



The New York State Report Card 2011–12

District **TULLY CENTRAL SCHOOL DISTRICT**
District ID **42-19-02-04-0000**
Superintendent **KRAIG PRITTS**
Telephone **(315) 696-6204**
Grades **K-12**
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 **TULLY CENTRAL SCHOOL DISTRICT**

District ID **42-19-02-04-0000**

Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	0
Kindergarten	60	60	62
Grade 1	77	57	62
Grade 2	56	77	55
Grade 3	88	54	74
Grade 4	80	91	56
Grade 5	76	80	89
Grade 6	89	70	80
Ungraded Elementary	0	0	0
Grade 7	88	93	74
Grade 8	103	85	93
Grade 9	99	94	88
Grade 10	93	99	88
Grade 11	103	92	98
Grade 12	97	90	91
Ungraded Secondary	0	0	0
Total K-12	1109	1042	1010

Average Class Size

	2009-10	2010-11	2011-12
Common Branch	19	19	19
Grade 8			
English	23	23	23
Mathematics	24	21	22
Science	23	21	23
Social Studies	24	21	23
Grade 10			
English	19	20	22
Mathematics	19	20	19
Science	23	17	18
Social Studies	20	21	19

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 **TULLY CENTRAL SCHOOL DISTRICT**

District ID **42-19-02-04-0000**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	145	13%	162	16%	245	24%
Reduced Price Lunch	86	8%	81	8%	130	13%
Limited English Proficient	8	1%	1	0%	0	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	7	1%	10	1%	7	1%
Black or African American	22	2%	22	2%	19	2%
Hispanic or Latino	4	0%	1	0%	2	0%
Asian or Native Hawaiian/Other Pacific Islander	16	1%	9	1%	8	1%
White	1060	96%	1000	96%	974	96%
Multiracial	0	0%	0	0%	0	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		96%
Student Suspensions	43	4%	34	3%	31	3%

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	91	89	85
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	0%	0%
Percent with Fewer than Three Years of Experience	5%	1%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	4%	4%	2%
Total Number of Core Classes	252	233	193
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**	1%	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	345	328	320
Percent Taught by Teachers Without Appropriate Certification	1%	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	27%	33%	13%
Turnover Rate of All Teachers	10%	8%	8%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	8	8	7
Total Paraprofessionals*	23	22	19
Assistant Principals	2	1	1
Principals	2	2	2

*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 **TULLY CENTRAL SCHOOL DISTRICT**

District ID **42-19-02-04-0000**

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

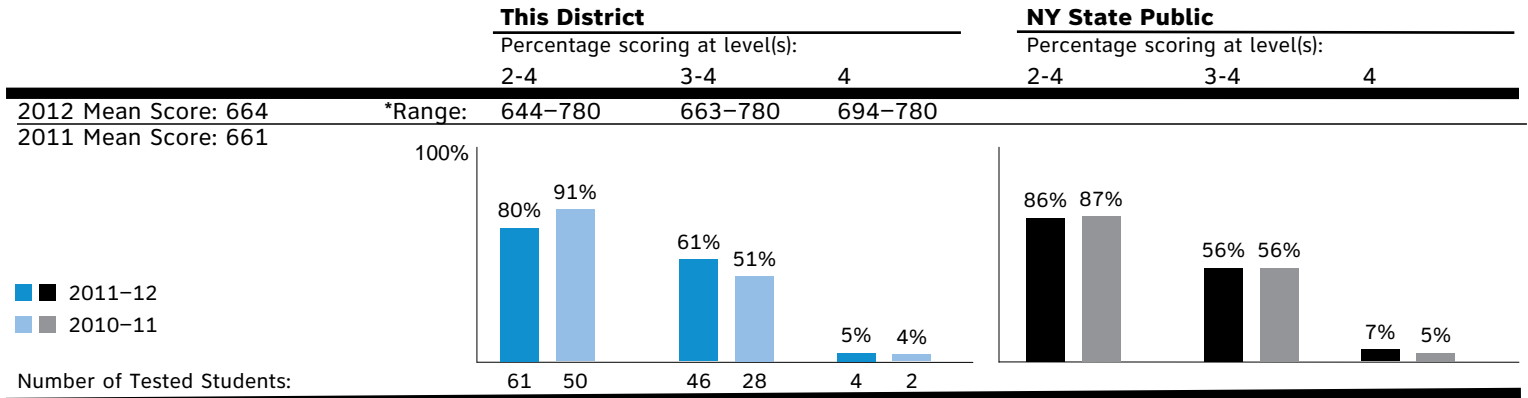
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded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

District ID **42-19-02-04-0000**

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	76	80%	61%	5%	55	91%	51%	4%
Female	43	81%	67%	9%	27	96%	56%	4%
Male	33	79%	52%	0%	28	86%	46%	4%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	4	-	-	-	1	-	-	-
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander					1	-	-	-
White	71	79%	61%	6%	52	-	-	-
Multiracial								
Small Group Totals	5	100%	60%	0%	55	91%	51%	4%
General-Education Students	65	91%	69%	6%	46	98%	61%	4%
Students with Disabilities	11	18%	9%	0%	9	56%	0%	0%
English Proficient	76	80%	61%	5%	55	91%	51%	4%
Limited English Proficient								
Economically Disadvantaged	19	53%	26%	0%	19	79%	32%	0%
Not Disadvantaged	57	89%	72%	7%	36	97%	61%	6%
Migrant								
Not Migrant	76	80%	61%	5%	55	91%	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 3 Equivalent	0				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

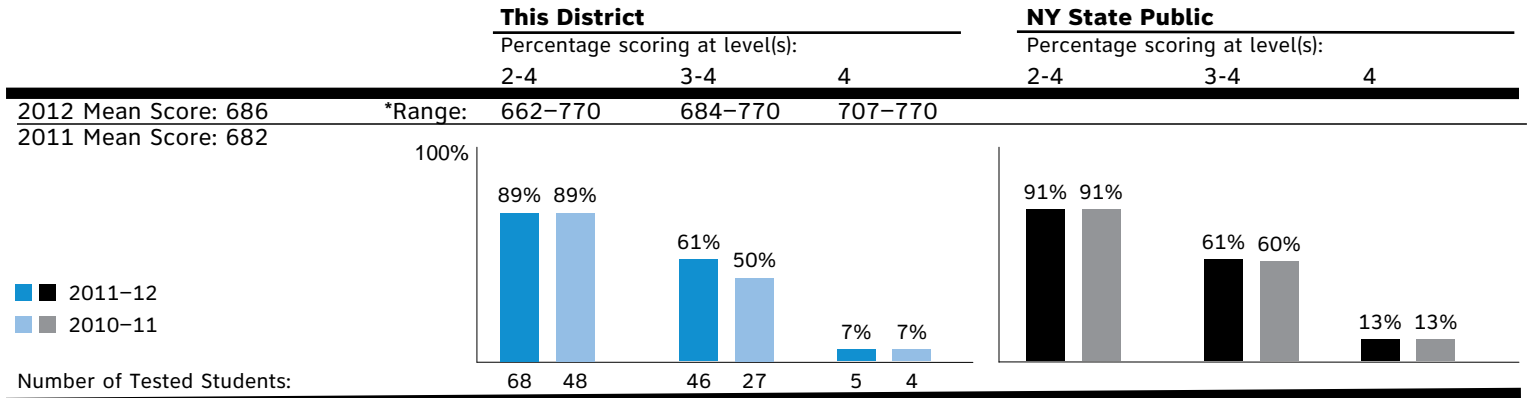
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **TULLY CENTRAL SCHOOL DISTRICT**

