



# The New York State Report Card 2011–12

District **MEXICO CENTRAL SCHOOL DISTRICT**  
District ID **46-09-01-06-0000**  
Superintendent **ROBERT PRITCHARD**  
Telephone **(315) 963-8400**  
Grades **PK-12, UE, US**  
Need/Resource  
Capacity Category **Average Need Districts**

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

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

## This report includes:

- 1 Profile**  
This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.
- 2 Student Performance**  
This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.
- 3 Student Outcomes**  
This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

### For more information:

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

# 1 Profile

District **MEXICO CENTRAL SCHOOL DISTRICT**

District ID **46-09-01-06-0000**

## Enrollment

	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
Pre-K	93	102	103
Kindergarten	144	158	142
Grade 1	145	140	161
Grade 2	140	145	145
Grade 3	165	136	147
Grade 4	171	162	138
Grade 5	181	173	152
Grade 6	184	173	168
Ungraded Elementary	0	2	13
Grade 7	156	180	176
Grade 8	166	154	193
Grade 9	195	168	154
Grade 10	187	201	175
Grade 11	233	180	197
Grade 12	201	238	184
Ungraded Secondary	13	19	6
<b>Total K-12</b>	<b>2281</b>	<b>2229</b>	<b>2151</b>

## Average Class Size

	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<b>Common Branch</b>	18	19	20
<b>Grade 8</b>			
English	17	15	
Mathematics	17	15	27
Science	17	16	26
Social Studies	17	16	
<b>Grade 10</b>			
English	20	20	20
Mathematics	18	17	17
Science	21	20	20
Social Studies	17	18	18

## 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 **MEXICO CENTRAL SCHOOL DISTRICT**

District ID **46-09-01-06-0000**

## Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	725	32%	863	39%	799	37%
Reduced Price Lunch	275	12%	281	13%	207	10%
Limited English Proficient	0	0%	0	0%	0	0%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	12	1%	9	0%	6	0%
Black or African American	32	1%	24	1%	21	1%
Hispanic or Latino	16	1%	24	1%	32	1%
Asian or Native Hawaiian/Other Pacific Islander	10	0%	7	0%	6	0%
White	2211	97%	2134	96%	2049	95%
Multiracial	0	0%	31	1%	37	2%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		93%		93%		94%
Student Suspensions	186	8%	310	14%	248	11%

## 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
<b>Total Number of Teachers</b>	198	195	190
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	1%	1%
Percent with Fewer than Three Years of Experience	8%	6%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	12%	11%	10%
<b>Total Number of Core Classes</b>	505	459	371
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%
<b>Total Number of Classes</b>	715	701	525
Percent Taught by Teachers Without Appropriate Certification	1%	0%	3%

\*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	22%	19%	22%
Turnover Rate of All Teachers	14%	16%	13%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	33	33	30
Total Paraprofessionals*	65	69	78
Assistant Principals	2	2	2
Principals	5	5	4

\*Not available at the school level.

## Teacher Qualifications Information

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

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

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

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

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

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

# 2 Student Performance

District **MEXICO CENTRAL SCHOOL DISTRICT**

District ID **46-09-01-06-0000**

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**

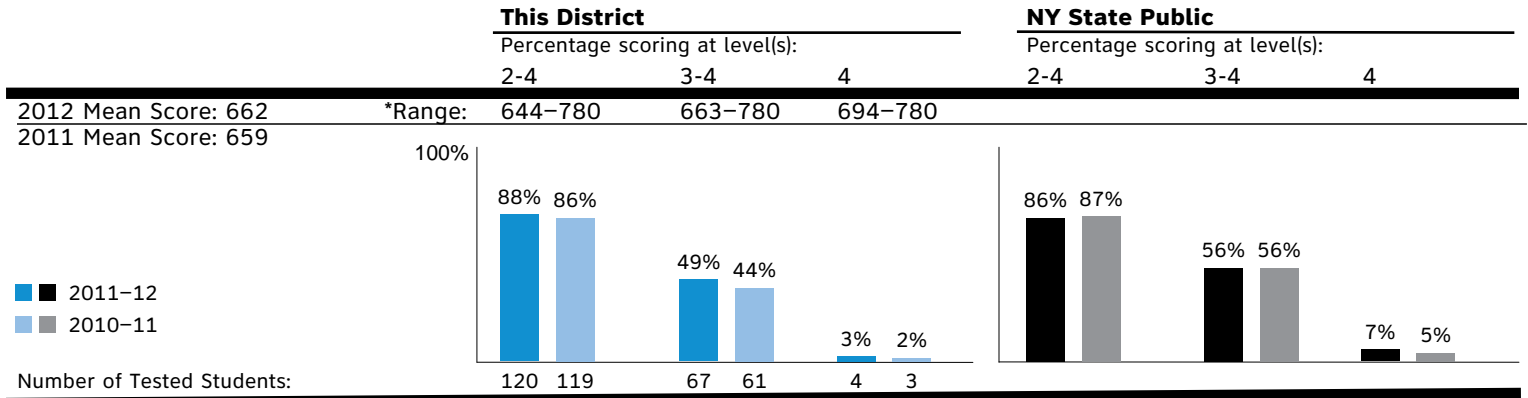
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded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

District ID **46-09-01-06-0000**

## Results in Grade 3 English Language Arts



### Results by Student Group

	<b>2011-12 School Year</b>			<b>2010-11 School Year</b>				
	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	<b>136</b>	<b>88%</b>	<b>49%</b>	<b>3%</b>	<b>138</b>	<b>86%</b>	<b>44%</b>	<b>2%</b>
Female	70	89%	54%	4%	73	86%	44%	1%
Male	66	88%	44%	2%	65	86%	45%	3%
American Indian or Alaska Native								
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino	1	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	133	-	-	-	135	-	-	-
Multiracial								
Small Group Totals	136	88%	49%	3%	138	86%	44%	2%
General-Education Students	115	96%	57%	3%	116	93%	52%	3%
Students with Disabilities	21	48%	5%	0%	22	50%	5%	0%
English Proficient	136	88%	49%	3%	138	86%	44%	2%
Limited English Proficient								
Economically Disadvantaged	63	76%	30%	0%	70	83%	34%	0%
Not Disadvantaged	73	99%	66%	5%	68	90%	54%	4%
Migrant								
Not Migrant	136	88%	49%	3%	138	86%	44%	2%

### NOTES

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

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

### Other Assessments

	<b>2011-12 School Year</b>			<b>2010-11 School Year</b>				
	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	-	-	-	1	-	-	-
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
<b>Total</b>					<b>Total</b>			
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

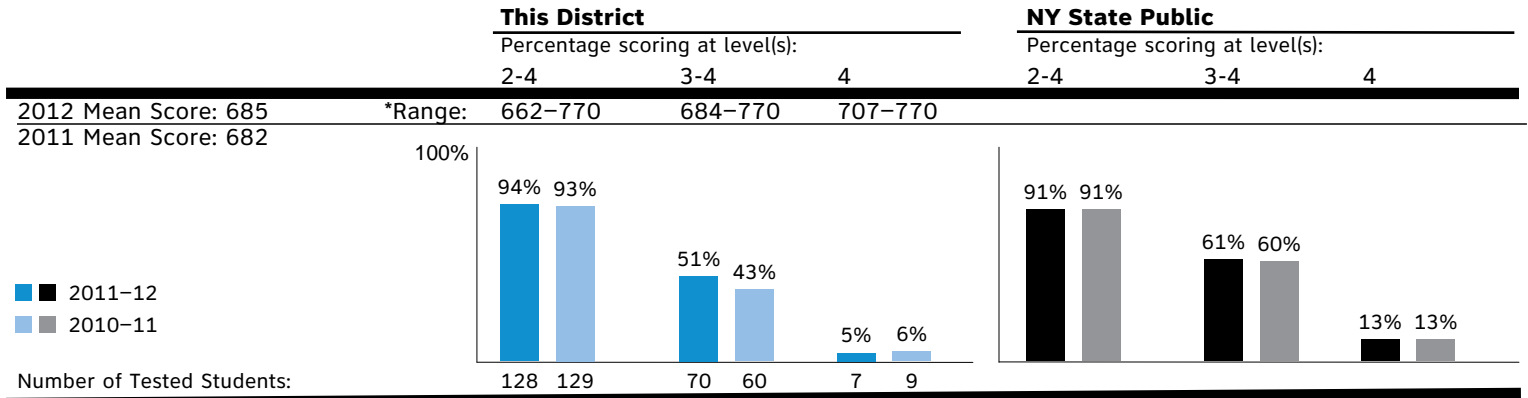
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

