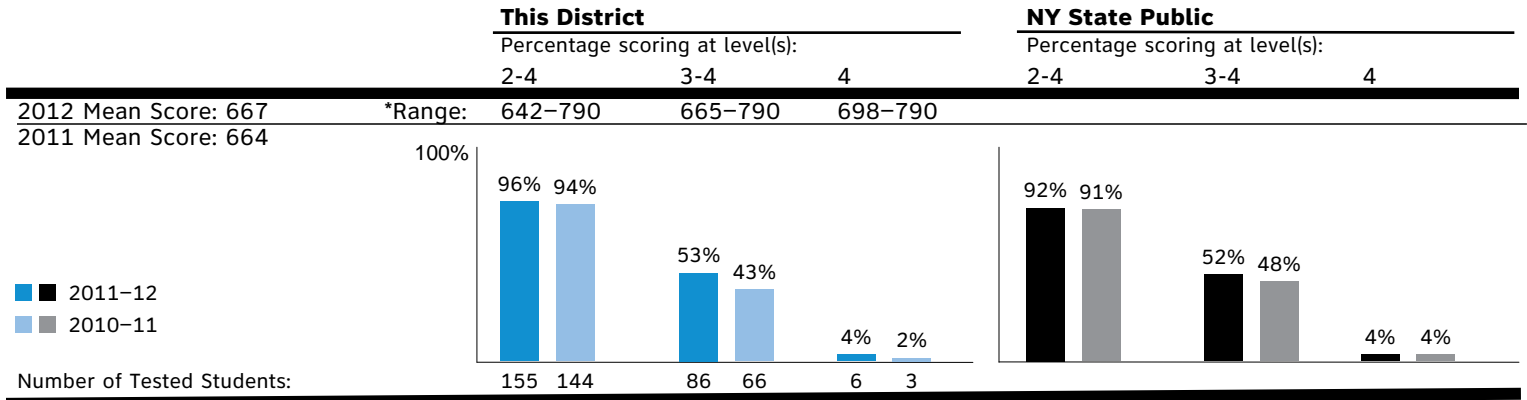
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	–	–	–	1	–	–	–

2 Student Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

Results in Grade 7 English Language Arts



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	162	96%	53%	4%	154	94%	43%	2%
Female	75	96%	61%	5%	62	100%	52%	2%
Male	87	95%	46%	2%	92	89%	37%	2%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	4	-	-	-	6	100%	33%	0%
Hispanic or Latino	4	-	-	-	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	151	96%	54%	4%	143	93%	43%	2%
Multiracial	1	-	-	-				
Small Group Totals	11	91%	45%	0%	5	100%	40%	0%
General-Education Students	140	99%	60%	4%	129	100%	51%	2%
Students with Disabilities	22	73%	9%	0%	25	60%	0%	0%
English Proficient	162	96%	53%	4%	154	94%	43%	2%
Limited English Proficient								
Economically Disadvantaged	56	89%	36%	0%	65	89%	25%	0%
Not Disadvantaged	106	99%	62%	6%	89	97%	56%	3%
Migrant								
Not Migrant	162	96%	53%	4%	154	94%	43%	2%

NOTES

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

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

Other Assessments

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

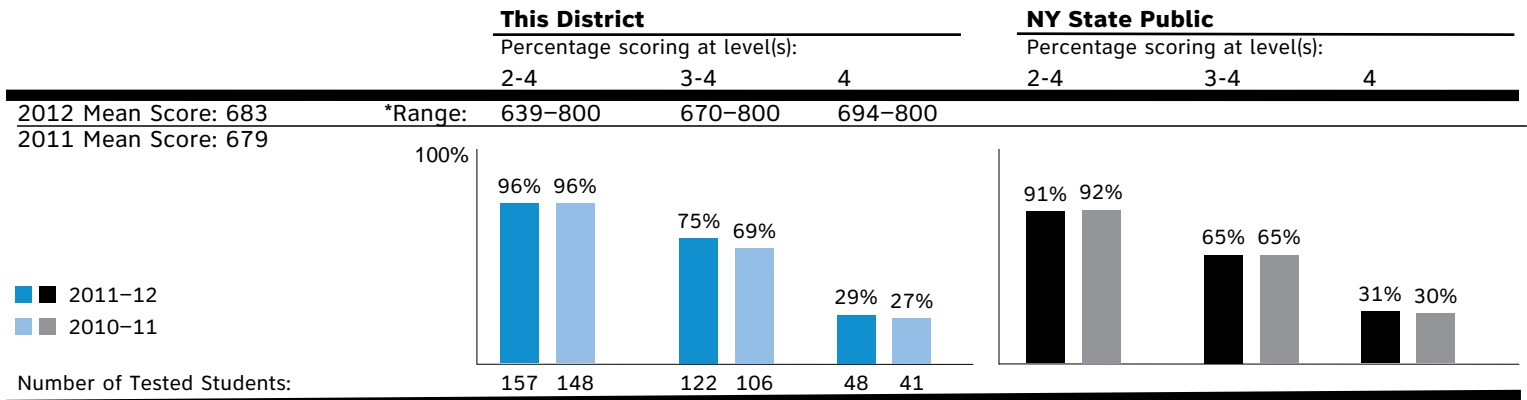
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

