



The New York State Report Card 2011–12

District **HOMER CENTRAL SCHOOL DISTRICT**
District ID **11-07-01-06-0000**
Superintendent **NANCY RUSCIO**
Telephone **(607) 749-7241**
Grades **K-12, 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 **HOMER CENTRAL SCHOOL DISTRICT**

District ID **11-07-01-06-0000**

Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	0
Kindergarten	148	158	154
Grade 1	138	156	154
Grade 2	137	131	167
Grade 3	168	142	137
Grade 4	157	165	148
Grade 5	162	159	170
Grade 6	170	161	158
Ungraded Elementary	0	0	0
Grade 7	172	187	181
Grade 8	168	192	181
Grade 9	205	181	192
Grade 10	184	177	163
Grade 11	161	166	170
Grade 12	169	179	172
Ungraded Secondary	0	0	2
Total K-12	2139	2154	2149

Average Class Size

	2009-10	2010-11	2011-12
Common Branch	19	33	21
Grade 8			
English	17	18	18
Mathematics	16	18	18
Science	17	18	18
Social Studies	17	18	18
Grade 10			
English	18	21	15
Mathematics	16	16	
Science	15	16	18
Social Studies	14	22	16

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 **HOMER CENTRAL SCHOOL DISTRICT**

District ID **11-07-01-06-0000**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	455	21%	461	21%	524	24%
Reduced Price Lunch	150	7%	166	8%	153	7%
Limited English Proficient	6	0%	7	0%	7	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	1	0%	2	0%
Black or African American	19	1%	19	1%	16	1%
Hispanic or Latino	13	1%	13	1%	22	1%
Asian or Native Hawaiian/Other Pacific Islander	20	1%	25	1%	29	1%
White	2085	97%	2094	97%	2070	96%
Multiracial	1	0%	2	0%	10	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		95%		96%		96%
Student Suspensions	111	5%	119	6%	89	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.

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	190	183	181
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	5%	4%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	6%	7%	7%
Total Number of Core Classes	471	432	427
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%	0%
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	626	591	596
Percent Taught by Teachers Without Appropriate Certification	0%	0%	1%

*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	7%	4%	0%
Turnover Rate of All Teachers	10%	10%	8%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	27	23	22
Total Paraprofessionals*	72	76	71
Assistant Principals	1	1	1
Principals	5	4	5

*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 **HOMER CENTRAL SCHOOL DISTRICT**

District ID **11-07-01-06-0000**

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

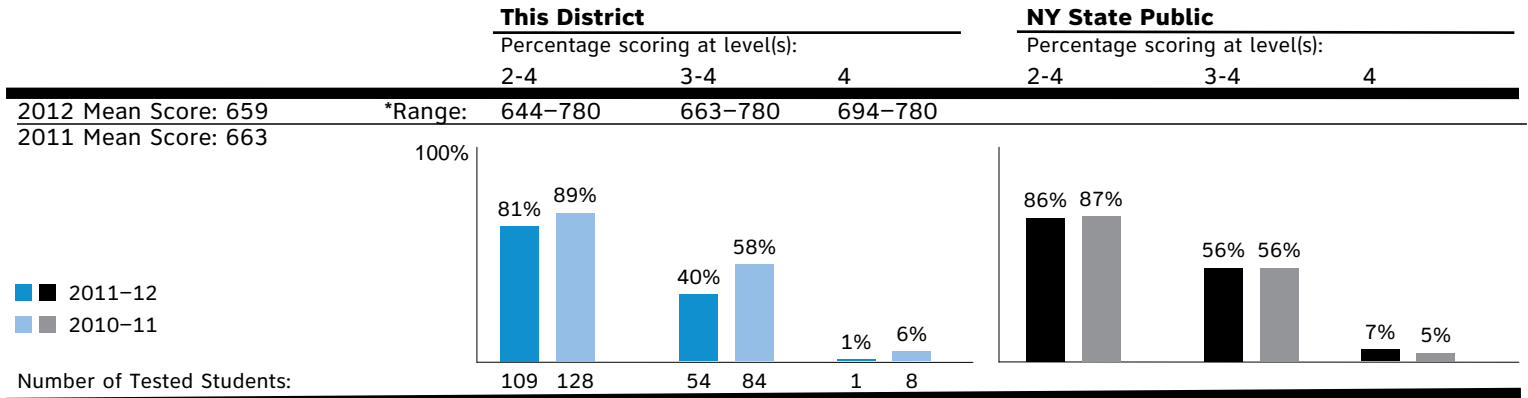
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded 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 **HOMER CENTRAL SCHOOL DISTRICT**

District ID **11-07-01-06-0000**

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	135	81%	40%	1%	144	89%	58%	6%
Female	64	81%	45%	2%	76	91%	66%	7%
Male	71	80%	35%	0%	68	87%	50%	4%
American Indian or Alaska Native								
Black or African American	1	-	-	-	2	-	-	-
Hispanic or Latino	1	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	3	-	-	-
White	131	-	-	-	137	88%	57%	6%
Multiracial					1	-	-	-
Small Group Totals	135	81%	40%	1%	7	100%	86%	0%
General-Education Students	118	90%	46%	1%	125	94%	66%	6%
Students with Disabilities	17	18%	0%	0%	19	53%	11%	0%
English Proficient	134	-	-	-	143	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	65	68%	20%	0%	53	83%	47%	4%
Not Disadvantaged	70	93%	59%	1%	91	92%	65%	7%
Migrant	1	-	-	-				
Not Migrant	134	-	-	-	144	89%	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	1	-	-	-	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

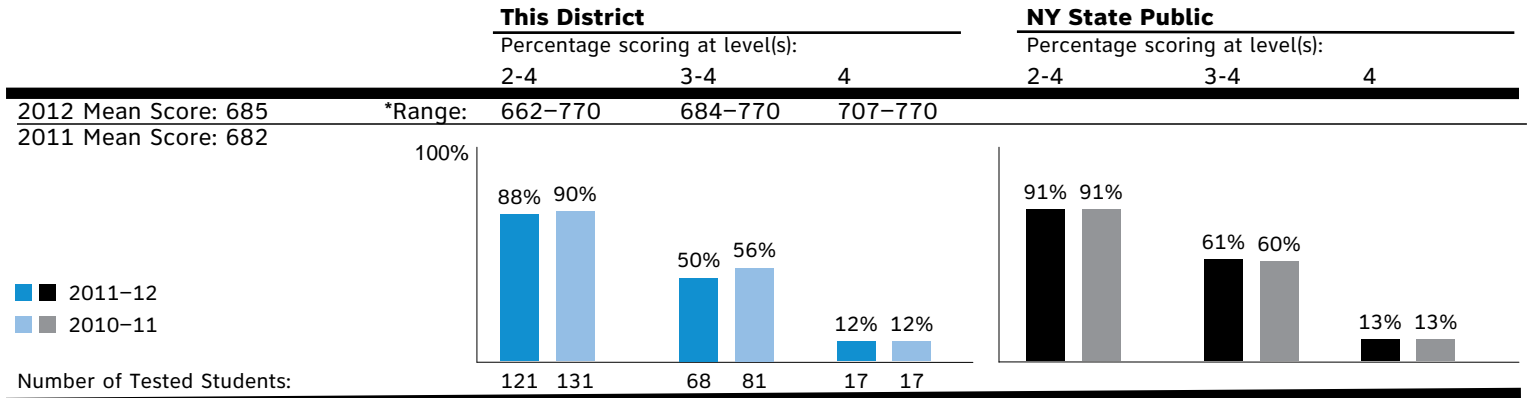
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **HOMER CENTRAL SCHOOL DISTRICT**