District **MEXICO CENTRAL SCHOOL DISTRICT**

District ID **46-09-01-06-0000**

## Results in Grade 3 Mathematics



### Results by Student Group

	<b>2011–12 School Year</b>			<b>2010–11 School Year</b>				
	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	136	94%	51%	5%	139	93%	43%	6%
Female	71	93%	56%	4%	73	93%	34%	5%
Male	65	95%	46%	6%	66	92%	53%	8%
American Indian or Alaska Native								
Black or African American	1	–	–	–	1	–	–	–
Hispanic or Latino	1	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	133	–	–	–	136	–	–	–
Multiracial								
Small Group Totals	136	94%	51%	5%	139	93%	43%	6%
General-Education Students	115	98%	57%	6%	117	96%	50%	8%
Students with Disabilities	21	71%	19%	0%	22	77%	5%	0%
English Proficient	136	94%	51%	5%	139	93%	43%	6%
Limited English Proficient								
Economically Disadvantaged	65	89%	37%	2%	71	90%	35%	4%
Not Disadvantaged	71	99%	65%	8%	68	96%	51%	9%
Migrant								
Not Migrant	136	94%	51%	5%	139	93%	43%	6%

### NOTES

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### Other Assessments

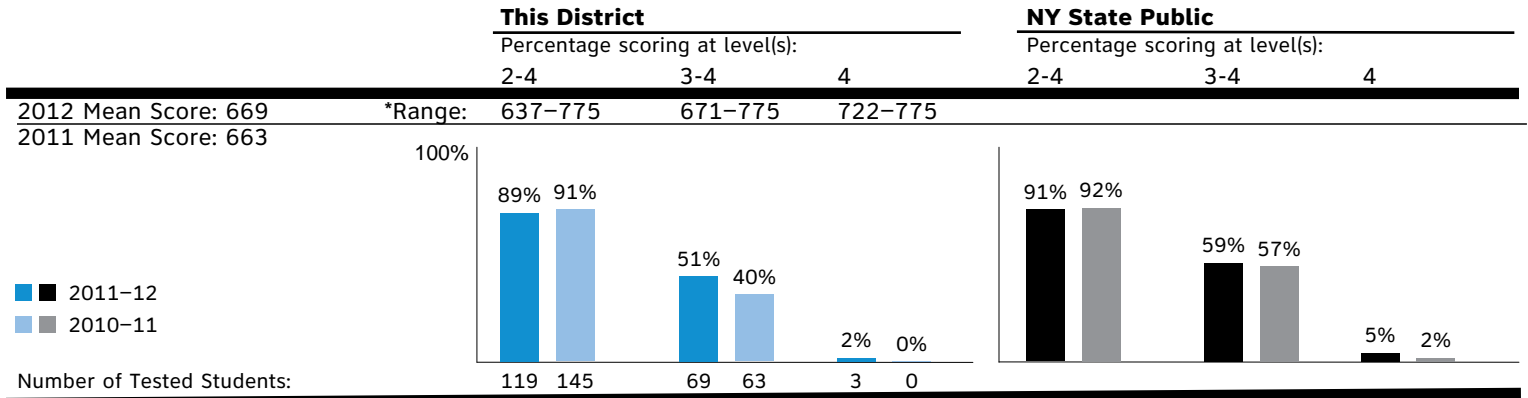
	<b>2011–12 School Year</b>			<b>2010–11 School Year</b>				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	1	–	–	–	1	–	–	–

# 2 Student Performance

District **MEXICO CENTRAL SCHOOL DISTRICT**

District ID **46-09-01-06-0000**

## Results in Grade 4 English Language Arts



### Results by Student Group

	<b>2011–12 School Year</b>				<b>2010–11 School Year</b>			
	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	134	89%	51%	2%	159	91%	40%	0%
Female	68	90%	53%	1%	72	97%	51%	0%
Male	66	88%	50%	3%	87	86%	30%	0%
American Indian or Alaska Native					1	–	–	–
Black or African American	1	–	–	–	2	–	–	–
Hispanic or Latino	2	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	131	–	–	–	152	91%	41%	0%
Multiracial					2	–	–	–
Small Group Totals	134	89%	51%	2%	7	86%	14%	0%
General-Education Students	108	95%	62%	3%	135	96%	46%	0%
Students with Disabilities	26	62%	8%	0%	24	67%	4%	0%
English Proficient	134	89%	51%	2%	159	91%	40%	0%
Limited English Proficient								
Economically Disadvantaged	71	86%	42%	0%	76	87%	28%	0%
Not Disadvantaged	63	92%	62%	5%	83	95%	51%	0%
Migrant	1	–	–	–				
Not Migrant	133	–	–	–	159	91%	40%	0%

### NOTES

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### Other Assessments

	<b>2011–12 School Year</b>				<b>2010–11 School Year</b>			
	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	5	5	5	4	0			
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
<b>Total</b>					<b>Total</b>			
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.

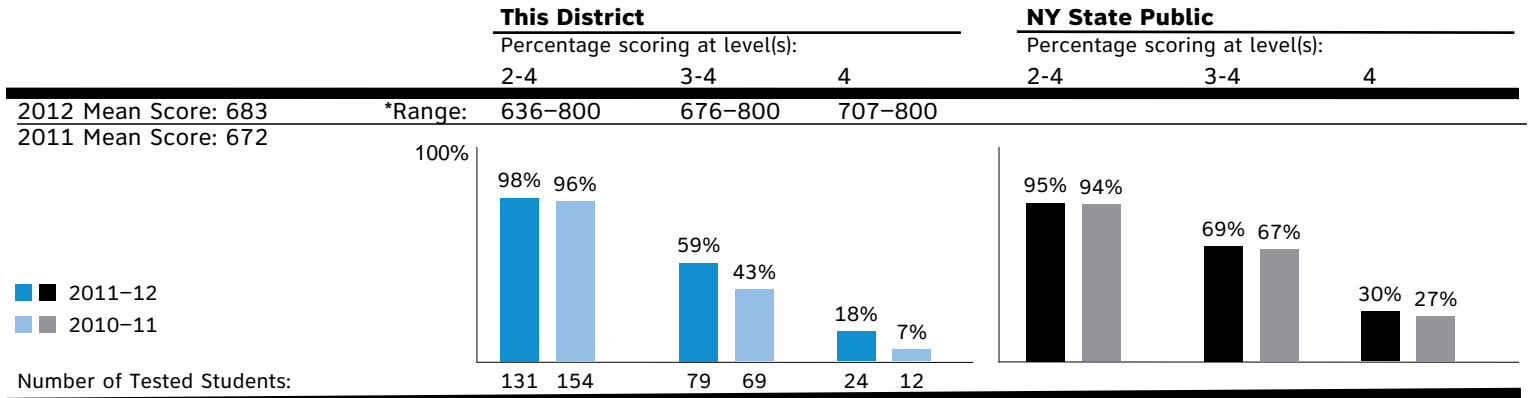


# 2 Student Performance

District **MEXICO CENTRAL SCHOOL DISTRICT**

District ID **46-09-01-06-0000**

## Results in Grade 4 Mathematics



### Results by Student Group

	<b>2011-12 School Year</b>				<b>2010-11 School Year</b>			
	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	<b>134</b>	<b>98%</b>	<b>59%</b>	<b>18%</b>	<b>161</b>	<b>96%</b>	<b>43%</b>	<b>7%</b>
Female	68	97%	59%	10%	72	99%	49%	3%
Male	66	98%	59%	26%	89	93%	38%	11%
American Indian or Alaska Native					1	-	-	-
Black or African American	1	-	-	-	2	-	-	-
Hispanic or Latino	2	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	131	-	-	-	154	95%	45%	8%
Multiracial					2	-	-	-
Small Group Totals	134	98%	59%	18%	7	100%	0%	0%
General-Education Students	108	100%	69%	21%	135	98%	48%	9%
Students with Disabilities	26	88%	19%	4%	26	85%	15%	0%
English Proficient	134	98%	59%	18%	161	96%	43%	7%
Limited English Proficient								
Economically Disadvantaged	71	97%	49%	11%	77	95%	39%	5%
Not Disadvantaged	63	98%	70%	25%	84	96%	46%	10%
Migrant	1	-	-	-				
Not Migrant	133	-	-	-	161	96%	43%	7%