District ID **42-19-02-04-0000**

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	76	89%	61%	7%	54	89%	50%	7%
Female	43	88%	63%	7%	27	89%	44%	4%
Male	33	91%	58%	6%	27	89%	56%	11%
American Indian or Alaska Native	1	-	-	-	-	-	-	-
Black or African American	4	-	-	-	1	-	-	-
Hispanic or Latino	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	71	89%	61%	7%	52	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	5	100%	60%	0%	54	89%	50%	7%
General-Education Students	65	98%	68%	8%	45	98%	60%	9%
Students with Disabilities	11	36%	18%	0%	9	44%	0%	0%
English Proficient	76	89%	61%	7%	54	89%	50%	7%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	19	68%	26%	0%	18	83%	33%	11%
Not Disadvantaged	57	96%	72%	9%	36	92%	58%	6%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	76	89%	61%	7%	54	89%	50%	7%

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Other Assessments

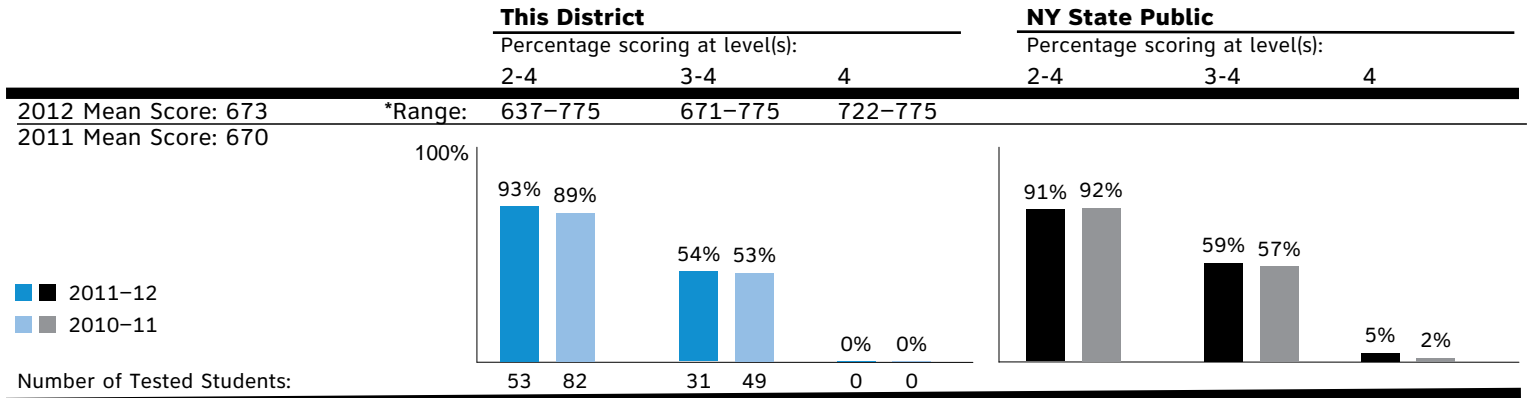
	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				0			

2 Student Performance

District **TULLY CENTRAL SCHOOL DISTRICT**

District ID **42-19-02-04-0000**

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	57	93%	54%	0%	92	89%	53%	0%
Female	28	96%	61%	0%	50	92%	56%	0%
Male	29	90%	48%	0%	42	86%	50%	0%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino	1	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	52	94%	58%	0%	90	-	-	-
Multiracial								
Small Group Totals	5	80%	20%	0%	92	89%	53%	0%
General-Education Students	45	96%	67%	0%	80	95%	61%	0%
Students with Disabilities	12	83%	8%	0%	12	50%	0%	0%
English Proficient	57	93%	54%	0%	92	89%	53%	0%
Limited English Proficient								
Economically Disadvantaged	20	85%	30%	0%	25	84%	48%	0%
Not Disadvantaged	37	97%	68%	0%	67	91%	55%	0%
Migrant								
Not Migrant	57	93%	54%	0%	92	89%	53%	0%

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	0				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

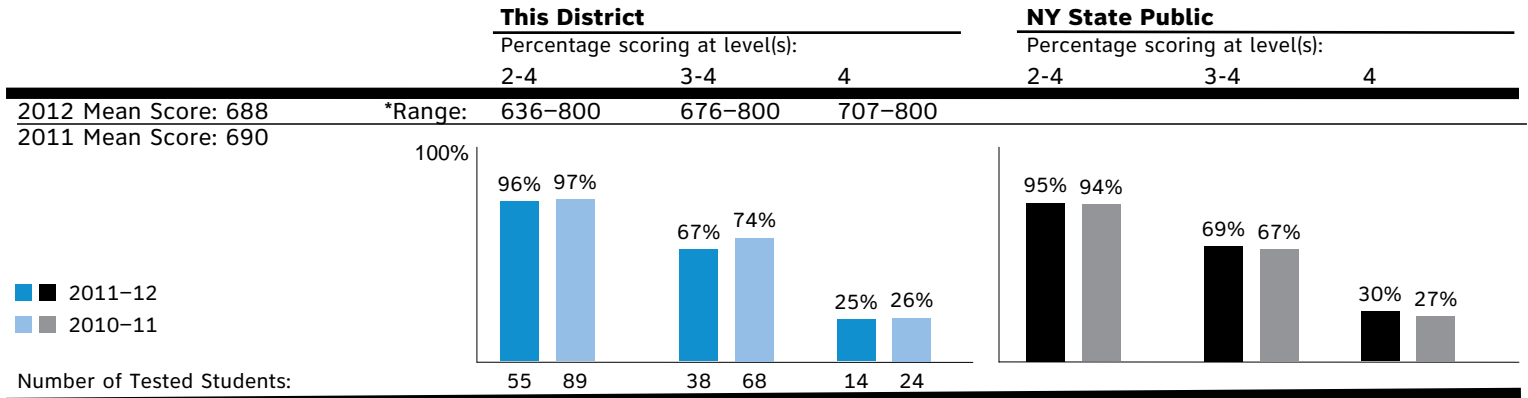
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **TULLY CENTRAL SCHOOL DISTRICT**

District ID **42-19-02-04-0000**

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	57	96%	67%	25%	92	97%	74%	26%
Female	28	100%	71%	32%	50	96%	76%	24%
Male	29	93%	62%	17%	42	98%	71%	29%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-
White	52	100%	69%	25%	90	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	5	60%	40%	20%	92	97%	74%	26%
General-Education Students	45	100%	73%	31%	80	99%	83%	30%
Students with Disabilities	12	83%	42%	0%	12	83%	17%	0%
English Proficient	57	96%	67%	25%	92	97%	74%	26%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	20	95%	50%	10%	25	100%	68%	16%
Not Disadvantaged	37	97%	76%	32%	67	96%	76%	30%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	57	96%	67%	25%	92	97%	74%	26%