District ID **11-07-01-06-0000**

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	137	88%	50%	12%	145	90%	56%	12%
Female	65	86%	55%	12%	77	94%	58%	10%
Male	72	90%	44%	13%	68	87%	53%	13%
American Indian or Alaska Native								
Black or African American	1	–	–	–	2	–	–	–
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	3	–	–	–
White	133	–	–	–	138	90%	56%	12%
Multiracial					1	–	–	–
Small Group Totals	137	88%	50%	12%	7	100%	57%	14%
General-Education Students	120	93%	56%	14%	126	94%	60%	13%
Students with Disabilities	17	53%	6%	0%	19	63%	32%	5%
English Proficient	136	–	–	–	144	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	66	80%	32%	3%	53	89%	42%	6%
Not Disadvantaged	71	96%	66%	21%	92	91%	64%	15%
Migrant	1	–	–	–				
Not Migrant	136	–	–	–	145	90%	56%	12%

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Other Assessments

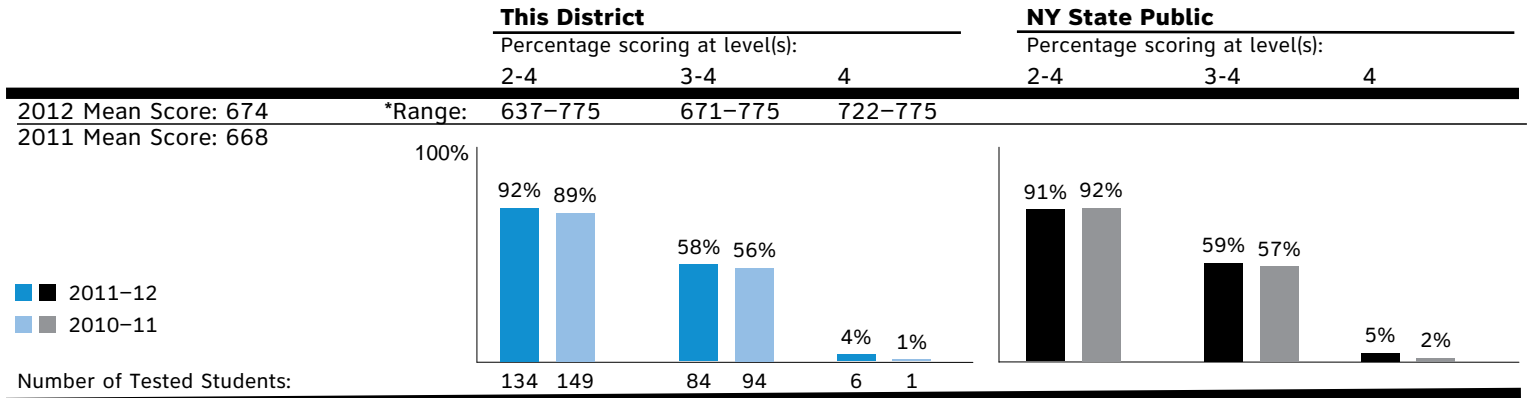
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	1	–	–	–	0	–	–	–

2 Student Performance

District HOMER CENTRAL SCHOOL DISTRICT

District ID 11-07-01-06-0000

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	146	92%	58%	4%	168	89%	56%	1%
Female	77	96%	69%	4%	84	90%	64%	0%
Male	69	87%	45%	4%	84	87%	48%	1%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	2	-	-	-	3	-	-	-
Hispanic or Latino	2	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	140	92%	56%	4%	164	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	6	83%	83%	0%	168	89%	56%	1%
General-Education Students	118	98%	68%	5%	135	93%	67%	1%
Students with Disabilities	28	64%	14%	0%	33	70%	12%	0%
English Proficient	146	92%	58%	4%	168	89%	56%	1%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	61	85%	43%	3%	71	83%	37%	0%
Not Disadvantaged	85	96%	68%	5%	97	93%	70%	1%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	146	92%	58%	4%	168	89%	56%	1%

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

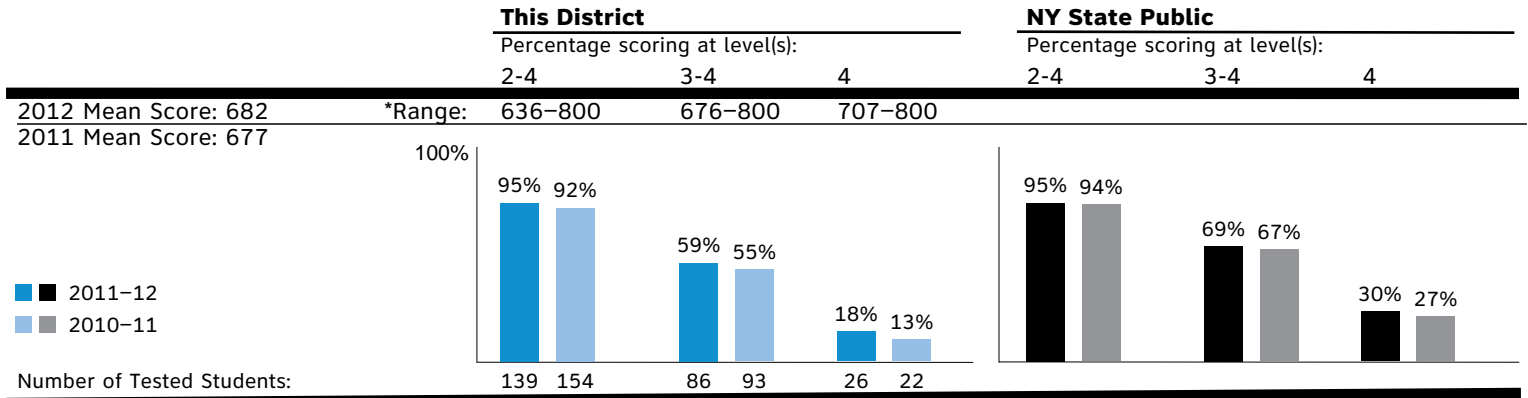
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District HOMER CENTRAL SCHOOL DISTRICT

District ID 11-07-01-06-0000

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	147	95%	59%	18%	168	92%	55%	13%
Female	77	97%	62%	17%	84	90%	63%	13%
Male	70	91%	54%	19%	84	93%	48%	13%
American Indian or Alaska Native								
Black or African American	2	-	-	-	3	-	-	-
Hispanic or Latino	2	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	141	94%	59%	17%	164	-	-	-
Multiracial								
Small Group Totals	6	100%	50%	33%	168	92%	55%	13%
General-Education Students	119	98%	69%	22%	135	96%	64%	16%
Students with Disabilities	28	79%	14%	0%	33	73%	18%	0%
English Proficient	147	95%	59%	18%	168	92%	55%	13%
Limited English Proficient								
Economically Disadvantaged	62	92%	40%	6%	71	89%	44%	6%
Not Disadvantaged	85	96%	72%	26%	97	94%	64%	19%
Migrant								
Not Migrant	147	95%	59%	18%	168	92%	55%	13%