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### Other Assessments

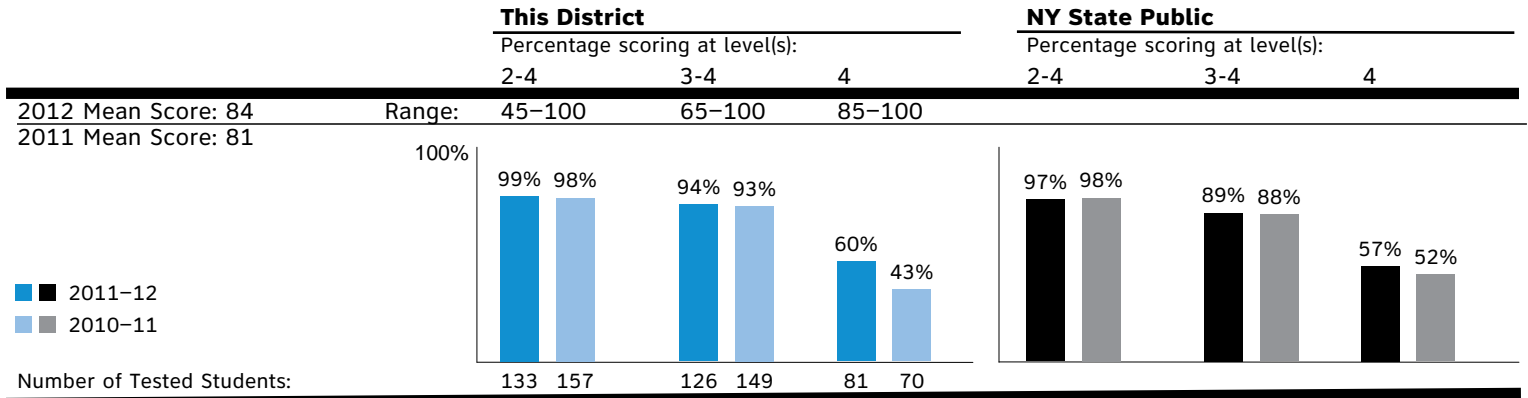
	<b>2011-12 School Year</b>				<b>2010-11 School Year</b>			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	5	5	5	3	0			

# 2 Student Performance

District **MEXICO CENTRAL SCHOOL DISTRICT**

District ID **46-09-01-06-0000**

## Results in Grade 4 Science



### Results by Student Group

	<b>2011-12 School Year</b>				<b>2010-11 School Year</b>			
	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	<b>134</b>	<b>99%</b>	<b>94%</b>	<b>60%</b>	<b>161</b>	<b>98%</b>	<b>93%</b>	<b>43%</b>
Female	68	100%	93%	59%	72	100%	94%	39%
Male	66	98%	95%	62%	89	96%	91%	47%
American Indian or Alaska Native					1	-	-	-
Black or African American	1	-	-	-	2	-	-	-
Hispanic or Latino	2	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	131	-	-	-	154	97%	92%	45%
Multiracial					2	-	-	-
Small Group Totals	134	99%	94%	60%	7	100%	100%	14%
General-Education Students	108	100%	95%	68%	135	99%	96%	46%
Students with Disabilities	26	96%	88%	31%	26	88%	77%	31%
English Proficient	134	99%	94%	60%	161	98%	93%	43%
Limited English Proficient								
Economically Disadvantaged	71	99%	92%	54%	77	97%	91%	35%
Not Disadvantaged	63	100%	97%	68%	84	98%	94%	51%
Migrant	1	-	-	-				
Not Migrant	133	-	-	-	161	98%	93%	43%

#### NOTES

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### Other Assessments

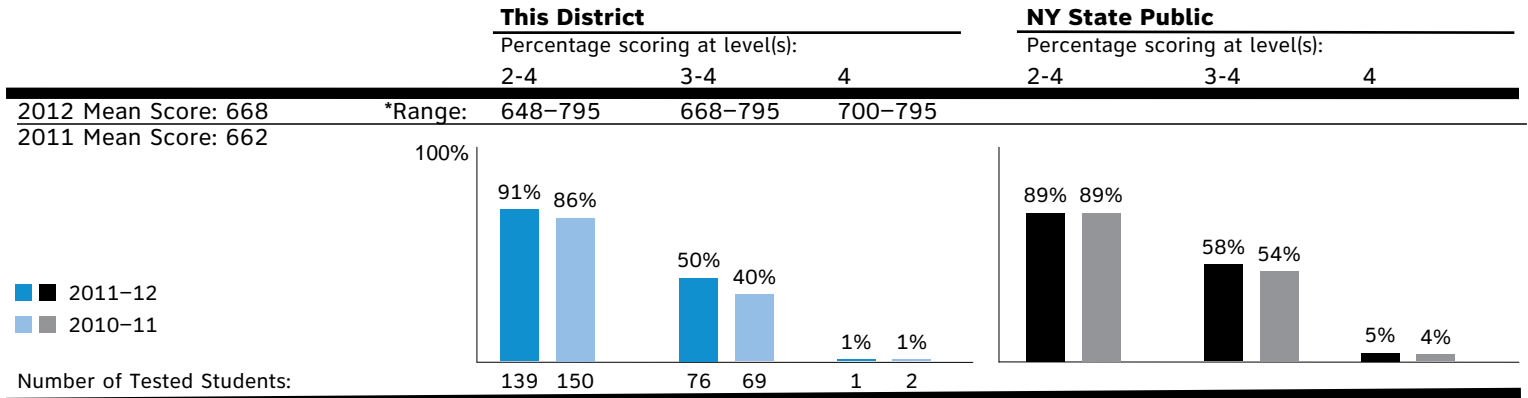
	<b>2011-12 School Year</b>				<b>2010-11 School Year</b>			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	5	5	5	5	0			

# 2 Student Performance

District **MEXICO CENTRAL SCHOOL DISTRICT**

District ID **46-09-01-06-0000**

## Results in Grade 5 English Language Arts



### Results by Student Group

	<b>2011–12 School Year</b>				<b>2010–11 School Year</b>			
	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	152	91%	50%	1%	174	86%	40%	1%
Female	71	92%	56%	0%	86	83%	43%	2%
Male	81	91%	44%	1%	88	90%	36%	0%
American Indian or Alaska Native	1	–	–	–	–	–	–	–
Black or African American	2	–	–	–	4	–	–	–
Hispanic or Latino	2	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	2	–	–	–
White	146	91%	51%	1%	164	87%	41%	1%
Multiracial	1	–	–	–	3	–	–	–
Small Group Totals	6	100%	17%	0%	10	70%	20%	10%
General-Education Students	128	98%	59%	1%	137	96%	50%	1%
Students with Disabilities	24	54%	0%	0%	37	49%	3%	0%
English Proficient	152	91%	50%	1%	174	86%	40%	1%
Limited English Proficient	–	–	–	–	–	–	–	–
Economically Disadvantaged	80	89%	43%	1%	78	77%	31%	0%
Not Disadvantaged	72	94%	58%	0%	96	94%	47%	2%
Migrant	–	–	–	–	–	–	–	–
Not Migrant	152	91%	50%	1%	174	86%	40%	1%

### 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

	<b>2011–12 School Year</b>				<b>2010–11 School Year</b>			
	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	4	–	–	–	3	–	–	–
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
<b>Total</b>					<b>Total</b>			
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