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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	0	-	-	-	1	-	-	-

2 Student Performance

District **TULLY CENTRAL SCHOOL DISTRICT**

District ID **42-19-02-04-0000**

Results in Grade 4 Science

This District

Percentage scoring at level(s):

2-4	3-4	4
45-100	65-100	85-100

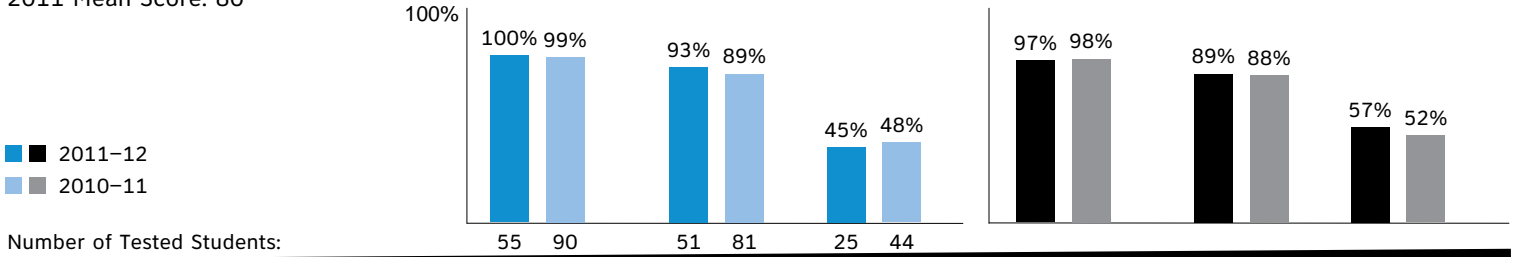
NY State Public

Percentage scoring at level(s):

2-4	3-4	4
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2012 Mean Score: 82
2011 Mean Score: 80

Range:



Number of Tested Students:

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	55	100%	93%	45%	91	99%	89%	48%
Female	26	100%	92%	62%	49	98%	88%	45%
Male	29	100%	93%	31%	42	100%	90%	52%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-
White	50	100%	94%	48%	89	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	5	100%	80%	20%	91	99%	89%	48%
General-Education Students	44	100%	95%	55%	79	99%	91%	54%
Students with Disabilities	11	100%	82%	9%	12	100%	75%	8%
English Proficient	55	100%	93%	45%	91	99%	89%	48%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	19	100%	95%	32%	25	100%	96%	44%
Not Disadvantaged	36	100%	92%	53%	66	98%	86%	50%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	55	100%	93%	45%	91	99%	89%	48%

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Other Assessments

2011-12 School Year

2010-11 School Year

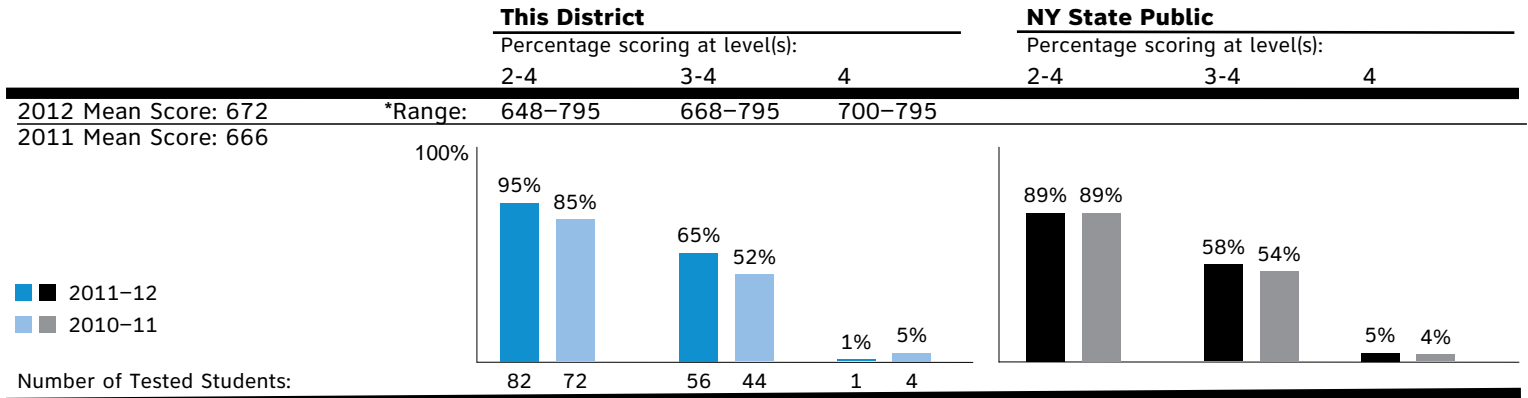
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0	-	-	-	1	-	-	-

2 Student Performance

District **TULLY CENTRAL SCHOOL DISTRICT**

District ID **42-19-02-04-0000**

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	86	95%	65%	1%	85	85%	52%	5%
Female	45	98%	67%	0%	43	93%	63%	7%
Male	41	93%	63%	2%	42	76%	40%	2%
American Indian or Alaska Native	1	-	-	-				
Black or African American					1	-	-	-
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White	85	-	-	-	84	-	-	-
Multiracial								
Small Group Totals	86	95%	65%	1%	85	85%	52%	5%
General-Education Students	72	99%	76%	1%	73	93%	59%	5%
Students with Disabilities	14	79%	7%	0%	12	33%	8%	0%
English Proficient	86	95%	65%	1%	85	85%	52%	5%
Limited English Proficient								
Economically Disadvantaged	20	90%	45%	0%	31	81%	42%	3%
Not Disadvantaged	66	97%	71%	2%	54	87%	57%	6%
Migrant								
Not Migrant	86	95%	65%	1%	85	85%	52%	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 5 Equivalent	1	-	-	-	0			
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

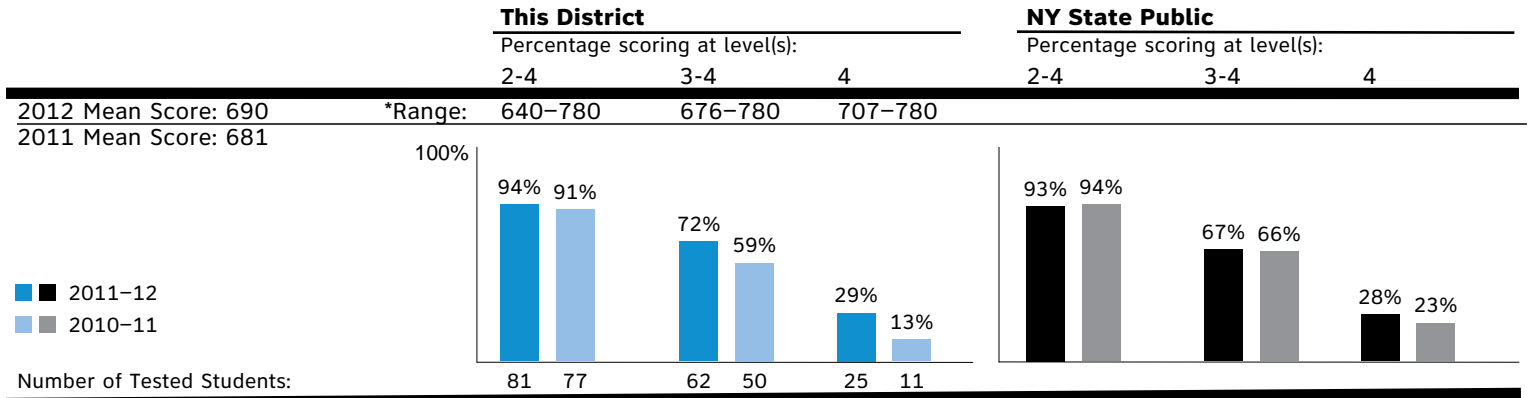
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **TULLY CENTRAL SCHOOL DISTRICT**