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Other Assessments

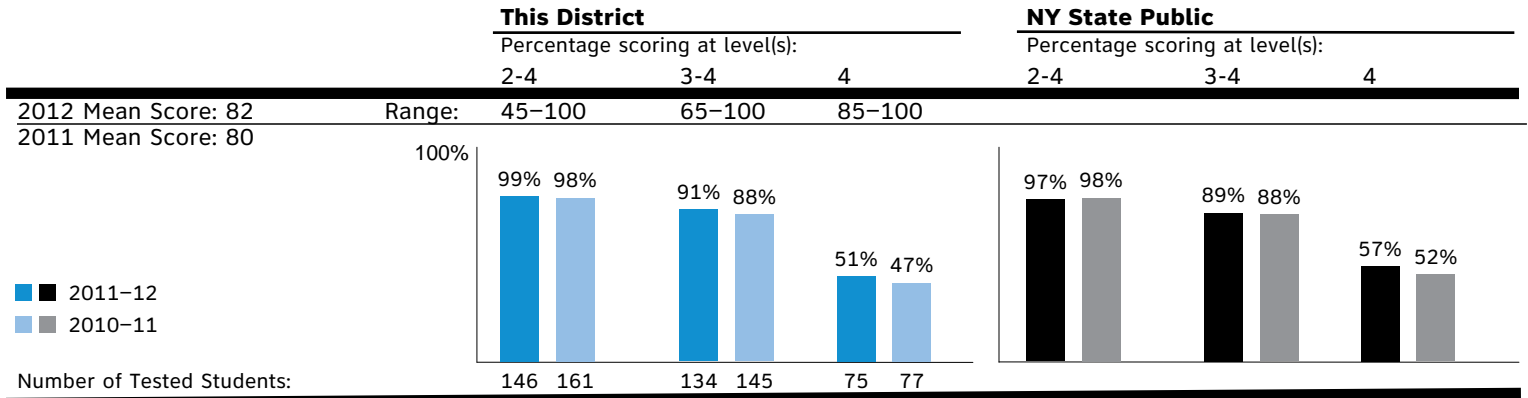
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	-	-	1	-	-	-

2 Student Performance

District **HOMER CENTRAL SCHOOL DISTRICT**

District ID **11-07-01-06-0000**

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	148	99%	91%	51%	164	98%	88%	47%
Female	80	100%	93%	53%	81	96%	89%	53%
Male	68	97%	88%	49%	83	100%	88%	41%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	2	-	-	-	3	-	-	-
Hispanic or Latino	2	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	142	99%	90%	50%	160	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	6	100%	100%	67%	164	98%	88%	47%
General-Education Students	119	100%	95%	57%	132	99%	91%	54%
Students with Disabilities	29	93%	72%	24%	32	94%	78%	19%
English Proficient	148	99%	91%	51%	164	98%	88%	47%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	62	98%	82%	31%	68	99%	84%	29%
Not Disadvantaged	86	99%	97%	65%	96	98%	92%	59%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	148	99%	91%	51%	164	98%	88%	47%

NOTES

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Other Assessments

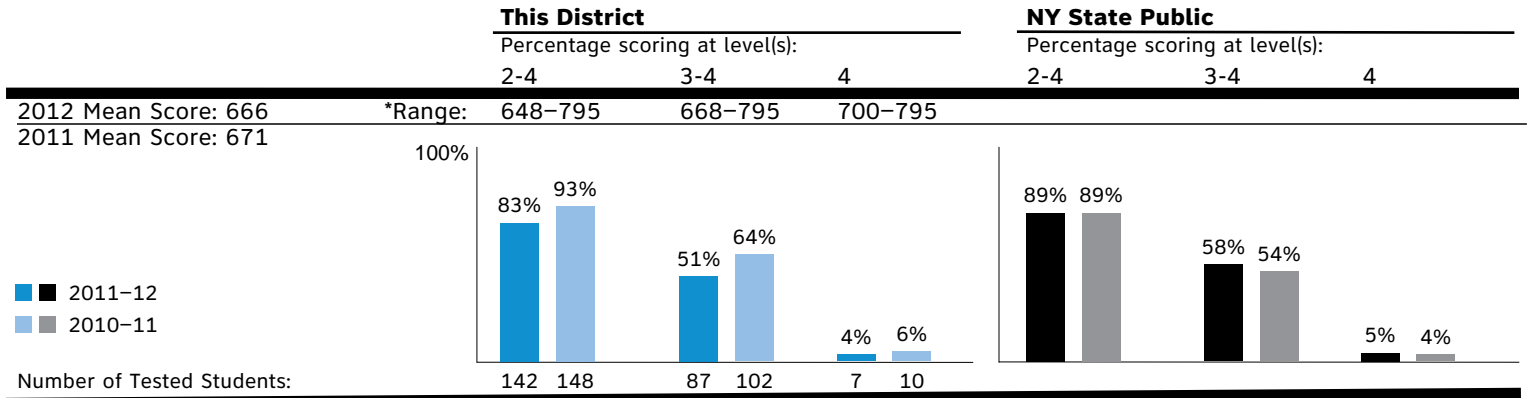
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	-	-	1	-	-	-

2 Student Performance

District HOMER CENTRAL SCHOOL DISTRICT

District ID 11-07-01-06-0000

Results in Grade 5 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	172	83%	51%	4%	160	93%	64%	6%
Female	83	87%	60%	5%	69	96%	72%	6%
Male	89	79%	42%	3%	91	90%	57%	7%
American Indian or Alaska Native								
Black or African American	3	-	-	-	3	-	-	-
Hispanic or Latino	1	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	167	82%	51%	4%	156	-	-	-
Multiracial								
Small Group Totals	5	100%	40%	0%	160	93%	64%	6%
General-Education Students	134	92%	63%	5%	126	99%	79%	8%
Students with Disabilities	38	50%	8%	0%	34	68%	9%	0%
English Proficient	172	83%	51%	4%	160	93%	64%	6%
Limited English Proficient								
Economically Disadvantaged	76	72%	33%	0%	48	90%	48%	4%
Not Disadvantaged	96	91%	65%	7%	112	94%	71%	7%
Migrant								
Not Migrant	172	83%	51%	4%	160	93%	64%	6%

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 5 Equivalent	1	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

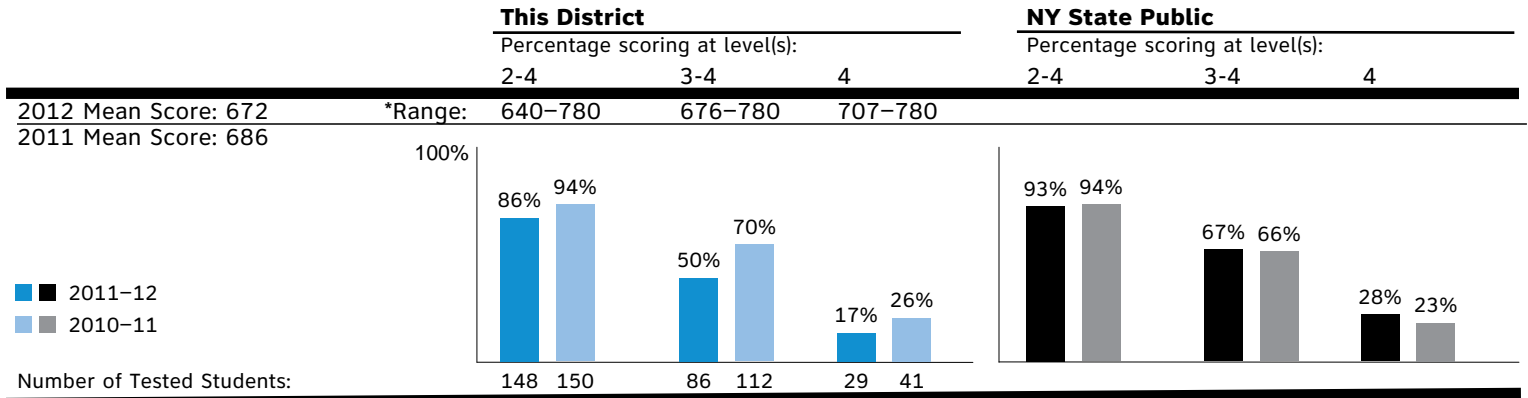
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **HOMER CENTRAL SCHOOL DISTRICT**