Results in Grade 7 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	163	96%	75%	29%	154	96%	69%	27%
Female	76	96%	72%	33%	62	98%	77%	27%
Male	87	97%	77%	26%	92	95%	63%	26%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	4	–	–	–	6	100%	83%	33%
Hispanic or Latino	4	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	152	97%	75%	28%	143	96%	68%	27%
Multiracial	1	–	–	–				
Small Group Totals	11	91%	73%	45%	5	100%	80%	20%
General-Education Students	141	100%	81%	33%	129	99%	78%	31%
Students with Disabilities	22	73%	36%	9%	25	80%	20%	4%
English Proficient	163	96%	75%	29%	154	96%	69%	27%
Limited English Proficient								
Economically Disadvantaged	57	89%	56%	14%	65	94%	49%	9%
Not Disadvantaged	106	100%	85%	38%	89	98%	83%	39%
Migrant								
Not Migrant	163	96%	75%	29%	154	96%	69%	27%

NOTES

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Other Assessments

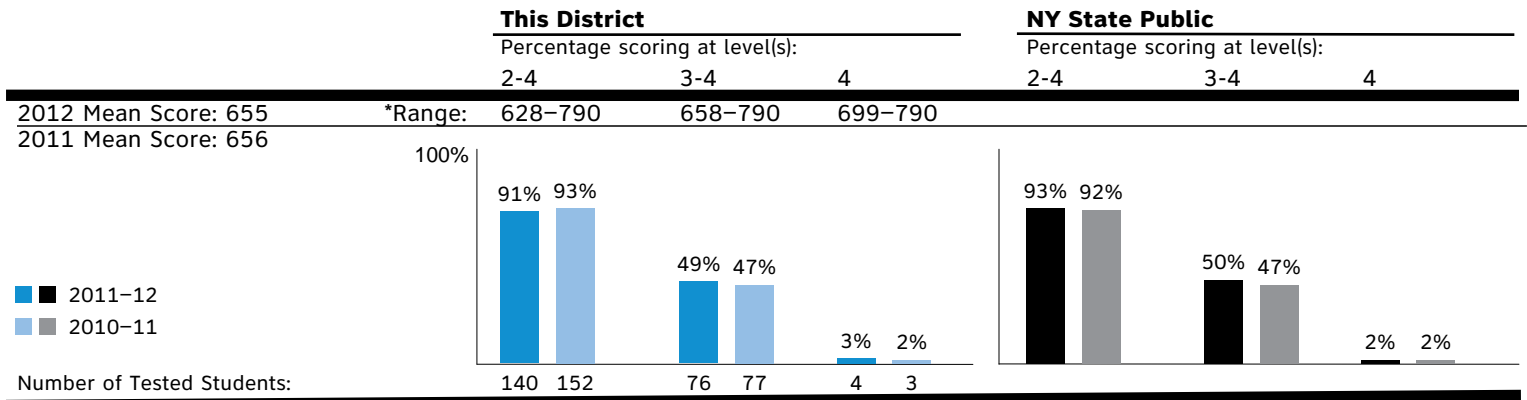
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	–	–	–	1	–	–	–