District ID **42-19-02-04-0000**

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	86	94%	72%	29%	85	91%	59%	13%
Female	45	93%	69%	33%	43	98%	63%	14%
Male	41	95%	76%	24%	42	83%	55%	12%
American Indian or Alaska Native	1	-	-	-				
Black or African American					1	-	-	-
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White	85	-	-	-	84	-	-	-
Multiracial								
Small Group Totals	86	94%	72%	29%	85	91%	59%	13%
General-Education Students	72	97%	83%	35%	73	97%	66%	15%
Students with Disabilities	14	79%	14%	0%	12	50%	17%	0%
English Proficient	86	94%	72%	29%	85	91%	59%	13%
Limited English Proficient								
Economically Disadvantaged	20	85%	55%	10%	31	90%	48%	3%
Not Disadvantaged	66	97%	77%	35%	54	91%	65%	19%
Migrant								
Not Migrant	86	94%	72%	29%	85	91%	59%	13%

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

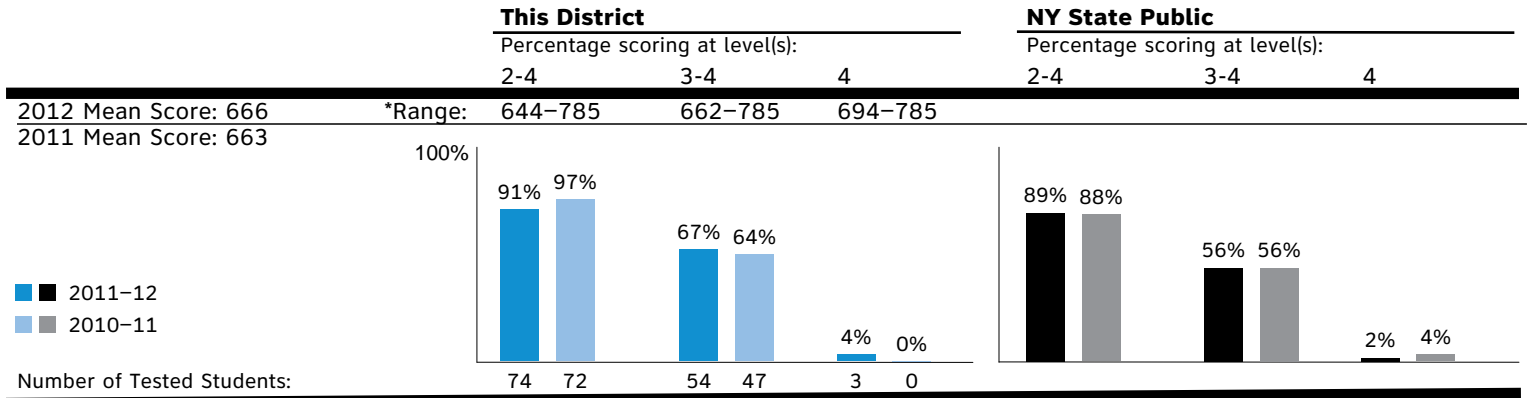
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	1	-	-	-	0	-	-	-

2 Student Performance

District **TULLY CENTRAL SCHOOL DISTRICT**

District ID **42-19-02-04-0000**

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	81	91%	67%	4%	74	97%	64%	0%
Female	43	95%	70%	5%	33	97%	67%	0%
Male	38	87%	63%	3%	41	98%	61%	0%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-
Hispanic or Latino	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	80	-	-	-	73	-	-	-
Multiracial	-	-	-	-	1	-	-	-
Small Group Totals	81	91%	67%	4%	74	97%	64%	0%
General-Education Students	71	97%	72%	4%	63	100%	68%	0%
Students with Disabilities	10	50%	30%	0%	11	82%	36%	0%
English Proficient	81	91%	67%	4%	74	97%	64%	0%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	26	92%	58%	0%	15	93%	47%	0%
Not Disadvantaged	55	91%	71%	5%	59	98%	68%	0%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	81	91%	67%	4%	74	97%	64%	0%

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	0	-	-	-	0	-	-	-
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

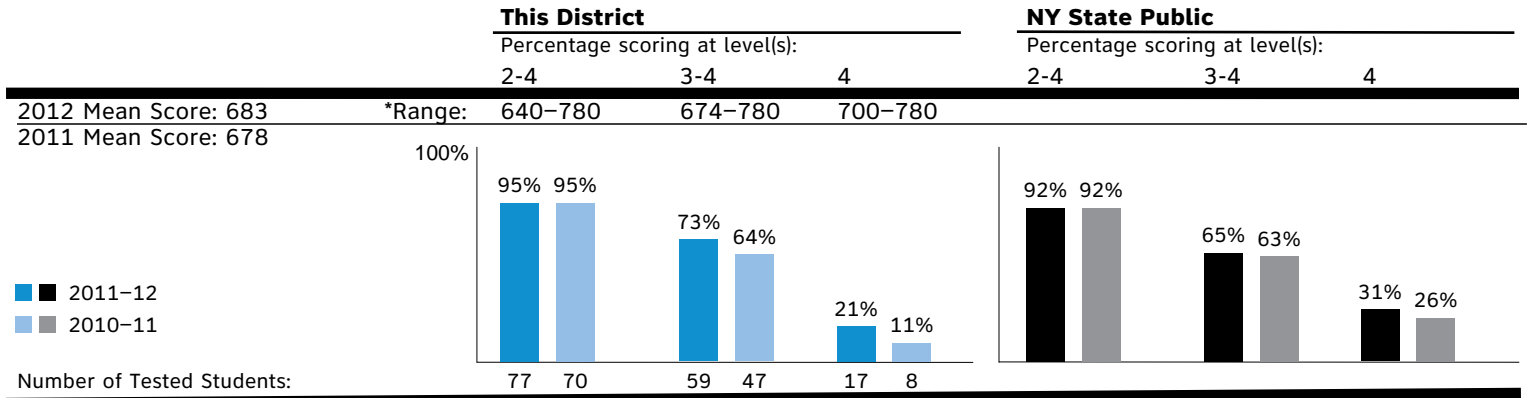
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **TULLY CENTRAL SCHOOL DISTRICT**