District ID **11-07-01-06-0000**

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	173	86%	50%	17%	160	94%	70%	26%
Female	84	86%	57%	15%	69	97%	71%	16%
Male	89	85%	43%	18%	91	91%	69%	33%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	3	-	-	-	3	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	168	85%	50%	17%	156	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	5	100%	40%	0%	160	94%	70%	26%
General-Education Students	135	93%	62%	21%	126	100%	81%	29%
Students with Disabilities	38	61%	5%	0%	34	71%	29%	15%
English Proficient	173	86%	50%	17%	160	94%	70%	26%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	76	80%	33%	5%	48	92%	54%	10%
Not Disadvantaged	97	90%	63%	26%	112	95%	77%	32%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	173	86%	50%	17%	160	94%	70%	26%

NOTES

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Other Assessments

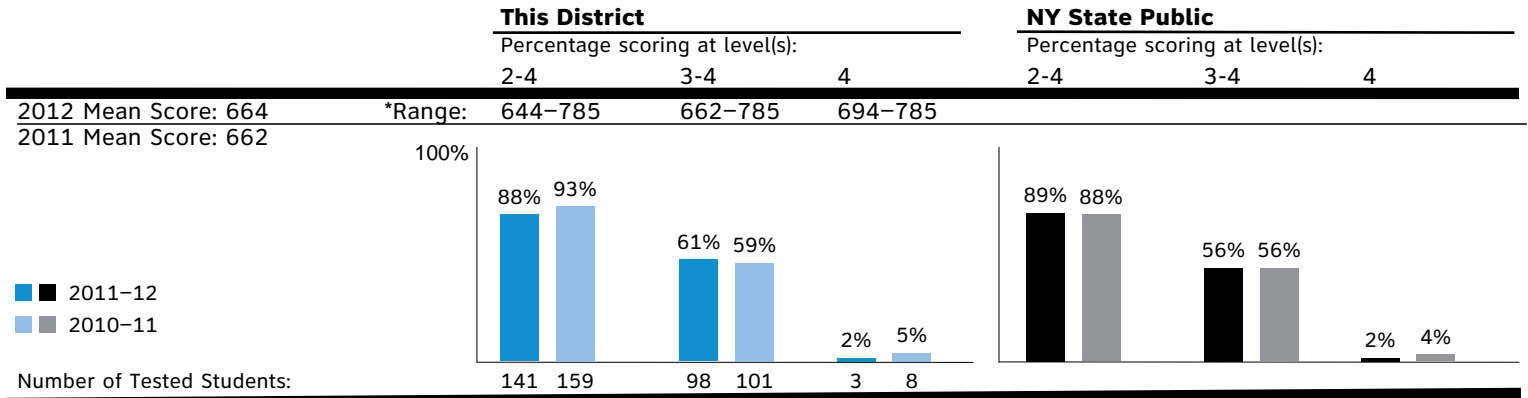
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	1	-	-	-	1	-	-	-

2 Student Performance

District **HOMER CENTRAL SCHOOL DISTRICT**

District ID **11-07-01-06-0000**

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	160	88%	61%	2%	171	93%	59%	5%
Female	66	97%	59%	2%	88	98%	61%	7%
Male	94	82%	63%	2%	83	88%	57%	2%
American Indian or Alaska Native								
Black or African American	2	-	-	-	3	-	-	-
Hispanic or Latino	1	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	2	-	-	-
White	156	-	-	-	165	93%	59%	4%
Multiracial								
Small Group Totals	160	88%	61%	2%	6	83%	50%	17%
General-Education Students	126	98%	75%	2%	142	99%	67%	6%
Students with Disabilities	34	50%	12%	0%	29	66%	21%	0%
English Proficient	160	88%	61%	2%	171	93%	59%	5%
Limited English Proficient								
Economically Disadvantaged	51	88%	35%	0%	44	91%	45%	0%
Not Disadvantaged	109	88%	73%	3%	127	94%	64%	6%
Migrant	2	-	-	-				
Not Migrant	158	-	-	-	171	93%	59%	5%

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	-	-	-
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

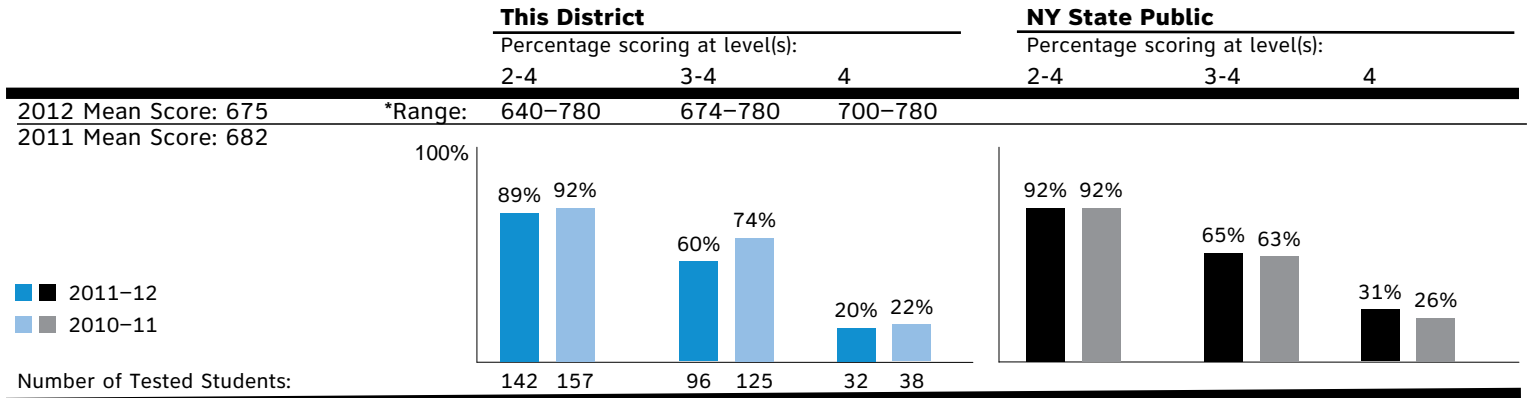
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **HOMER CENTRAL SCHOOL DISTRICT**

District ID **11-07-01-06-0000**

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	159	89%	60%	20%	170	92%	74%	22%
Female	65	95%	65%	15%	88	98%	77%	27%
Male	94	85%	57%	23%	82	87%	70%	17%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	2	-	-	-	3	-	-	-
Hispanic or Latino	1	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	2	-	-	-
White	155	-	-	-	164	93%	74%	23%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	159	89%	60%	20%	6	67%	50%	17%
General-Education Students	125	98%	73%	26%	142	96%	80%	25%
Students with Disabilities	34	59%	15%	0%	28	71%	43%	7%
English Proficient	159	89%	60%	20%	170	92%	74%	22%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	51	84%	35%	6%	43	88%	63%	9%
Not Disadvantaged	108	92%	72%	27%	127	94%	77%	27%
Migrant	2	-	-	-	-	-	-	-
Not Migrant	157	-	-	-	170	92%	74%	22%