2 Student Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

Results in Grade 8 English Language Arts



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	154	91%	49%	3%	164	93%	47%	2%
Female	62	100%	60%	5%	79	92%	54%	0%
Male	92	85%	42%	1%	85	93%	40%	4%
American Indian or Alaska Native	1	–	–	–				
Black or African American	6	100%	50%	0%	5	–	–	–
Hispanic or Latino	2	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	3	–	–	–
White	143	90%	50%	3%	156	93%	47%	2%
Multiracial	1	–	–	–				
Small Group Totals	5	100%	20%	0%	8	88%	50%	0%
General-Education Students	123	98%	59%	3%	135	99%	55%	2%
Students with Disabilities	31	65%	10%	0%	29	66%	10%	0%
English Proficient	154	91%	49%	3%	164	93%	47%	2%
Limited English Proficient								
Economically Disadvantaged	64	86%	31%	0%	59	90%	32%	0%
Not Disadvantaged	90	94%	62%	4%	105	94%	55%	3%
Migrant								
Not Migrant	154	91%	49%	3%	164	93%	47%	2%

NOTES

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

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

Other Assessments

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

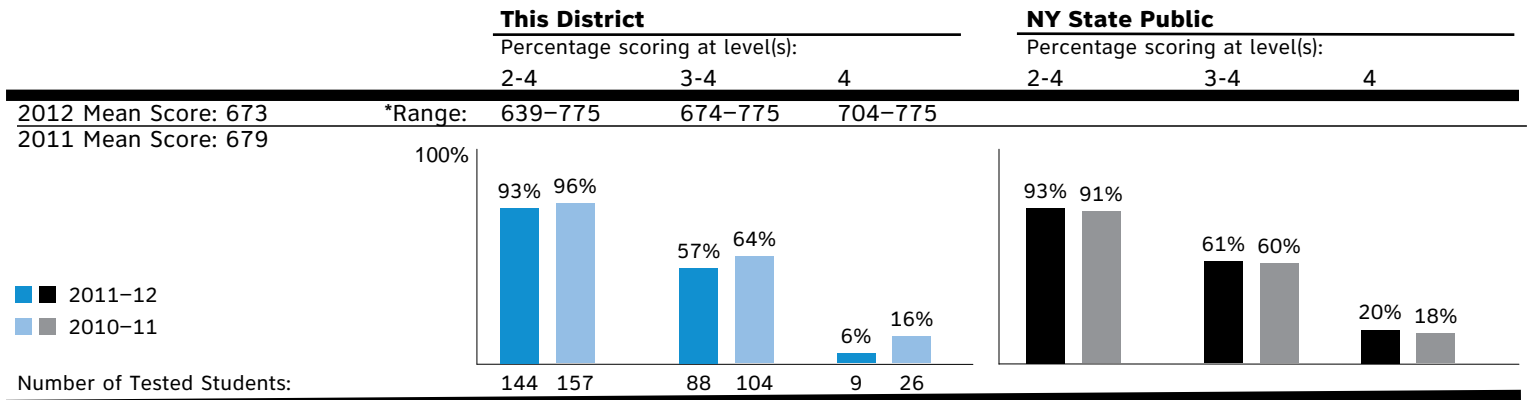
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

Results in Grade 8 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	155	93%	57%	6%	163	96%	64%	16%
Female	63	100%	62%	5%	78	96%	63%	14%
Male	92	88%	53%	7%	85	96%	65%	18%
American Indian or Alaska Native	1	–	–	–				
Black or African American	6	100%	83%	17%	5	–	–	–
Hispanic or Latino	2	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	3	–	–	–
White	144	92%	54%	6%	155	97%	65%	16%
Multiracial	1	–	–	–				
Small Group Totals	5	100%	100%	0%	8	88%	50%	13%
General-Education Students	124	99%	67%	7%	134	100%	71%	19%
Students with Disabilities	31	68%	16%	0%	29	79%	31%	0%
English Proficient	155	93%	57%	6%	163	96%	64%	16%
Limited English Proficient								
Economically Disadvantaged	65	88%	46%	2%	58	90%	50%	7%
Not Disadvantaged	90	97%	64%	9%	105	100%	71%	21%
Migrant								
Not Migrant	155	93%	57%	6%	163	96%	64%	16%