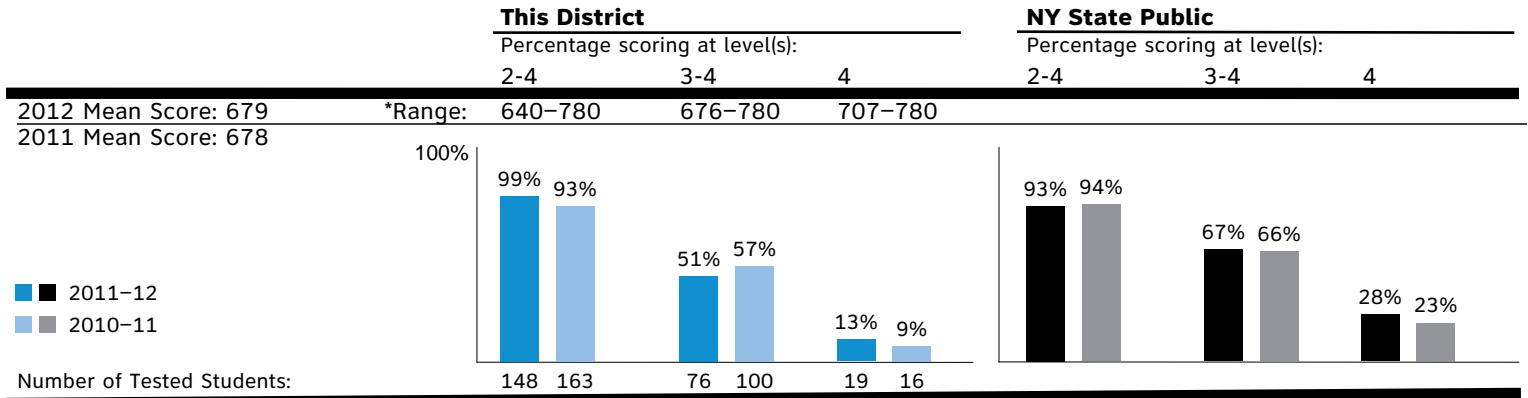
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

District **MEXICO CENTRAL SCHOOL DISTRICT**

District ID **46-09-01-06-0000**

## Results in Grade 5 Mathematics



### Results by Student Group

	<b>2011-12 School Year</b>				<b>2010-11 School Year</b>			
	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	150	99%	51%	13%	175	93%	57%	9%
Female	70	99%	56%	10%	86	91%	57%	7%
Male	80	99%	46%	15%	89	96%	57%	11%
American Indian or Alaska Native	1	-	-	-				
Black or African American	2	-	-	-	4	-	-	-
Hispanic or Latino	2	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					2	-	-	-
White	144	99%	52%	13%	165	94%	59%	10%
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	6	83%	17%	0%	10	80%	30%	0%
General-Education Students	126	100%	60%	15%	137	99%	69%	12%
Students with Disabilities	24	92%	4%	0%	38	71%	16%	0%
English Proficient	150	99%	51%	13%	175	93%	57%	9%
Limited English Proficient								
Economically Disadvantaged	80	98%	43%	6%	79	89%	47%	4%
Not Disadvantaged	70	100%	60%	20%	96	97%	66%	14%
Migrant								
Not Migrant	150	99%	51%	13%	175	93%	57%	9%

#### 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

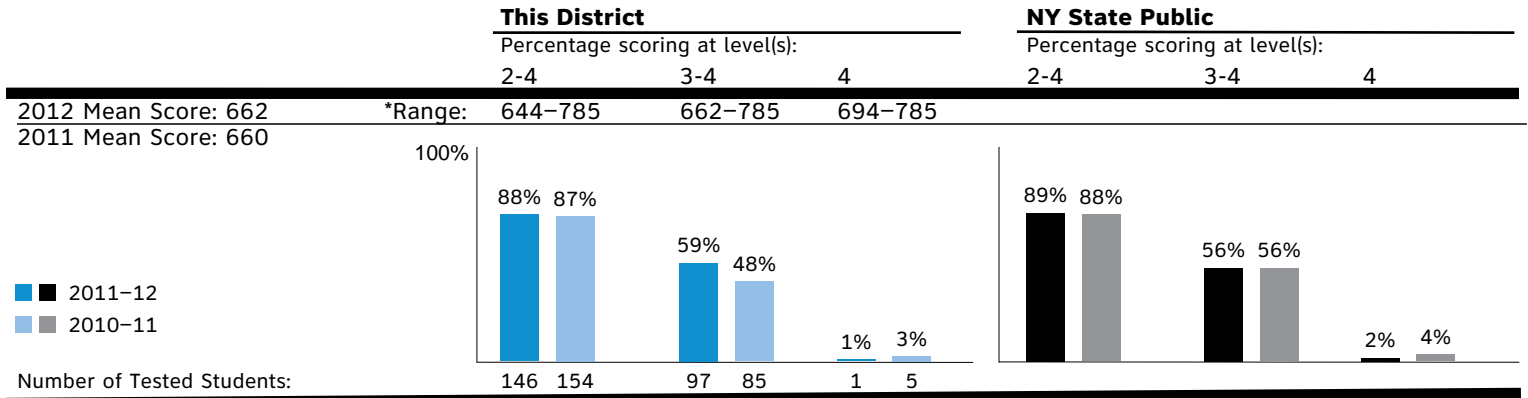
	<b>2011-12 School Year</b>				<b>2010-11 School Year</b>			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	4	-	-	-	3	-	-	-

# 2 Student Performance

District **MEXICO CENTRAL SCHOOL DISTRICT**

District ID **46-09-01-06-0000**

## Results in Grade 6 English Language Arts



### Results by Student Group

	<b>2011-12 School Year</b>			<b>2010-11 School Year</b>				
	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	165	88%	59%	1%	178	87%	48%	3%
Female	86	91%	65%	1%	91	88%	56%	4%
Male	79	86%	52%	0%	87	85%	39%	1%
American Indian or Alaska Native					1	-	-	-
Black or African American	2	-	-	-	3	-	-	-
Hispanic or Latino	3	-	-	-	7	100%	29%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	156	88%	58%	1%	162	86%	48%	3%
Multiracial	2	-	-	-	5	-	-	-
Small Group Totals	9	89%	67%	0%	9	78%	67%	0%
General-Education Students	134	96%	71%	1%	150	95%	55%	3%
Students with Disabilities	31	55%	6%	0%	28	43%	7%	0%
English Proficient	165	88%	59%	1%	178	87%	48%	3%
Limited English Proficient								
Economically Disadvantaged	74	80%	45%	0%	73	79%	33%	0%
Not Disadvantaged	91	96%	70%	1%	105	91%	58%	5%
Migrant								
Not Migrant	165	88%	59%	1%	178	87%	48%	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

	<b>2011-12 School Year</b>			<b>2010-11 School Year</b>				
	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	4	-	-	-	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
<b>Total</b>					<b>Total</b>			
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

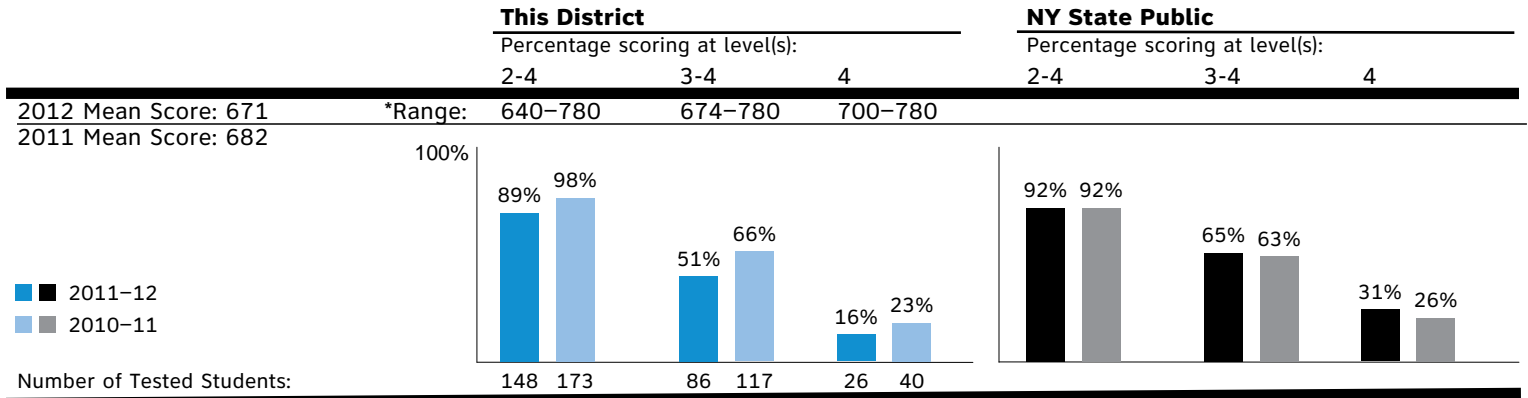
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