NOTES

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Other Assessments

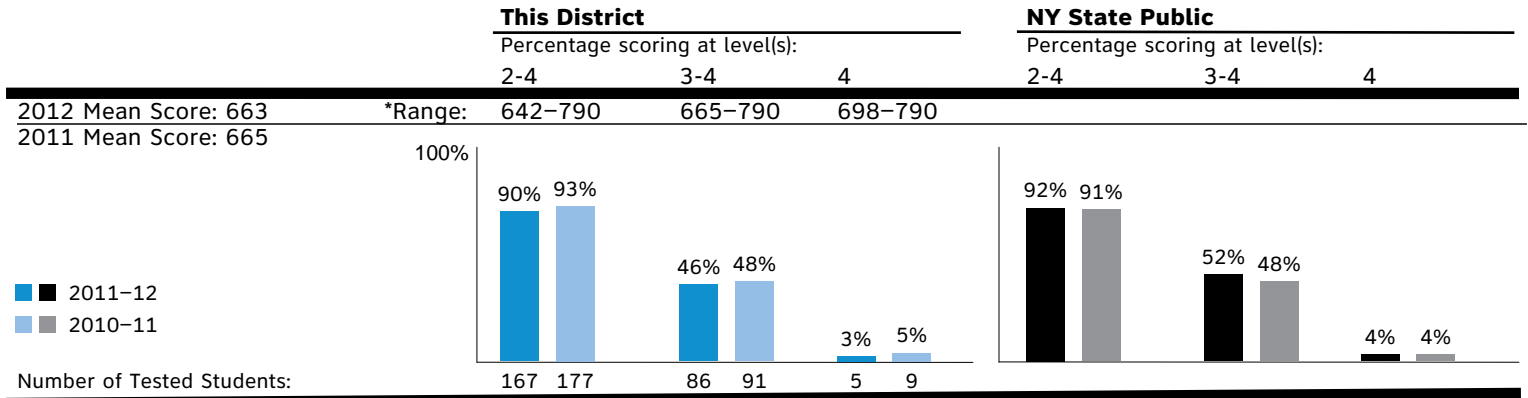
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	-	-	-	1	-	-	-

2 Student Performance

District **HOMER CENTRAL SCHOOL DISTRICT**

District ID **11-07-01-06-0000**

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	185	90%	46%	3%	191	93%	48%	5%
Female	93	95%	55%	3%	76	97%	58%	4%
Male	92	86%	38%	2%	115	90%	41%	5%
American Indian or Alaska Native								
Black or African American	3	-	-	-				
Hispanic or Latino	1	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	4	-	-	-
White	178	90%	46%	3%	187	-	-	-
Multiracial								
Small Group Totals	7	100%	57%	0%	191	93%	48%	5%
General-Education Students	152	99%	55%	3%	154	99%	57%	6%
Students with Disabilities	33	52%	9%	0%	37	68%	8%	0%
English Proficient	185	90%	46%	3%	191	93%	48%	5%
Limited English Proficient								
Economically Disadvantaged	60	82%	33%	2%	53	89%	30%	2%
Not Disadvantaged	125	94%	53%	3%	138	94%	54%	6%
Migrant	1	-	-	-				
Not Migrant	184	-	-	-	191	93%	48%	5%

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	0				0			
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

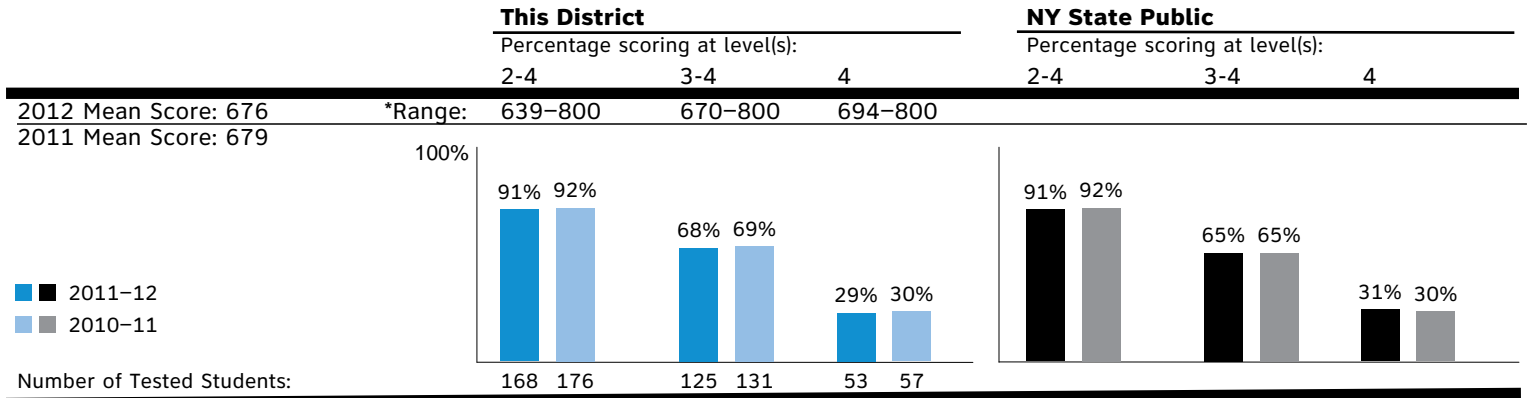
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **HOMER CENTRAL SCHOOL DISTRICT**

District ID **11-07-01-06-0000**

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	185	91%	68%	29%	191	92%	69%	30%
Female	93	97%	72%	29%	76	99%	75%	33%
Male	92	85%	63%	28%	115	88%	64%	28%
American Indian or Alaska Native								
Black or African American	3	-	-	-				
Hispanic or Latino	1	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	4	-	-	-
White	178	90%	67%	28%	187	-	-	-
Multiracial								
Small Group Totals	7	100%	71%	43%	191	92%	69%	30%
General-Education Students	152	99%	77%	33%	154	98%	81%	37%
Students with Disabilities	33	55%	24%	9%	37	68%	16%	0%
English Proficient	185	91%	68%	29%	191	92%	69%	30%
Limited English Proficient								
Economically Disadvantaged	60	83%	50%	8%	53	87%	47%	9%
Not Disadvantaged	125	94%	76%	38%	138	94%	77%	38%
Migrant	1	-	-	-				
Not Migrant	184	-	-	-	191	92%	69%	30%