NOTES

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

Other Assessments

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

2 Student Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

Results in Grade 8 Science

This District

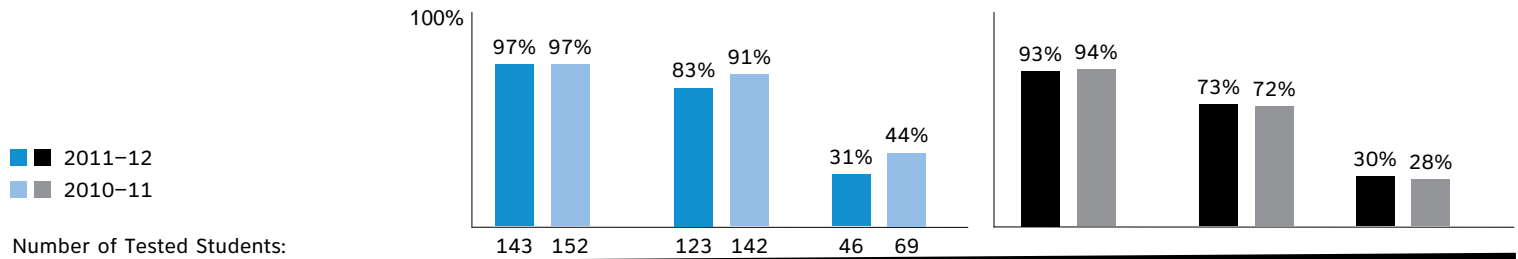
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2011-12 School Year

2010-11 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	148	97%	83%	31%	156	97%	91%	44%
Female	61	98%	87%	33%	74	97%	91%	42%
Male	87	95%	80%	30%	82	98%	91%	46%
American Indian or Alaska Native	1	—	—	—	—	—	—	—
Black or African American	6	100%	100%	33%	5	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	3	—	—	—
White	137	96%	82%	31%	148	98%	92%	45%
Multiracial	1	—	—	—	—	—	—	—
Small Group Totals	5	100%	100%	20%	8	88%	75%	38%
General-Education Students	121	99%	93%	36%	129	100%	98%	51%
Students with Disabilities	27	85%	41%	7%	27	85%	56%	11%
English Proficient	148	97%	83%	31%	156	97%	91%	44%
Limited English Proficient	—	—	—	—	—	—	—	—
Economically Disadvantaged	60	95%	78%	18%	53	92%	81%	19%
Not Disadvantaged	88	98%	86%	40%	103	100%	96%	57%
Migrant	—	—	—	—	—	—	—	—
Not Migrant	148	97%	83%	31%	156	97%	91%	44%

NOTES

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Other Assessments

2011-12 School Year

2010-11 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	—	—	—	3	—	—	—
Regents Science	0	—	—	—	0	—	—	—

2 Student Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

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

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

NOTES

*Reporting standards not met.

**Rounds to 0.

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

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

NOTE

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

2 Student Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

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

This District

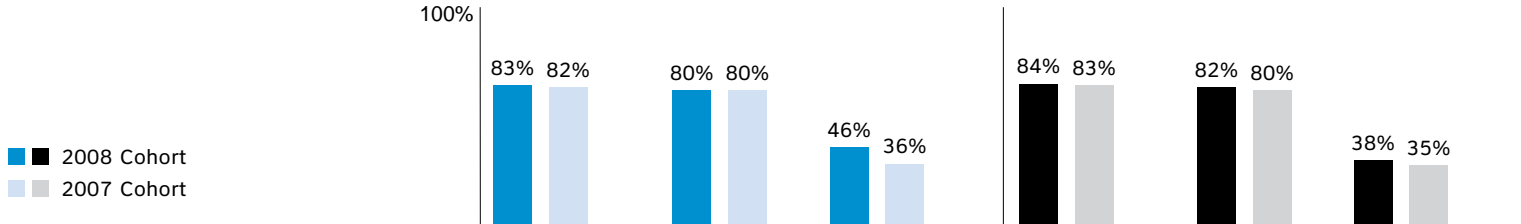
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2008 Cohort

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

2007 Cohort

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

	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	177	83%	80%	46%	173	82%	80%	36%
Female	81	86%	84%	58%	81	86%	85%	47%
Male	96	80%	76%	36%	92	78%	75%	27%
American Indian or Alaska Native								
Black or African American	5	—	—	—	2	—	—	—
Hispanic or Latino	2	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	1	—	—	—
White	169	83%	79%	47%	170	—	—	—
Multiracial								
Small Group Totals	8	88%	88%	25%	173	82%	80%	36%
General-Education Students	143	90%	89%	56%	148	91%	90%	43%
Students with Disabilities	34	56%	41%	6%	25	32%	20%	0%
English Proficient	177	83%	80%	46%	173	82%	80%	36%
Limited English Proficient								
Economically Disadvantaged	57	72%	65%	25%	51	78%	75%	14%
Not Disadvantaged	120	88%	87%	57%	122	84%	82%	46%
Migrant								
Not Migrant	177	83%	80%	46%	173	82%	80%	36%