District ID **42-19-02-04-0000**

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	81	95%	73%	21%	74	95%	64%	11%
Female	43	100%	77%	19%	33	94%	70%	9%
Male	38	89%	68%	24%	41	95%	59%	12%
American Indian or Alaska Native								
Black or African American	1	-	-	-				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White	80	-	-	-	73	-	-	-
Multiracial					1	-	-	-
Small Group Totals	81	95%	73%	21%	74	95%	64%	11%
General-Education Students	71	99%	79%	24%	63	97%	70%	11%
Students with Disabilities	10	70%	30%	0%	11	82%	27%	9%
English Proficient	81	95%	73%	21%	74	95%	64%	11%
Limited English Proficient								
Economically Disadvantaged	26	100%	69%	0%	15	100%	33%	7%
Not Disadvantaged	55	93%	75%	31%	59	93%	71%	12%
Migrant								
Not Migrant	81	95%	73%	21%	74	95%	64%	11%

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

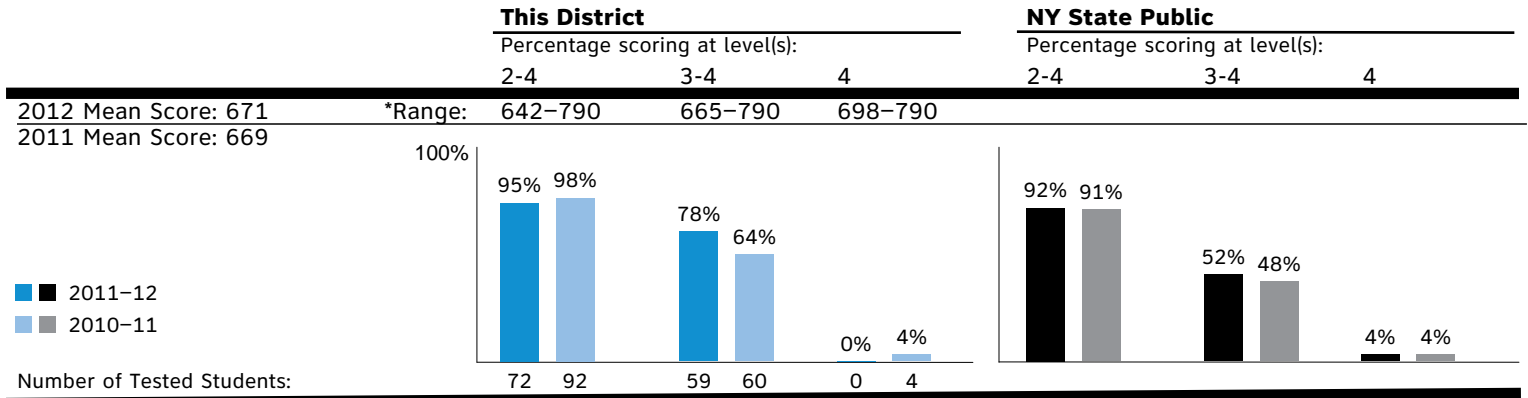
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				0			

2 Student Performance

District **TULLY CENTRAL SCHOOL DISTRICT**

District ID **42-19-02-04-0000**

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	76	95%	78%	0%	94	98%	64%	4%
Female	33	97%	82%	0%	54	98%	61%	6%
Male	43	93%	74%	0%	40	98%	68%	3%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American					2	-	-	-
Hispanic or Latino					1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	74	-	-	-	90	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	76	95%	78%	0%	94	98%	64%	4%
General-Education Students	65	100%	89%	0%	83	100%	70%	4%
Students with Disabilities	11	64%	9%	0%	11	82%	18%	9%
English Proficient	76	95%	78%	0%	94	98%	64%	4%
Limited English Proficient								
Economically Disadvantaged	22	86%	55%	0%	23	100%	57%	0%
Not Disadvantaged	54	98%	87%	0%	71	97%	66%	6%
Migrant								
Not Migrant	76	95%	78%	0%	94	98%	64%	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 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

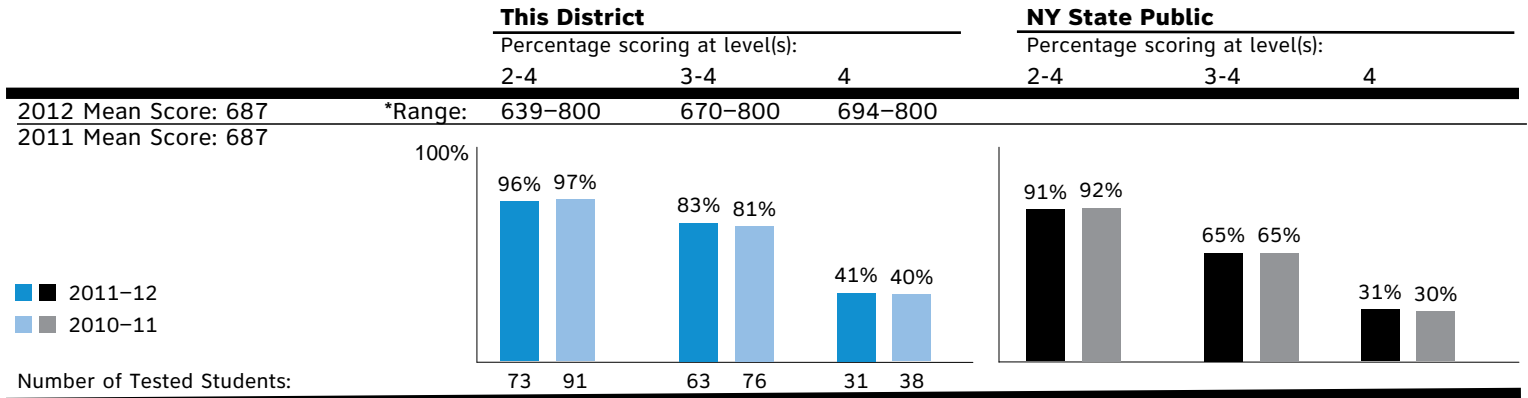
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **TULLY CENTRAL SCHOOL DISTRICT**

District ID **42-19-02-04-0000**

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	76	96%	83%	41%	94	97%	81%	40%
Female	33	94%	82%	39%	54	96%	76%	39%
Male	43	98%	84%	42%	40	98%	88%	43%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American					2	-	-	-
Hispanic or Latino					1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	74	-	-	-	90	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	76	96%	83%	41%	94	97%	81%	40%
General-Education Students	65	100%	91%	46%	83	99%	86%	43%
Students with Disabilities	11	73%	36%	9%	11	82%	45%	18%
English Proficient	76	96%	83%	41%	94	97%	81%	40%
Limited English Proficient								
Economically Disadvantaged	22	86%	59%	18%	23	100%	78%	22%
Not Disadvantaged	54	100%	93%	50%	71	96%	82%	46%
Migrant								
Not Migrant	76	96%	83%	41%	94	97%	81%	40%