District **MEXICO CENTRAL SCHOOL DISTRICT**

District ID **46-09-01-06-0000**

## Results in Grade 6 Mathematics



### Results by Student Group

	<b>2011-12 School Year</b>			<b>2010-11 School Year</b>				
	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	<b>167</b>	<b>89%</b>	<b>51%</b>	<b>16%</b>	<b>176</b>	<b>98%</b>	<b>66%</b>	<b>23%</b>
Female	86	90%	58%	19%	90	99%	71%	28%
Male	81	88%	44%	12%	86	98%	62%	17%
American Indian or Alaska Native					1	–	–	–
Black or African American	2	–	–	–	3	–	–	–
Hispanic or Latino	3	–	–	–	7	100%	86%	14%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–				
White	158	89%	51%	16%	161	98%	65%	24%
Multiracial	2	–	–	–	4	–	–	–
Small Group Totals	9	89%	56%	11%	8	100%	75%	0%
General-Education Students	136	97%	63%	19%	150	100%	73%	26%
Students with Disabilities	31	52%	3%	0%	26	88%	27%	4%
English Proficient	167	89%	51%	16%	176	98%	66%	23%
Limited English Proficient								
Economically Disadvantaged	76	84%	37%	5%	72	97%	56%	15%
Not Disadvantaged	91	92%	64%	24%	104	99%	74%	28%
Migrant								
Not Migrant	167	89%	51%	16%	176	98%	66%	23%

#### 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

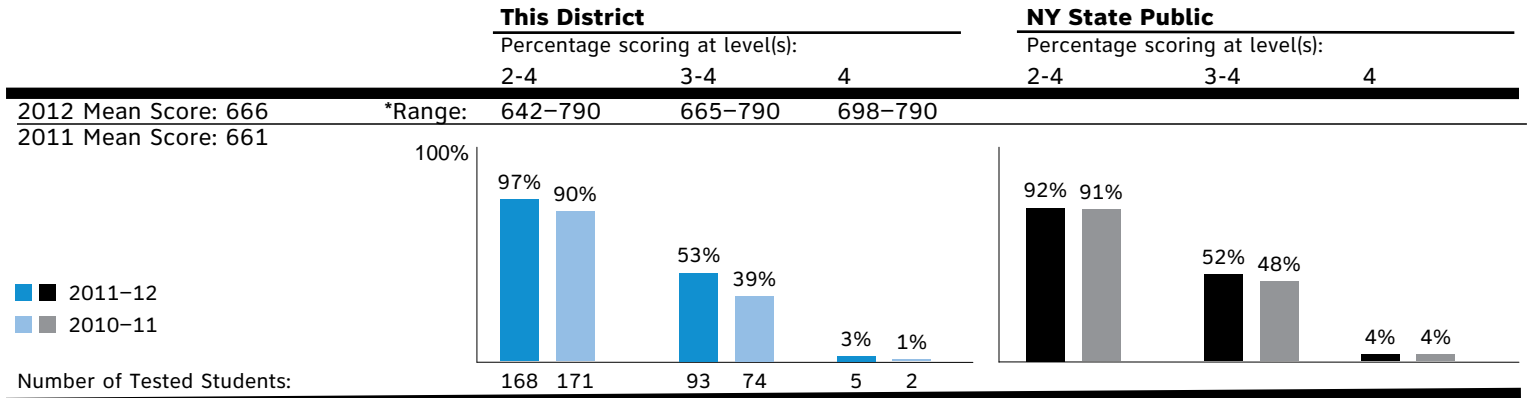
	<b>2011-12 School Year</b>			<b>2010-11 School Year</b>				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	–	–	–	1	–	–	–

# 2 Student Performance

District **MEXICO CENTRAL SCHOOL DISTRICT**

District ID **46-09-01-06-0000**

## Results in Grade 7 English Language Arts



### Results by Student Group

	<b>2011–12 School Year</b>				<b>2010–11 School Year</b>			
	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	<b>174</b>	<b>97%</b>	<b>53%</b>	<b>3%</b>	<b>189</b>	<b>90%</b>	<b>39%</b>	<b>1%</b>
Female	87	98%	62%	5%	94	89%	44%	2%
Male	87	95%	45%	1%	95	92%	35%	0%
American Indian or Alaska Native	1	–	–	–	2	–	–	–
Black or African American	1	–	–	–	3	–	–	–
Hispanic or Latino	8	88%	50%	0%	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander					1	–	–	–
White	159	97%	53%	3%	176	90%	39%	1%
Multiracial	5	–	–	–	3	–	–	–
Small Group Totals	7	100%	71%	0%	13	92%	38%	0%
General-Education Students	145	99%	63%	3%	151	98%	49%	1%
Students with Disabilities	29	83%	7%	0%	38	61%	0%	0%
English Proficient	174	97%	53%	3%	189	90%	39%	1%
Limited English Proficient								
Economically Disadvantaged	69	94%	41%	0%	74	85%	23%	0%
Not Disadvantaged	105	98%	62%	5%	115	94%	50%	2%
Migrant								
Not Migrant	174	97%	53%	3%	189	90%	39%	1%

### 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.

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### Other Assessments

	<b>2011–12 School Year</b>				<b>2010–11 School Year</b>			
	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	2	–	–	–	2	–	–	–
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
<b>Total</b>					<b>Total</b>			
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

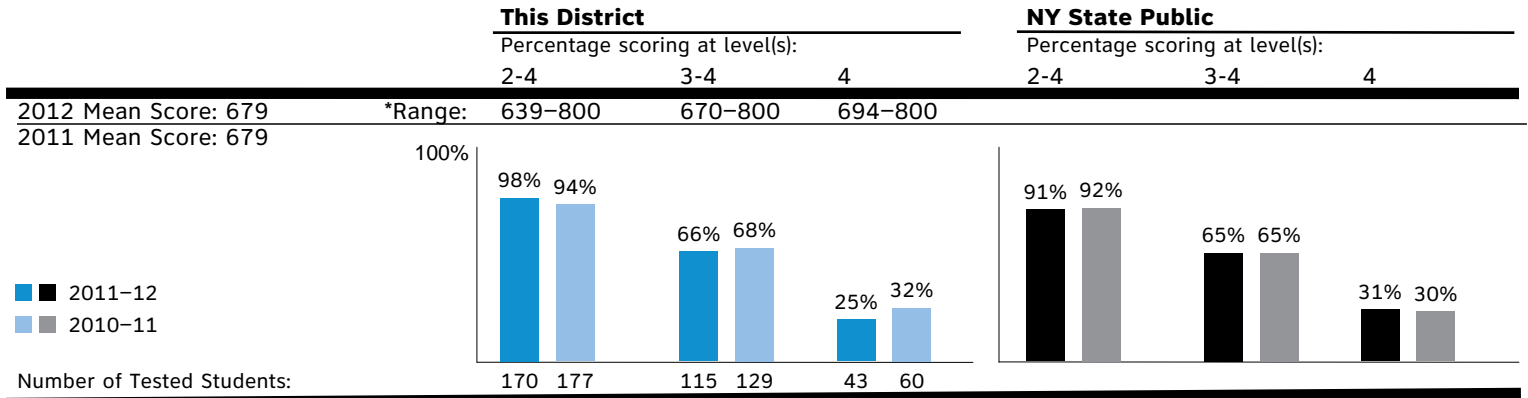
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