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2 Student Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

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

This District

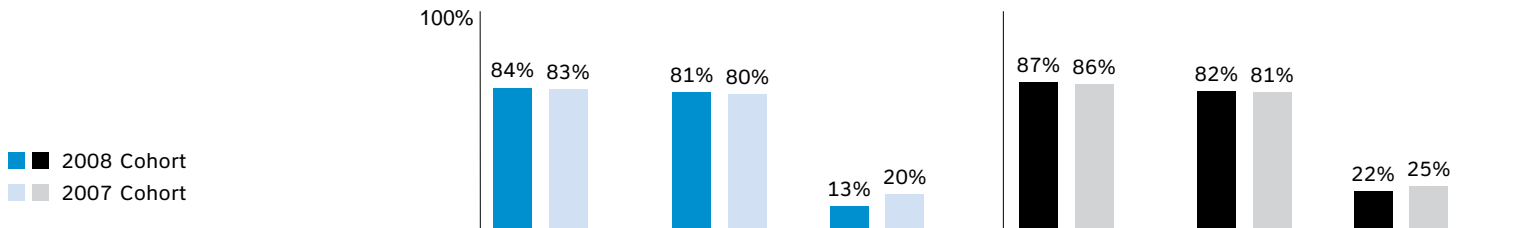
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2008 Cohort

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

2007 Cohort

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

	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	177	84%	81%	13%	173	83%	80%	20%
Female	81	86%	84%	17%	81	89%	88%	20%
Male	96	81%	78%	9%	92	77%	74%	21%
American Indian or Alaska Native								
Black or African American	5	–	–	–	2	–	–	–
Hispanic or Latino	2	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	169	83%	80%	12%	170	–	–	–
Multiracial								
Small Group Totals	8	88%	88%	25%	173	83%	80%	20%
General-Education Students	143	91%	90%	16%	148	91%	91%	24%
Students with Disabilities	34	53%	44%	0%	25	32%	20%	0%
English Proficient	177	84%	81%	13%	173	83%	80%	20%
Limited English Proficient								
Economically Disadvantaged	57	75%	70%	4%	51	80%	76%	8%
Not Disadvantaged	120	88%	86%	18%	122	84%	82%	25%
Migrant								
Not Migrant	177	84%	81%	13%	173	83%	80%	20%

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2 Student Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

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

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
Global History and Geography	177	7%	43%	28%	143	4%	48%	35%	34	18%	21%	0%
U.S. History and Government	177	7%	41%	29%	143	4%	46%	36%	34	18%	21%	3%
Science	177	2%	50%	28%	143	1%	53%	34%	34	6%	38%	3%