NOTES

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Other Assessments

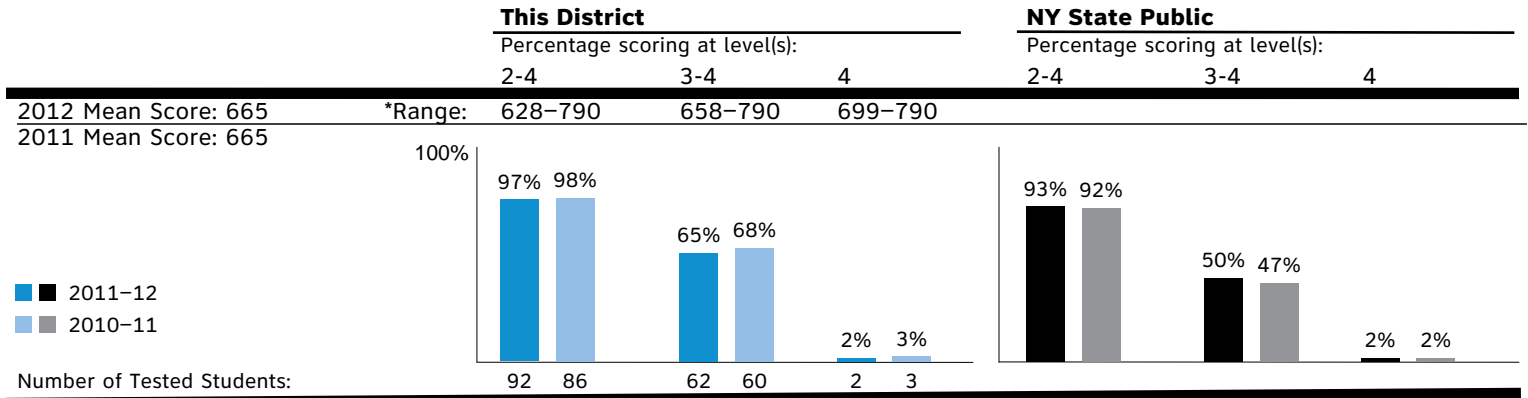
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				0			

2 Student Performance

District **TULLY CENTRAL SCHOOL DISTRICT**

District ID **42-19-02-04-0000**

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	95	97%	65%	2%	88	98%	68%	3%
Female	52	98%	60%	0%	50	100%	74%	6%
Male	43	95%	72%	5%	38	95%	61%	0%
American Indian or Alaska Native	1	–	–	–				
Black or African American	3	–	–	–	4	–	–	–
Hispanic or Latino	2	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander					2	–	–	–
White	89	97%	67%	2%	82	98%	71%	4%
Multiracial								
Small Group Totals	6	100%	33%	0%	6	100%	33%	0%
General-Education Students	82	100%	72%	1%	81	99%	72%	4%
Students with Disabilities	13	77%	23%	8%	7	86%	29%	0%
English Proficient	95	97%	65%	2%	88	98%	68%	3%
Limited English Proficient								
Economically Disadvantaged	27	96%	52%	0%	24	100%	67%	4%
Not Disadvantaged	68	97%	71%	3%	64	97%	69%	3%
Migrant	1	–	–	–				
Not Migrant	94	–	–	–	88	98%	68%	3%

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	0				0			
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

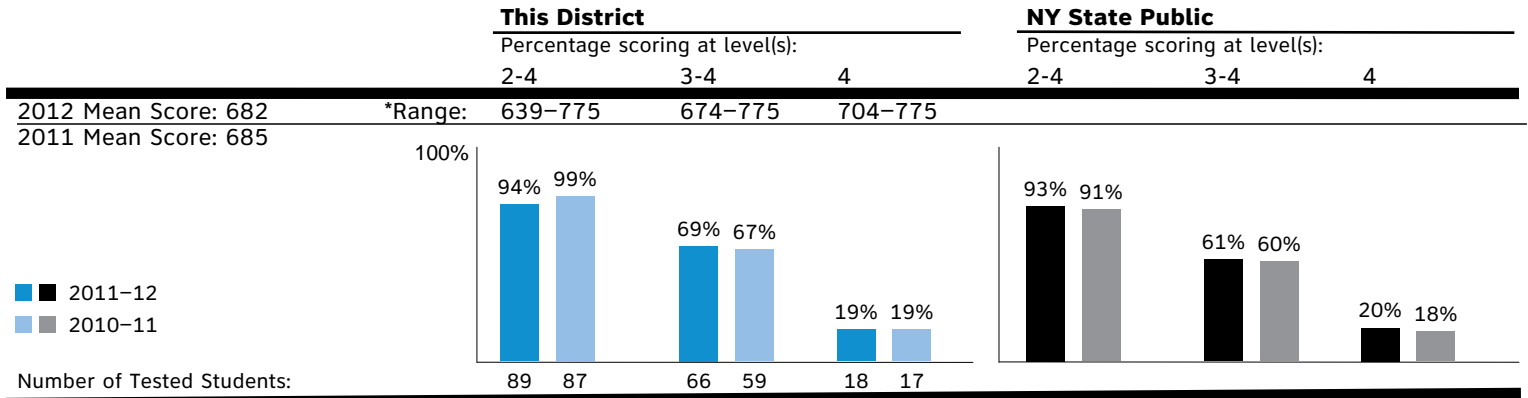
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **TULLY CENTRAL SCHOOL DISTRICT**

District ID **42-19-02-04-0000**

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	95	94%	69%	19%	88	99%	67%	19%
Female	52	94%	67%	19%	50	100%	70%	16%
Male	43	93%	72%	19%	38	97%	63%	24%
American Indian or Alaska Native	1	-	-	-	-	-	-	-
Black or African American	3	-	-	-	4	-	-	-
Hispanic or Latino	2	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	2	-	-	-
White	89	96%	72%	20%	82	99%	68%	18%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	6	67%	33%	0%	6	100%	50%	33%
General-Education Students	82	98%	77%	20%	81	99%	72%	21%
Students with Disabilities	13	69%	23%	15%	7	100%	14%	0%
English Proficient	95	94%	69%	19%	88	99%	67%	19%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	27	89%	59%	4%	24	100%	46%	4%
Not Disadvantaged	68	96%	74%	25%	64	98%	75%	25%
Migrant	1	-	-	-	-	-	-	-
Not Migrant	94	-	-	-	88	99%	67%	19%