District **MEXICO CENTRAL SCHOOL DISTRICT**

District ID **46-09-01-06-0000**

## Results in Grade 7 Mathematics



### Results by Student Group

	<b>2011-12 School Year</b>			<b>2010-11 School Year</b>				
	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	<b>173</b>	<b>98%</b>	<b>66%</b>	<b>25%</b>	<b>189</b>	<b>94%</b>	<b>68%</b>	<b>32%</b>
Female	87	99%	74%	30%	94	94%	69%	29%
Male	86	98%	59%	20%	95	94%	67%	35%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	1	-	-	-	3	-	-	-
Hispanic or Latino	8	88%	63%	25%	4	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					1	-	-	-
White	158	99%	66%	24%	176	95%	70%	32%
Multiracial	5	-	-	-	3	-	-	-
Small Group Totals	7	100%	86%	43%	13	77%	46%	23%
General-Education Students	144	99%	74%	29%	151	99%	81%	39%
Students with Disabilities	29	93%	28%	3%	38	71%	18%	3%
English Proficient	173	98%	66%	25%	189	94%	68%	32%
Limited English Proficient								
Economically Disadvantaged	69	97%	51%	20%	74	93%	59%	22%
Not Disadvantaged	104	99%	77%	28%	115	94%	74%	38%
Migrant								
Not Migrant	173	98%	66%	25%	189	94%	68%	32%

#### NOTES

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### Other Assessments

	<b>2011-12 School Year</b>			<b>2010-11 School Year</b>				
	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	2	-	-	-	2	-	-	-

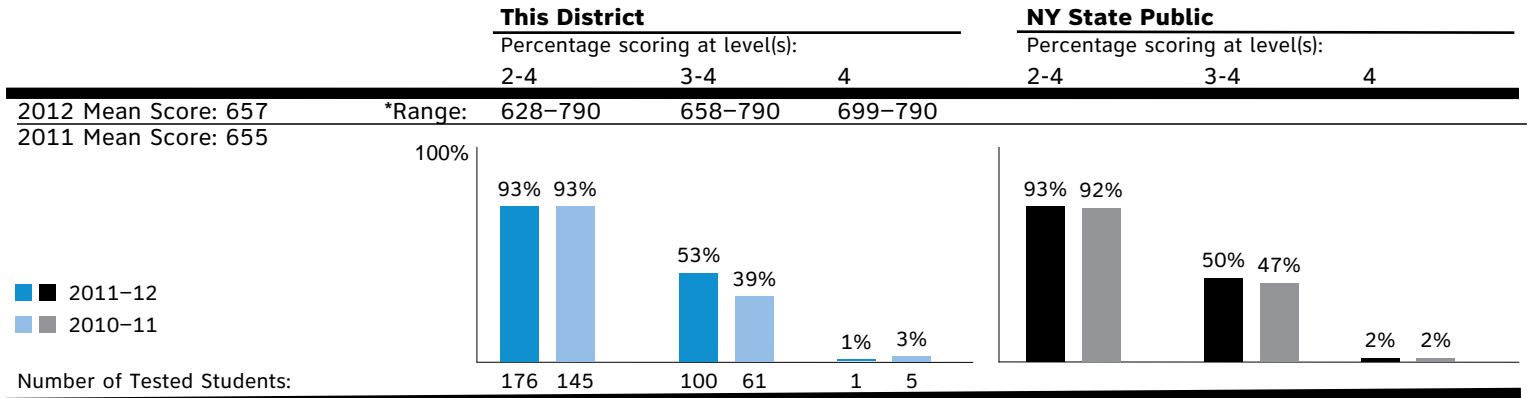


# 2 Student Performance

District **MEXICO CENTRAL SCHOOL DISTRICT**

District ID **46-09-01-06-0000**

## Results in Grade 8 English Language Arts



### Results by Student Group

	<b>2011-12 School Year</b>				<b>2010-11 School Year</b>			
	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	190	93%	53%	1%	156	93%	39%	3%
Female	93	95%	56%	1%	88	93%	49%	6%
Male	97	91%	49%	0%	68	93%	26%	0%
American Indian or Alaska Native	1	-	-	-	-	-	-	-
Black or African American	3	-	-	-	1	-	-	-
Hispanic or Latino	5	80%	80%	0%	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	178	93%	53%	1%	146	92%	38%	3%
Multiracial	2	-	-	-	6	-	-	-
Small Group Totals	7	100%	29%	0%	10	100%	50%	0%
General-Education Students	156	97%	63%	1%	135	96%	45%	4%
Students with Disabilities	34	71%	3%	0%	21	71%	0%	0%
English Proficient	190	93%	53%	1%	156	93%	39%	3%
Limited English Proficient								
Economically Disadvantaged	78	94%	38%	0%	58	84%	28%	2%
Not Disadvantaged	112	92%	63%	1%	98	98%	46%	4%
Migrant	1	-	-	-	-	-	-	-
Not Migrant	189	-	-	-	156	93%	39%	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.

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### Other Assessments

	<b>2011-12 School Year</b>				<b>2010-11 School Year</b>			
	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	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
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

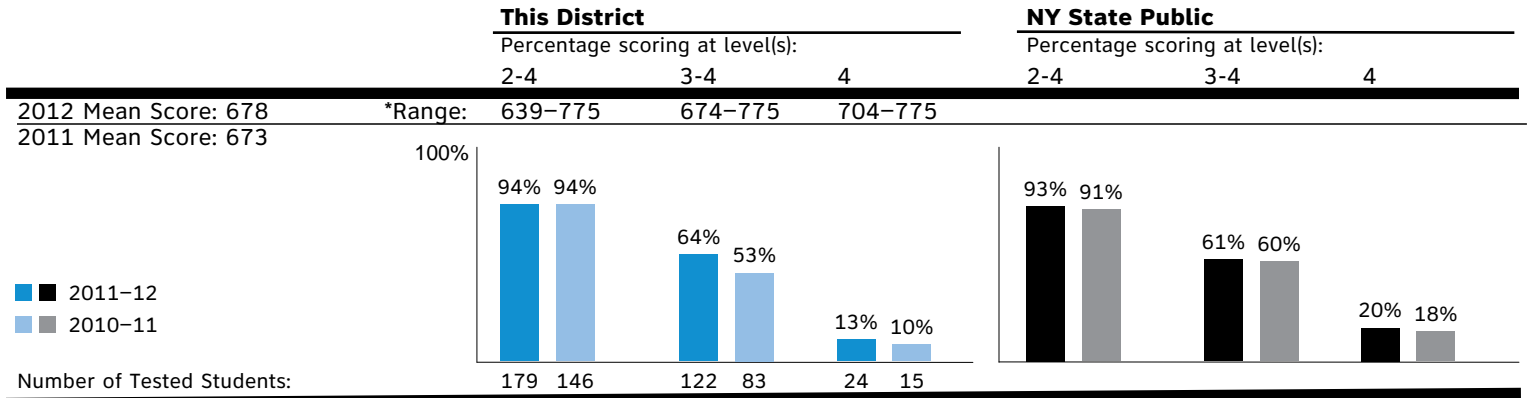
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

District **MEXICO CENTRAL SCHOOL DISTRICT**

District ID **46-09-01-06-0000**

## Results in Grade 8 Mathematics



### Results by Student Group

	<b>2011–12 School Year</b>				<b>2010–11 School Year</b>			
	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	<b>190</b>	<b>94%</b>	<b>64%</b>	<b>13%</b>	<b>156</b>	<b>94%</b>	<b>53%</b>	<b>10%</b>
Female	95	94%	65%	11%	88	94%	59%	11%
Male	95	95%	63%	15%	68	93%	46%	7%
American Indian or Alaska Native	1	–	–	–				
Black or African American	3	–	–	–	1	–	–	–
Hispanic or Latino	5	100%	60%	20%	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	178	94%	65%	12%	146	94%	53%	10%
Multiracial	2	–	–	–	6	–	–	–
Small Group Totals	7	100%	57%	14%	10	90%	50%	10%
General-Education Students	157	99%	72%	15%	135	96%	59%	11%
Students with Disabilities	33	73%	27%	3%	21	76%	14%	0%
English Proficient	190	94%	64%	13%	156	94%	53%	10%
Limited English Proficient								
Economically Disadvantaged	76	93%	58%	7%	58	88%	40%	9%
Not Disadvantaged	114	95%	68%	17%	98	97%	61%	10%
Migrant	1	–	–	–				
Not Migrant	189	–	–	–	156	94%	53%	10%

#### 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

	<b>2011–12 School Year</b>				<b>2010–11 School Year</b>			
	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	–	–	–	3	–	–	–