NOTES

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Other Assessments

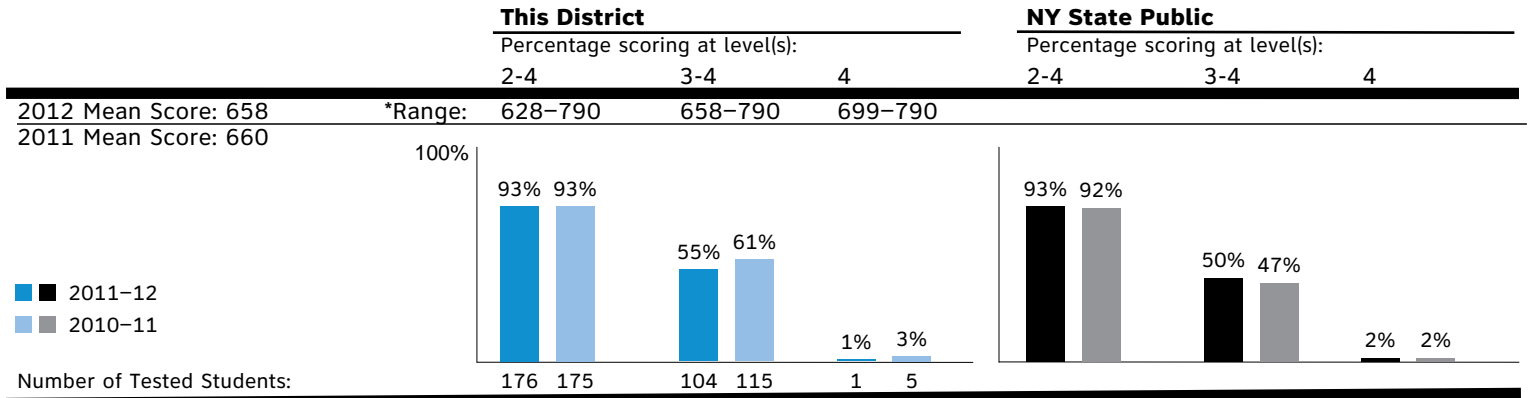
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				0			

2 Student Performance

District **HOMER CENTRAL SCHOOL DISTRICT**

District ID **11-07-01-06-0000**

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	189	93%	55%	1%	188	93%	61%	3%
Female	78	96%	63%	1%	87	94%	64%	2%
Male	111	91%	50%	0%	101	92%	58%	3%
American Indian or Alaska Native								
Black or African American					2	–	–	–
Hispanic or Latino	1	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	2	–	–	–
White	184	93%	55%	1%	182	93%	60%	3%
Multiracial								
Small Group Totals	5	100%	60%	0%	6	100%	83%	0%
General-Education Students	153	99%	67%	1%	146	99%	77%	3%
Students with Disabilities	36	69%	6%	0%	42	71%	5%	0%
English Proficient	189	93%	55%	1%	188	93%	61%	3%
Limited English Proficient								
Economically Disadvantaged	50	86%	34%	0%	58	90%	45%	2%
Not Disadvantaged	139	96%	63%	1%	130	95%	68%	3%
Migrant								
Not Migrant	189	93%	55%	1%	188	93%	61%	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

	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	2	–	–	–	1	–	–	–
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

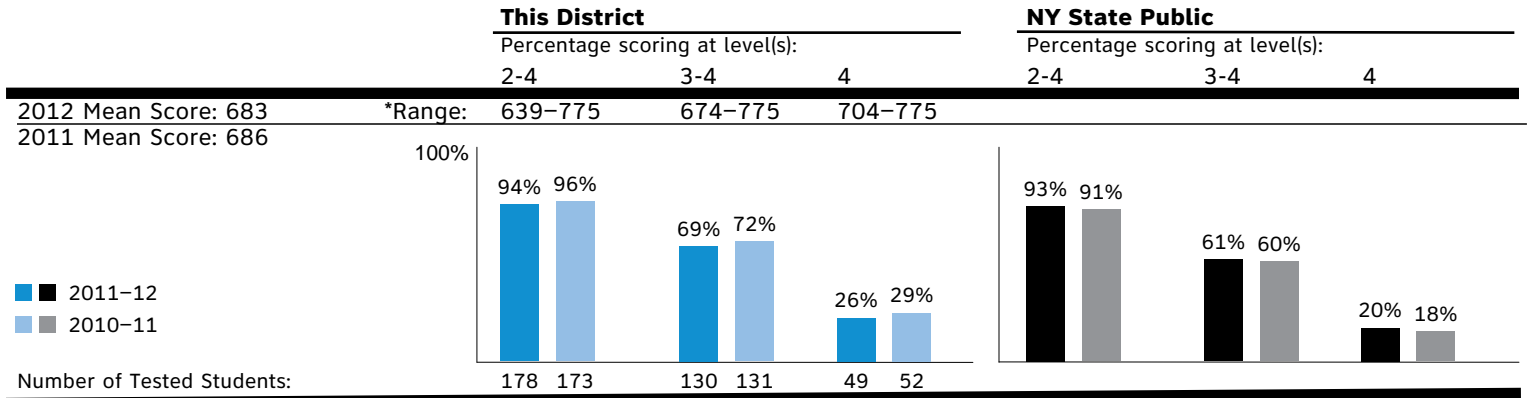
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **HOMER CENTRAL SCHOOL DISTRICT**

District ID **11-07-01-06-0000**

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	189	94%	69%	26%	181	96%	72%	29%
Female	78	96%	74%	28%	84	96%	73%	21%
Male	111	93%	65%	24%	97	95%	72%	35%
American Indian or Alaska Native								
Black or African American					2	-	-	-
Hispanic or Latino	1	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	2	-	-	-
White	184	94%	69%	26%	175	95%	73%	29%
Multiracial								
Small Group Totals	5	100%	60%	40%	6	100%	67%	33%
General-Education Students	153	99%	82%	32%	142	99%	87%	35%
Students with Disabilities	36	72%	14%	0%	39	82%	21%	5%
English Proficient	189	94%	69%	26%	181	96%	72%	29%
Limited English Proficient								
Economically Disadvantaged	50	84%	40%	6%	56	95%	59%	9%
Not Disadvantaged	139	98%	79%	33%	125	96%	78%	38%
Migrant								
Not Migrant	189	94%	69%	26%	181	96%	72%	29%

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	2	-	-	-	1	-	-	-

2 Student Performance

District **HOMER CENTRAL SCHOOL DISTRICT**

District ID **11-07-01-06-0000**

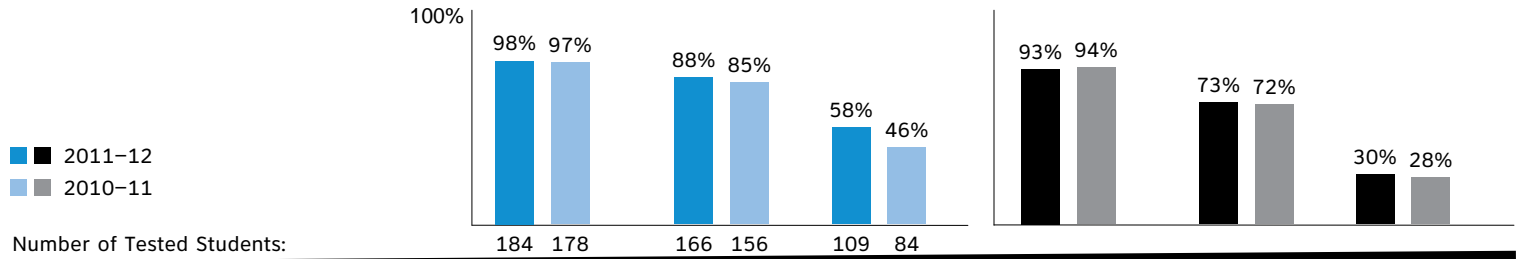
Results in Grade 8 Science

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	188	98%	88%	58%	184	97%	85%	46%
Female	77	100%	94%	58%	85	96%	80%	38%
Male	111	96%	85%	58%	99	97%	89%	53%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	2	-	-	-	2	-	-	-
Hispanic or Latino	1	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	2	-	-	-
White	183	98%	89%	58%	178	97%	85%	45%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	5	100%	80%	60%	6	100%	83%	67%
General-Education Students	152	100%	95%	67%	145	100%	94%	56%
Students with Disabilities	36	89%	58%	19%	39	85%	49%	8%
English Proficient	188	98%	88%	58%	184	97%	85%	46%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	49	98%	78%	29%	56	96%	73%	29%
Not Disadvantaged	139	98%	92%	68%	128	97%	90%	53%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	188	98%	88%	58%	184	97%	85%	46%