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	0				0			

2 Student Performance

District **TULLY CENTRAL SCHOOL DISTRICT**

District ID **42-19-02-04-0000**

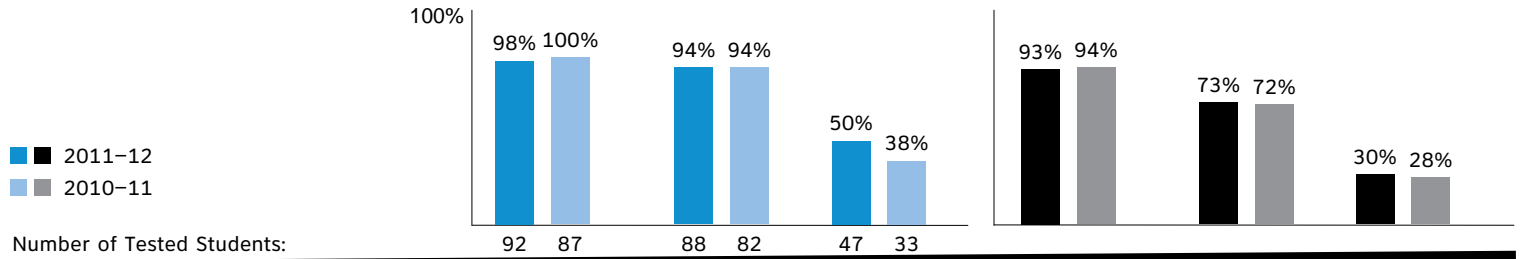
Results in Grade 8 Science

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	94	98%	94%	50%	87	100%	94%	38%
Female	51	98%	92%	43%	50	100%	92%	34%
Male	43	98%	95%	58%	37	100%	97%	43%
American Indian or Alaska Native	1	-	-	-	-	-	-	-
Black or African American	3	-	-	-	4	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	2	-	-	-
White	89	98%	94%	52%	81	100%	95%	38%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	5	100%	80%	20%	6	100%	83%	33%
General-Education Students	82	100%	98%	55%	80	100%	95%	41%
Students with Disabilities	12	83%	67%	17%	7	100%	86%	0%
English Proficient	94	98%	94%	50%	87	100%	94%	38%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	26	100%	88%	38%	23	100%	96%	22%
Not Disadvantaged	68	97%	96%	54%	64	100%	94%	44%
Migrant	1	-	-	-	-	-	-	-
Not Migrant	93	-	-	-	87	100%	94%	38%

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	0				0			
Regents Science	0				0			

2 Student Performance

District **TULLY CENTRAL SCHOOL DISTRICT**

District ID **42-19-02-04-0000**

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 **TULLY CENTRAL SCHOOL DISTRICT**

District ID **42-19-02-04-0000**

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

This District

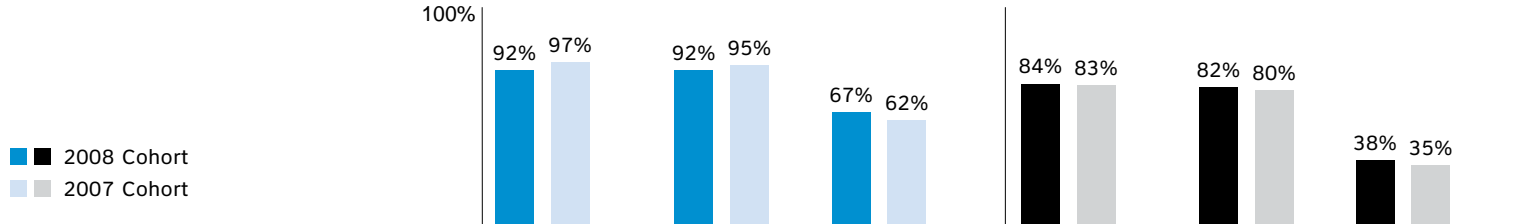
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2008 Cohort

2007 Cohort

Results by Student Group	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	97	92%	92%	67%	91	97%	95%	62%
Female	45	96%	96%	67%	48	98%	98%	60%
Male	52	88%	88%	67%	43	95%	91%	63%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American					4	-	-	-
Hispanic or Latino					1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	94	-	-	-	84	96%	94%	63%
Multiracial								
Small Group Totals	97	92%	92%	67%	7	100%	100%	43%
General-Education Students	88	93%	93%	72%	78	99%	99%	71%
Students with Disabilities	9	78%	78%	22%	13	85%	69%	8%
English Proficient	97	92%	92%	67%	91	97%	95%	62%
Limited English Proficient								
Economically Disadvantaged	19	89%	89%	63%	19	100%	100%	47%
Not Disadvantaged	78	92%	92%	68%	72	96%	93%	65%
Migrant								
Not Migrant	97	92%	92%	67%	91	97%	95%	62%

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2 Student Performance

District **TULLY CENTRAL SCHOOL DISTRICT**

District ID **42-19-02-04-0000**

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

This District

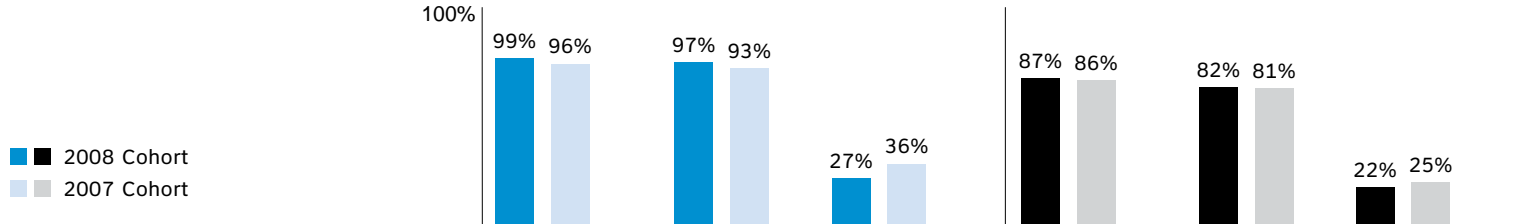
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

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	97	99%	97%	27%	91	96%	93%	36%
Female	45	100%	100%	24%	48	96%	96%	25%
Male	52	98%	94%	29%	43	95%	91%	49%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American					4	-	-	-
Hispanic or Latino					1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	94	-	-	-	84	95%	93%	38%
Multiracial								
Small Group Totals	97	99%	97%	27%	91	96%	93%	36%
General-Education Students	88	100%	99%	28%	78	99%	99%	42%
Students with Disabilities	9	89%	78%	11%	13	77%	62%	0%
English Proficient	97	99%	97%	27%	91	96%	93%	36%
Limited English Proficient								
Economically Disadvantaged	19	100%	100%	5%	19	95%	95%	5%
Not Disadvantaged	78	99%	96%	32%	72	96%	93%	44%
Migrant								
Not Migrant	97	99%	97%	27%	91	96%	93%	36%

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2 Student Performance

District **TULLY CENTRAL SCHOOL DISTRICT**

District ID **42-19-02-04-0000**

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	97	2%	40%	51%	88	1%	39%	56%	9	11%	56%	0%
U.S. History and Government	97	1%	36%	54%	88	0%	36%	57%	9	11%	33%	22%
Science	97	1%	36%	60%	88	1%	34%	64%	9	0%	56%	22%

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	0				
Mathematics	0				
Social Studies	0				
Science	0				