New York State Alternate Assessments (NYSAA) 2011-12

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

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2 Student Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	161	98%	94%	52%	138	100%	99%	60%	23	87%	65%	0%
	2010-11	158	99%	95%	56%	138	99%	98%	62%	20	95%	75%	10%
	2009-10	167	97%	92%	38%	147	100%	99%	43%	20	75%	45%	0%
Integrated Algebra	2011-12	225	90%	81%	13%	187	94%	87%	16%	38	71%	50%	0%
	2010-11	213	93%	75%	9%	171	98%	83%	11%	42	74%	40%	0%
	2009-10	191	97%	95%	17%	177	98%	97%	19%	14	79%	71%	0%
Geometry	2011-12	136	90%	73%	17%	129	90%	74%	18%	7	86%	57%	0%
	2010-11	137	92%	78%	18%	134	—	—	—	3	—	—	—
	2009-10	90	96%	89%	14%	88	—	—	—	2	—	—	—
Algebra 2/Trigonometry	2011-12	73	93%	81%	30%	73	93%	81%	30%	0	—	—	—
	2010-11	85	85%	68%	22%	84	—	—	—	1	—	—	—
	2009-10	79	90%	78%	30%	78	—	—	—	1	—	—	—
Global History and Geography	2011-12	187	79%	68%	34%	160	84%	73%	39%	27	44%	41%	0%
	2010-11	207	82%	63%	24%	171	91%	74%	29%	36	42%	14%	0%
	2009-10	205	85%	68%	25%	170	91%	76%	31%	35	54%	29%	0%
U.S. History and Government	2011-12	165	90%	81%	44%	143	96%	88%	50%	22	50%	32%	5%
	2010-11	152	91%	81%	36%	131	95%	89%	40%	21	67%	33%	5%
	2009-10	167	92%	87%	49%	147	96%	93%	53%	20	60%	45%	15%
Living Environment	2011-12	168	98%	89%	39%	140	99%	94%	46%	28	93%	61%	0%
	2010-11	166	96%	91%	36%	149	99%	97%	40%	17	65%	35%	6%
	2009-10	147	96%	91%	32%	129	98%	96%	36%	18	78%	56%	6%
Physical Setting/Earth Science	2011-12	142	91%	81%	39%	127	94%	84%	43%	15	60%	53%	0%
	2010-11	137	88%	82%	35%	119	92%	86%	40%	18	67%	56%	0%
	2009-10	161	96%	84%	35%	146	97%	87%	37%	15	87%	60%	13%
Physical Setting/Chemistry	2011-12	77	99%	79%	16%	76	—	—	—	1	—	—	—
	2010-11	75	93%	65%	11%	72	—	—	—	3	—	—	—
	2009-10	76	97%	71%	14%	76	97%	71%	14%	0	—	—	—
Physical Setting/Physics	2011-12	31	84%	74%	23%	29	—	—	—	2	—	—	—
	2010-11	36	92%	78%	22%	36	92%	78%	22%	0	—	—	—
	2009-10	27	93%	81%	22%	25	—	—	—	2	—	—	—

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2 Student Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	5	20%	0		5	20%
	2010-11	8	25%	0		8	25%
	2009-10	6	17%	0		6	17%
Science	2011-12	3	—	0		3	—
	2010-11	0		0		0	
	2009-10	4	—	0		4	—
Reading	2011-12	3	—	0		3	—
	2010-11	2	—	0		2	—
	2009-10	11	36%	0		11	36%
Writing	2011-12	3	—	0		3	—
	2010-11	2	—	0		2	—
	2009-10	6	50%	0		6	50%
Global Studies	2011-12	14	50%	1	—	13	—
	2010-11	15	20%	0		15	20%
	2009-10	19	21%	2	—	17	—
U.S. History and Government	2011-12	8	25%	0		8	25%
	2010-11	6	83%	0		6	83%
	2009-10	7	0%	1	—	6	—

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2 Student Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

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

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

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3 Student Outcomes

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2011-12	137		121		16	
	2010-11	146		133		13	
	2009-10	158		137		21	
Receiving a Regents Diploma	2011-12	125	91%	118	98%	7	44%
	2010-11	119	82%	116	87%	3	23%
	2009-10	119	75%	111	81%	8	38%
Receiving a Regents Diploma with Advanced Designation	2011-12	46	34%	45	37%	1	6%
	2010-11	54	37%	54	41%	0	0%
	2009-10	55	35%	54	39%	1	5%
Receiving an Individualized Education Program (IEP) Diploma	2011-12	7	N/A	0		7	N/A
	2010-11	7	N/A	0		7	N/A
	2009-10	4	N/A	0		4	N/A

NOTE

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

High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Dropped Out	2011-12	26	4%	15	3%	11	9%
	2010-11	22	3%	12	2%	10	7%
	2009-10	16	2%	7	1%	9	6%
Entered Approved High School Equivalency Preparation Program	2011-12	0	0%	0	0%	0	0%
	2010-11	0	0%	0	0%	0	0%
	2009-10	2	0%	2	0%	0	0%
Total Non-completers	2011-12	26	4%	15	3%	11	9%
	2010-11	22	3%	12	2%	10	7%
	2009-10	18	2%	9	1%	9	6%

Post-secondary Plans of 2011-12 Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
To 4-year College		49	34%	45	37%	4	17%
To 2-year College		54	38%	50	41%	4	17%
To Other Post-secondary		2	1%	0	0%	2	9%
To the Military		6	4%	6	5%	0	0%
To Employment		33	23%	20	17%	13	57%
To Adult Services		0	0%	0	0%	0	0%
To Other Known Plans		0	0%	0	0%	0	0%
Plan Unknown		0	0%	0	0%	0	0%