# 2 Student Performance

District **MEXICO CENTRAL SCHOOL DISTRICT**

District ID **46-09-01-06-0000**

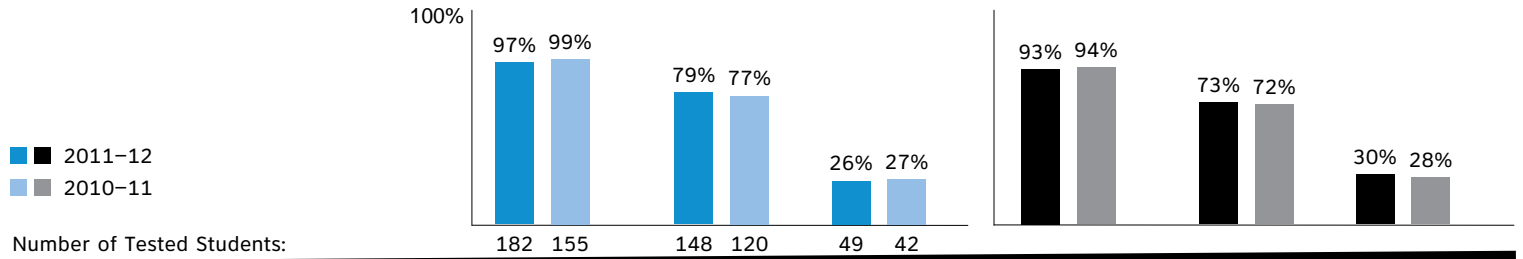
## Results in Grade 8 Science

### 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): 2-4    3-4    4			Total Tested	Percentage scoring at level(s): 2-4    3-4    4		
All Students	188	97%	79%	26%	156	99%	77%	27%
Female	96	97%	77%	25%	88	100%	77%	32%
Male	92	97%	80%	27%	68	99%	76%	21%
American Indian or Alaska Native	1	-	-	-	-	-	-	-
Black or African American	3	-	-	-	1	-	-	-
Hispanic or Latino	5	100%	80%	20%	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	175	97%	79%	27%	146	99%	76%	27%
Multiracial	3	-	-	-	6	-	-	-
Small Group Totals	8	100%	63%	13%	10	100%	90%	20%
General-Education Students	156	99%	88%	31%	135	100%	84%	31%
Students with Disabilities	32	88%	31%	0%	21	95%	29%	0%
English Proficient	188	97%	79%	26%	156	99%	77%	27%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	75	96%	72%	12%	58	98%	62%	17%
Not Disadvantaged	113	97%	83%	35%	98	100%	86%	33%
Migrant	1	-	-	-	-	-	-	-
Not Migrant	187	-	-	-	156	99%	77%	27%

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

# 2 Student Performance

District **MEXICO CENTRAL SCHOOL DISTRICT**

District ID **46-09-01-06-0000**

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

	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>
<b>Grade 4 Reading</b>	32%	33%	26%	9%
<b>Grade 8 Reading</b>	24%	41%	31%	4%
<b>Grade 4 Mathematics</b>	20%	44%	31%	5%
<b>Grade 8 Mathematics</b>	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

	<b>Participation Rate</b>
<b>Grade 4 Reading</b>	
<b>Limited English Proficient</b>	84%
<b>Students with Disabilities</b>	85%
<b>Grade 8 Reading</b>	
<b>Limited English Proficient</b>	77%
<b>Students with Disabilities</b>	84%
<b>Grade 4 Mathematics</b>	
<b>Limited English Proficient</b>	91%
<b>Students with Disabilities</b>	90%
<b>Grade 8 Mathematics</b>	
<b>Limited English Proficient</b>	92%
<b>Students with Disabilities</b>	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 MEXICO CENTRAL SCHOOL DISTRICT

District ID 46-09-01-06-0000

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

### This District

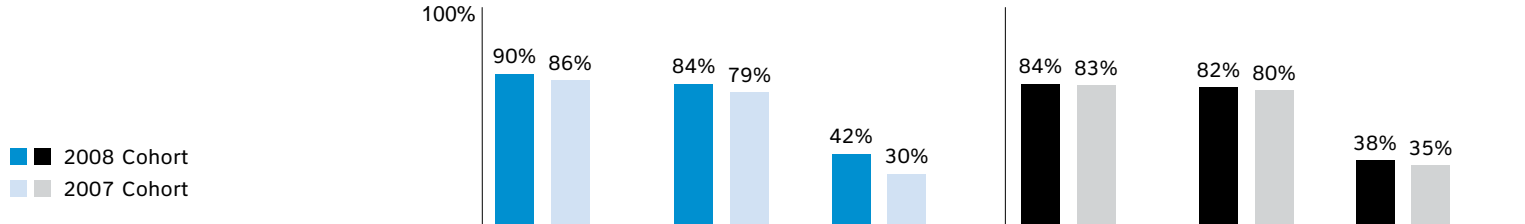
Percentage scoring at level(s):

2-4                      3-4                      4

### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



### Results by Student Group

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
<b>All Students</b>	<b>184</b>	<b>90%</b>	<b>84%</b>	<b>42%</b>	<b>242</b>	<b>86%</b>	<b>79%</b>	<b>30%</b>
Female	102	87%	84%	46%	125	87%	83%	34%
Male	82	93%	84%	38%	117	84%	75%	26%
American Indian or Alaska Native	2	–	–	–	2	–	–	–
Black or African American	3	–	–	–	2	–	–	–
Hispanic or Latino	2	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander					1	–	–	–
White	175	90%	85%	44%	236	85%	79%	29%
Multiracial	2	–	–	–	1	–	–	–
<b>Small Group Totals</b>	<b>9</b>	<b>78%</b>	<b>67%</b>	<b>11%</b>	<b>6</b>	<b>100%</b>	<b>100%</b>	<b>67%</b>
General-Education Students	152	93%	90%	51%	202	92%	91%	36%
Students with Disabilities	32	75%	56%	3%	40	53%	23%	0%
English Proficient	184	90%	84%	42%	242	86%	79%	30%
Limited English Proficient								
Economically Disadvantaged	81	85%	78%	27%	91	74%	65%	18%
Not Disadvantaged	103	93%	89%	54%	151	93%	88%	38%
Migrant								
Not Migrant	184	90%	84%	42%	242	86%	79%	30%

#### NOTES

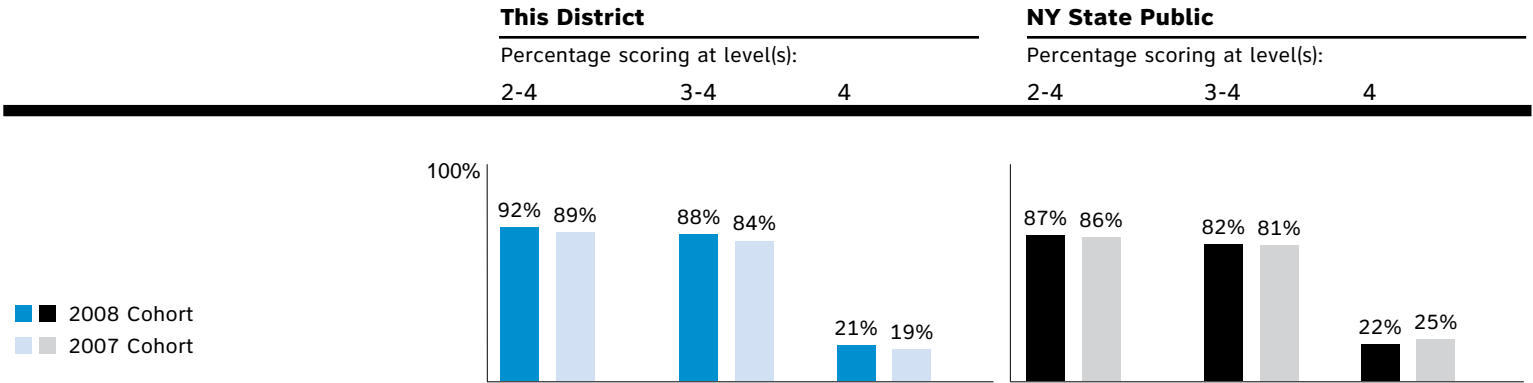
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# 2 Student Performance