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2 Student Performance

District **TULLY CENTRAL SCHOOL DISTRICT**

District ID **42-19-02-04-0000**

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	94	96%	89%	51%	79	100%	95%	61%	15	73%	60%	0%
	2010-11	94	99%	98%	69%	84	100%	99%	73%	10	90%	90%	40%
	2009-10	98	97%	91%	57%	84	99%	96%	65%	14	86%	57%	7%
Integrated Algebra	2011-12	89	98%	87%	26%	75	100%	96%	28%	14	86%	36%	14%
	2010-11	103	98%	89%	26%	89	100%	93%	30%	14	86%	64%	0%
	2009-10	111	97%	91%	20%	98	98%	92%	22%	13	92%	85%	0%
Geometry	2011-12	83	95%	82%	30%	79	—	—	—	4	—	—	—
	2010-11	94	95%	85%	34%	87	95%	86%	37%	7	86%	71%	0%
	2009-10	102	97%	83%	21%	95	98%	85%	22%	7	86%	57%	0%
Algebra 2/Trigonometry	2011-12	71	99%	92%	38%	69	—	—	—	2	—	—	—
	2010-11	83	95%	86%	22%	79	—	—	—	4	—	—	—
	2009-10	64	81%	67%	20%	62	—	—	—	2	—	—	—
Global History and Geography	2011-12	101	96%	81%	44%	89	97%	87%	48%	12	92%	42%	8%
	2010-11	117	95%	82%	44%	98	98%	87%	50%	19	79%	58%	11%
	2009-10	104	89%	82%	50%	91	95%	88%	56%	13	54%	38%	8%
U.S. History and Government	2011-12	107	94%	87%	52%	89	98%	94%	61%	18	78%	50%	11%
	2010-11	96	93%	89%	54%	88	95%	91%	57%	8	63%	63%	25%
	2009-10	99	92%	85%	52%	85	94%	91%	56%	14	79%	50%	21%
Living Environment	2011-12	86	99%	98%	57%	77	99%	97%	61%	9	100%	100%	22%
	2010-11	102	98%	93%	43%	89	99%	96%	47%	13	92%	77%	15%
	2009-10	131	97%	92%	51%	113	98%	93%	58%	18	89%	83%	6%
Physical Setting/Earth Science	2011-12	79	97%	96%	71%	76	—	—	—	3	—	—	—
	2010-11	121	98%	90%	55%	106	98%	92%	60%	15	100%	73%	13%
	2009-10	93	98%	96%	56%	86	98%	95%	58%	7	100%	100%	29%
Physical Setting/Chemistry	2011-12	73	100%	96%	41%	71	—	—	—	2	—	—	—
	2010-11	67	100%	91%	28%	63	—	—	—	4	—	—	—
	2009-10	61	95%	84%	20%	60	—	—	—	1	—	—	—
Physical Setting/Physics	2011-12	0	—	—	—	0	—	—	—	0	—	—	—
	2010-11	21	95%	95%	52%	20	—	—	—	1	—	—	—
	2009-10	34	97%	91%	29%	33	—	—	—	1	—	—	—

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2 Student Performance

District **TULLY CENTRAL SCHOOL DISTRICT**

District ID **42-19-02-04-0000**

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	2	—	0		2	—
	2010-11	2	—	0		2	—
	2009-10	4	—	0		4	—
Science	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	0		0		0	
Reading	2011-12	1	—	0		1	—
	2010-11	1	—	0		1	—
	2009-10	2	—	0		2	—
Writing	2011-12	1	—	0		1	—
	2010-11	0		0		0	
	2009-10	1	—	0		1	—
Global Studies	2011-12	3	—	0		3	—
	2010-11	3	—	0		3	—
	2009-10	5	40%	0		5	40%
U.S. History and Government	2011-12	3	—	0		3	—
	2010-11	2	—	0		2	—
	2009-10	1	—	0		1	—

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2 Student Performance

District TULLY CENTRAL SCHOOL DISTRICT

District ID 42-19-02-04-0000

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	1	-	-	-	-	0	-	-	-	-	1	-	-	-	-
	2010-11	1	-	-	-	-	0	-	-	-	-	1	-	-	-	-
	2009-10	1	-	-	-	-	0	-	-	-	-	1	-	-	-	-
Reading and Writing (Grades K-1)	2011-12	1	-	-	-	-	0	-	-	-	-	1	-	-	-	-
	2010-11	1	-	-	-	-	0	-	-	-	-	1	-	-	-	-
	2009-10	1	-	-	-	-	0	-	-	-	-	1	-	-	-	-
Listening and Speaking (Grades 2-4)	2011-12	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-
	2010-11	1	-	-	-	-	1	-	-	-	-	0	-	-	-	-
	2009-10	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-
Reading and Writing (Grades 2-4)	2011-12	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-
	2010-11	1	-	-	-	-	1	-	-	-	-	0	-	-	-	-
	2009-10	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-
Listening and Speaking (Grades 5-6)	2011-12	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-
	2010-11	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-
	2009-10	1	-	-	-	-	0	-	-	-	-	1	-	-	-	-
Reading and Writing (Grades 5-6)	2011-12	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-
	2010-11	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-
	2009-10	1	-	-	-	-	0	-	-	-	-	1	-	-	-	-
Listening and Speaking (Grades 7-8)	2011-12	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-
	2010-11	1	-	-	-	-	0	-	-	-	-	1	-	-	-	-
	2009-10	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-
Reading and Writing (Grades 7-8)	2011-12	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-
	2010-11	1	-	-	-	-	0	-	-	-	-	1	-	-	-	-
	2009-10	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-
Listening and Speaking (Grades 9-12)	2011-12	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-
	2010-11	2	-	-	-	-	1	-	-	-	-	1	-	-	-	-
	2009-10	5	0%	0%	80%	20%	3	-	-	-	-	2	-	-	-	-
Reading and Writing (Grades 9-12)	2011-12	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-
	2010-11	2	-	-	-	-	1	-	-	-	-	1	-	-	-	-
	2009-10	5	0%	80%	20%	0%	3	-	-	-	-	2	-	-	-	-

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3 Student Outcomes

District TULLY CENTRAL SCHOOL DISTRICT

District ID 42-19-02-04-0000

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	86		79		7	
	2010-11	88		78		10	
	2009-10	96		86		10	
Receiving a Regents Diploma	2011-12	83	97%	79	100%	4	57%
	2010-11	78	89%	73	94%	5	50%
	2009-10	90	94%	83	97%	7	70%
Receiving a Regents Diploma with Advanced Designation	2011-12	55	64%	53	67%	2	29%
	2010-11	47	53%	47	60%	0	0%
	2009-10	54	56%	52	60%	2	20%
Receiving an Individualized Education Program (IEP) Diploma	2011-12	1	N/A	0		1	N/A
	2010-11	1	N/A	0		1	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	4	1%	4	1%	0	0%
	2010-11	5	1%	4	1%	1	2%
	2009-10	3	1%	2	0%	1	2%
Entered Approved High School Equivalency Preparation Program	2011-12	1	0%	1	0%	0	0%
	2010-11	1	0%	1	0%	0	0%
	2009-10	2	0%	1	0%	1	2%
Total Non-completers	2011-12	5	1%	5	2%	0	0%
	2010-11	6	1%	5	1%	1	2%
	2009-10	5	1%	3	1%	2	3%

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	41	47%	40	51%	1	13%
To 2-year College	33	38%	29	37%	4	50%
To Other Post-secondary	2	2%	1	1%	1	13%
To the Military	3	3%	3	4%	0	0%
To Employment	4	5%	2	3%	2	25%
To Adult Services	0	0%	0	0%	0	0%
To Other Known Plans	1	1%	1	1%	0	0%
Plan Unknown	3	3%	3	4%	0	0%