NOTES

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

Other Assessments

	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	2	-	-	-	1	-	-	-
Regents Science	0	-	-	-	0	-	-	-

2 Student Performance

District **HOMER CENTRAL SCHOOL DISTRICT**

District ID **11-07-01-06-0000**

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

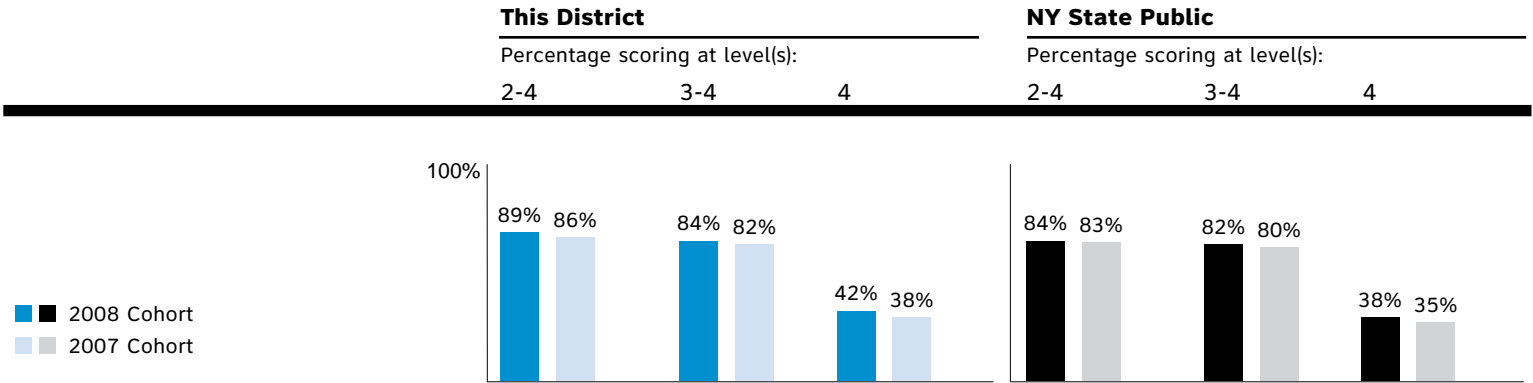
The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The NAEP assessment is administered to 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 HOMER CENTRAL SCHOOL DISTRICT

District ID 11-07-01-06-0000

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



Results by Student Group

Results by Student Group	2008 Cohort			2007 Cohort				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	182	89%	84%	42%	188	86%	82%	38%
Female	93	95%	90%	48%	88	88%	82%	38%
Male	89	83%	78%	36%	100	85%	82%	38%
American Indian or Alaska Native								
Black or African American					3	-	-	-
Hispanic or Latino	3	-	-	-	4	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	2	-	-	-
White	171	88%	84%	40%	179	86%	82%	39%
Multiracial								
Small Group Totals	11	100%	91%	73%	9	89%	89%	22%
General-Education Students	145	96%	95%	49%	150	95%	94%	47%
Students with Disabilities	37	62%	41%	16%	38	53%	34%	0%
English Proficient	182	89%	84%	42%	188	86%	82%	38%
Limited English Proficient								
Economically Disadvantaged	41	85%	78%	17%	42	81%	64%	14%
Not Disadvantaged	141	90%	86%	50%	146	88%	87%	45%
Migrant								
Not Migrant	182	89%	84%	42%	188	86%	82%	38%

NOTES

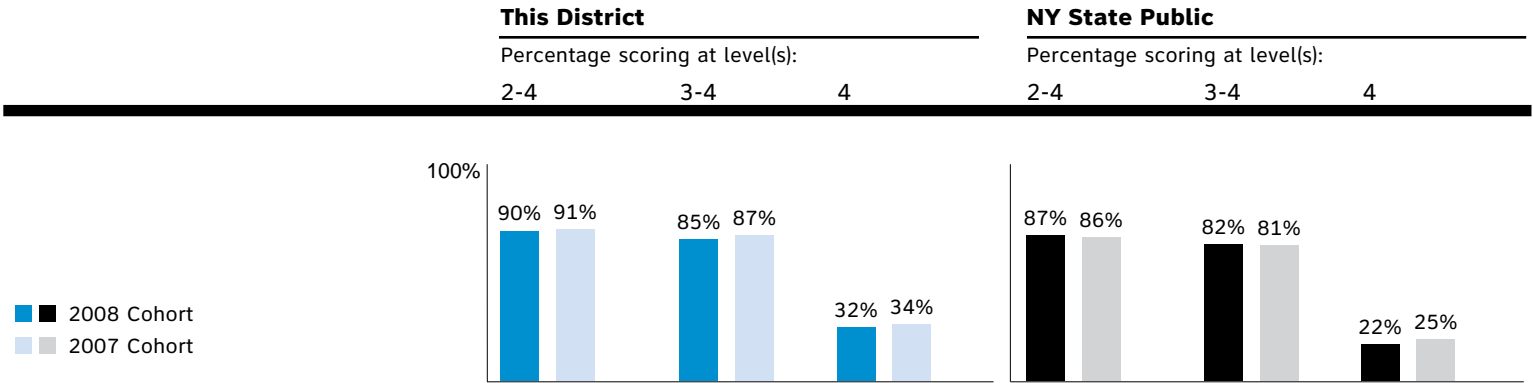
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2 Student Performance

District HOMER CENTRAL SCHOOL DISTRICT

District ID 11-07-01-06-0000

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



Results by Student Group

	2008 Cohort			2007 Cohort				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	182	90%	85%	32%	188	91%	87%	34%
Female	93	96%	90%	34%	88	91%	88%	32%
Male	89	83%	79%	29%	100	91%	87%	36%
American Indian or Alaska Native								
Black or African American					3	-	-	-
Hispanic or Latino	3	-	-	-	4	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	2	-	-	-
White	171	89%	84%	30%	179	91%	87%	35%
Multiracial								
Small Group Totals	11	100%	100%	64%	9	89%	89%	22%
General-Education Students	145	98%	97%	39%	150	97%	97%	42%
Students with Disabilities	37	57%	38%	3%	38	66%	50%	3%
English Proficient	182	90%	85%	32%	188	91%	87%	34%
Limited English Proficient								
Economically Disadvantaged	41	88%	78%	12%	42	81%	79%	17%
Not Disadvantaged	141	90%	87%	38%	146	94%	90%	39%
Migrant								
Not Migrant	182	90%	85%	32%	188	91%	87%	34%

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2 Student Performance

District HOMER CENTRAL SCHOOL DISTRICT

District ID 11-07-01-06-0000

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	182	7%	40%	45%	145	3%	42%	54%	37	24%	32%	8%
U.S. History and Government	182	3%	27%	60%	145	2%	25%	69%	37	5%	35%	24%
Science	182	4%	40%	50%	145	1%	36%	61%	37	14%	54%	5%