District **MEXICO CENTRAL SCHOOL DISTRICT**

District ID **46-09-01-06-0000**

## 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
<b>All Students</b>	<b>184</b>	<b>92%</b>	<b>88%</b>	<b>21%</b>	<b>242</b>	<b>89%</b>	<b>84%</b>	<b>19%</b>
Female	102	90%	89%	19%	125	90%	88%	21%
Male	82	94%	85%	24%	117	87%	79%	18%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	3	-	-	-	2	-	-	-
Hispanic or Latino	2	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	1	-	-	-
White	175	93%	88%	22%	236	89%	83%	19%
Multiracial	2	-	-	-	1	-	-	-
<b>Small Group Totals</b>	<b>9</b>	<b>78%</b>	<b>78%</b>	<b>0%</b>	<b>6</b>	<b>100%</b>	<b>100%</b>	<b>50%</b>
General-Education Students	152	97%	95%	26%	202	96%	94%	23%
Students with Disabilities	32	66%	50%	0%	40	53%	33%	0%
English Proficient	184	92%	88%	21%	242	89%	84%	19%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	81	88%	81%	12%	91	80%	70%	12%
Not Disadvantaged	103	95%	92%	28%	151	94%	92%	24%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	184	92%	88%	21%	242	89%	84%	19%

#### NOTES

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# 2 Student Performance

District MEXICO CENTRAL SCHOOL DISTRICT

District ID 46-09-01-06-0000

## 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
<b>Global History and Geography</b>	184	9%	46%	33%	152	6%	47%	39%	32	22%	41%	0%
<b>U.S. History and Government</b>	184	5%	37%	45%	152	2%	36%	53%	32	22%	44%	6%
<b>Science</b>	184	3%	57%	32%	152	0%	56%	38%	32	16%	63%	3%

## New York State Alternate Assessments (NYSAA) 2011-12

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

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# 2 Student Performance

District **MEXICO CENTRAL SCHOOL DISTRICT**

District ID **46-09-01-06-0000**

## 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%	83%	32%	159	96%	91%	36%	31	71%	39%	6%
	2010-11	176	97%	88%	44%	142	99%	95%	54%	34	85%	59%	6%
	2009-10	228	93%	86%	32%	199	97%	94%	36%	29	66%	34%	3%
Integrated Algebra	2011-12	210	91%	79%	15%	175	95%	85%	18%	35	69%	46%	0%
	2010-11	193	93%	81%	25%	168	96%	85%	28%	25	76%	60%	4%
	2009-10	209	92%	82%	16%	174	95%	87%	18%	35	77%	60%	3%
Geometry	2011-12	115	100%	96%	37%	110	100%	95%	38%	5	100%	100%	0%
	2010-11	131	98%	91%	24%	120	98%	92%	25%	11	91%	82%	9%
	2009-10	121	98%	87%	19%	114	97%	87%	20%	7	100%	86%	0%
Algebra 2/Trigonometry	2011-12	105	81%	66%	18%	101	—	—	—	4	—	—	—
	2010-11	89	78%	63%	12%	86	—	—	—	3	—	—	—
	2009-10	108	79%	65%	21%	106	—	—	—	2	—	—	—
Global History and Geography	2011-12	217	80%	66%	28%	175	87%	75%	34%	42	50%	29%	2%
	2010-11	227	78%	68%	20%	180	85%	76%	25%	47	53%	38%	2%
	2009-10	224	80%	65%	26%	181	88%	75%	32%	43	47%	26%	2%
U.S. History and Government	2011-12	190	89%	84%	39%	160	93%	89%	44%	30	67%	57%	13%
	2010-11	183	91%	83%	45%	145	96%	92%	54%	38	71%	47%	11%
	2009-10	221	92%	86%	53%	193	97%	93%	59%	28	57%	39%	14%
Living Environment	2011-12	164	95%	84%	40%	130	98%	94%	50%	34	79%	47%	3%
	2010-11	209	86%	82%	26%	167	89%	87%	30%	42	76%	64%	10%
	2009-10	173	95%	88%	30%	144	99%	94%	35%	29	76%	59%	7%
Physical Setting/Earth Science	2011-12	182	83%	76%	26%	161	87%	81%	29%	21	52%	43%	5%
	2010-11	162	88%	77%	23%	137	91%	83%	27%	25	68%	44%	4%
	2009-10	177	81%	73%	18%	153	85%	80%	19%	24	54%	33%	8%
Physical Setting/Chemistry	2011-12	81	90%	58%	5%	77	—	—	—	4	—	—	—
	2010-11	80	88%	53%	8%	77	—	—	—	3	—	—	—
	2009-10	107	89%	61%	9%	105	—	—	—	2	—	—	—
Physical Setting/Physics	2011-12	23	87%	57%	13%	23	87%	57%	13%	0			
	2010-11	46	87%	74%	22%	46	87%	74%	22%	0			
	2009-10	34	91%	74%	18%	34	91%	74%	18%	0			

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# 2 Student Performance

District **MEXICO CENTRAL SCHOOL DISTRICT**

District ID **46-09-01-06-0000**

## 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	19	42%	1	—	18	—
	2010-11	16	38%	1	—	15	—
	2009-10	16	25%	0	—	16	25%
Science	2011-12	7	0%	1	—	6	—
	2010-11	14	57%	1	—	13	—
	2009-10	11	64%	1	—	10	—
Reading	2011-12	7	14%	0	—	7	14%
	2010-11	16	50%	1	—	15	—
	2009-10	14	43%	0	—	14	43%
Writing	2011-12	7	57%	1	—	6	—
	2010-11	12	58%	0	—	12	58%
	2009-10	11	55%	0	—	11	55%
Global Studies	2011-12	32	38%	4	—	28	—
	2010-11	25	36%	4	—	21	—
	2009-10	28	46%	2	—	26	—
U.S. History and Government	2011-12	19	42%	4	—	15	—
	2010-11	17	53%	1	—	16	—
	2009-10	17	53%	2	—	15	—

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# 2 Student Performance

District MEXICO CENTRAL SCHOOL DISTRICT

District ID 46-09-01-06-0000

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

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

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# 3 Student Outcomes

District MEXICO CENTRAL SCHOOL DISTRICT

District ID 46-09-01-06-0000

## 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
<b>Total Graduates</b>	2011-12	173		142		31	
	2010-11	206		182		24	
	2009-10	159		141		18	
<b>Receiving a Regents Diploma</b>	2011-12	143	83%	132	93%	11	35%
	2010-11	162	79%	161	88%	1	4%
	2009-10	133	84%	128	91%	5	28%
<b>Receiving a Regents Diploma with Advanced Designation</b>	2011-12	64	37%	64	45%	0	0%
	2010-11	66	32%	66	36%	0	0%
	2009-10	48	30%	48	34%	0	0%
<b>Receiving an Individualized Education Program (IEP) Diploma</b>	2011-12	2	N/A	0		2	N/A
	2010-11	9	N/A	0		9	N/A
	2009-10	7	N/A	0		7	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
<b>Dropped Out</b>	2011-12	19	3%	15	3%	4	3%
	2010-11	34	4%	27	3%	7	4%
	2009-10	40	4%	29	4%	11	6%
<b>Entered Approved High School Equivalency Preparation Program</b>	2011-12	0	0%	0	0%	0	0%
	2010-11	0	0%	0	0%	0	0%
	2009-10	0	0%	0	0%	0	0%
<b>Total Non-completers</b>	2011-12	19	3%	15	3%	4	3%
	2010-11	34	4%	27	3%	7	4%
	2009-10	40	4%	29	4%	11	6%

## Post-secondary Plans of 2011-12 Completers

	All Students		General-Education Students		Students with Disabilities	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>To 4-year College</b>	55	31%	53	37%	2	6%
<b>To 2-year College</b>	56	32%	43	30%	13	39%
<b>To Other Post-secondary</b>	7	4%	4	3%	3	9%
<b>To the Military</b>	16	9%	12	8%	4	12%
<b>To Employment</b>	41	23%	30	21%	11	33%
<b>To Adult Services</b>	0	0%	0	0%	0	0%
<b>To Other Known Plans</b>	0	0%	0	0%	0	0%
<b>Plan Unknown</b>	0	0%	0	0%	0	0%