New York State Alternate Assessments (NYSAA) 2011-12

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

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2 Student Performance

District **HOMER CENTRAL SCHOOL DISTRICT**

District ID **11-07-01-06-0000**

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	190	92%	85%	43%	158	98%	93%	51%	32	63%	44%	3%
	2010-11	187	92%	83%	41%	149	97%	95%	47%	38	71%	39%	16%
	2009-10	179	89%	84%	40%	145	97%	94%	50%	34	59%	44%	0%
Integrated Algebra	2011-12	208	94%	86%	32%	168	99%	94%	39%	40	73%	53%	3%
	2010-11	207	94%	86%	33%	168	99%	95%	39%	39	69%	44%	5%
	2009-10	182	93%	86%	21%	147	96%	93%	26%	35	83%	54%	3%
Geometry	2011-12	157	97%	86%	36%	153	—	—	—	4	—	—	—
	2010-11	128	98%	89%	30%	119	97%	89%	30%	9	100%	89%	33%
	2009-10	126	98%	94%	30%	124	—	—	—	2	—	—	—
Algebra 2/Trigonometry	2011-12	12	67%	33%	0%	12	67%	33%	0%	0	—	—	—
	2010-11	106	92%	85%	32%	105	—	—	—	1	—	—	—
	2009-10	102	88%	81%	38%	98	—	—	—	4	—	—	—
Global History and Geography	2011-12	179	91%	78%	35%	155	94%	84%	40%	24	67%	38%	4%
	2010-11	226	91%	80%	44%	184	95%	88%	52%	42	71%	43%	7%
	2009-10	213	86%	72%	38%	166	92%	83%	47%	47	66%	32%	4%
U.S. History and Government	2011-12	178	94%	89%	61%	149	97%	93%	68%	29	76%	69%	21%
	2010-11	176	97%	93%	64%	146	99%	97%	71%	30	87%	77%	30%
	2009-10	182	95%	90%	62%	150	97%	95%	70%	32	88%	66%	22%
Living Environment	2011-12	162	98%	96%	56%	141	99%	99%	61%	21	90%	81%	24%
	2010-11	179	98%	94%	55%	152	99%	97%	63%	27	93%	78%	15%
	2009-10	184	95%	90%	45%	152	98%	95%	53%	32	78%	66%	6%
Physical Setting/Earth Science	2011-12	182	88%	80%	40%	152	94%	89%	46%	30	57%	33%	7%
	2010-11	186	93%	82%	45%	160	95%	87%	51%	26	81%	54%	8%
	2009-10	198	88%	79%	38%	167	92%	84%	44%	31	71%	55%	3%
Physical Setting/Chemistry	2011-12	97	100%	92%	25%	93	—	—	—	4	—	—	—
	2010-11	99	99%	85%	28%	97	—	—	—	2	—	—	—
	2009-10	109	95%	83%	19%	103	95%	84%	20%	6	100%	50%	0%
Physical Setting/Physics	2011-12	54	94%	91%	41%	54	94%	91%	41%	0	—	—	—
	2010-11	53	98%	94%	36%	53	98%	94%	36%	0	—	—	—
	2009-10	56	96%	91%	41%	56	96%	91%	41%	0	—	—	—

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2 Student Performance

District HOMER CENTRAL SCHOOL DISTRICT

District ID 11-07-01-06-0000

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	16	63%	1	—	15	—
	2010-11	19	63%	0	—	19	63%
	2009-10	33	52%	2	—	31	—
Science	2011-12	6	67%	0	—	6	67%
	2010-11	25	56%	0	—	25	56%
	2009-10	34	53%	2	—	32	—
Reading	2011-12	7	86%	1	—	6	—
	2010-11	16	69%	3	—	13	—
	2009-10	10	80%	0	—	10	80%
Writing	2011-12	8	88%	2	—	6	—
	2010-11	6	83%	2	—	4	—
	2009-10	10	100%	0	—	10	100%
Global Studies	2011-12	6	50%	0	—	6	50%
	2010-11	20	25%	2	—	18	—
	2009-10	21	19%	2	—	19	—
U.S. History and Government	2011-12	9	44%	2	—	7	—
	2010-11	4	—	0	—	4	—
	2009-10	3	—	0	—	3	—

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2 Student Performance

District HOMER CENTRAL SCHOOL DISTRICT

District ID 11-07-01-06-0000

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	6	17%	33%	33%	17%	4	-	-	-	-	2	-	-	-	-
	2010-11	4	-	-	-	-	3	-	-	-	-	1	-	-	-	-
	2009-10	3	-	-	-	-	2	-	-	-	-	1	-	-	-	-
Reading and Writing (Grades K-1)	2011-12	6	50%	17%	17%	17%	4	-	-	-	-	2	-	-	-	-
	2010-11	4	-	-	-	-	3	-	-	-	-	1	-	-	-	-
	2009-10	3	-	-	-	-	2	-	-	-	-	1	-	-	-	-
Listening and Speaking (Grades 2-4)	2011-12	1	-	-	-	-	1	-	-	-	-	0	-	-	-	-
	2010-11	3	-	-	-	-	3	-	-	-	-	0	-	-	-	-
	2009-10	3	-	-	-	-	3	-	-	-	-	0	-	-	-	-
Reading and Writing (Grades 2-4)	2011-12	1	-	-	-	-	1	-	-	-	-	0	-	-	-	-
	2010-11	3	-	-	-	-	3	-	-	-	-	0	-	-	-	-
	2009-10	3	-	-	-	-	3	-	-	-	-	0	-	-	-	-
Listening and Speaking (Grades 5-6)	2011-12	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-
	2010-11	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-
	2009-10	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-
Reading and Writing (Grades 5-6)	2011-12	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-
	2010-11	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-
	2009-10	0	-	-	-	-	0	-	-	-	-	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	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-
	2009-10	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-
Reading and Writing (Grades 9-12)	2011-12	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-
	2010-11	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-
	2009-10	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-

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3 Student Outcomes

District HOMER CENTRAL SCHOOL DISTRICT

District ID 11-07-01-06-0000

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	163		140		23	
	2010-11	170		145		25	
	2009-10	156		136		20	
Receiving a Regents Diploma	2011-12	143	88%	134	96%	9	39%
	2010-11	144	85%	134	92%	10	40%
	2009-10	131	84%	123	90%	8	40%
Receiving a Regents Diploma with Advanced Designation	2011-12	77	47%	77	55%	0	0%
	2010-11	90	53%	88	61%	2	8%
	2009-10	81	52%	78	57%	3	15%
Receiving an Individualized Education Program (IEP) Diploma	2011-12	6	N/A	0		6	N/A
	2010-11	8	N/A	0		8	N/A
	2009-10	2	N/A	0		2	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	9	1%	7	1%	2	2%
	2010-11	6	1%	4	1%	2	1%
	2009-10	20	2%	11	1%	9	6%
Entered Approved High School Equivalency Preparation Program	2011-12	9	1%	4	1%	5	4%
	2010-11	10	1%	4	1%	6	4%
	2009-10	9	1%	3	0%	6	4%
Total Non-completers	2011-12	18	2%	11	2%	7	5%
	2010-11	16	2%	8	1%	8	5%
	2009-10	29	3%	14	2%	15	9%

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	62	37%	58	41%	4	14%
To 2-year College	60	36%	48	34%	12	41%
To Other Post-secondary	3	2%	3	2%	0	0%
To the Military	4	2%	4	3%	0	0%
To Employment	28	17%	18	13%	10	34%
To Adult Services	0	0%	0	0%	0	0%
To Other Known Plans	0	0%	0	0%	0	0%
Plan Unknown	12	7%	9	6%	3	10%